

**2005 HSC Notes from
the Marking Centre
VET Entertainment**

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2005 HSC NOTES FROM THE MARKING CENTRE

VET ENTERTAINMENT

Introduction

This document has been produced for the teachers and candidates of the course in VET Entertainment. It provides comments with regard to responses to the 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 Higher School Certificate examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of VET Entertainment.

Note: The 2005 HSC examination was the last examination based on the July 2002 Entertainment syllabus. The 2006 HSC examination will be based on the August 2004 Entertainment Industry syllabus implemented from 2005.

The HSC Examination

Candidates are reminded that the mark value allocated for each question part, along with the ‘key words’ used, indicates the type of response required and the depth of that response.

General comments on the paper

Candidates need to be encouraged to see the course as a whole rather than try to separate questions according to topic. Many questions cover a number of topics and candidates limit their responses by drawing information from only one topic area.

Candidates should be prepared to consider the health, safety and security aspects implied in all questions. Any process in the entertainment industry necessarily involves attention to safety and security aspects.

‘Working with others’ is a topic that is often drawn upon in responses. Candidates should be encouraged to see all aspects of the entertainment industry as team activities involving the coordination of a supervisor.

Candidates should use as many examples as possible from their work placement experience, school simulations and media, etc to support their responses in all questions. Candidates must remember that this is an industry-based course and, as such, answers should include practical examples where applicable.

Candidates should observe as many different styles of entertainment event as possible – either live, on video, TV, internet or even discussions from newspaper articles. Many candidates are trying to answer questions on the industry as a whole from limited experience in their schools or work placement at local providers and therefore attempt to answer the questions on a small scale rather than also thinking of the application of their knowledge and experience in the professional, large-scale industry.

Candidates need to be exposed to a wide range and various scales of entertainment genres eg events, concerts, dramatic performances, musicals, dance. They also need to consider these within a wide range of venue possibilities.

Section I

Question	Correct Reponse
1	B
2	A
3	A
4	B
5	C
6	D
7	B
8	D
9	A
10	C
11	D
12	C
13	C
14	C
15	B

Section II

This section consisted of five mandatory short-response questions. The range and style of questions allowed all candidates to respond to the questions and access the full range of marks.

Candidates need to be familiar with the glossary of terms and to demonstrate a better understanding of industry terminology. Many responses confused areas such as rigging and plotting.

It is also apparent that many candidates are not utilising their time to read the questions and scenarios completely. Candidates should be reminded to carefully consider the mark value of the question in determining the amount of time spent. Some candidates waste time writing extended responses for questions with minimal mark allocations.

Question 16

The better responses saw the immediate task within the wider context, such as ensuring the labelling and preparing of documentation in order to locate the items at a later stage. They conceived a logical sequence of activities and instructed the team, including OHS and security aspects and heavy/fragile storage sequence. They also addressed the concept of efficiency. These responses were often in point form which helped to document the sequence. They included information with regard to managing and communicating with a team. They clearly identified themselves as the supervisor and placed themselves at the head of a team leading this process. They discussed the organisation of the storage area and offered appropriate methods of storing the heavy and fragile objects. All aspects of the question were covered and the answers implied ongoing procedures as a

result of their response. Many referred to practical experience and tended to elaborate on the reasons why certain procedures would be put in place.

Weaker responses brainstormed ideas without suggesting a sequence. These responses were fragmented discussions on fragile and heavy items without an explanation as to why they would take the approach suggested. There was little or no reference to safety and usually reference only to the carrying and lifting of heavy objects. There was a general idea of the tasks but very little explanation/elaboration or consequences of the actions. Many responses tended to concentrate only on OHS without evidence of planning or organisation or reasons why they would choose to do it this way. Many candidates just listed steps and did not mention aspects such as working in a team or safe manual handling.

Question 17

- (a) Better responses provided the format of the memo – from/to/subject – then proceeded to the body of the message. Some candidates used point form to address the OHS legislation. Some actually wrote the memo including all features of the memo format.

