

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

# PERFORMING ARTS

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05850–05853, 05876

**Summer 2023 series**

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## Introduction

Our Lead 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 comments on the quality of centre assessment decisions against individual Learning Objectives. This 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 to 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 marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. 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, A Level and Cambridge Technicals (2016).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 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 introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

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

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

## General overview

The scope of this report covers the qualification overall, but the external units of the 2016 suite also have separate reports to centres generated as part of the awarding process.

Over time, centres are becoming more creative in their delivery approaches while maintaining the standard of evidence and the coverage of the learning outcomes. In this respect the programme has established its own ethos and teaching and learning contexts, rather than being a reaction or a counter to other more established vocational qualifications. This ethos is based on centre choice and flexibility – the ways in which centres customise the programme and on a holistic, project-based approach to delivery. These two aspects working together give centres wide scope in teaching and learning and assessment strategies.

As in previous years there was a range of cohort sizes with some relatively small groups mostly in centres and registered on the Extended Certificate programme, through to large FE cohorts on Diplomas where one or more pathways were offered with a subsequent mix of units submitted for moderation.

The choices on the 2016 suite are more restricted given the external units that are required and generally centres are opting for the Extended Certificate, which means only two units are moderated. Centres should think carefully in terms of a moderation and examination assessment plan to help moderation to be scheduled realistically across the two allowed visits, remembering that all non-examined units must be moderated.

Both optional and mandatory units performed well on 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 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 (led by student or tutor),
- annotated regular video updates of skills/technique development,
- professional interviews.

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

The centres that used the opportunities within the qualification for maximum integration of units and project approaches to delivery, were able to fully customise programmes to meet the needs of students, 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 the choices are wider and varied, but 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 candidate's 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

Most early misunderstandings of the Cambridge Technicals occur when centres become overly attached to a unit-by-unit approach and subsequently fail to 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 students – please see the project approach guides online for further inspiration here.

A further misunderstanding can occur when centres assume there is a lot of documentation and regulations, such as limits on the number of performances and post-assessment IV that simply do not feature on the suites.

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 prescriptive.

## 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 will consult the Lead Moderator.

Centres can also email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) for support and clarification from the Performing Arts Subject Advisor.

## Comments on approaching units

The range of units taken by students depends on the suite being delivered as indicated above. However, on the Extended Certificate, the qualification size most favoured by centres, as it represents a nominal single A Level choice, 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*.

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

External Units do not have to be excluded from an integrated approach. For example, 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 that this would be in preparation for the Unit 2 pre-release which has its own stimulus and where students must produce work individually.

### 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.

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## Reviews of marking

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## Signed up for ExamBuilder?

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