

**2006 HSC Notes from  
the Marking Centre  
Entertainment Industry**

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# 2006 HSC NOTES FROM THE MARKING CENTRE ENTERTAINMENT INDUSTRY

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Entertainment Industry. It provides comments with regard to responses to the 2006 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 2006 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Entertainment Industry.

## General Comments

Candidates need to be encouraged to draw from their experiences from both the practical and theoretical aspects of the course. Many of the questions in this year's paper required the candidates to have a thorough understanding of syllabus terminology.

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

Many candidates tried to answer questions on the industry as a whole from their limited experience in their school or work placement at local providers and therefore answered the questions on a small scale rather than applying their knowledge and experience to the professional, large-scale broader context of the industry.

Candidates should be exposed to a range of industry experiences to ensure that their experiences are not limited to those offered by the equipment or events offered at the school. This wider experience can be gained by:

- Visiting other theatre/event set ups
- Sharing workplace experiences with peers
- Use of internet/media searches
- Watching professional shows on DVD/live
- Undertaking scenarios that are based on wider experiences

## Section I

Question	Correct Response
1	A
2	D
3	B
4	C
5	D
6	B
7	A
8	C

Question	Correct Response
9	C
10	B
11	B
12	A
13	D
14	A
15	D

## Section II

### General Comments

Candidates who had a thorough understanding of the terminology used in the syllabus were able to achieve a high standard in such questions.

Candidates should be reminded of the importance of the glossary of terms and mark allocation in determining the length and depth of their short answer response.

### Question 16

- (a) In better responses, candidates used a list to clearly identify three types of workplace conduct such as staff training, empathy, tolerance, and the use of a range of communication techniques.

Weaker responses provided less than the required three forms of conduct or offered a list of three forms which were so similar that it was impossible to reward them as separate ideas eg including both 'use empathy' and 'be sympathetic'. Some candidates misinterpreted the question and described the conduct of the visiting performers rather than that of the venue staff.

- (b) Better responses correctly identified appropriate pieces of legislation and were able to describe the relevance of the legislation to the protection of workers at the celebration. They were able to name the legislation in full. Whilst most candidates offered examples of legislation contained in the syllabus, the pieces of legislation that were provided by some candidates went beyond this list including laws such as the current workplace reforms and the Crimes Act. This broader approach to the different pieces of legislation was entirely relevant as long as the legislation mentioned was done so in relation to the question.

Average responses tended to identify only one piece of legislation or confuse the names of the pieces of legislation they were attempting to discuss. One common error was to name the Anti-Discrimination Act as the Discrimination Act.

Weaker responses were unable to correctly name pieces of legislation or misunderstood the question by referring to organisations such as the MEAA.

### Question 17

- (a) Candidates were often able to identify roles in the industry but reference to these roles alone was not enough to fully satisfy the requirements of the question as these roles needed to be mentioned in relation to an appropriate industry sector.

Better responses simply named two appropriate sectors with two roles appropriate to the sectors that had been nominated.

Average responses were able to provide only one correct sector with the appropriate role.

- (b) Better responses clearly described how sources of industry information could be used to update knowledge. Typically these candidates were able to refer to a number of different sources in their description including the syllabus concepts of industry associations, unions, journals, industry functions, internet and seminars. Some candidates were even able to draw from their own work placement as a networking opportunity.

Average responses demonstrated a limited understanding of the role of industry sources in providing knowledge. Many of these candidates were able to give an outline of sources but were unable to clearly indicate how these would be useful in updating knowledge on career opportunities. Responses in the average range tended to name fewer sources of industry information and refer to no examples.

Lower-order responses often simply referred to one source eg the internet without relating it to the context of the question.

- (c) Better responses mentioned a range of benefits and were able to identify the fact that benefits accrue to both employer and employee. These candidates listed aspects such as networking and safety and were often able to draw from their own experience in work placement and other experiences to exemplify their response.

Average responses were able to describe fewer benefits and generally limited these benefits to those gained by the employee.

Weaker responses generally identified very few benefits of on-the-job training often basing their response solely on the idea of 'getting hands on experience'.

### Question 18

- (a) Better-quality responses gave a broad range of communication types clearly listing three distinct methods of communication that would be appropriate during the run of a production such as face-to-face, telephone, memo, two-way communication, runner, torch signals, emails, meetings. Average responses listed less than three methods of communication.

