

Cambridge Technicals

Performing Arts

Unit 33: Original performance

Level 3 Cambridge Technical in Performing Arts
05876

Mark Scheme for January 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2025

Please study this mark scheme carefully. The mark scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and mark schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

Please read carefully all the scripts in your allocation and make every effort to look for positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on the number of marks available)
Consistently meets the criteria for this level	Above middle and either below top of level or at middle of level (depending on the number of marks available)

Question	Teaching content	Marks	Descriptor for levels of response
1 - The written support materials (Exploration & development)	LO1, LO2	0	No rewardable material.
		1-5	There is a basic description of the response to the performance stimulus. There is evidence of a limited exploration process and/or the development of ideas. There is evidence of a limited refinement process. There is evidence of limited skills development. There is evidence of the limited use of relevant performance/production techniques. There is basic use of performing arts terminology.
		6-10	There is an adequate description of the response to the performance stimulus. There is evidence of some appropriate exploration and/or the development of ideas. There is evidence of some appropriate refinement. There is evidence of some appropriate skills development. There is evidence of some use of relevant performance/production techniques. There is adequate use of performing arts terminology.
		11-15	There is a clear and detailed description of the response to the performance stimulus. There is evidence of a clear, appropriate and thorough exploration process and/or the development of ideas. There is evidence of clear, appropriate and thorough refinement process. There is evidence of clear, appropriate and thorough skills development. There is evidence of clear use of relevant performance/production techniques. There is effective use of performing arts terminology.
		16-18	There is an imaginative and thorough description of the response to the performance stimulus. There is evidence of a well-defined, appropriate, creative and thorough exploration process and/or the development of ideas. There is evidence of a detailed, appropriate and thorough refinement process. There is evidence of detailed, appropriate, effective and thorough skills development. There is evidence of the use of detailed and relevant performance/production techniques. There is consistently effective use of performing arts terminology.

Question	Teaching content	Marks	Descriptor for levels of response
2 - The performance	LO3	0	No rewardable material.
		1-5	There is evidence of limited development and application of appropriate skills and techniques. There is a limited ability to communicate any ideas and intentions. There is a limited attempt to engage the audience and to communicate with other performers. There is limited focus and concentration in performance/production.
		6-10	There is evidence of adequate development and application of appropriate skills and techniques. There is adequate ability to communicate basic ideas and intentions. There is adequate effort to engage the audience and to communicate with other performers. There is adequate focus and concentration in performance/production.
		11-15	There is evidence of clear development and application of appropriate skills and techniques. There is clear ability to communicate basic ideas and intentions. There is clear effort to engage the audience and to communicate with other performers. There is clear focus and concentration in performance/production.
		16-20	There is evidence of clear and effective development and application of consistently appropriate skills and techniques. There is clear and effective ability to communicate most ideas and intentions. There is clear and effective effort to engage the audience and to communicate effectively with other performers. There is clear and consistent focus and concentration in performance/production.
		21-25	There is evidence of fully considered and effective development and application of consistently appropriate skills and techniques. There is considered and effective ability to communicate all key ideas and intentions. There is considered and effective effort to engage the audience and to communicate effectively with other performers. There is considered and consistent focus and concentration in performance/production.
		26-30	There is sophisticated and fully effective evidence of the development and application of consistently appropriate skills and techniques. There is sophisticated and fully effective ability to communicate all key ideas and intentions. There is sophisticated and fully effective effort to engage the audience and to communicate consistently and effectively with other performers. There is sophisticated and consistent focus and concentration in performance/production.

Question	Teaching content	Marks	Descriptor for levels of response
3 - The written support materials (Evaluation)	LO4	0	No rewardable material.
		1-4	There is evidence of a limited understanding of how to review a creative process. There is evidence of a limited understanding of how to review a creative outcome. There is evidence of a limited understanding of how to review their contribution to group work.
		5-8	There is evidence of an adequate understanding of how to review a creative process. There is evidence of an adequate understanding of how to review a creative outcome. There is evidence of an adequate understanding of how to review their contribution to group work.
		9-12	There is evidence of a thorough understanding of how to review a creative process. There is evidence of a thorough understanding of how to review a creative outcome. There is evidence of a limited understanding of how to review their contribution to group work.

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

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/channel/UCocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

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