

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 2 January 2024 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.

Links to the question paper and a full copy of the mark scheme can be downloaded from [Teach Cambridge](#).

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Unit 2 series overview

Responses reflect that this unit continues to be understood well. There was a lean toward Commission A, school performance, closely followed by Commission B.

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.

For example, candidates that used the 'sales pitch' approach by specifically highlighting the benefits for all the stakeholders, added value to their response. Consideration to evidence the value to the client demonstrates the understanding required in a real world scenario rather than just presenting a description of their idea.

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. Set centre styles should be avoided for the examiners to dismiss referral of plagiarism. This series saw repetition of tables within centres. This does not fully demonstrate the individual response required.

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.

Assessment for learning



This is an individually marked assessment therefore use of centre styles is not appropriate. Candidates can be encouraged to systematically follow the question paper.

For example, in this series one centre style led the whole cohort to omit the consideration of legal licencing and insurance for events. Examiners mark what they see so unfortunately the whole cohort missed out on these marks. Another example is where the Course leader writes templates and, in the instructions, asks the candidates to delete the instructions given. There have been cases where a candidate has not done this leading to a malpractice report needing to be raised for the centre.

The examiners team continue to encourage candidates to detail their name, candidate number and title of the chosen commission. This was much improved this series. 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 uneven selection of event commissions explored by candidates. Commission A was by far the most popular, closely followed by Commission B.

Key point

Candidates need to make sure they have read the commission brief, understand it and use the funding mechanism being offered for each commission.

Each commission clearly lays out the funding mechanism for the task. Candidates do not gain extra marks for adding details of unnecessary funding options or over complicating the task in hand. Advice from the examination team is that candidates should be clear that we are looking for candidates to demonstrate that they fully comprehend the brief and question paper. Any unnecessary materials does not demonstrate this.

OCR support



Advice to future candidates is to spend more time unpicking the question and the commission brief to tease out and fully understand the expectation and context before responding and ensuring that the response is consistent in all parts.

For example, there is a notable tendency to apply gifts or assumptions 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 or 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 the budget, risk assessments and with considerations of the relevant legal, insurance and safety considerations, did well.

Misconception



Candidates can over sell an idea that is impractical or not thoughtfully considered in the supporting materials. Candidates need to make sure that they back up the use of certain types of equipment, its licencing and safety measures in the budget planner and risk assessments.

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; 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.

For example, if a candidate states they are going to use pyrotechnics in their performance we should be able to find the following in the candidate's response:

- the cost of the equipment and the licence to use them in the budget.
- a Risk assessment of fire risks and the safety of the user/performers
- insurance covering injury and fire damage.

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 • made sure 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 complex projects that were presented as a more focused, fully considered response, with in-depth detail that carried through all elements of the response • did not make assumptions and offered background research that was fully cited. 	<ul style="list-style-type: none"> • showed a lack of advertising, risk assessment detail and considerations that were not carried through to the budget or planning timelines • did not show the connection of the budgets, risk assessments and research being consistent with the proposal. For example, if the candidate states they are employing a team of technicians, examiners 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. • 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 to the brief. • used set Centre styles, which placed some centres at risk of suspicion of plagiarism. At times, a set centre style misguided a whole cohort into not being able to gain the coverage of marks individuals may have achieved by interpreting the exam question paper by themselves.

Commission briefs

Select one of the following commission briefs:

Commission A

Primary Performance Project

Your local Primary School is seeking an enthusiastic events company who will be able to facilitate an engaging 'performance day' on our school premises.

This day is allocated off timetable each year for pupils to engage in an exciting opportunity to perform and 'shine' outside of their day-to-day classroom activities. The event is aimed to be a fun day that the children will look forward to, which is fully inclusive and suitable for a range of ages and abilities.

There is no set theme so your creativity is crucial to engage the pupils.

If your company has what it takes to deliver a fun packed day of performance activity in our school, please submit your proposal for consideration to the Headteacher. Budget allocation will be discussed with the Governors depending on how suitable and inspiring your proposal is over other proposals.

The whole school premises, including the school field and school hall, can be made available for a full-day event if required. We currently have limited performing arts resources and equipment but do have lots of enthusiasm to support and host your project on site.

We look forward to reading your exciting ideas that will inspire our school community.

Commission B

'Project Re-enactment' – Happening History Ltd

Happening History Ltd is seeking an organised and experienced event management team to produce an immersive, historical re-enactment in a large park area in central London.

This is a new event that will hopefully encourage people of different ages and backgrounds, especially history lovers, to get involved.

There is no specific historical event or time period for the re-enactment, however, the historical event needs to have taken place in London. Your creative ability will inspire our choice of project to launch what Happening History Ltd hopes will be an annual event.

As a high-profile outdoor event, we hope to attract tourists and locals to the event and for it to be considered as one of London's top ten experiences next summer. The Mayor of London has committed to support this project financially and the Royal Parks have kindly offered to host the event. With these prestigious partners, it is important that your proposal includes all costings and resources relevant to the event and has detailed information to present to the selection panel.

We look forward to receiving your exciting proposals for consideration at City Hall.

Commission C

Charity Support Event

The local council has committed to support an event in the town centre that will raise awareness of local issues and the work of local charities, community organisations and volunteers. We want to make this event something that will stand out, engage local people, and celebrate success stories as well as raise awareness of more challenging local issues.

We anticipate that entertainment will attract people to the event but need exciting project ideas to be able to raise awareness. It is hoped that the local community can get involved, donate, or assist the organisations that have offered support in the area in future years.

We want the audience to be inspired by the successes that have been achieved but not to be overwhelmed with information! This is a difficult balancing act, which is why we are calling in the experts!

We need a powerful creative team to plan, set up and deliver this project. We are keen to hear your ideas and all proposals will be considered by the local council.

Scenario

You are the Project Development Officer for a company of performers and creative outreach workers. This is a new ensemble company formed after its members graduated from pre-professional training. There are four core members including yourself but you can 'pull in' other co-workers if necessary.

As a company you are multi-skilled but lack direct experience in the contexts described in the commissions; however what you lack in experience you make up for with enthusiasm and an ability to take on new skills and adapt existing ones, based on a thorough research and development process.

Although money is available, the commissioning organisations have not given a budget for the work. You must be competitive but remain committed to paying workers the going rate and employing them on professional conditions of service. You will also need to be realistic about the resources and equipment that are needed to successfully carry out the project.

The timescale for the project will arise from your proposal details and approach but could include 'added value' such as a long-term commitment to weekly workshops or a short tour of performances, depending on the commission details.

Question 1

1 Produce a proposal report for ONE of the commissions.

(1500-2000 words, including supporting documentation).

Please state clearly which commission you have chosen.

Your report must contain:

- (a) Introduction – that responds to a given scenario.
- (b) Initial summary
 - (i) A brief outline/executive summary of the project you intend to run, including the research undertaken.
 - (ii) Details of who will benefit from this project and how their needs will be addressed (this should include commissioning organisation, participants and the company and company members).
 - (iii) The timelines that will be necessary to deliver the project.
- (c) The Proposal
 - (i) This is an opportunity to 'flesh out' the details of the proposal and convince the commissioning organisation of your ability to deliver the project.
- (d) Budget and Resources
 - (i) Details of costs and resources needed to carry out the work.
- (e) Appendices
 - (i) Details of adaptations and changes made in response to any pilot workshops/scratch performances and stakeholder research that may have been part of the R&D process.
 - (ii) Planning documentation and budget.
 - (iii) Health and safety and legal constraints.
 - (iv) Details of how you intend to monitor and evaluate the process and the outcomes.

[50 marks]

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