

Cambridge Technicals

Performing Arts

Unit 33: Original performance

Level 3 Cambridge Technical in Performing Arts

05876

Mark Scheme for June 2025

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7.

8. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

9. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

10. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

11. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

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 number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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.

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