

# PERFORMING ARTS QUALIFICATIONS

## *Summary Brochure*

Whether it's about student progression to further studies or a career in the Performing Arts, our exciting qualifications designed for 14–19 year olds will meet a wide range of needs.

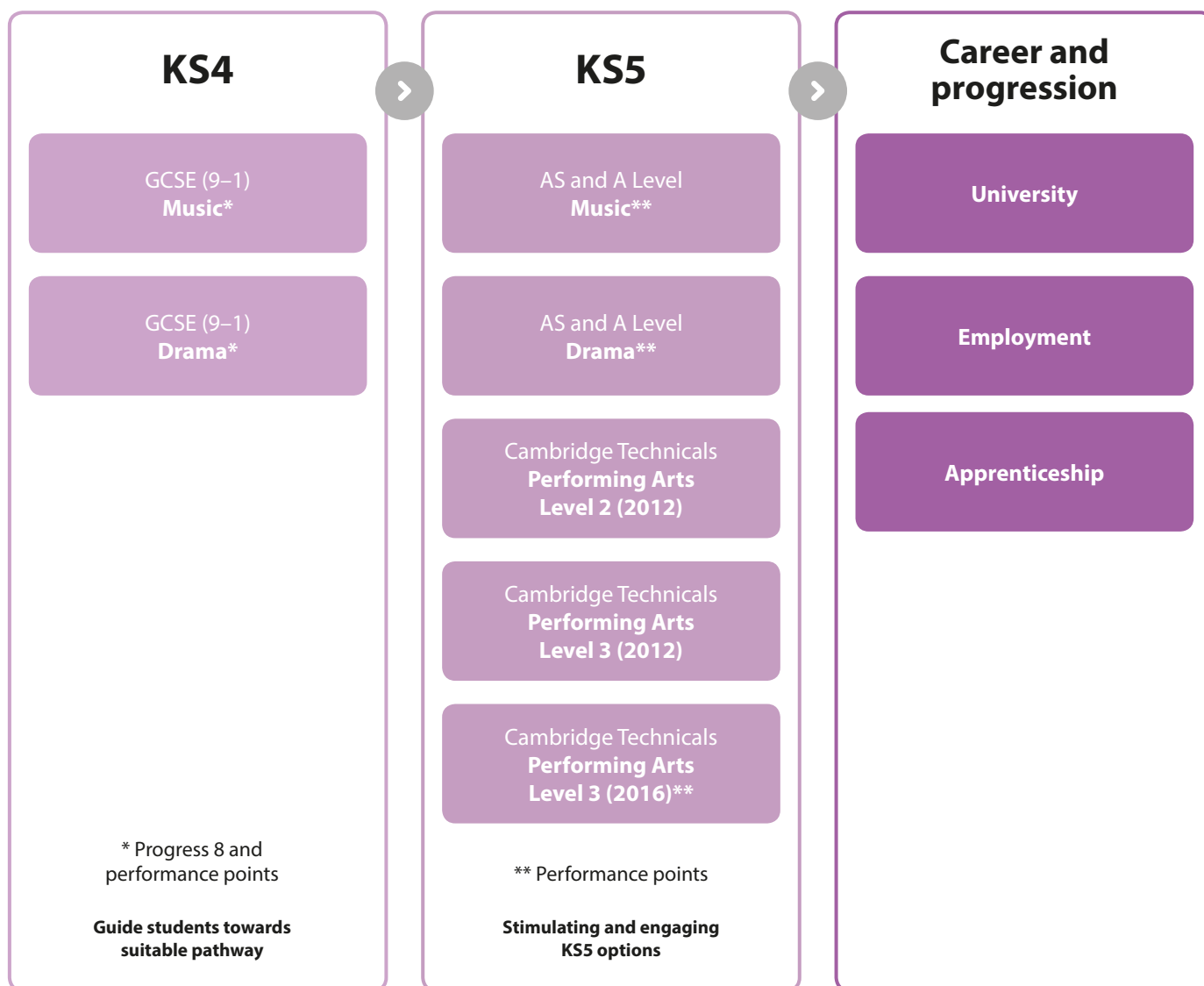
# WHAT'S IN THIS GUIDE?

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## ***A full suite of qualifications for 14–19 year olds***

The creative industries are an important growth area in the UK, bringing significant cultural and economic benefits. We've designed our qualifications to ignite and engage your students' creativity, passion and interests. We also want them to be inspiring and enjoyable to teach, and we provide comprehensive resources to support you.

