Cambridge Technicals Performing Arts

Unit 2C: Proposal for a commissioning brief

Level 3 Cambridge Technical in Performing Arts

05850 - 05853 & 05876

Mark Scheme for June 2023

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 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 or by email.

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 questions 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 lined pages 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 an annotation to confirm that the work has been seen.

7.   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 isn't an attempt at the question
Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

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

Question	Teaching content	Marks	Descriptor for levels of response
1)		0	No rewardable material
	LO1, LO2, LO3	1-10	• The Proposal is unstructured and has limited coherence • There is basic use of technical performing arts terminology • Research on the context of the brief is limited and it is not integrated into the proposal • Budgets and resources are included but have limited rationale and support • There is limited indication that H&S and legal constraints have been considered • Schedules and planning documentation is basic and inconsistently describe the working process
	LO1, LO2, LO3	11-20	• The Proposal has some structure and partial coherence • There is limited use of technical performing arts terminology • Research on the context of the brief is apparent and is partially integrated into the proposal • Budgets and resources are included and have some limited rationale and support • There is some indication that H&S and legal constraints have been considered but this is inadequate to meet potential issues within the brief • Schedules and planning documentation is basic but adequately describe the working process
	LO1, LO2, LO3	21-30	• The Proposal has clear structure and coherence but with some inconsistencies • There is an adequate use of technical performing arts terminology • The research on the context of the brief is clear but remains only partially integrated into the proposal • Budgets and resources are included and have clear rationale and support but include some inconsistencies • There is clear indication that H&S and legal constraints have been considered but this is inconsistent in its reference to the issues contained within the brief • Schedules and planning documentation is fit-for-purpose and competently illustrates the working process
	LO1, LO2, LO3	31-40	• The Proposal has clear structure and coherence • There is competent use of technical performing arts terminology • The research on the context of the brief is clear and is integrated into the proposal • Budgets and resources are included and have clear rationale and support • There is an indication that H&S and legal constraints have been considered with competence in its reference to the issues contained within the brief • Schedules and planning documentation is fit for purpose and coherently illustrate the working process

Question	Teaching content	Marks	Descriptor for levels of response
	LO1, LO2, LO3	41-50	- The Proposal has an effective structure and fluency - There is an accomplished use of technical performing arts terminology - The research on the context of the brief is fully integrated into the proposal - Budgets and resources underpin the entire proposal and are fully justified - H&S and legal constraints have been fully considered and effectively refer to the issues contained within the brief - Schedules and planning documentation are fully integrated and comprehensively illustrate the working process

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