

**Examiners' report**

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

# PERFORMING ARTS

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**OCR Level 3 Cambridge Technical  
in Performing Arts**

**Certificate: 05850**

**Extended Certificate: 05851**

**Foundation Diploma: 05852**

**Diploma: 05853**

**Extended Diploma: 05876**

**Unit 1 Summer 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 1 series overview

The assessment is based on a pre-released set task, presenting a realistic vocational employment opportunity for candidates to explore. This unit focuses on employment in the performing arts industry, and the employment opportunity should be viewed as an advertisement for a performance or production job role.

Questions required knowledge and understanding relating to the unit content within the applied vocational context outlined on the pre-released material. The level of demand was consistent with previous series.

The employment opportunity for June 2025 involved pitching for work with 'Kick-Off Performance Company'. Candidates were required to respond by submitting a written portfolio, a pitch to camera, and an audition piece or presentation. In preparing these submissions, candidates had to showcase their creativity and professional skills relevant to the performing arts industry, and this company in particular.

Candidates were free to identify a suitable performance or production role. Their responses were expected to be appropriate for their particular performing arts discipline and their chosen role, as well as demonstrating their expertise and suitability for that role, ensuring that their submissions were both practical and pertinent.

The scenario also offered candidates an opportunity to demonstrate their knowledge and understanding of the broader context of employment in the performing arts industry. This included specific aspects that candidates should consider, such as funding, scale, purpose, and type of performance repertoire. Such considerations are crucial for understanding the nuances of the industry and for making informed decisions within their respective roles.

The following observations comparing successful and less successful candidate responses will be helpful for teachers.

| Candidates who did well on this paper generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Candidates who did less well on this paper generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>considered the broader context of employment in the performing arts industry, including organisation type, setting, and role features</li> <li>identified a specific role, like performer or technician, matching their skills and experience</li> <li>adopted a persuasive tone to engage potential employers in this field and presented an engaging pitch to camera</li> <li>consistently related their performance skills, transferable employability skills, relevant experience, and progression routes to the selected role, highlighting benefits for the employer</li> <li>supported their response with focused research</li> <li>prepared a relevant, technically skilled audition piece connected to this work</li> <li>Structured their response clearly.</li> </ul> | <ul style="list-style-type: none"> <li>did not adequately consider the features of the employment opportunity</li> <li>responded without specifying a particular role</li> <li>simply read their written response as the basis for their pitch to camera</li> <li>demonstrated a basic or limited understanding of the promotional intent and showed minimal awareness of this type of work</li> <li>misunderstood or provided incorrect information about some of the employment types, funding types, or other contexts relevant to the selected role and/or given employment opportunity</li> <li>performed an audition piece that either lacked relevance for this employment opportunity or did not meet the required technical standards</li> <li>misunderstood the task and instead of 'applying' for this employment opportunity, proposed an event of their own.</li> </ul> |

## Question 1

### Kick-Off Performance Company

*'Give it all your art'*

A local sports centre is hosting a community event to promote healthy living. The event aims to engage the wider community in making healthy lifestyle choices. As well as sports activities, visitors will also have a range of performances and workshops to enjoy, all supporting the message of healthy living.

A major sponsor from the world of sport is generously funding the event, so it is sure to be a great success and receive a lot of interest from the arts world, the community, and the media.

Kick-Off is well respected locally for putting on impressive community arts events. It aims to engage all members of the community with their work. The series of events will include high-energy performances and interactive workshops. Kick-Off is keen to involve as many local performing arts practitioners as possible and is looking for people to apply for a wide range of performance and production roles. So why not apply to work with us!

You should prepare a pitch and audition piece for a performance or production role that matches your skills and experience and will be suitable for Kick-Off's programme of performing arts events. Kick-Off is a company you will feel proud to work for: committed to equality, diversity and inclusion and a strong believer in building community engagement.

\*Kick-Off is a fictitious Performance Company

With reference to one of the roles in the advertisement above, you are required to:

- 1 Prepare to pitch for one of the roles mentioned. Your preparation must include a portfolio of documentation (guide of 1500–2500 words) including:
  - introductory comments on your chosen vocational role, including its current employment conditions and promotional methods. These comments should be made with reference to the advertisement and the role applied for
  - a report on the economic, social and cultural context of the event outlined in the advertisement
  - the proposed materials for progression into your chosen vocational role including any ideas and adaptations that you have made to meet the specific demands of the advertisement
  - your overall progression strategy and how this job opportunity fits into these longer-term plans
  - references to the skills, knowledge and understanding gained as part of your learning programme

**[24 marks]**

The written portfolio provides candidates with an opportunity to contextualise their response to the employment opportunity and demonstrate their knowledge and understanding of career prospects within the performing arts industry. The content should match the unit content. Most responses adhered to the suggested word range of between 1500 and 2500 words. Responses that significantly deviated from the recommended word count were generally self-limiting.

