

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 3 January 2021 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Unit 3 series overview

Overall a good standard of response was given to this session's paper. There was a good range of marks despite a small number of entries due to the Covid pandemic and consequential lockdown/ lack of face to face learning time. Candidates that submitted overcame these issues to work in spaces to create and rehearse their submissions. There were some innovative ideas that would not usually be seen outside of the pandemic.

Candidates that scored more highly used their research into practitioners as examples to demonstrate their response to the statement. They used practitioners as examples to evidence their evaluation. Candidates did not do so well if they had produced a more biographical styled response about how the practitioner influenced others and the industry. The nature of Level 3 is not only to demonstrate a candidate's knowledge and research skills but fundamentally being able to show proven ability to apply this knowledge rather than regurgitate information.

The statement was accessible to produce a wide variety of performing arts disciplines in the practical demonstration. It was pleasing to see submissions around singing, acting, dance, stage technical demonstrations in sound and lighting and an array of different musical instruments.

Candidates were seen to produce reports and practical work in both traditional and contemporary styles. It was interesting to see the multi-tasking of different talents and skills to demonstrate the contrasting element of the practical.

Overall, this unit seems to be better understood year on year and it is clear that centres use this opportunity to maximise the potential for candidates to showcase individual technical ability and self-motivated interest in a diverse range of discipline.

There is a good range of variance within centres coming through that evidence the nurturing of individual ambitions and skills. The practical demonstrations were of a varying standard, but most made good choices linked to the statement.

How well students prepare is evident in Question 2 and representative of the higher marking in the practical question especially if an equal amount of effort is demonstrated when producing two pieces of equal standard. Preparation to make sure the candidate moves fluidly between each element of their practical demonstration is key to gaining top band marks.

Overall, despite current world circumstances and the understandable drop in centre submissions this paper had a pleasing outcome in response to the statement and production of material by candidates. Marked to set standards and the mark scheme, candidates should be commended for their submissions within this session where responses had been made by many in unusual circumstances.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Applied their knowledge in response to the statement using practitioners as examples. • Were well prepared academically and practically. • Produced equal levels of skill in their contrasting demonstrations. • Produced fluid presentation of their practical demonstration. • Pulled on their individual talents. 	<ul style="list-style-type: none"> • Produced biographical reports about the practitioner and the influence they had on the industry. • Showed lack of preparation and self-motivated rehearsal. • Stumbled through the elements of the practical demonstration. • Did not structure their essay/reports adequately.

Question 1

'All performance work is a reflection of the time when it was created'

In response to the statement above:

- 1 Produce a report that evaluates the work and influences of **one** practitioner in response to the statement above.

(Guide of 1000 – 1500 words)

[30]

Question 2

- 2 Present a practical demonstration showing **two** contrasting pieces in response to the statement above. This may or may not include the work of the practitioner evaluated in Question 1.

(5 – 8 minutes)

[30]

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