Weaker responses tended to mention only what happens if a stage crew member does not report issues, without suggesting any format or suggesting a different format, such as a letter. These responses were often short with minimal information on the key points and no reference to the memo format. They gave general reference to specific OHS incidents as opposed to incident reporting. Many candidates did not demonstrate an understanding of a memo except to make some vague reference to a ‘sort of notice’. They listed a few OHS issues or wrote with a limited understanding that there was a problem. Often candidates only rewrote the question.

- (b) Better responses provided a good explanation of incident reports covering OHS requirements, legal issues and harm minimisation. These responses mentioned the OHS legislation.

Weaker responses were very short with no real detail providing little or no understanding of an incident report.

Question 18

- (a) This question asked candidates to outline the process and sequence of rigging lights for a production. The responses often highlighted the practical experiences of the candidates.

Better responses were often written in point form allowing the candidate the opportunity to explain the various stages. They utilised correct terminology and demonstrated an understanding of the process of rigging with reference to OHS issues. The candidates illustrated and explained the process and sequence of rigging. Many good responses demonstrated solid practical experience of rigging.

Weaker responses demonstrated a lack of understanding of the process and were able to use very little terminology. Many made only vague reference to hanging a light and using a colour to light something.

- (b) Better quality responses demonstrated an understanding of the input of the production team to the plotting session, referring to documentation and using industry terminology. Candidates attempted to give a context to their response. They not only demonstrated knowledge of the process, but also included knowledge of aspects of OHS.

Weaker responses demonstrated a lack of understanding of syllabus terms such as plotting and rigging, or of the processes involved. They used very little terminology.

Question 19

This question was answered poorly on the whole. Most responses tended to focus on the ideas of taking an interpreter with the group and making sure that the tour participants know a few basic cultural mannerisms before touring. This question, as with many others on the paper, was not recognised by the candidates as crossing the boundaries of various topic areas. Despite the fact that the question appears to be taken from 'Work in a Socially Diverse Environment', responses should have also drawn on candidates' knowledge from 'Work with others' and 'Undertake General Administrative Procedures'. Very few candidates were able to present the idea that the concept of touring is commonplace in the entertainment industry and that it would be common practice for most companies to already have policies and procedures in place for the countries that they regularly visit.

Better responses mentioned the need for the team to have meetings before they left and also made some reference to the need to adapt company policy for the country being toured. These responses listed and provided reasons for the various elements in preparing the company for the overseas tour such as the use of an information booklet and education about cultural features such as specific gestures/language. Specifically they mentioned non-offensive clothing, inappropriate subject matter and appreciation of cultural differences. Candidates discussed the importance of meetings with the tour group to address key issues. They provided specific examples of the types of cultural differences that would be important to consider.

Weaker responses demonstrated a limited understanding of the preparation for working with people from a non-English speaking background. They tended to list issues with little or no discussion. Many of these candidates misread the question and discussed only the administrative tasks that would be required in order to mount a tour such as the purchase of tickets, etc, instead of focusing on the cultural exchange element.

Missing from the responses was specific reference to the need for cultural awareness in the entertainment industry. Many of the candidates appeared to have answered the question as though this tour was something out of the ordinary, when in fact, touring or dealing with a multicultural environment within your own country is a common aspect of the entertainment industry.

Question 20

- (a) Better responses had confidence to adapt the diagram to show their understanding of knowledge of wing space. They were able to clearly and accurately place all set elements on the stage.

The most common problem in the question was the mixing up of Prompt and OP. Most candidates seemed to be able to locate the elements on the stage in the correct place although weaker responses also misplaced the upstage and downstage elements. Some did not understand other key terms such as 'wings'.

What was missing from most of the answers was a 'professional' industry manner of recording the information. While most candidates were able to identify the positioning of the elements correctly, very few of them employed the use of industry styles of set designs in terms of using keys etc.

- (b) Many responses ignored the detail of the stimulus prompt copy notes, such as the fact that this was a scene change in between two acts.

Candidates could have used the ideas of team work in ‘Work with others’ as well as drawing on their knowledge from ‘Assisting with Staging’.

In some cases candidates incorporated their own experiences based on work placement, simulations or observations – live or video. These responses mentioned elements such as having set pieces on wagons for ease and safety of movement. Some responses discussed flying in set pieces.

