2007 HSC Notes from the Marking Centre Entertainment Industry

Contents

2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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 are encouraged to draw from their experiences in both the practical and theoretical aspects of the course. Examples taken from work placement experience, school simulations and the media etc should be used to support responses in all questions. Candidates must remember that this is a practical-based course and as such answers should include practical examples where applicable.

Candidates need to have a thorough understanding of syllabus terminology and to be familiar with the HSC Requirements and Advice column of the Part B of the curriculum framework syllabus document.

Candidates should be familiar with a range of industry experiences and ensure that they consider all topics, not only in regard to traditional theatre, but also in a wide range of alternative venues. Similarly, it is important for students to consider all the main roles involved in productions during the study of each major syllabus topic.

Candidates are encouraged to use diagrams in their responses in this examination but any diagrams that are used must be incorporated into the general context of the question. It is important that diagrams are comprehensively labelled and used as a point of discussion during the body of the response.

Candidates are reminded of the need to use the reading time thoroughly to consider the requirements and the mark allocation of each question. The depth of response should be governed by the mark allocation.

Candidates need to be familiar with the Board's Glossary of Key Words (www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html) which contains some terms commonly used in examination questions. However, candidates should also be aware that not every question will contain a key word from the glossary. Questions such as 'how?' or 'why?' or 'to what extent?' may be asked, or the question might use a verb not included in the glossary, such as 'design', 'translate' or 'list'.

Section I

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

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

Section II

General Comments

This section consisted of five mandatory short-answer questions.

Question 16

(a) In better responses candidates clearly identified three different sources of information such as supervisors, duty rosters and induction manuals.

Weaker responses provided less than the required three sources of information. Some candidates really only identified one source but worded it in three different ways.

(b) Better responses suggested strategies such as on-the-job training, attending courses to upgrade skills, TAFE and the benefits of work placement.

Weaker responses did not demonstrate an understanding of the concept of strategies and often just listed a series of skills related to the entertainment workplace.

Question 17

(a) Better responses listed a range of measures related to the application of correct OHS procedure. They correctly referred to the unknown source and content of the liquid and posed a response around this scenario.

Weaker responses did not mention using PPE to protect themselves while undertaking the cleanup and tended to ignore the requirement of protecting others.

(b) Better responses demonstrated a comprehensive understanding of the concept of an incident report. They clearly demonstrated an understanding of the elements to be included in the report and why they should be included.

Average responses demonstrated an understanding of the details to be included in the report but were less able to offer a justification for the inclusion of such detail.

Weaker responses often restated their response to Question 17(a), thereby demonstrating little understanding of the concept of an incident report.

Question 18

Candidates need to be aware that the term 'special needs' refers to a group of people wider than those with physical disabilities. The syllabus clearly states a list of such people.

Better responses correctly identified two different types of customers with special needs. They were able to distinguish between the concepts of need and expectation.

Average responses often identified two different types of customers with special needs but only provided information about one of these groups. The coverage of needs tended to be adequate but there was little understanding of the concept of expectations. In other responses, the candidates mentioned two types of customers but offered no form of comparison in their answer.

Weaker responses focused only on the needs of the customers and were often written in list form. They often selected two special needs from the same category, eg physical.

Question 19

(a) The better responses identified four pieces of vision equipment. Many also offered a brief explanation of the equipment. Such detail was beyond the scope of the question which only required a list.

Weaker responses listed fewer than four pieces of equipment. These responses often mentioned pieces of equipment the candidates had used in their course but which were not related to vision systems.

(b) The better responses demonstrated a solid understanding of the concept of a vision system plan and elaborated on various elements involved in the creation of such a plan. They demonstrated comprehensive understanding of the different phases of preparation and concentrated entirely on vision systems. These responses included comprehensive, relevant examples.

Average responses tended to briefly list some factors. There was little description to support the list of factors provided.

Weaker responses described a basic vision set up. Candidates did not always demonstrate an understanding of vision systems, and sometimes answered the question from a lighting or audio perspective. Other responses in the weaker range concentrated solely on the concept of OHS.

Question 20

(a) Better responses demonstrated an understanding of what a set piece was and gave relevant examples. The most commonly identified set piece was the flat.

Weaker responses demonstrated no real understanding of the term 'set piece'. They provided limited description and often discussed the use of props rather than set pieces. Many candidates limited their discussion to other furniture pieces they had dealt with at school, eg lecterns for school assemblies.