# PATHWAYS FOR PERFORMING ARTS



# GCSE (9–1) MUSIC

## KEY INFORMATION

### **SPECIFICATION CODE:**

J536

### **IDEAL FOR:**

Students who want to go on to AS or A Levels, higher education or make a well informed career choice

### **PROGRESS TO:**

This qualification provides the ideal foundation for students to progress to AS Level and A Level Music or Level 3 Cambridge Technical in Performing Arts

### **FINAL AWARD:**

9 (highest) to 1 (lowest)

### **PERFORMANCE POINTS:**

Yes

## THE QUALIFICATION

With an emphasis on musicality and practical music making, our specification provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – Performing, Composing and Appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with five areas of study as they explore musical context, language, performance and composition.

The specification is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. It offers a range of opportunities to study diverse and traditional fields, with an integrated approach. We want to encourage students to experiment in their own performing, composing and listening as well as develop interest in and enthusiasm for all aspects of their musical heritage.

## ASSESSMENT

There are two submission options – postal submission or electronic upload via the OCR Repository. The key features of the assessment include:

- An integrated performance and composition component with student choice of instrument – this is a non-examined assessment and completed during the course
- A practical portfolio that includes the board-set composition task and an ensemble performance – this is a non-examined assessment completed during the course
- An examined listening and appraisal component sat at the end of the linear course.

This is based on the Areas of Study and not set works to provide a musical and accessible examination.

## READ MORE:

[ocr.org.uk/qualifications/gcse/music-j536-from-2016](https://ocr.org.uk/qualifications/gcse/music-j536-from-2016)



# GCSE (9–1) DRAMA

## KEY INFORMATION

### **SPECIFICATION CODE:**

J316

### **IDEAL FOR:**

Students who want to go on to AS or A Levels, higher education or make a well informed career choice

### **PROGRESS TO:**

This qualification provides the ideal foundation for students to progress to AS Level and A Level Drama and Theatre or Level 3 Cambridge Technical in Performing Arts

### **FINAL AWARD:**

9 (highest) to 1 (lowest)

### **PERFORMANCE POINTS:**

Yes

## THE QUALIFICATION

At the heart of this qualification is the opportunity for your students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

There's the chance for them to develop a range of theatrical skills and to work collaboratively to generate and communicate ideas and meanings through informed artistic choices.

Through the non-exam assessment, students can experiment and take risks with their work while developing their own style. There are no set texts in the 'Presenting and performing texts' component. Our view is that, as a teacher, you should have the freedom to choose the ones that, in your professional opinion, are best suited to your students.

## ASSESSMENT

Our GCSE (9–1) in Drama consists of three components. In summary:

- 'Devising drama' (01/02) is internally assessed. This component is a non-exam assessment and consists of a portfolio and a performance. Students can take on the role of performer or designer (lighting, sound, set or costume).
- 'Presenting and performing texts' (03) is externally assessed. This component is a non-exam assessment and consists of a performance showcase for a visiting examiner. The text for the non-exam component can be chosen by the centre. Students can take on the role of performer or designer (lighting, sound, set or costume).
- 'Drama: Performance and response' (04) is an examined component. Section A consists of short-answer questions relating to the study of a text. Section B is an extended response, analysing and evaluating a live drama performance.

## READ MORE:

[ocr.org.uk/qualifications/gcse/drama-j316-from-2016](https://ocr.org.uk/qualifications/gcse/drama-j316-from-2016)



# AS AND A LEVEL MUSIC

## KEY INFORMATION

### **SPECIFICATION CODE:**

AS Level – H143

A Level – H543

### **IDEAL FOR:**

Students who want to go on to higher education or make Performing Arts their career choice

### **PROGRESS TO:**

Higher Education, employment or apprenticeships

### **FINAL AWARD:**

A\* (highest) to E (lowest)

### **PERFORMANCE POINTS:**

Yes

## THE QUALIFICATION

The focus of these qualifications is on providing a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. They encourage students to broaden their musical horizons and understanding with Areas of Study that are designed to inspire and challenge them.

This specification will enable your students to explore performance and composition in greater detail. Through the various genres, styles and eras contained in our Areas of Study, they'll explore musical context, musical language and performance and composition skills. The AS and the A Level are designed to be co-teachable.

