

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 3 January 2025 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 [Teach Cambridge](#).

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Unit 3 series overview

This unit allows candidates to demonstrate their understanding of key practitioners in the performing arts, relevant to the discipline being studied. The assessment consists of two equally weighted tasks: a written report and a practical demonstration.

When selecting practitioners' work to focus on, it is advisable to choose those examined as part of previous areas of study.

For each series, regarding the assessment of Unit 3, a statement is provided and responses, both written and practical, should fully consider the given statement.

The statement for this series can be found below, under Question 1, and there is no predetermined or correct interpretation of the statement.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • applied effective research skills to relevant information sources to support their comments and opinions • analysed and synthesised their research to justify comments in relation to the given statement • evaluated their findings critically • demonstrated a full and comprehensive knowledge and understanding of the selected practitioner(s) and the impact of their work on performing arts repertoire • understood what had influenced the practitioner(s) and how such influence had informed their work • selected appropriate repertoire to perform • demonstrated accomplished technical ability in their practical work • presented their work in a clearly structured manner and within the word count/time allowed. 	<ul style="list-style-type: none"> • did not inform their thinking through any meaningful research practice • included brief and generic biographical information on the practitioner, without understanding the influence this had on the work • repeated findings from any research activity simply as information recall, without any analysis • did not relate their comments to the given statement • demonstrated basic or limited technical ability in their practical work • presented their work without a clear structure.

Question 1

'Performance that acknowledges cultural diversity is needed more than ever.'

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]

To show a deep understanding of drama practitioners, candidates should immerse themselves in the historical and cultural context of the chosen practitioner's work. By exploring the societal, political, and personal influences that shaped their methods and concepts, candidates can gain insight into the underlying motives and themes.

The report should read as well-informed, and therefore the information sources used should be relevant and valid. It is important to demonstrate evaluation skills and to draw conclusions rather than only offer a broad reference to the practitioners work when referring to the statement. Information about the practitioner needs to include more than undeveloped biographical facts.

The written report is best presented with a clear and logical structure, so the thinking can be easily followed. Information sources should be referenced using an appropriate citation process.

When presenting their findings, students should articulate their reflections and analyses clearly, supporting their statements with concrete examples and evidence from their research.

Research practice

Teaching research practice is essential so candidates can develop skills like second sourcing, validity, and analysis.

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]

In the practical demonstration, candidates should apply theoretical knowledge practically by experimenting with the techniques and styles of different practitioners. This not only solidifies their understanding but also demonstrates their ability to adapt and innovate within the practitioner's framework and show consideration of the statement.

It will be helpful for a practical demonstration to include performance skills and techniques that are already developed to an adequate standard, even if applying the skills to new material, to be able to demonstrate precise and effective application of skills in performance.

It will be helpful for a practical demonstration to include performance skills and techniques that are already developed to an adequate standard, even if applying the skills to new material, to be able to demonstrate precise and effective application of skills in performance.

The contrast can come from style, genre, discipline or contrast in mood, atmosphere, and/or artistic intentions and there is no requirement to perform work requiring skills or techniques not obtained as part of the course.

A well-structured practical presentation that shows a practical application of performance skills, and personal interpretation will effectively showcase their comprehensive understanding of the chosen practitioners and provide a fully considered response to the statement.

Showing contrast

Showing contrast across performance disciplines is not required but allowed if relevant to a candidate's skills and interests.

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](#).

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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.

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?

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Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

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