

Cambridge Technicals

Performing Arts - Moderated

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 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#) .

Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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OCR REPORT TO CENTRES

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Levels 2–3 Cambridge Technical in Performing Arts

1. Overview:

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: L2 (2012), L3 (2012/2016).

Centres continue to build in numbers citing increased professional judgement, flexibility of delivery and freedom from excessive administration. 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 vocational qualifications.

Take-up of the 2012 qualification remains strong with centres delaying moves to external assessment necessary for delivery of the 2016 one.

2. General Comments

As in 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 on the 2012 suite 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, remembering that all units must be moderated.

However, this should not deter centres from giving students the opportunity to customise their programmes by choosing specific units, which is possible on the 2012 suite.

The choices on the 2016 suite are more restricted given the external units that are required to be delivered and generally centres are opting for the Extended Certificate which means only 2 units are moderated.

Centres need to be preparing for the transfer to the 2016 suite as the last cohort for the 2012 is entered in September 2020.

Mandatory units performed well on all qualifications and suites 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. Moderators will continue to give guidance on the nature and range of evidence possible on all suites.

Centres continue to develop innovative project approaches to delivery and assessment. Most early misunderstandings of the Cambridge Technicals 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

The range of units taken by students depends on the suite being delivered as indicated above. For the 2012, the choice can be extensive and specific to the demands of the cohort in a particular centre.

On the 2016 suite where options on the smaller size qualifications (Cert, Ext. Cert.) are limited, unit 8: *Performing repertoire* dominated, with some centres opting for 6: *Improvisation*. The larger size qualifications are based on pathways and so choices vary but clearly, the technique units carry most of the evidence, along with performance units.

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.

There is some discussion, but no final decision yet, on whether units from other pathways could be taken; this would create some further flexibility in delivery if carried through.

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 be continuing to make choices over the next year with regard to programmes and the 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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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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