### **Areas of Study**

- Instrumental music of Haydn, Mozart and Beethoven
- Popular song: Blues, jazz, swing and big band
- Instrumental jazz from 1910 to the present day
- Religious music of the Baroque Period
- Programme music 1820-1910
- Innovations in music from 1900 to the present day.

At A Level, students can choose a specialism in performance or composition. The A Level also has options and pathways designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions.

## ASSESSMENT

The key features of the assessment include:

- A performance component – a non-exam assessment completed during the course and submitted to us at OCR for assessment
- A composition component – a non-exam assessment completed during the course and submitted to us at OCR for assessment
- An examined listening and appraisal component sat at the end of the linear course.

### **READ MORE:**

[ocr.org.uk/qualifications/as-and-a-level/music-h143-h543-from-2016](https://ocr.org.uk/qualifications/as-and-a-level/music-h143-h543-from-2016)



# AS AND A LEVEL DRAMA AND THEATRE

## KEY INFORMATION

### **SPECIFICATION CODE:**

AS Level – H095

A Level – H495

### **IDEAL FOR:**

Students who want to go onto higher education or make Performing Arts their career choice

### **PROGRESS TO:**

Higher Education, employment or apprenticeships

### **FINAL AWARD:**

A\* (highest) to E (lowest)

### **PERFORMANCE POINTS:**

Yes

## THE QUALIFICATION

Our AS and A Level in Drama and Theatre provide real freedom for your students to experiment and take risks with their work while working on developing their own style.

The specifications also allow them to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and theatre and to their own performance work.

They provide opportunities for students to examine drama and the work of others, to look at a range of drama as a practical art form, and to work independently to create their own performances, making informed artistic choices.

## ASSESSMENT

### **AS Level**

Students must complete two components (01/02 or 03/04 – Process to Performance and 05 – Exploring performance). One is a non-exam assessment and one is a written paper. They develop a practical understanding of drama and theatre and apply this knowledge to their own performances. They can choose to be either a performer or a designer (lighting, sound, set or costume).

### **A Level**

Students must complete four components, one from each component group. These groups are:

- Practitioners in Practice
- Exploring Texts for Performance
- Analysing Performance
- Deconstructing Texts for Performance.

Two are non-exam assessments (including one visiting examination) and two are written papers.

Students participate in the two performance components as either a performer or a designer (lighting, sound, set or costume). One is a performance from a text, the other a devised performance based on/influenced by their research into the work of others.

### **READ MORE:**

[ocr.org.uk/qualifications/as-and-a-level/drama-and-theatre-h059-h459-from-2016](https://ocr.org.uk/qualifications/as-and-a-level/drama-and-theatre-h059-h459-from-2016)



## ABOUT CAMBRIDGE TECHNICALS

The Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students' lifelong learning journey. Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students **aged 16+**. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

## TWO SUITES...YOUR CHOICE

You have the flexibility to choose qualifications from either our 2012 or 2016 suite depending on the needs of your students and the requirements of your centre. The 2016 suite has been designed to meet the DfE's Technical Guidance and to be included on the Key Stage 5 Performance Tables. To meet the DfE requirements, they include a higher percentage of mandatory content and external assessment.

Our Cambridge Technicals 2012 suite qualifications are recognised for UCAS tariff points. For students less suited to external assessment, these internally assessed qualifications continue to be available as post-16 funded qualifications but are NOT included on the 16–18 Performance Tables for 2020.

# CAMBRIDGE TECHNICAL IN PERFORMING ARTS (2012)

## KEY INFORMATION



### SPECIFICATION CODE:

#### LEVEL 2 CAMBRIDGE TECHNICAL IN PERFORMING ARTS (2012)

Performing Arts Level 2 Certificate/Extended Certificate/Diploma – 05763, 05765, 05768

#### LEVEL 3 CAMBRIDGE TECHNICAL IN PERFORMING ARTS (2012)

Performing Arts Level 3 Certificate/Introductory Diploma/Subsidiary Diploma/Diploma/Extended Diploma – 05770, 05772, 05775, 05778, 05781

### IDEAL FOR:

Students aged 16+

### PROGRESS TO:

Higher education, apprenticeships or employment

### PERFORMANCE POINTS:

The 2016 suite is eligible for Key Stage 5 performance points

### UCAS POINTS:

The 2012 Level 3 qualifications receive UCAS tariff points

## 2012 LEVEL 2:

This qualification is an ideal foundation for students to provide them with an understanding of performing arts through engagement with techniques, the work of practitioners, industry conventions and community projects. This leads to the application of practical and creative skills that transfer easily into the workplace. It offers a wide choice of units to reflect the range of opportunities available in the performing arts sector.

