

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **PERFORMING ARTS**

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**05850–05853, 05876**

**Unit 2 Summer 2024 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 2 series overview

Responses reflect that this unit continues to be well understood. There was equal use of the commission briefs. Commission A and B leading to more coherent responses.

The examination question structure remained the same with candidates responding to the brief/advert as a written pitch to the client. They assume a role within an events team, and this can be fictional to present their knowledge and boost the sales element. Candidates who adopted a 'sales approach' to their pitch showed clear understanding of the overarching aim of the assessment as a task that represents real life employment commissions.

The candidate is aiming to produce a thoroughly considered pitch with a comprehensive appendix which can include all their back up and explanatory materials such as research, the supporting budgets, legalities, planning documentation and any other supportive information. No word count is applied to the appendices and all documentation should illustrate the pitch.

Good use of the appendices is being seen by most centres. Set centre styles should be avoided for the examiners to dismiss referral of plagiarism. Again, this series saw repetition of centre styles disadvantaging the candidates as they were then led and missed important elements. We encourage teachers to understand the mark scheme and reflect on why centre styles can miss the individuality required in the candidates' responses.

The exam paper itself is systematic and leads the candidate through the required stages to produce their response. Candidates following the examination format tended to fare better than centre produced formats. This continues to be observed and is reflected in centres where candidates are marking very closely with little and in some no variance. House style also leads to the same error being made across all submissions in a centre rather than the findings that can be achieved through independent research.

The examiners team continue to encourage candidates to detail their name, candidate number and title of the chosen commission. Some commission choices may have similar investigations and can be a guessing game for the examiner as to which commission has been chosen in the first part of their responses.

There is a notable tendency to apply gifts or assumptions of a resource, meaning this element would not be discussed in the research or budget contexts. This unit works towards 'real world' tasks and unless a resource or gift is offered in the commission, no resource should be left out of the research, budget or other considerations to offer a complete response.

Each commission clearly lays out the funding mechanism for the task. Candidates do not gain extra marks for adding details of unnecessary funding options or over complicating the task in hand. Advice from the examination team is that candidates should be clear that we are looking for candidates to demonstrate that they fully comprehend the brief and question paper. Any unnecessary materials do not demonstrate this. Candidates can be disadvantaged and waste word count by discussing funding options that are not required to meet the brief.

Candidates that 'sold' their proposal to the reader, as a straightforward idea that was thoroughly backed up throughout the budget, risk assessments and with considerations of the relevant legal, insurance and safety considerations, did well.

*For example, candidates showed sophisticated responses when they were able to reflect the cost of licencing and health, and safety/insurances required in line with the hazards and challenges of each individual scenario. They also included relevant safety measures appropriate to the environment, use of necessary electrical equipment, and relevant user risk assessments, PRS, PPL, DBS, and public liability insurance. The costs and details of their plans to facilitate the use of these considerations were carried through and detailed in the elements of the appendices, budget, risk assessment, planning etc.*

The rule to apply is if they say it, candidates then need to appropriately embed and consider that resource throughout all elements of the pitch. For example, licencing is not treated as an add on and should be included in the costs, not gifted. The aim is for candidates to gain the actual knowledge required to run their own project or respond to a live brief in their future career, this is where the learning raises awareness of the actual in the real world.

The more complex a response, the more risk the candidate may miss something. Candidates that did well demonstrated they had read the commission and thought of a viable, manageable idea as a response. Some ideas were very simple but sophisticated in the depth of the response, its research and attention to detail.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• use the examination paper format to structure their responses</li> <li>• adopted a sales approach to the pitch to 'sell' their project idea</li> <li>• ensured that all items mentioned in the text were followed up in the risk assessment and budgets</li> <li>• researched and considered the legal and health and safety licences and assessments that would need to be made, such as, PRS, DBS, Insurances, equipment safety measures, public liability etc and reflected these costs in the budgets</li> <li>• offered less complexed projects that were presented as a more focussed, fully considered response, with in depth detail that carried through all elements of the response</li> <li>• did not make assumptions and offered background research that was filly cited.</li> </ul>	<ul style="list-style-type: none"> <li>• the lack of advertising, risk assessment detail and considerations not being carried through to the budget or planning timelines</li> <li>• set Centre styles place some centres at risk of suspicion of plagiarism or have mis guided a whole cohort into not being able to gain the coverage of marks individuals may have achieved by interpreting the exam question paper by themselves</li> <li>• the connection of the budgets, risk assessments and research not being consistent with the proposal.... for example, if the candidate states they are employing a team of technicians, examiners expect to see this considered in the budget and risk assessment. The more sophisticated the event, the more detail needs to be represented and carried through to the appendix's items and in the proposal text</li> <li>• some candidates spent too much time creating a project that was too complicated to back up with the relevant supporting materials mentioned above to facilitate the event effectively to the brief.</li> </ul>

### Assessment for learning



This is an individually marked assessment therefore use of centre styles is not appropriate. Candidates can be encouraged to systematically follow the question paper.

