

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

PERFORMING ARTS

05850–05853, 05876

Summer 2024 series

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks can be viewed on the Interchange claim once processed by the moderator. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

General overview

The scope of this report covers the qualification overall but the examined external units of the 2016 suite also have separate reports to centres generated as part of the Awarding process.

The ethos and *modus operandi* of the Cambridge Technicals in Performing Arts is predicated on centre customisation; this gives maximum choice and flexibility and allows centres to deliver the programme on an integrated project approach using holistic assessment principles. These two aspects working together give centres an opportunity to tailor the course to their student's artistic skills and art-form choices, to the centre's resources and to the type and scale of productions performed. There is therefore a wide scope in teaching and learning and assessment strategies.

As in previous years there was a range of cohort sizes across centres with some relatively small groups mostly in schools and registered on the Extended Certificate programme through to large FE cohorts on Diplomas where one or more pathways were offered.

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

Both optional and mandatory units performed well on all pathways 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.

As part of the move to a wider range of recorded evidence centres could develop a wider range of recorded evidence, specifically more student-generated capture to include:

- filmed annotations and evaluations of key moments and practice
- explanation videos
- workshops/devising processes with student voice-over/narrative
- camera moments when something creatively significant happens
- peer to peer discussions and evaluations
- group discussions and Recorded production meetings
- annotated regular video updates of skills/technique development
- professional interviews.

Moderators will continue to give guidance on the nature and range of evidence possible on all suites.

The centres that used the opportunities within the qualification for maximum integration of units and project approaches to delivery were able to fully customise programmes to meet the needs of students, the resources of the centre and the professional contexts and creative experience of teachers.

The larger size qualifications (Diplomas) are based on art-form pathways and so choices are wider and vary but the technique units can carry most of the evidence and should form the basis for performance projects that may integrate other more specialist units. Centres should also be aware that an integrated project approach can include the developmental work needed for the external units.

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 externally assessed units are on the OCR website and centres are encouraged to refer to these at the earliest opportunity.

Common misconceptions

Most early misunderstandings of the Cambridge Technicals occur when centres become overly attached to a unit-by-unit approach and subsequently do not see the possibilities in adapting the unit demands and Learning Outcomes to their own creative programme of performance and skills development.

Centres are encouraged to design their programmes to suit their students – please see the Project Approach guides online for further inspiration here.

A further misunderstanding can occur when centres assume a plethora of documentation and regulations such as limits on the number of performances and post-assessment IV that simply do not feature on the suites.

Some centres also assume that the Model Assignments are mandatory – these are examples of what could be delivered. This also applies to the 'Assessment Guidance' in the units which is indicative and not proscriptive.

Helpful resources

As well as the resources available on the website (Model Assignments, Delivery Guides and Integrated Project Approach models), centres should consider their moderator as a helpful resource. Moderators are allocated to centres for the academic year and they can and should be able to deal with any questions, or they in turn will consult the Lead Moderator.

Centres can also email vocational.qualifications@ocr.org.uk for support and clarification from the Performing Arts Subject Advisor.

Comments on approaching units

The range of units taken by students depends on the suite being delivered as indicated above; however, on the Extended Certificate, the qualification size most favoured by schools as it represents a nominal single A Level choice, there is essentially only one optional unit (Unit 4: *Combined arts* although internally assessed and externally moderated, is mandatory). Unit 8: *Performing repertoire* dominated as the choice here, with some centres opting for 6: *Improvisation*.

As indicated throughout this report integration of units in project approaches is encouraged and so comments on individual units is not always appropriate. However, Unit 4 as a performance unit can be the core of an integrated approach and carry much of the evidence for other technique units. At the Extended Certificate size Unit 4 and 8 are almost always combined into single projects under a unified vocational scenario, for example where a student cohort are working as a performance company to produce a piece of repertoire and combine other arts to make it innovative and contemporary.

External Units do not have to be excluded from an integrated approach. For instance, centres could integrate Unit 4: *Combined arts* with Unit 2: *Proposal for commissioning brief*, where the student cohort working as a performance company could be commissioned to perform from a brief, but please note that this would be in preparation for the Unit 2 pre-release which has its own stimulus and where students must produce work individually.

Assessment for learning



Instead of a unit assessment plan, centres should develop a performance or project plan that documents how units will be integrated under a vocational scenario that places the student cohort as a company responding to commissions, chosen texts and research projects. Tutors could signpost where Learning Outcomes are covered.

Supporting you

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

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.

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
support@ocr.org.uk


For more information visit

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Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.