

Cambridge Technicals

Performing Arts

Level 2 Certificate/Extended Certificate/Diploma Performing Arts – **05763, 05765, 05768 (2012 suite)**

Level 3 Certificate/Introductory Diploma/Subsidiary Diploma/Diploma/Extended Diploma Performing Arts – **05770, 05772, 05775, 05778, 05781 (2012 suite)**

Level 3 Certificate/Extended Certificate/Foundation Diploma/Diploma/Extended Diploma Performing Arts – **05850-05853, 05876 (2016 suite)**

OCR Report to Centres 2016–2017

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Levels 2–3 Cambridge Technical in Performing Arts

1. Overview:

Added to the Cambridge Technicals in Performing Arts level 2/3 qualifications for this year was the 2016 suite which included a much reduced unit offer (while still retaining the same domains of skills, knowledge and understanding of the 2012 suite) and in addition externally examined units (Units 1, 2, 3, 32 and 33).

The 2016 suite also has a considerable range of support materials including Model Assignments, Delivery Guides and guidance on project approaches to delivery and assessment.

The scope of this report covers the qualifications overall but the external units of the 2016 suite have separate reports to centres generated as part of the Awarding process. In this respect the details below cover moderated units across the three suites.

The 2016 Level 3 suite builds on the approaches taken to the 2012 one and centre assessors continue to appreciate the key characteristics of the qualification; the design of units, the opportunities for synoptic and integrated assessment and the flexibility of evidence formats. These qualities increased professional judgement and resulted in greater ownership of the evidence from learners. As the qualification consolidates centres are becoming more creative in their delivery approaches while maintaining the standard of evidence and the coverage of the Learning Outcomes. In this respect the programme is beginning to establish its own ethos and education context rather than being a reaction or a counter to other more established qualifications.

2. General Comments

As in the previous year there was a range of cohort sizes across centres with some relatively small groups through to large cohorts where one or more pathways were offered with a subsequent mix of units submitted for moderation. This sometimes made moderation onerous and the process of claiming complex. This is particularly true in centres where the Extended Diplomas are being delivered and centres should think carefully in terms of a moderation and examination assessment plan to enable moderation to be scheduled realistically across the two allowed visits.

Mandatory units performed well with a wide range of evidence reflective of the centre and learner art-form choices. Centres were generally adaptive in their use of recorded evidence and produced some innovative formats given the opportunity to do so by the more flexible and dynamic approaches encouraged by the Cambridge Technicals. This included some centres who used scanned URSs to provide online links to work. The delivery of optional units reflected the diverse nature of centres.

Centres continue to develop innovative project approaches to delivery and assessment. Most early misunderstandings of the Cambridge technical occur when centres become overly attached to a unit-by-unit approach and subsequently fail to see the possibilities in adapting the unit demands and Learning Outcomes to their own creative programme of performance and skills development.

A further misunderstanding can occur when centres assume a plethora of documentation and regulations that simply do not feature on the suites.

3. Comments on Individual Units

With the relatively small number of centres in the first and second years, and with a diverse range of choices within that small number, it has been difficult to comment or draw conclusions on individual units, many of which may be unique to a specific centre. In subsequent years as the choice and numbers increase it will be possible to identify trends. In any event diversity of centre approaches to the generation of appropriate evidence and to teaching and learning strategies means that units will always produce a wide range of responses.

However, it is clear that on the 2016 suite where on the smaller size qualifications options are limited, units such as 8: *Performing repertoire* dominated, with some centres opting for 6: *Improvisation*.

Pathways threw up some anomalies on the 2016 suite where because of the external units and the subsequent limiting of choice some centres were not able to include some specific units in their offer. The project approach suggested means that there is some mitigation to this. For instance because 4: *Combined arts* is not available on the Musical Theatre pathway on the Diploma (720GLH) this does not mean that the performance programme and opportunities at the centre should not still carry all the demands of the other skills units: projects should not be affected, only the units and Learning Outcomes that are integrated into them.

As indicated above unit evidence is generally responding to the specific approaches of centres and learners, and this is to be encouraged. The whole point of these vocational programmes is that they should respond to local needs and contexts as well as being owned by learners. This range of evidence is clearly possible within the assessment frameworks of the Cambridge Technicals.

Evidence for specific Learning Outcomes continues to be imaginative and relevant with an increasing amount of centres using digital/video approaches to capturing key developmental moments, often initiated and recorded by learners themselves thus increasing their ownership of their work.

4. Sector Update

There continues to be some movement and 'churn' in the vocational sector and centres will continue to make choices over the next year with regard to programmes. Cambridge Technicals will continue to expand in this context, retaining as they do the clear advantages of visiting moderation and streamlined unit design and assessment platforms. The 2016 suite includes externally assessed units designed to test learner's knowledge and understanding of real professional contexts such as proposal writing and auditioning. The Sample Assessment Materials (SAMs) for these new externally assessed units are on the OCR website and centres are encouraged to refer to these at the earliest opportunity.

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