

Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

General notes

Cambridge Technicals in Performing Arts are best delivered within an integrated project approach. This means that several units can be combined to produce the evidence for Learning Outcomes through a single performance project or through a programme of performances. Establishing the candidate group as a performance company, even remotely, can be useful to achieve this. The table below therefore, although laid out in unit form, could also be applied synoptically, and when considering solutions centres could also consider how some evidence could be adapted appropriately to meet the demands of specific LOs across several units.

The current adaptations can also be a general opportunity for candidates to take more control and 'own' the recording and annotation of evidence.

Centres can make full use of observations and witness statement pro-forma giving full details of assessor, timings and criteria used.

Suggested adaptations

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 2 Performance project	LO3 Be able to take part in a performance to an audience	M2 Perform demonstrating focus and engagement with an audience	There is an expectation of a performance explicit in the criteria	Where allowed, centres can stage performances that are socially distanced. Alternatively performances, individual rehearsals, or audition work can be assessed via video-recording or video-link (e.g. Zoom). The audience can be a small group or just the assessing teacher. Enhanced notes, logbooks, blogs and to-camera evaluations can support the evidence as well as tutor observations and witness statements. Evidence of individual work will be acceptable.
Unit 10 Musical theatre performance	LO4 Be able to perform a musical theatre work	P4 Communicate a simple interpretation in performance through the application and combination of musical theatre skills M2 Perform a role in a musical theatre production demonstrating confident handling of acting, dance and music skills in combination with technical control		
Unit 11 Developing physical theatre performance	LO3 Be able to perform a physical theatre role	M2 Perform a role demonstrating commitment to the material whilst engaging the audience		
Unit 13 Choreography	LO2 Be able to apply choreographic methods to create material in workshop performance	P2 Develop performance material using a range of choreographic methods M1 Perform material demonstrating competence in technical and interpretative skills	Requires contact with others	Alternative evidence i.e. working on self, video/zoom performances and linking up with others via remote meeting technology is acceptable.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 15 Dance showcase	LO3 Be able to perform work of chosen practitioners	P4 Communicate intentions to an audience	Requires performance to an audience	Where allowed, centres can stage performances that are socially distanced. Alternatively performances, individual rehearsals, or audition work can be assessed via video-recording or video-link (e.g. Zoom). The audience can be a small group or just the assessing teacher. Enhanced notes, logbooks, blogs and to-camera evaluations can support the evidence as well as tutor observations and witness statements.
Unit 19 Solo musical performance	LO3 Be able to perform music to an audience	P3 Present a recorded portfolio of at least four contrasting pieces of music that are performed accurately to an audience, showing some sense of musical style		
Unit 21 Working as a musical ensemble	All LOs	All criteria	Working as an ensemble requires contact with others and performances	Individual evidence responding to ensemble contexts and demands can be used.
Unit 22 Costume construction	LO3 Be able to produce a costume for a performance or demonstration	P4 Produce a costume that will be wearable in performance	Needs access to equipment, performance spaces and materials	Candidates can construct costumes for themselves in a role and performance as part of a remote brief. This can be accompanied by a portfolio of designs, construction processes, textual notes and artistic responses, materials, and technical challenges and potential hazards.
Unit 23 Design for performance	LO3 Be able to realise design ideas	D1 Produce strategies for solving production design problems		As well as using video-link and video-recording, centres can use alternative production evidence – responses to briefs, designs, cue sheets and other technical documentation such as flow-diagrams indicating design, development, and production processes and minutes of production meetings.
Unit 24 Lighting operations for stage performance	LO3 Be able to hang luminaries safely LO4 Be able to operate lighting controls	P3 Rig equipment safely under guidance D1 Implement lighting control operations in response to cues following a lighting script		In the production areas it is especially important for candidates to be able to present their evidence and processes direct to camera. Scale models can be presented along with design portfolios.

Unit number(s) and title(s)	Learning objectives (LO)	Criteria	Issues identified in the unit(s)	Adaptations / solutions
Unit 25 Make-up for performers	LO3 Be able to interpret make-up designs and apply to themselves and others	P4 Create make-up for self safely using basic make-up techniques P5 Apply character make-up safely to a performer (other than self) M2: apply a range of make-up designs for a specified production in a nominated performance medium.	Needs access to equipment, performance spaces and materials	<p>The assessor can assess video recordings of the candidate applying make-up at home. The recordings must allow the assessor to authenticate that it is the candidate who is applying the make-up. A professional discussion could also take place (in person or via video-link) to provide additional evidence if appropriate.</p> <p>If a model is not available for P5, the candidate can apply make-up to themselves, supplemented with additional notes if appropriate.</p> <p>As well as using remote platforms and streaming, centres can use alternative production evidence – responses to briefs, designs, cue sheets and other technical documentation such as flow-diagrams indicating design, development, and production processes and minutes of production meetings. Scale models and photographs can also be included.</p> <p>In the production areas it is especially important for candidates to be able to present their evidence and processes direct to camera.</p>
Unit 26 Set construction	LO3 Be able to plan and construct a scenic element	P4 Demonstrate basic set construction skills in completing the scenic element		
Unit 27 Sound operations for performance	LO2 Be able to set up sound equipment	P2 Set up the sound equipment for live performances and/or events		

Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found on [the qualification page on our website](#).

Contact us

If you would like to contact us, you can do so at:

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