Candidates are required to identify a progression route that aligns with the specified role and their own skills, experience, and aspirations. The most successful responses clearly explained the relevance of the chosen route, supported by research and findings relating to its requirements and potential. Additionally, the most comprehensive responses offered a brief summary of alternative routes, providing justification for the preferred path; for instance, by weighing the pros and cons of pursuing university education versus attending drama school.

The written portfolios reviewed in this series were organised and easy to follow. Stronger submissions were supported by relevant and credible information sources and maintained a clear tone suitable for engaging potential employers.

In particular, the most successful submissions made use of appropriate statistics for the specific employment opportunity being addressed. Candidates should include up-to-date, relevant information about working in the performing arts industry rather than vague statistics and all sources of information should be correctly referenced. In the more effective responses, this research was thoroughly analysed and synthesised, thereby fully informing the overall response.

When discussing skills and experience, it is essential to exercise selectivity and refinement to ensure that examples are pertinent to the employment opportunity. More effective responses included relevant examples of performance skills (vocal, physical, and interpretive) as well as employability skills such as teamwork, time management, and reliability.

The most successful written portfolios in this series used performing arts terminology accurately and confidently, while also demonstrating clear structure with precise citations. The written portfolio serves as an opportunity to provide introductory context for the pitch to camera and constitutes the first of three components of a coherent response to the employment opportunity.

### Misconception



It is essential to remain focused on the task in hand. The written portfolio should not include recommendations on how a candidate will organise the event or extend into events management details, as these are not relevant to this unit.

It is important to remember that Unit 1 requires the candidate to assume the role of a prospective applicant for the opportunity specified in the scenario provided.

## Question 2

- 2** Pitch a response to the advertisement to the camera (maximum 10 minutes). Your pitch should include answers to the following questions [6 marks for each]:
- (a)** Why have you applied for this project?
  - (b)** What role are you interested in and how will this contribute to the project?
  - (c)** How will the experience and knowledge that you have gained while on your course be relevant to this project?
  - (d)** What is your progression strategy for the next five years?
  - (e)** How do you think working on this project will contribute to your progression route?

**[30 marks]**

The pitch to camera should be informed by the content of the written portfolio but should not simply repeat it. The intention of the pitch is to engage the potential employer, and demonstrating an understanding of promotional intent in the delivery style is important. The pitch should focus on the chosen role and maintain relevance to the given employment opportunity. Successful pitches often begin by stating the specific role being applied for, such as musician, actor, or dancer and is also an opportunity for candidates to state briefly why they want the job.

There was some confusion in several pitches. Candidates are not required to propose events or types of performances, nor to offer to apply for funding or similar tasks. Instead, they should focus on explaining what skills and experience they will bring to the team, specifically in relation to the role identified in the report and as stated at the beginning of the pitch. Additionally, they may discuss how they will contribute as a team player or share their alignment with the company's values or the nature of the project.

The pitch should highlight key aspects of their current course that support the application, focusing on relevant skills and experiences. Successful examples usually covered all key points clearly and methodically.

The strongest responses were succinct, justified, and relevant and saw the pitch as a chance to convince the employer, showcasing effective self-promotion techniques. This is the candidates' opportunity to demonstrate self-promotional skills in line with professional standards in the performing arts industry.

### Remember



The pitch should include selected and relevant examples of skills and experience, rather than listing everything a candidate has done. The pitch should focus on one specific role, and it is beneficial if this role aligns with a candidate's skills and experience. The chosen progression opportunity should be based on relevant research. The pitch provides an opportunity to link current skills, experience, and areas of interest with future aspirations.

## Question 3

- 3 Audition/presentation piece. Present an example of your work to the camera, which is relevant to the advertisement and the role applied for (maximum 5 minutes).

[6 marks]

Candidates must seamlessly transition from their pitch to their audition or presentation without treating them as separate tasks. While many selected appropriate pieces, some did not connect the pieces that they chose with the report and pitch for the job for which they are applying. Repurposing of audition pieces is acceptable if relevant to the job opportunity, but some candidates appeared to merely have selected a piece that they could perform, irrespective of its relevance.

No specific repertoire was deemed better or worse, but some pieces clearly fitted better within the employment opportunity. Candidates should justify their audition piece concisely, avoiding lengthy explanations, and focus on demonstrating technical ability suitable for an employer, whether as an actor, musician, dancer, or technician.

### Promotional intent is key



The audition, or presentation, is an opportunity to demonstrate skills and talents and should meet a standard and relevance that may engage the potential employer.

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- 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?

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