The better responses put more emphasis on the process of ensuring consistent and efficient scene changes by referring to elements such as the use of the 90 second time limit, the timing of each member of the crew doing their jobs, some mention of pre-set ideas which would make the scene change more effective, OHS and marking out of the stage. They discussed the movement of set pieces, team organisation and communication and referred to the importance of the role of the stage manager or team leader in driving the team. Many of these responses discussed the importance of pre-set of set pieces ensuring that the team had everything in place prior to the cue to ensure that the set change could occur in 90 seconds.

Weaker responses only outlined the movement of some of the set pieces, demonstrating limited understanding of the development of the scene change process, and used limited expression.

Section III

In constructing extended responses for this subject it is important that candidates pay close attention to any glossary verbs being used in the question eg ‘discuss’, ‘outline’, ‘describe’. They must also choose an appropriate context and text-type to construct each response. When using diagrams or tables it is essential that these are detailed or labeled and referred to within the discussion and context of the response. This was particularly important in Question 22 when candidates may have included a diagram and not referred to it explicitly. Point-form responses can be effective when used to separate and highlight discussion points within the response. Question 23 was a good example of when points or headings could be used effectively. Questions 21 and 22 asked for more comprehensive discussion and analysis. The need for all candidates to be clear on the glossary of terms is still very important.

Some extended responses were quite short thereby not allowing the candidates to address the question with the necessary depth to adequately answer the question. Whilst there is only 30 minutes allocated for the completion of each response, candidates still need to be aware that detailed responses are required. Candidates need to read and comprehend what is being asked of them in the whole question and respond making sure they do not focus on only one aspect. When a diagram or image is used as a stimulus, candidates need to use it together with the question and not as a separate entity.

It is recommended that candidates allocate time to plan their response. Evidence from responses this year showed many of the better ones were planned. Better responses made a good overall impression by demonstrating understanding of industry terminology, effective expression, and correct spelling of key terms.

Teachers need to ensure candidates have developed an understanding of a range of different requirements for different performance contexts, for example indoor and outdoor venues, musicals, concerts, fireworks displays, local community shows/plays, theatre and plays in large and small venues, professional and amateur/school-based shows, dance performances, opera, city festivals, convention set-ups, weddings and multimedia presentations.

Question 21

Candidates appeared to have difficulty establishing a context for their response and defining technology. Without establishing a context or a clear understanding of what 'technology' is, it was difficult for candidates to discuss specific details in relation to the three phases identified in the question.

Candidates demonstrated a wide range of definitions of the concept of technology in this question. As such, responses were varied in their approach.

Better responses offered a comprehensive discussion of all three phases of preparation, publicity and production with examples of the kind of activities that could occur followed by detailed lists of possible technologies to complete these tasks. The candidates put themselves in the picture in direct response to the question 'YOU have been asked...' This led to a discussion of the advantages and disadvantages of the various available technologies. A broad definition of technology allowed responses to go beyond 'information technology'.

Candidates approached the question using a clear, sequential and logical format. Their answers were sophisticated and used correct industry terminology. Technology was discussed in detail with its advantages and disadvantages relevant to the stage of the event. Some responses were presented in point form with headings, whilst others used a consolidated, holistic treatment where elements of the question were implied, inferred and supported rather than treated separately. These responses showed an understanding of industry procedures and employed lateral thinking. Many responses used practical examples to focus on current trends in technology.

Most responses identified more advantages than disadvantages. Some even mentioned social issues and produced control measures. The consolidated response presented the idea that the candidate knew that they had control over the event throughout each of the stages of the show rather than segmenting their control into the three phases.

Weaker responses provided a general discussion demonstrating a basic understanding of what the question asked, and tended to outline the general process involved rather than identify technology and its use. Some responses made little or no reference to the three phases asked in the question. They often only briefly mentioned technology and in very general terms. Candidates often missed important elements of the question eg the idea that it was an outdoor event. They made little or limited reference to the question. Technology was not mentioned in any detail, and sometimes ignored in favour of discussing how to organise such an event in general. Weaker responses presented a haphazard approach and were often very short. Often times they only gave the disadvantage to one phase of the production. Some of these responses were flavoured by one of last year's short answer questions and therefore focused only on 'information technology'. These responses presented more as a list than a discussion, and were often based more on coordinating the event than the use of technology.