- (b) Better-quality responses focused on the concept of the effectiveness of verbal communication through a discussion which included syllabus concepts such as avoiding slang, speaking in a clear voice, courteous tone and audible volume. These responses often referred to a variety of specific examples and discussed both the advantages and disadvantages of verbal communication in order to highlight the concept of effectiveness.

Average responses described types of verbal communication without focusing on the concept of effectiveness.

Weaker responses made general statements about communication, either without referring to specific types of communication or not relating their response to the context of the question.

### Question 19

- (a) Better responses understood the context of the question and therefore placed emphasis on immediacy. They recognised the need to assess danger as the first step and then discussed the process of risk elimination, such as checking that there was no live electricity, the use of DRABC and the need to call for assistance. The discussion of DRABC was incorporated clearly into the scenario.

Average responses based their outline on the concept of DRABC with minimal reference to the concept of immediacy or risk elimination. The need to seek outside assistance was often mentioned. These candidates tended not to relate their outline to the scenario provided. Some candidates outlined actions they would take, eg turning off the amp, rather than discussing First Aid elements.

Poorer responses limited their outline to a brief mention of DRABC without explanation or a simple statement about some of the dangers of the entertainment industry, eg working with electricity. These candidates tended not to extend their discussion beyond DRABC. Many candidates in this category gave incorrect responses such as 'run to the victim' or 'shake the victim for a response'. Whilst these answers are part of the First Aid process they are not correct responses for this scenario action as they ignore the 'D' in DRABC.

- (b) Better responses demonstrated a solid understanding of the concept of risk-management procedures including the process of identify, assess and control in order to minimise/reduce the risk of hazards. Their responses used correct industry terminology and examples such as the use of Personal Protective Equipment and OHS Guidelines. They were informed and diverse in their discussion. Some responses made excellent reference to experiences from their work placement.

Average responses tended to list potential hazards, demonstrating a limited understanding of the process of managing such hazards. These responses tended to demonstrate a lesser command of industry terminology.

Many of these responses gave a more general discussion of OHS objectives such as working in teams or training workers to lift correctly rather than focusing on the concept of risk management as a whole. Average responses tended to focus much more on solving the current problem rather than detailing how risk assessment would avoid future problems.

Poorer responses tended to restate the question or did not respond beyond identifying the hazard listed in Question 19a. Therefore answers often just gave a discussion on the potential hazards of working with amplifiers or electricity.

## Question 20

- (a) The discriminating element between the better and average responses was the candidates' ability to recognise light #9 as a three-way floodlight requiring the use of 3 channels.

In better responses, the candidates were able to interpret the plan correctly and demonstrate an ability to utilise the information they had gained from practical and theoretical studies in lighting. As such, the best responses were able to identify the fact that light #9 would in fact be powered by channels 7, 8 and 9.

Average responses tended to provide correct information for the table with the exception of recognising the three-way floodlight and placing it only as a channel 8 operation.

Weaker responses were unable to analyse the information in the plan and made many inaccurate responses in the table.

- (b) This question proved difficult to those students who were unfamiliar with the range of equipment identified in the question.

In better responses, candidates were able to draw and label all listed equipment and showed the correct signal link either through schematic or flow chart. These candidates were able to demonstrate an ability to utilise the information they had gained from practical and theoretical studies in audio.

Average responses demonstrated some understanding of practical and theoretical elements of audio and as such were able to draw a flow chart. Most however, were confused about the placement of some pieces of equipment – most specifically the multicore or the placement of the equaliser relative to the amplifier.

Poorer responses had a range of errors demonstrating a lack of understanding of the concept of the flow diagram. Many of them drew a placement diagram of an audio-set up in a hall, showing the placement of equipment with no flows between. Candidates in this range also seemed to demonstrate a limited understanding of the practical and theoretical knowledge of audio.



## Section III

### General Comments

In constructing extended responses for this subject it is important that candidates pay close attention to the glossary verb being used in the question, eg 'discuss', 'outline', 'describe', 'analyse'. Candidates need to ensure that they read the entire question. Any scenario that is offered is done so to provide a context for the response.