### Benefits

- Cambridge Technicals are exam-free so suit all learning styles
- There's no external assessment so you can choose when to assess your students
- They include hands-on practical experience based on real-life scenarios.

## 2012 LEVEL 3:

Students have the option of a specialist pathway so they can take a learning route that fits with their individual career aspirations. It provides them with an understanding of performing arts through engagement with techniques, the work of practitioners, industry conventions and community projects. There's a wide choice of units to reflect the range of opportunities available in the performing arts sector.





# CAMBRIDGE TECHNICAL IN PERFORMING ARTS (2016)

## KEY INFORMATION



### **SPECIFICATION CODE:**

### **LEVEL 3 CAMBRIDGE TECHNICAL IN PERFORMING ARTS (2016)**

Performing Arts Level 3 Certificate/Extended Certificate/  
Foundation Diploma/Diploma/Extended Diploma –  
05850–05853 and 05876

### **IDEAL FOR:**

Students aged 16+

### **PROGRESS TO:**

Higher education, apprenticeships or employment

### **PERFORMANCE POINTS:**

The 2016 suite is eligible for Key Stage 5 performance points

### **UCAS POINTS:**

The 2016 Level 3 qualifications receive UCAS tariff points

### **2016 LEVEL 3:**

There are five sizes of qualifications that give your students a choice of what to focus on and to prepare them to move to further study in performing arts-related courses.

There are four pathways in the Foundation Diploma (540 GLH): Acting, Dance, Music and Theatre Production. The Diploma (720 GLH) and the Extended Diploma (1080 GLH) have five pathways: Acting, Dance, Music, Musical Theatre and Theatre Production.

These qualifications aren't just about being able to perform on stage; designed in collaboration with experts spanning the breadth of the sector, they focus on the requirements that today's universities, professional vocational colleges and employers demand.

There's a wide range of centre-assessed units with practical and broader project-based assessment opportunities, as well as examined units on:

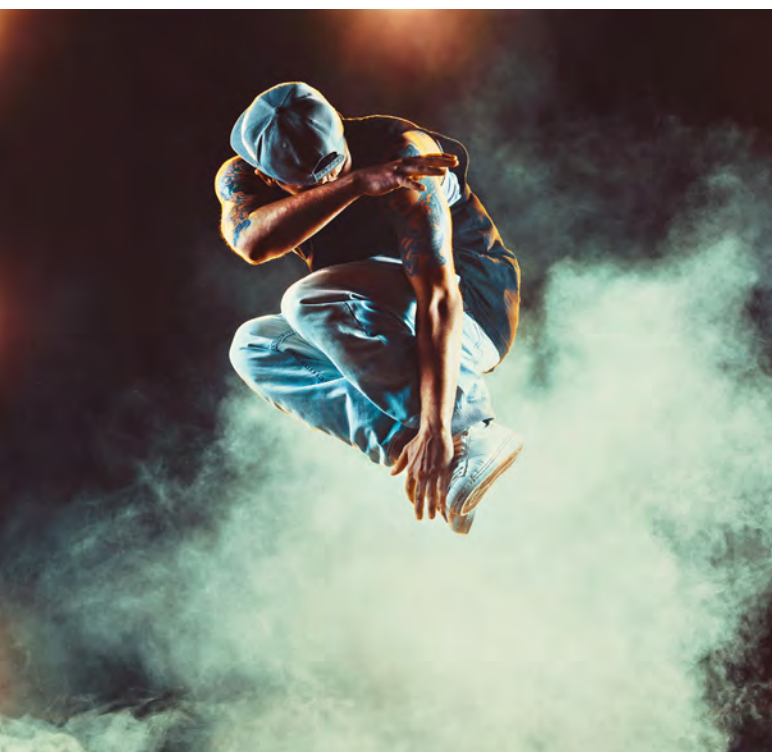
- Prepare to work in the performing arts sector
- Proposal for a commissioning brief
- Influential performance practice
- Arts administration
- Original performance.

Depending on the size chosen, the qualifications either complement a Key Stage 5 study programme alongside other vocational qualifications or A Levels or may constitute the bulk of a two-year study programme.