Question 22

The question suggested the use of diagrams or schedules but they were not required. When included effectively within the response and contextualised within the candidate's discussion, these enhanced the quality of the response and demonstrated a detailed understanding of the processes involved.

Better responses recognised the production process as well as the operation of sound within a musical context. They demonstrated a detailed understanding of the entire production process as well as communication within a production team. A thorough knowledge of sound preparation and operation was synthesized into the production process.

Better responses demonstrated a preparation proposal with thoughtful inventories of stock, production personnel and time requirements. They demonstrated a good knowledge of the functioning of the equipment and mentioned safety elements. They demonstrated, through clear and accurate diagrams and discussion, the bump-in of equipment and its running during the event. Some candidates even proposed a bump-out schedule.

Weaker responses provided an annotated diagram of the set up, often poorly constructed and presented, with little discussion of the processes. Any discussion tended to be quite conversational, demonstrating a lack of terminology. Some of these responses proposed elements that were not plausible or necessary such as building the proscenium.

The responses to this question were greatly influenced by the experiences the candidates had in their own environments, with many of the candidates making reference to the equipment they had performed with at particular events within their own school environment. Basing the answer on such experience limited candidates in providing a broader or larger scale range of options as to how such an event would be organised from a technical point of view.

Some candidates appeared to become so concerned in listing the technical details of the equipment that they failed to link this to the actual set up process of the event.

Question 23

The photograph made this question accessible to many candidates as they could engage in a general discussion of what they saw. Some responses, however, seemed to be limited to what they could see, rather than using the photograph as a springboard for a discussion of wider OHS and security concepts not apparent in the photograph, such as training of staff, completing safety audits, signage etc.

Candidates need to ensure that they focus in their studies on the topic 'Follow Health, Safety and Security Procedures' beyond the concept of the OHS legislation to consider the implementation of safety and security procedures in the long term rather than simply reaction.

Many candidates identified problems within the OHS area of the question but did not address security issues such as the risk of theft and the lack of inventory.

Better responses were well-organised and addressed health, safety and security procedures, both immediate and in the future. This was supported with the hazards being integrated into the responses more concisely and logically than merely listing 'what not to do.'

Better responses demonstrated practical strategies from physical issues such as mopping the floor to educational issues such as training staff. They identified the hazards and clearly explained why they

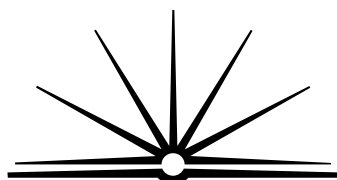
were hazards and then discussed how to correct the hazard using cohesive reference to terminology and a comprehensive understanding of the OHS legislation. These responses also showed an understanding of the context of production manager in relation to their role as a leader of a team of people who needed to be educated and to work together on the task.

Weaker responses discussed generally issues that could be seen in the photograph or just listed them without explaining why there was a danger, or by giving a basic idea such as 'you could trip'. There was little or no reference to future actions to correct these issues, no mention of security and no reference to the context of the production manager. The industry terminology used was limited.

Entertainment

2005 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	CUEIND1A
2	1	THHCOR03A
3	1	CUECOR2A, THHCOR02A
4	1	THHCOR03A
5	1	CUECLE1A
6	1	THHGHS03A
7	1	CUETGE1A
8	1	CUECLE2A
9	1	THHCOR02A
10	1	THHGHS03A
11	1	CUETGE2A
12	1	CUETGE2A
13	1	CUETGE1A
14	1	CUECOR2A
15	1	CUETGE1A
Section II		
16	6	CUECOR2A, THHCOR03A
17 (a)	3	CUECLE1A, THHCOR03A
17 (b)	4	CUECLE1A, THHCOR03A
18 (a)	4	CUEIND1A, CUETGE1A
18 (b)	4	CUEIND1A, CUETGE1A
19	6	THHCOR02A
20 (a)	4	CUETGE2A
20 (b)	4	CUETGE2A
Section III		
21	15	CUECLE2A, CUEIND1A
22	15	CUETGE1A
23	15	THHCOR03A



