

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

PERFORMING ARTS

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

Certificate: 05850

Extended Certificate: 05851

Foundation Diploma: 05852

Diploma: 05853

Extended Diploma: 05876

Summer 2025 series

Contents

Introduction	3
General overview.....	4
Common misconceptions.....	5
Helpful resources.....	5
Comments on approaching units.....	6

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).

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 grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades 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 and A Level.

Cambridge Nationals

All teachers delivering our Cambridge Nationals suite 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 module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

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

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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, additionally, the external units of the 2016 suite also have separate Examiners' Reports generated as part of the Awarding process. We recommend that you also consult these as they will help you to take a holistic view of the course in terms of an integrated project and performance company approach.

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 using an integrated project approach and taking a holistic approach to assessment. These two aspects working together give centres an opportunity to tailor the course to their students' artistic skills and art-form choices, to the centre's resources, and to the type and scale of productions performed. In this regard, it is recommended that student cohorts are organised along performance company structures, where they can respond to commissions to create productions. There is also a strong incentive in these circumstances for students to own and generate their own evidence.

This 'company approach' does not preclude the need for a strong teaching and learning strategy. Candidates achieve highly when their work shows a rigorous approach to theory and practice and the development of skills, knowledge and understanding contextualising the work of practitioners, both contemporary and historical.

As in previous years, there was a range of cohort sizes across centres. This ranged from 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. Schools to opt for the Extended Certificate, which means only two units are moderated. As indicated above, this does not mean that external units are excluded from the integrated project approach.

Candidates performed well on optional and mandatory units in all pathways with a wide range of evidence reflective of the centre and candidate 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
- to-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.

Filmed production meetings have become increasingly useful in gathering evidence and these could form the basis of the moderation process, both in terms of identifying candidates and looking at coverage of criteria and grading.

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

Unit Recording Sheet

URSs need to be included for each candidate on each unit. These could have embedded hyperlinks to the evidence, which would make navigating the evidence much easier for moderation purposes.

Centres that used the opportunities for maximum integration of units and project approaches to delivery were able to fully customise programmes to meet the needs of candidates, 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. 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 candidates' 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

Many misunderstandings of the Cambridge Technicals occur when centres become adopt a unit-by-unit approach and consequently 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 candidates – please see the Project Approach guides online for further guidance.

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 ocr.vocationalqualifications@ocr.org.uk for support and clarification from the Performing Arts Subject Advisor.

Comments on approaching units

The range of units taken by candidates depends on the suite being delivered, as indicated above. The Extended Certificate is the qualification size most favoured by schools as it represents a nominal single A Level choice. Here, 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 and increasingly Unit 7: Health and fitness for performance.

External units

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. Please note, however, that this would be in preparation for the Unit 2 pre-release which has its own stimulus and where candidates must produce work individually.

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; Combined Arts as a performance unit can be the core of an integrated approach and carry much of the evidence for other technique units. For the Extended Certificate, Unit 4 and 8 are almost always combined into single projects under a unified vocational scenario, such as when a cohort of candidates are working as a performance company to produce a piece of repertoire and combine other arts to make it innovative and contemporary.

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 the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.