Students also gain an understanding of how different businesses and organisations in the performing arts sector work. When it comes to progression or employment, they'll learn about the variety of opportunities available to them, and the roles and responsibilities of businesses and organisations in the sector. They'll develop strategies, attitudes and survival skills for sustaining a career in the performing arts industry, as well as an understanding of the expectations of potential employers so they can maximise their chances of getting work in a fiercely competitive environment.

### **READ MORE:**

[ocr.org.uk/qualifications/cambridge-technicals](http://ocr.org.uk/qualifications/cambridge-technicals)



# SUPPORTING YOU IN QUALIFICATION DELIVERY

Our aim is to support you on your journey with us from initial enquiry right through to results. To help you get going, support you through delivery and allow you to develop professionally, we provide a massive range of support to help secure your students' futures.



## SUPPORT AND RESOURCES

### EXPERT SUBJECT ADVICE

Our subject advisors provide information and support to schools, including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities. You can reach them through our Customer Support Centre on **01223 553998** or email **music@ocr.org.uk** or **drama@ocr.org.uk**. You can also find teacher support at **ocr.org.uk/performingarts**

### TEACHING AND LEARNING RESOURCES

- **Lesson Elements**  
Task sheets and accompanying instructions for some of the activities in the delivery guide.
- **Skills Guides**  
A range of generic skills guides providing knowledge and tips covering topics such as communication, research skills and exam techniques.
- **Topic Exploration Packs**
- **Teacher and Delivery Guides**  
A range of lesson ideas with associated activities that you can use with students to deliver the contents of the qualifications.
- **Transition Guides**
- **Scheme of Work Builder**  
Create and export your own schemes of work based on specification statements and our new teaching and learning resources.

### SAMPLE LEARNER WORK

We've created sample learner work across the majority of our qualifications that will support you in understanding the expectations of the mark schemes.

### PARTNER RESOURCES AND TEXTBOOKS

Our Performing Arts qualifications are supported by endorsed textbooks and resources published by leading publishers. You can find more details about our publisher partners and the resources they're providing at **ocr.org.uk/publishing-partners**

### PERFORMING ARTS COMMUNITY

If you want to interact with other teachers/lecturers, our online community is the place to go. Our virtual communities are grouped by subject area and offer an opportunity to ask for advice, swap resources and suggest ideas for teaching and lesson planning.

Sign up at: **social.ocr.org.uk**  
or join us on Twitter: **@OCR\_PerformArts**

### BLOGS

Read our Performing Arts blogs and gain interesting insights from our Subject Advisors and other leading figures from the world of Performing Arts education.



## ASSESSMENT

### ACTIVE RESULTS

This is a **free** online A Level, GCSE and Cambridge Nationals results analysis service to help you review the performance of individual students or your whole school. Active Results provides access to detailed results data, enabling more comprehensive analysis of results to give you a more accurate measure of the achievements of your centre and students.

Find out more at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)

### ASSESSMENT MATERIALS

Sample question papers and sample candidate work.

### PAST PAPERS

Previous examination papers for each subject with which you and your students can practise.

### PROGRESS TRACKER

An Excel-based tracking tool to help you monitor students' progress throughout the qualification.

### PRACTICE PAPERS

Create mock exams and help students get a clearer picture of the qualification requirements. We put all our practice papers through exactly the same long and detailed processes as the live papers to ensure that they match the style and rigour of the live assessments.

### CANDIDATE EXEMPLARS

A selection of candidate style answers and work with associated examiner commentary.

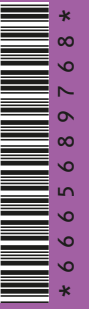
### MODEL ASSIGNMENTS

Model assignments provide a scenario and set of tasks that enable you to assess your students against the requirements specified in the grading criteria.

## TRAINING AND PROFESSIONAL DEVELOPMENT

### PROFESSIONAL DEVELOPMENT TRAINING AND EVENTS

All our qualifications are supported with comprehensive training. Check out [ocr.org.uk/professionaldevelopment](https://ocr.org.uk/professionaldevelopment) to find out what's available for face-to-face or online training courses.



For more information visit  
**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**  
or call our Customer Support Centre on  
**01223 553998**

Alternatively, you can email us on  
**[music@ocr.org.uk](mailto:music@ocr.org.uk)**  
**[drama@ocr.org.uk](mailto:drama@ocr.org.uk)**



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