B O A R D O F S T U D I E S
NEW SOUTH WALES

2005 HSC Entertainment Marking Guidelines

Section II

Question 16

Competencies assessed: CUECOR2A, THHCOR03A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Outlines an appropriate organisational process in a logical sequence• Includes team work, efficiency and safe manual handling as part of the process	5–6
<ul style="list-style-type: none">• Outlines aspects of an appropriate organisational process• Includes team work and/or efficiency and/or safe manual handling as part of the process	3–4
<ul style="list-style-type: none">• Lists aspects of an organisational process, with little or no reference to team work or efficiency or safe manual handling	1–2

Question 17 (a)*Competencies assessed: CUECLE1A, THHCOR03A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies some key features of a memoDemonstrates an understanding of OHS legislative requirements and procedures for an entertainment organisation	3
<ul style="list-style-type: none">Identifies a feature of a memoDemonstrates some understanding of OHS issues with general reference to legislative requirements and procedures	2
<ul style="list-style-type: none">Describes a memo generally OR <ul style="list-style-type: none">Demonstrates a limited understanding of OHS issues	1

Question 17 (b)*Competencies assessed: CUECLE1A, THHCOR03A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates an understanding of the importance of incident reporting to track and minimise hazards in the workplaceDemonstrates an understanding of OHS legislative requirements and procedures for an entertainment organisation	3–4
<ul style="list-style-type: none">Demonstrates some understanding of the importance of incident reportingDemonstrates little or no understanding of OHS legislative requirements	1–2

Question 18 (a)*Competencies assessed: CUEINDIA, CUETGEIA***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Outlines the process and appropriate sequence for preparing and rigging lights, including lighting plans, equipment lists, patch and focus lights• Identifies some key safety issues related to rigging• Uses industry terminology appropriately	4
<ul style="list-style-type: none">• Outlines some aspects of the process and sequence for preparing and rigging lights• Identifies some safety issues related to rigging• Uses some industry terminology	3
<ul style="list-style-type: none">• Lists some aspects of the process for rigging lights, with little or no understanding of sequence• Makes limited reference to safety issues related to rigging• Uses little or no industry terminology	1–2

Question 18 (b)*Competencies assessed: CUEINDIA, CUETGEIA***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Outlines the process and appropriate sequence for plotting lighting states, focusing including recording channels used, preparing cue sheets and building lighting states• Uses industry terminology appropriately	4
<ul style="list-style-type: none">• Outlines some aspects of the plotting process in sequence• Uses some industry terminology	3
<ul style="list-style-type: none">• Lists some aspects of the plotting process, with little or no understanding of sequence• Uses little or no industry terminology	1–2

Question 19*Competencies assessed: THHCOR02A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Explains potential problems related to the language barrier and considers research, preparation and plans for the tour• Explains the importance of cultural awareness in the entertainment industry• Explains the importance of communicating effectively with people from other cultural backgrounds in the workplace	5–6
<ul style="list-style-type: none">• Outlines potential problems related to the language barrier and considers preparation and plans for the tour• Makes reference to cultural awareness in the entertainment industry• Makes reference to communicating effectively with people from other cultural backgrounds	3–4
<ul style="list-style-type: none">• Identifies some problems related to the language barrier and/or lists some preparation and plans for the tour• Makes little or no reference to cultural awareness in the entertainment industry• Makes little or no reference to communicating effectively with people from other cultural backgrounds	1–2

Question 20 (a)*Competencies assessed: CUETGE2A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Interprets the notes by showing all set and prop items on the stage diagram in the correct places• Labels clearly all set and prop items	4
<ul style="list-style-type: none">• Interprets the notes by showing most of the set and prop items on the stage diagram in the correct places• Labels set and prop items	2–3
<ul style="list-style-type: none">• Shows some set and prop items on the stage diagram• Provides limited or unclear labelling	1

Question 20 (b)*Competencies assessed: CUETGE2A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Describes the organisation required for this crew to make the scene change consistently, efficiently and in a logical order• Uses industry terminology appropriately	4
<ul style="list-style-type: none">• Describes some of the organisational elements required for this crew to make the scene change consistently and efficiently• Uses some industry terminology	2–3
<ul style="list-style-type: none">• Shows limited understanding of the organisation required for this crew to make the scene change• Uses little or no industry terminology	1

