

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 2 Summer 2023 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 OCR.

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Unit 2 series overview

Responses reflect that this unit continues to be well understood.

Attention to detail has been observed by examiners and an improved response has been noted in this series, in comparison to last series and pre-pandemic responses.

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, and this can be fictional to present 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.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • used the examination paper format to structure their responses • adopted a sales approach to the pitch to 'sell' their project idea • ensured that all items mentioned in the text were followed up in the risk assessment and budgets • 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 • 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. 	<ul style="list-style-type: none"> • showed a lack of advertising and risk assessment detail and considerations, which were not being carried through to the budget or planning timelines • prescribed centre styles placed some centres at risk of suspicion of plagiarism or had misguided a whole cohort into not being able to gain the coverage of marks, which individuals may have achieved by interpreting the exam paper by themselves • 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 • showed a lack of consistency in the proposal between the connection of the budgets, risk assessments and research, i.e., if the candidate states they are employing a team of technicians, examiners should 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.

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.

For this series, there was an even selection of event commissions explored by candidates.

There is a notable tendency to apply gifts of a resource meaning this element would not be discussed in the research or budget contexts. This unit works towards real world tasks and unless a resource gift is offered in the commission, no resource should be left out of the research, budget or other considerations to offer a complete response.

Candidates that 'sold' their proposal to the reader, as a straightforward idea that was thoroughly backed up throughout with 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 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.

Set centre styles should be avoided for the examiners to dismiss referral of plagiarism. Centres are also asked to check that they are giving candidates the correct series of exam paper noting that January and June series are different scenarios.

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