(b) In better responses, candidates identified the preparatory considerations, eg marking out the stage, manual handling techniques, and risk assessment. They included concepts such as OHS and the use of machinery and devices to assist in the safe movement of set pieces. They also mentioned the importance of the plan in guiding the set up. These candidates understood the importance of communication in this process and were able to provide concise descriptions of the assembly methods used for set pieces.

Average responses tended to focus generally on only one consideration that would be taken into account in moving and/or assembling set pieces.

Weaker responses mentioned moving equipment with little regard to purpose. Responses tended to be vague, often relying on just mentioning the concept of OHS. There was little evidence of an understanding of the process of set movement and generally no mention of the assembly of the set pieces.

(c) Better responses mentioned several communication methods including oral communication (use of two-way radio and meetings), visual communication (eg hand signals) and written communication (eg memos, notes). These responses featured a comprehensive description of how each form of communication was appropriate in this context.

Weaker responses did not show an understanding of what was meant by the term 'methods of communication'. Responses tended to refer to the concept of OHS or provide a description of elements which were impractical in the context of this question. Some candidates misunderstood the intent of this question and discussed the role of the supervisor involved in managing the set up process.

Section III

General Comments

Any scenario that is provided for an extended response question in this section of the examination is intended to give a context for the response. It is important that candidates take time to familiarise themselves with the scenario and consider all the information provided.

When a scenario for a question provides information on the type of venue, candidates should give careful consideration to the implications of that venue for production. The requirements for an outdoor venue will differ greatly to that of an indoor venue. Candidates need to develop an understanding of a range of different requirements for different performance contexts.

Detailed responses are required in this section. Candidates need to draw on their experiences from the course overall rather than try to pigeonhole questions into specific topic areas. There is a need to ensure that concepts from core areas such as *Work with others*, *Communicate in the workplace*, and *Follow health, safety and security procedures* are included in their responses as appropriate. Candidates 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

In most cases, candidates did not construct their responses in the form of a report but answered the question as a normal extended response.

This question required candidates to demonstrate an understanding of 'new technologies'. Many candidates used established technologies, such as radio and television in isolation without discussing the new advances in these media.

Better responses were well organised and demonstrated a comprehensive understanding of a range of relevant new technologies, eg Bluetooth wireless communication, ticketing cards, magnetic strips, text messages, email, electronic bulletin boards, and internet promotion. The effects and implications of using such technology in both ticketing and marketing were explained. The treatment of each of the components of ticketing and marketing was not necessarily equal in depth but candidates were able to provide a comprehensive explanation of how the technologies worked, including relevant examples. In discussing the impact of implementing new technology, candidates presented both positive and negative arguments and formed solid conclusions.

Average responses tended to provide a general overview of technology in both areas. There was sometimes confusion as to what constituted 'new technology,' and all forms of technology were covered. These responses tended to focus more on either ticketing or marketing. A general explanation of the technology was provided and a brief explanation of how it is used in ticketing and/or marketing. These responses tended to list, rather than discuss some of the advantages and/or disadvantages of using the new technology.

Weaker responses tended to be non-specific and focused only on older technologies or provided a list of some new technologies with limited discussion regarding the use of the technology or the impact of that use. Some candidates misunderstood the question and wrote about technology in the theatre, eg lighting or sound, with no reference to ticketing or marketing. Additionally, there were

candidates who approached the question by giving a general discussion on the effect of technology on the entertainment industry without naming specific types of technology.

Question 22

Candidates need to be aware of a variety of different types of venues and be encouraged to assess the different requirements of working in venues other than traditional theatres or performance spaces. In this question, a specific venue – a warehouse – was provided.

Better responses demonstrated an understanding of the question and the reality and size of the car launch. Lighting and safety were explained in relation to the venue and performances/displays. A 'vision' for the show was communicated and a variety of factors involved in organising the lighting and safety for this event were covered. Appropriate industry terminology was used and a clear understanding of procedures was demonstrated. These responses demonstrated an understanding of the different types of lighting that could be used to create different effects. They often linked the concepts of lighting and security by identifying illumination as one of the reasons for lighting. These responses tended to provide very comprehensive coverage of the OHS requirements and applied practical experiences to an alternative context.

Average responses demonstrated a basic understanding of the concept of the event. They either provided a general discussion about both lighting and security or were able to explain the safety elements quite well but not the issues related to lighting. Some made general references to lantern types. Some responses provided a detailed diagram of the set up of the event but did not incorporate the diagram into the explanation of the lighting and safety elements for this event.

