

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

# PERFORMING ARTS

05850–05853, 05876

**Unit 2 January 2025 series**

## Contents

Introduction .....	3
Unit 2 series overview .....	4
Commission briefs .....	7
Question 1 .....	8

## 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 [Teach Cambridge](#).

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## Unit 2 series overview

Responses reflect that this unit continues to be well understood. There was an even spread of choice between the 3 commissions closely.

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 of 4 people. The candidate can present a fictional approach to their response, or example, looking into the future working as an experienced worker or can adopt a 'new to the role' approach, either can work to demonstrate 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. It was pleasing to find the sales element of the pitch continues to be evident in most responses.

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 continues to be an issue with some centres evidently allowing students to work in groups. This is identified using centre styles, common omissions and shared budget planners, references, formatting of lists and tables. This should be avoided for the examiners to dismiss plagiarism referrals. This practice does not fully demonstrate the individual response required. Examples of good responses discussed their budget and planning requirements in their proposal and then encompassed the finer detail, tables, budget planners etc in their appendices.

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. Good responses introduce the commission in their opening lines of their introduction.

Each commission clearly lays out the funding mechanism for the task or is open for research. Candidates were noted to do well with researching grants that were relevant to the commission in this series. Where the funding mechanism is stated, 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 does not demonstrate this.

There is a less of a tendency to apply gifts or assumptions of a resource, meaning this element would not be detailed 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. 'Gifting' and assumptions have improved since the last exam series.

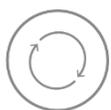
Candidates that 'sold' their proposal to the reader, as a straightforward idea that was thoroughly backed up throughout the budget, risk assessments and with considerations of the relevant legal, insurance and safety considerations, did well.

*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 and employers 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.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• used 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 focused, 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>• lacked 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>• connected the budgets, risk assessments and research, which were 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>• 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



Candidates need to work independently. Group work or centre styles can disadvantage the candidate.

### Misconception



When assumptions made that elements of the submission are 'gifted', do not earn marks and demonstrates the lack of integrated applied research.

### OCR support



If there has been an identifiable issue/misconception and OCR have support available covering this, add it with a description of the issue and a direct web link to the support available.

## Commission briefs

Select one of the following commission briefs:

### Commission A

#### Your Mall

'The Grand Opening!'

*Your Mall* is nearing completion and will soon be opening its doors to the public. A grand opening is planned and the town council has set aside funding to pay for entertainment and exciting public activities to celebrate the occasion as a landmark of the town's rejuvenation.

In the Mall, there will be a range of new retail outlets, restaurants, a cinema and a small concert area. There will also be several public areas that could be used as performance spaces to liven up events.

We want to celebrate the opening with a spectacle that people will remember. The Council invites local events companies to propose a weekend of fabulous entertainment showcasing the best of our local talent alongside professional artists. Please send us your proposal with detailed planning of logistics, advertising ideas, resources, timelines and budgets for perusal.

Pitch now to be part of the launch of *Your Mall*!

### Commission B

#### Talent Showcase

A night to remember.

*Curtain Up Arena* is an 800-seat venue in a major British city. The venue is looking for an experienced events company to manage a national talent showcase that it is holding. For one night only, we will be opening our doors to the public to host a showcase of memorable talent. The performance will be locally televised and will be a great opportunity for any ambitious performer/s.

As the events company, you will be expected to plan and manage the budget and facilitation of the event from start to finish, including the recruitment and selection of the talent that will perform.

Please send a detailed proposal to the Director at *Curtain Up Arena*, stating how you will make it a fantastic high-profile event, supported by clear budgets, supporting materials and planning.

If you catch our interest, you will be invited to attend a second round of face-to-face presentations!

## Commission C

### All at Sea

Our coastal town has much to be proud of, but especially the achievements of local explorer and entrepreneur, nicknamed Salty Chips. One hundred years to the day that Salty completed his last voyage, the local marine businesses will be hosting a celebration of the life and achievements of this local hero to complement its annual regatta.

The marine corporation invites proposals from experienced events companies to suggest and manage a public day of celebration of Salty's achievements. These events will take place on land alongside the regatta, which will take place in the harbour.

We look forward to hearing your exciting ideas for the quayside events. You should include detailed planning and budgets. The proposal judged to be best will be engaged to manage the whole event from its pre-planning and organisation to its take-down at the end of the day.

\*All companies and place names/venues used are fictitious.

## Question 1

### Scenario

You have formed your own Events Management company composed of members who have recently graduated from pre-professional training. There are four core members including yourself, but you can 'pull in' other co-workers if necessary.

As a company, you are multi-skilled but lack direct experience in the contexts described in the commissions; however, what you lack in experience you make up for with enthusiasm and an ability to take on new skills and adapt existing ones, based on a thorough research and development process.

Although money is available, the commissioning organisations have not given a budget for the work and so you must be competitive but remain 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 that are needed to carry out the project successfully.

The timescale for the project will emerge from your proposal details and approach but could include 'added value' such as a long-term commitment to weekly workshops or a short tour of performances, 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.

---

# 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 the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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](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  
**support@ocr.org.uk**

For more information visit

-  **ocr.org.uk**
-  **facebook.com/ocrexams**
-  **twitter.com/ocrexams**
-  **instagram.com/ocrexaminations**
-  **linkedin.com/company/ocr**
-  **youtube.com/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



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](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

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.