CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 3 January 2024 series

Contents

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 Teach Cambridge.

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Unit 3 series overview

This unit provides candidates with an opportunity to demonstrate their understanding of key performing arts practitioners and how they have influenced performing arts work and ways of working.

Candidates have free choice of practitioner, and more successful responses tended to select a practitioner relevant to the performing arts discipline being studied.

The assessment is split into two equally weighted tasks in the form of a written report and a practical demonstration. When selecting a practitioner's work to centre a response on, more successful responses tended to relate to those investigated as part of a previous area of study.

Each series, for the assessment of Unit 3, a statement is given and responses, both written and practical, should fully consider the given statement. The statement for this series can be seen below, under Question 1, and there is no predetermined or correct interpretation of the statement.

More successful responses took time to interrogate the statement and focused on the key elements. They also approached the response with a sense of presenting an argument in support of the statement, and also offered a counter argument, before going on to draw a conclusion.

Another feature of the more successful responses was to support the comments and findings with pertinent examples from the practitioner's work or influence. Understanding of, and reference to, the work of the chosen practitioner should be at the heart of the response.

It is hoped the following feedback will be helpful and as much as possible includes examples of how candidates responded to the given statement.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• took time to fully consider the statement and identify an argument and a counter argument for their response • undertook meaningful and relevant research • used effective research skills to interrogate information sources to support their findings • analysed and synthesised their research and evaluated their findings • demonstrated a full and comprehensive knowledge and understanding of the selected practitioner(s) and the impact of their work on performing arts repertoire and practices • clearly understood what had influenced the practitioner(s) and how such influence had informed their work • demonstrated accomplished technical ability in their practical demonstration • presented their work in a clearly structured manner • kept the statement at the heart of their response.	• did not sufficiently consider the statement before starting to respond • saw research as a parallel task and did not use findings to inform their response • did not have appropriate research skills to be able to undertake meaningful research • gave only superficial or biographical information about their chosen practitioner • did not consider the influences of their practitioner • demonstrated limited technical ability on their practical demonstration • performed or presented practical work that had little opportunity to connect with the statement • presented work that was not a coherent response.

Question 1

> ## 'Contemporary performance is proving to be reliant on the use of technology'

In response to the statement above:

1   Produce a report that evaluates the work and influences of **one** practitioner in response to the statement above.

(Guide of 1000 – 1500 words)

[30]

It is crucial to recognise the task asks for a report that evaluates the work and influences of the chosen practitioner. This requires candidates to take an analytical approach. The more successful written responses seen this series followed a sophisticated and investigative process. It is important to demonstrate evaluation skills and to draw conclusions rather than only offer a broad reference to the practitioner's work when referring to the statement.

There will be consistent and correct use of performing arts terminology in more successful responses and the report will be presented using an appropriate structure.

Less successful responses were descriptive and generic in the way they outlined the work of the chosen practitioner and in some cases simply gave a biographical account of the practitioner.

More successful responses made consistently clear and relevant connections between the given statement and the work of the practitioner. They also placed the work into the wider context and referred to the influences on them and their work (the chosen practitioner), i.e. in terms of social, historical and political contexts. In less successful responses, these elements were offered in isolation.

Clear and fully considered links to the statement should be threaded throughout the report and be fully informed and supported by robust research findings. The report should read as well-informed, and therefore the information sources used should be relevant and valid.

A clear conclusion should be included in the report, and most successful responses provided an effective summative evaluation linking back directly as a response to the statement.

Using research effectively

It is important for the evaluative report to be informed by relevant research findings from valid sources.

The core skills that will impact the success of the research practice include a candidate's ability to:

- think logically about arguments relevant to the statement
- gather and handle source material critically
- carefully select from the research findings in order to build a case or argument
- consider valid counter arguments.

Question 2

2   Present a practical demonstration showing **two** contrasting pieces in response to the statement above. This may or may not include the work of the practitioner evaluated in Question 1.

(5-8 minutes)

[30]

The practical demonstration asks for two contrasting performance pieces. The contrast can come from style, genre, discipline or contrast in mood, atmosphere, and/or artistic intentions and there is no requirement to perform work requiring skills or techniques not obtained as part of the course.

In more successful responses, the performance skills were consistently relevant and appropriate. The level of technical ability was secure and accomplished, as was the ability to realise stylistic qualities through the precise deployment of performance skills.

The demonstration effectively communicated key influences and creative intentions were clear throughout. The repertoire being performed, or the work being presented, must be relevant to the statement and the point that a candidate is trying to make.

It is helpful for a practical demonstration to include performance skills and techniques that are already developed to a high standard, even if applying the skills to new material, to be able to demonstrate precise and effective application of skills in performance.

This series saw some very sophisticated responses that fully engaged with the role of technology in performance, fully in keeping with the statement, and presented work that did and did not benefit from the use of technology in performance in order to make a point.

The practical demonstration should be presented with confidence and focus and in the more successful responses, the practical demonstration was appropriately structured, well prepared and fully engaging to watch.

Demonstrating contrast

It is important for the practical demonstration to show clear contrast. The contrast should be supportive of the argument in support of the statement, and the counter argument.

It is not necessary for a different performance discipline to be shown, but the choice of repertoire should have contrast. The contrast can come from stylistic qualities, themes and ideas, and/or be from practitioners with different methods and processes.

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