Weaker responses listed general examples of lighting or security, demonstrating little understanding of the scope and context of the question. Many candidates resorted to listing anything they thought may be relevant and some ignored lighting completely. In providing a response to the safety considerations, their answers tended to be a generic safety response rather than one which specifically considered the warehouse venue. These candidates did not apply their knowledge to the size of the venue, eg allocating four lanterns for the lighting of the stage.

Question 23

Better responses tended to be well organised, presenting a lucid and logical answer, often splitting the discussion in two to fully address the roles of production manager and audio technician. These responses referred to the phases of production, ie pre-production and bump in. They gave a comprehensive explanation of the roles, and they related to the stimulus without becoming bogged down in simply explaining the diagram.

Average responses often discussed one role well. These responses tended to cover many elements of OHS (which was not specifically asked for in the question) without reference to other areas. A considerable amount of time was spent reiterating the elements of the diagram, thus not leaving enough time for answering the question.

Weaker responses tended to focus on explaining the diagram with little or no understanding of the production manager's role and limited understanding of the role of the audio technician – often discussing them as though they were one person. These responses often confused the production manager with the stage manager.

Entertainment Industry

2007 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
Section I		
1	1	CUEIND01B
2	1	CUFSAF01B
3	1	CUECOR02B, CUESOU07A
4	1	CUESTA05A
5	1	BSBCMN203A
6	1	THHGHS03B
7	1	CUECOR04A
8	1	CUESOU07A
9	1	CUSGEN02B
10	1	CUECOR03A
11	1	CUECOR01B
12	1	CUEAUD06A
13	1	CUFSAF01B
14	1	CUEIND01B
15	1	CUELGT09A
Section II		
16 (a)	2	CUECOR02B
16 (b)	4	CUECOR01B, CUEIND01B
17 (a)	3	CUFSAF01B
17 (b)	6	THHGHS03B
18	6	CUECOR03A
19 (a)	2	CUEAUD06A
19 (b)	4	CUEAUD06A
20 (a)	3	CUESTA05A
20 (b)	2	CUESTA05A
20 (c)	3	BSBCMN203A
Section III		
21	15	CUEIND0IB
22	15	CUFSAF01B, CUELGT09A
23	15	CUFSOU07A, CUESTA05A

BOARD OF STUDIES
NEW SOUTH WALES

2007 HSC Entertainment Industry Marking Guidelines

Section II

Question 16 (a)

Competencies assessed: CUECOR02B

MARKING GUIDELINES

Criteria	Marks
• Lists THREE appropriate sources of information	2
• Lists at least ONE appropriate source of information	1

Question 16 (b)

Competencies assessed: CUECOR01B, CUEIND01B

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough description of strategies that can be used by employees to improve job skills in the entertainment workplace	4
• Provides a sound description of strategies that can be used by employees to improve job skills in the entertainment workplace	3
• Provides a basic description of strategies that can be used to improve job skills	2
• Provides a limited description of ONE or more strategies that can be used to improve job skills	1

Question 17 (a)

Competencies Assessed: CUFSAF01B

MARKING GUIDELINES

Criteria	Marks
• Lists a comprehensive range of safety measures for themselves AND others • Includes reference to hazard identification and PPE	3
• Lists some safety measures for themselves AND others • May include reference to hazard identification and PPE	2
• Lists a possible hazard with limited reference to safety measures	1

Question 17 (b)

Competencies Assessed: THHGHS03B

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive range of details to be included • Applies an in-depth knowledge and understanding to justify choices.	5–6
• Provides a range of details to be included • Applies a sound knowledge and understanding to justify choices.	3–4
• Provides some details to be included • May provide limited justification of choices.	2
• Provides some relevant detail	1

Question 18 (6 marks)

Competencies Assessed: CUECOR03A

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO different types of customers with special needs • Demonstrates a thorough understanding of the needs AND expectations of each customer group • Provides a clear comparison of the needs and expectations of each customer group • Includes reference to the entertainment industry • Uses appropriate industry terminology	6
• Identifies TWO different types of customers with special needs • Demonstrates a sound understanding of the needs AND expectations of each customer group • Provides a comparison of the needs and expectations of each customer group • Includes reference to the entertainment industry • Uses some industry terminology	4-5
• Identifies at least ONE type of customer with special needs • Demonstrates a basic understanding of the needs AND/OR expectations of the customer group • May provide a limited comparison • Makes limited reference to the entertainment industry	2-3
• Identifies at least ONE customer group • May include reference to a need OR expectation • Makes limited or no reference to the entertainment industry	1