Candidates should be encouraged to adopt the style of writing they feel best allows them to provide the most accurate and complete response to the question. As such, the use of headings, point form and diagrams is to be encouraged to assist the candidates in responding. Candidates should be warned, however, that the use of point form can sometimes limit discussion. As such, the use of point form is useful for listing a series of events or examples, but not as good for demonstrating a thorough understanding through discussion. When using diagrams or tables it is essential that they are detailed or labelled and referred to within the discussion and context of the response.

Candidates need to be aware that detailed responses are required in this section. Candidates need to be able to draw on their experiences from the course in total rather than trying to pigeonhole questions into specific topic areas. Students need to ensure that they employ concepts from core areas such as Work with Others, Communicate in the Workplace, and Follow Health, Safety and Security procedures in their responses as appropriate. Students also need to ensure that they use a wide range of examples from their workplace, class simulations and media files in their responses.

### Question 21

Many students chose to respond to this question in a report format using headings, which was an appropriate form for this question.

The best responses discussed in detail a comprehensive range of issues and topics to be covered in the training of new staff members. These responses featured a clearly reasoned and well-argued proposal with extensive workplace reference and correct terminology. They demonstrated the realisation that an induction program needed to incorporate the aims of the organisation and the procedures in the company. They discussed relevant legislation and organisations such as the MEAA. Their answer included reference to organisational procedures, chain of command of personnel, day-to-day 'housekeeping' matters as well as OHS, Personal Protective Equipment, First Aid and working conditions. Reference to this information was discussed in a manner which was specific to the actual role that the person was being inducted for. These candidates tended to include role descriptions for the workplace as well as descriptions of administrative procedures that would be expected by all workers in that particular workplace, eg signing on and off. Better responses clearly placed their discussion within the context of the question.

They demonstrated a clear understanding of the fact that a 'newly appointed staff member' would already possess the skill set to undertake the job for which they were employed, and that the purpose of induction was to provide the worker with the information to enable them to safely and efficiently undertake their job within the context of this particular workplace.

Average responses were more limited in their approach, demonstrating a lower level of discussion. They tended to list information, giving little consideration to the reasons for the inclusion of the elements they had listed.

Weaker responses demonstrated little understanding of the purpose of the induction process and tended to lack industry terminology. They presented their information as a list with no reasoning as to why each element would be included in the process. These responses tended to lack workplace examples.

## **Question 22**

Many candidates responding to this question misunderstood that the brief had come from the event manager to them as part of the technical team. As such, these candidates placed themselves in the scenario as the event manager thereby leading their discussion down an organisational rather than technical path.

Some responses emphasised audio and lighting rather than staging and vision requirements.

Better responses were detailed in their understanding of the technical requirements of the event and used relevant labelled diagrams of both staging and multimedia equipment. The use of terminology was appropriate to the discussion of staging and vision including the correct names of cables and types of projectors. These lists were often accompanied by schematics and plans which were incorporated into the analysis of the response, with a justification for the inclusion of this equipment. These responses often referred to local councils as a determining force in many aspects of the organisation of the event. In demonstrating an understanding that part of the event was outdoors, these candidates made mention of the need to protect equipment from rain with marquees or tarps, the need for a power supply, and issues related to the visibility of projected material during the daytime event. They considered the different performance needs of the eight performance groups. OHS issues were discussed, however such a discussion was clearly linked to the elements of the discussion rather than being brought in as a separate entity.

Average responses included a list of equipment. The discussion was generally more heavily weighted to vision systems with limited discussion on staging. Often the discussion on staging was more implied in discussion of other elements. Students who did discuss staging often limited their discussion to the placement of portable stages rather than giving true consideration to all of the staging elements of such a complicated event.

Some average responses did include diagrams to support their response, but these diagrams were more added onto the discussion rather than being incorporated into the analysis. Average responses often focused heavily on the concept of OHS without incorporating this discussion into the overall response. Some focused more on the concepts of lighting and audio. Rather than offering a consolidated analysis of the event in total, average responses tended to discuss each of the three venues in isolation.

Weaker responses demonstrated a limited understanding of the concepts of vision and staging. They often used diagrams which were irrelevant to the discussion. Some focused on lighting and audio rather than staging and vision. Some weaker responses focused only on the information provided in the box rather than reading the context outlined in the scenario above the box.