### Misconception



Candidates can over sell an idea that is impractical or not thoughtfully considered in the supporting materials. Candidates need to ensure that they back up the use of certain types of equipment, its licencing and safety measures in the budget planner and risk assessments.

### OCR support



Advice to future candidates is to spend more time unpicking the question and the commission brief to tease out and fully understand the expectation and context before responding and ensuring that the response is consistent in all parts.

## Commission briefs

### Commission A

#### Revive Theatre Project

'Be part of the future of theatre'

Revive Theatre is pleased to announce it will be reopening its doors following its fantastic new refurbishment. The theatre has had an amazing facelift and is now ready to host the best that theatre can offer.

To celebrate, we will be inviting events companies to submit their ideas to take part in a spectacular and inspiring showcase to be hosted in the theatre over the opening weekend.

The project aim is to bring back our loyal customers and inspire the whole community to come and see what our fabulous 'new look' theatre has to offer. As well as theatre enthusiasts, the event will need to draw in potential hirers, tour organisers, families and new audiences for our shows.

This will be no mean feat! Can your event company rise to this challenge?

Please send your proposal to the Theatre Manager at 'Revive Theatre' – we're looking forward to receiving interesting and exciting proposals.

### Commission B

#### Rural Life Festival

'Celebrating nature and our rural environment'

Rural Life Festival is an exciting new concept that promotes getting outdoors and appreciating what the countryside has to offer.

This is a festival experience where people come and pitch their tent and get involved. We invite you to pitch your ideas to make our festival a great success.

We want to promote awareness of rural life and celebrate its benefits. We want to put on a festival that is vibrant, attractive and open to the general public from the local rural area and nearby towns. We are excited to be able to support this happy, healthy and educational event in the fresh air by providing suitable indoor and outdoor spaces, as well as funding.

We really want to hear from inspiring events companies who can bring a fresh concept to the festival.

Please submit your proposal without delay!

## Commission C

### Game On!

'The convention that professional gamers dream of'

Game on! It's time to ask experienced event companies to submit their ideas and plans for our next gamers' convention, Game On!

Game On! has been running for many years but it requires modern and inventive ideas to keep the event fresh and exciting each year. As a one-day event, Game On! usually attracts at least 2000 gamers, many of them from a long way away. We supply the convention venue and all of the funding. All you have to do is supply the ideas and planning to make the event innovative and exciting.

A question for you: what do gamers want to see and do, and what will bring them back?

The event needs to return a profit. Your proposals will need to be slick and accurate before we will press GO! and invite you to take on the commission.

Please send your pitch to Game On! For the attention of the Convention Manager.



## Question 1

### (e) Appendices

- (i) Details of adaptations and changes made in response to any pilot workshops/scratch performances and stakeholder research that may have been part of the R&D process.
- (ii) Planning documentation and budget.
- (iii) Health and safety and legal constraints.
- (iv) Details of how you intend to monitor and evaluate the process and the outcomes.

**[50 marks]**

Although money is available, the commissioning organisations have not provided a budget for the work. You face the challenge of remaining competitive but being committed to paying workers the going rate and employing them on professional conditions of service. You will also need to be realistic about the resources and equipment needed to successfully carry out the project.

Your proposal details and approach could include 'added value' such as a long-term commitment to weekly workshops or a short tour of performances (even after the project has finished), depending on the commission details.

### **1 Produce a proposal report for ONE of the commissions.**

(1500-2000 words, including supporting documentation).

Please state clearly which commission you have chosen.

#### **Your report must contain:**

- (a) Introduction – that responds to a given scenario.
- (b) Initial summary
  - (i) A brief outline/executive summary of the project you intend to run, including the research undertaken.
  - (ii) Details of who will benefit from this project and how their needs will be addressed (this should include commissioning organisation, participants and the company and company members).
  - (iii) The timelines that will be necessary to deliver the project.
- (c) The Proposal
  - (i) This is an opportunity to 'flesh out' the details of the proposal and convince the commissioning organisation of your ability to deliver the project.
- (d) Budget and Resources
  - (i) Details of costs and resources needed to carry out the work.

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# Supporting you

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## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

**You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.**

# Online courses

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## Enhance your skills and confidence in internal assessment

### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

### Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

### How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

### Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

### How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

## Need to get in touch?


If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
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