Question 19 (a)

Competencies Assessed: CUEAUD06A

MARKING GUIDELINES

Criteria	Marks
• List FOUR appropriate pieces of equipment	2
• Lists at least ONE appropriate piece of equipment	1

Question 19 (b)

Competencies Assessed: CUEAUD06A

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of factors to be considered in implementing a vision system plan • Uses correct industry specific terminology	4
• Demonstrates a sound understanding of factors to be considered in implementing a vision system plan • Uses correct industry specific terminology	3
• Demonstrates a basic understanding of factors to be considered in implementing a vision system plan • Uses some correct industry specific terminology	2
• Lists at least ONE factor to be considered • Uses little or no industry specific terminology	1

Question 20 (a)

Competencies Assessed: CUSTA05A

MARKING GUIDELINES

Criteria	Marks
• Identifies AND describes the use of ONE type of set piece	2
• Identifies OR describes the use of ONE type of set piece	1

Question 20 (b)

Competencies Assessed: CUESTA05A

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of considerations when preparing to move and assemble set pieces • Uses correct industry specific terminology	3
• Demonstrates a sound understanding of considerations when preparing to move and assemble set pieces • Uses some correct industry specific terminology	2
• Demonstrates a basic understanding of considerations when preparing to move and assemble set pieces • Uses little or no industry specific terminology	1

Question 20 (c)

Competencies Assessed: BSBCMN203A

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough description of appropriate methods of communication for a stage manager to use when preparing to install set pieces • Uses correct industry specific terminology	3
• Provides a sound description of appropriate methods of communication for a stage manager to use when preparing to install set pieces • Uses some correct industry specific terminology	2
• Lists at least ONE appropriate method of communication for a stage manager to use when preparing to install set pieces • Uses little or no industry specific terminology	1

Section III

Question 21

Competencies assessed: CUEIND01B Elements 3 & 4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of the new technologies in ticketing AND/OR marketing, and the possible effects of implementing these technologies • Presents a well-reasoned, cohesive response using correct industry terminology	13–15
• Demonstrates a sound understanding the new technologies in ticketing AND/OR marketing, and the possible effects of implementing these technologies • Presents a cohesive response using correct industry terminology	10–12
• Demonstrates a general understanding the new technologies in ticketing AND/OR marketing, and the possible effects of implementing these technologies • Communicates information using some industry terminology	7–9
• Demonstrates a basic understanding of the new technologies in ticketing AND/OR marketing • Makes some reference to the effect of these technologies • Communicates information using limited industry terminology	4–6
• Lists at least TWO new technologies AND/OR makes little reference to effects on ticketing AND/OR marketing in the organisation • Uses non-industry specific terminology	1–3

Question 22

Competencies assessed: CUFSAF01B, CUELGT09A

<div align="center">MARKING GUIDELINES</div>

Criteria	Marks
• Demonstrates a comprehensive understanding of the lighting requirements AND safety considerations for this event • Presents a well-reasoned, cohesive response using correct industry terminology	13–15
• Demonstrates a sound understanding of the lighting requirements AND safety considerations for this event • Presents a cohesive response using correct industry terminology	10–12
• Demonstrates a general understanding of the lighting requirements AND safety considerations for this event • Communicates information using some industry terminology	7–9
• Demonstrates a basic understanding of the lighting requirements AND safety considerations for this event • Communicates information using limited industry terminology	4–6
• Provides some relevant information about lighting AND/OR safety for this event • Uses non-industry specific terminology	1–3

Question 23

Competencies assessed: CUFSOU07A, CUESTA05A

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the responsibilities of BOTH the production manager and audio technician in relation to the stimulus material • Presents a well-reasoned, cohesive response using correct industry terminology	13–15
• Demonstrates a sound understanding of the responsibilities of BOTH the production manager and audio technician in relation to the stimulus material • Presents a cohesive response using correct industry terminology	10–12
• Demonstrates a general understanding of the responsibilities of BOTH the production manager and audio technician in relation to the stimulus material OR • Demonstrates a sound understanding of the responsibilities of the production manager OR audio technician with some reference to the other role • Makes reference to the stimulus material • Communicates information using some industry terminology	7–9
• Demonstrates a basic understanding of the responsibilities of the production manager and audio technician • May include some reference to the stimulus material • Communicates information using limited industry terminology	4–6
• Lists some responsibilities of the production manager AND/OR audio technician OR • Provides some reference to the stage set up • Uses non-industry specific terminology	1–3