### **Question 23**

Better responses gave thorough explanations of the front-of-house duties and how these were designed to meet the needs and expectations of customers. They identified the relationship that exists between front of house and customers and how to deal with conflict that may arise, using a variety of techniques written with suitable industry terminology. They explained their case with a well-thought-out response which clearly defined needs and expectations. They discussed a range of complaints and conflicts that might arise in a front-of-house setting and how staff should deal with the situation. These responses provided relevant examples, often stating relevant work placement experiences. The examples were integrated into the discussion of the response.

Average responses provided well-written but less-detailed explanations that used some industry language and provided some examples. They gave a very general description of front-of-house duties with some discussion of customers' needs and expectations. They did not detail how conflict could escalate if front-of-house duties were not adhered to. They gave general examples of conflict in a front-of-house situation.

Weaker responses demonstrated a poor understanding of front-of-house duties, and showed little understanding of customers' needs and expectations often providing little more than a list of customer expectations. These responses generally provided no workplace examples and sometimes reworded the question, or used clichés such as 'the customer is always right'.

# Entertainment

## 2006 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
<b>Section I</b>		
1	1	CUECOR01B
2	1	CUECOR03A
3	1	CUECOR02B
4	1	CUECOR01B
5	1	CUEAUD06A
6	1	CUECOR03A, CUESTA05A
7	1	CUESOU07A
8	1	THHGHS03B
9	1	CUFSAF01B
10	1	CUELGT09A
11	1	CUEIND01B
12	1	CUESTA05A
13	1	BSBCMN203A
14	1	CUESTA05A
15	1	CUECOR04A
<b>Section II</b>		
16 (a)	2	CUSGEN02B, CUECOR02B
16 (b)	4	CUSGEN02B, CUECOR02B
17 (a)	2	CUEIND01B
17 (b)	3	CUEIND01B, CUECOR01B
17 (c)	4	CUECOR01B
18 (a)	2	BSBCMN203A
18 (b)	3	BSBCMN203A
19 (a)	3	CUFSAF01B, THHGHS03B
19 (b)	5	CUFSAF01B
20 (a)	3	CUELGT09A
20 (b)	4	CUESOU07A
<b>Section III</b>		
21	15	CUEIND01B
22	15	CUESTA05A, CUEAUD06A
23	15	CUECOR03A, CUECOR04A

## 2006 HSC Entertainment Industry Marking Guidelines

### Section II

#### Question 16 (a)

*Competencies assessed: CUSGEN02B, CUECOR02B*

#### MARKING GUIDELINES

Criteria	Marks
• Lists THREE examples of appropriate workplace conduct	2
• Lists at least ONE example of appropriate workplace conduct	1

#### Question 16 (b)

*Competencies assessed: CUSGEN02B, CUECOR02B*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO pieces of appropriate legislation and provides the characteristics and features of both	4
• Identifies TWO pieces of appropriate legislation and describes one OR • Identifies ONE piece of legislation and describes TWO	3
• Identifies TWO pieces of appropriate legislation OR • Identifies and describes ONE piece of appropriate legislation OR • Describes TWO pieces of appropriate legislation	2
• Identifies OR describes ONE piece of appropriate legislation	1

**Question 17 (a)**

*Competencies assessed: CUEIND01B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Name TWO appropriate industry sectors and identifies TWO appropriate roles</li> </ul>	2
<ul style="list-style-type: none"> <li>Names ONE appropriate industry sector and ONE appropriate role</li> </ul> OR <ul style="list-style-type: none"> <li>Names at least ONE appropriate sector</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies TWO appropriate roles</li> </ul>	1

**Question 17 (b)**

*Competencies assessed: CUEIND01B, CUECOR01B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a thorough description of how industry source(s) could be used to provide information on career opportunities</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a basic outline of how industry source(s) could be used to provide information on career opportunities</li> </ul>	2
<ul style="list-style-type: none"> <li>Lists relevant industry sources to provide information</li> </ul>	1

**Question 17 (c)**

*Competencies assessed: CUECOR01B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a thorough description of the benefits of on-the-job training</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound description of the benefits of on-the-job training</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a basic outline of the benefits of on-the-job training</li> </ul>	2
<ul style="list-style-type: none"> <li>Lists limited benefits of on-the-job training</li> </ul>	1

**Question 18 (a)**

*Competencies assessed: BSBCMN203A*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Recognises and names THREE appropriate ways to communicate</li> </ul>	2
<ul style="list-style-type: none"> <li>Recognises and names at least ONE appropriate way to communicate</li> </ul>	1