Section III

Question 21

Competencies assessed: CUECLE2A, CUEIND1A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Discusses advantages and disadvantages of using technology for this event, including preparation, promotion and production • Demonstrates comprehensive knowledge and understanding of relevant current technology for production and communication • Integrates correct industry terminology in a well-organised, cohesive response 	13–15
<ul style="list-style-type: none"> • Discusses advantages and disadvantages of using technology for this event, including at least two of: <ul style="list-style-type: none"> – preparation – promotion – production • Demonstrates detailed knowledge and understanding of current technology for production and communication • Integrates correct industry terminology in a well-organised response 	10–12
<ul style="list-style-type: none"> • Outlines advantages and disadvantages of using technology for the preparation and/or promotion and/or production of this event • Demonstrates sound knowledge and understanding of current technology for production and communication • Uses some correct industry terminology 	7–9
<ul style="list-style-type: none"> • Identifies advantages and/or disadvantages of using technology for this event • Demonstrates basic knowledge of technology • Makes basic use of industry terminology 	4–6
<ul style="list-style-type: none"> • Makes reference to technology and/or this event • Makes limited or no use of industry terminology 	1–3

Question 22
Competencies assessed: CUETGE1A
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Describes in detail the production process for preparing and operating sound for a musical • Demonstrates detailed knowledge and understanding of sound equipment and operation • Identifies important aspects of the production process for a sound operator, such as OHS issues, communication and collaboration • Provides a well-organised, cohesive response using correct industry terminology 	13–15
<ul style="list-style-type: none"> • Describes the production process for preparing and operating sound for a musical • Demonstrates sound knowledge and understanding of sound equipment and operation • Identifies some aspects of the production process for a sound operator • Provides a well-organised response using correct industry terminology 	10–12
<ul style="list-style-type: none"> • Describes generally the production process for preparing and operating sound for a musical • Demonstrates a basic knowledge and understanding of sound equipment and operation • Refers generally to aspects of the production process for a sound operator • Makes some use of industry terminology 	7–9
<ul style="list-style-type: none"> • Outlines the production process for preparing and/or operating sound for a musical • Demonstrates limited knowledge of sound equipment and operation • Refers generally to one or more aspects of the production process for a sound operator • Makes basic use of industry terminology 	4–6
<ul style="list-style-type: none"> • Identifies aspects of the production process • Demonstrates little or no knowledge of sound equipment and operation • Uses non-industry specific terminology 	1–3

Question 23
Competencies assessed: THHCOR03A
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Discusses in detail health, safety and security procedures that need to be implemented immediately • Discusses in detail health, safety and security procedures that should be established for the future • Demonstrates comprehensive knowledge and understanding of health, safety and security issues as they relate to entertainment organisations • Provides a well-organised, cohesive response using correct industry terminology 	13–15
<ul style="list-style-type: none"> • Discusses health, safety and security procedures that need to be implemented immediately • Discusses health, safety and security procedures that should be established for the future • Demonstrates sound knowledge and understanding of health, safety and security issues as they relate to entertainment organisations • Provides a well-organised response using correct industry terminology 	10–12
<ul style="list-style-type: none"> • Outlines some health, safety and security procedures that need to be implemented immediately • Outlines health, safety and security procedures that should be established for the future • Demonstrates basic knowledge and understanding of health, safety and security issues as they relate to entertainment organisations • Makes some use of industry terminology 	7–9
<ul style="list-style-type: none"> • Outlines health and/or safety and/or security procedures that need to be implemented immediately • Outlines health and/or safety and/or security procedures that should be established for the future • Demonstrates limited knowledge and understanding of health and/or safety and/or security issues as they relate to entertainment organisations • Makes limited use of industry terminology 	4–6
<ul style="list-style-type: none"> • Lists one or more health, safety or security procedures that need to be implemented immediately • Lists one or more health, safety and/or security procedures that should be established for the future • Makes little or no reference to health, safety and/or security issues as they relate to entertainment organisations • Uses non-industry specific terminology 	1–3