**Question 18 (b)***Competencies assessed: BSBCMN203A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough description of how verbal communication skills can be effectively used in the workplace	3
• Provides a sound outline of how verbal communication skills can be effectively used in the workplace	2
• Lists verbal communication skills, effective in the workplace	1

**Question 19 (a)***Competencies assessed: CUFSAF01B, THHGHS03B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of immediate procedures	3
• Demonstrates a basic understanding of immediate procedures	2
• Lists features of immediate procedures	1

**Question 19 (b)***Competencies assessed: CUFSAF01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of risk management procedures	4–5
• Demonstrates a sound understanding of risk management procedures	2–3
• Demonstrates a limited understanding of risk management	1

**Question 20 (a)***Competencies assessed: CUELGT09A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Interprets all information correctly	3
• Interprets most information correctly	2
• Interprets some information correctly	1

**Question 20 (b)***Competencies assessed: CUESOU07A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Constructs a correct flow chart showing all equipment listed with the appropriate signal flow</li></ul>	4
<ul style="list-style-type: none"><li>Constructs a flow chart showing all equipment with some incorrect signal flow</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>Constructs a flow chart showing most equipment with correct signal flow</li></ul>	3
<ul style="list-style-type: none"><li>Construct a flow chart showing some equipment with some incorrect signal flow</li></ul>	2
<ul style="list-style-type: none"><li>Constructs a flow chart showing some equipment with no correct signal flow</li></ul>	1



## Section III

### Question 21

Competencies assessed: CUEIND01B

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Provides a comprehensive proposal of information for new staff</li><li>• Communicates ideas and information effectively by integrating correct industry terminology in a well-reasoned, cohesive discussion</li><li>• Uses appropriate workplace examples</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a sound proposal of information for new staff</li><li>• Communicates ideas and information by using correct industry terminology in a discussion</li><li>• Uses appropriate workplace examples</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides a general proposal of information for new staff</li><li>• Communicates ideas and information using some industry terminology</li><li>• Makes some reference to workplace examples</li></ul>	7–9
<ul style="list-style-type: none"><li>• Outlines some relevant information for new staff</li><li>• Communicates ideas and information using limited industry terminology</li><li>• Makes limited reference to workplace examples</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists some information for new staff</li><li>• Provides limited or no workplace examples</li></ul>	1–3

**Question 22***Competencies assessed: CUESTA05A, CUEAUD06A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive analysis of the requirements needed to fulfill the brief for this event</li><li>• Shows in-depth understanding of vision and staging operations</li><li>• Integrates correct industry terminology in a well-reasoned and cohesive response</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a sound analysis of the requirements needed to fulfill the brief for this event</li><li>• Shows a sound understanding of vision and staging operations</li><li>• Uses correct industry terminology in a cohesive response</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides a basic analysis of the requirements needed to fulfill the brief for this event</li><li>• Shows a general understanding of vision and/or staging operations</li><li>• Uses some industry terminology</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides an outline of the requirements needed to fulfill the brief for this event</li><li>• Shows a basic understanding of vision and/or staging operations</li><li>• Uses limited industry terminology</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists some requirements requirements needed to fulfill the brief for this event</li><li>• Shows limited understanding of vision and/or staging operations</li><li>• Uses non-industry specific terminology</li></ul>	1–3

**Question 23***Competencies assessed: CUECOR03A, CUECOR04A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive explanation of the needs and expectations of customers, and how conflict may result if these are not met</li><li>• Communicates information using precise industry terminology and including appropriate front-of-house examples</li><li>• Presents a well-reasoned and cohesive response</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a sound explanation of the needs and expectations of customers and how conflict may result if these are not met</li><li>• Communicates information using industry terminology and including appropriate front-of-house examples</li><li>• Presents a cohesive response</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides a general explanation of the needs and expectations of customers and how conflict may result if these are not met</li><li>• Communicates some information using industry terminology and including appropriate front-of-house examples</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides an outline of the needs AND/OR expectations of customers AND/OR conflict</li><li>• Communicates information using limited industry terminology</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists the needs AND/OR expectations of customers AND/OR aspects of conflict</li><li>• Uses non-industry specific terminology</li></ul>	1–3