

**Cambridge Technicals
Performing Arts**

Unit 32: Arts Administration

Level 3 Cambridge Technical in Performing Arts
05880 - 05853 - 05876

Mark Scheme for January 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
Det	credit detail
V / TV	vague / too vague to credit
KU	shows knowledge and understanding relevant to Q
U	understanding evident relevant to Q
BOD	Benefit of the doubt: where meaning is not fully clear but some accurate KU is evident
NBOD	No benefit of doubt: insufficient KU as it relates to Q to award a mark
NAQ	not answering the question
Generic	relevant only generically, unspecific to Q so very limited if any credit
General	relevant to the situation, addressing Q by implication only; creditable only in the most general terms
rpt	repetition of previously credited point; no additional credit
?	meaning unclear
NR	No response
Query	Unclear that what is stated is accurate
off-sc	not addressing the scenario (Questions 9 & 10)

Question	Answer	Marks	Guidance
1	<p>Indicative content:</p> <ul style="list-style-type: none"> • Public liability insurance (1) to insure the company against injury to audience member / non-company individual (1) OR • Employer liability insurance (1) to insure the company against injury to any company member (1) <p><i>Accept other appropriate insurances</i></p>	2	<p>Award one mark for identifying an insurance requirement other than travel insurance, and a further one mark for an explanation.</p> <p>1x2 Marks</p>
2	<p>Indicative content:</p> <ul style="list-style-type: none"> • Recognise and minimise activities in the performance that generate hazards (1) to minimise likelihood of accident or injury to performers(1) • Recognise and eliminate hazards from the performance (eg set, space restrictions) (1) that may impact on the audience (1) <p><i>credit other appropriate non-equipment check risk assessments</i></p>	4	<p>Award one mark for identifying a relevant aspect of risk assessment and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2x2 Marks</p>
3	<p>Indicative content:</p> <ul style="list-style-type: none"> • Funders will aim to support certain types of beneficiaries (1) this tour will be performing to such beneficiaries (1) <p><i>Accept other appropriate answers, eg may be a tax benefit</i></p>	2	<p>Award one mark for identifying a credible motive funder may support relevant beneficiaries and a further one mark for an explanation.</p> <p>1x2 Marks</p>

Question	Answer	Marks	Guidance
4	<p>Indicative content:</p> <ul style="list-style-type: none"> • The funder's criteria to generate funding (1) from which communities can be targeted to obtain funding (1) • Pupil demographic used to determine target audience which fulfils the company's arts engagement project funding terms and/or location travel costings (1) <p><i>Accept other appropriate information about schools that would aid funding/costing</i></p>	4	Award one mark for identifying a relevant item of information about schools and a further one mark for an explanation, up to a maximum of four marks. 2x2 Marks
5	<p>Indicative content:</p> <ul style="list-style-type: none"> • Qualitative data eg Project aims and objectives records for previous work(1) and how these were met demonstrating company successes(1) <p><i>Accept other appropriate qualitative information</i></p>	2	Award one mark for identifying one type of information by which quality of company work can be measured and a further one mark for an explanation. 1x2 Marks
6	<p>Indicative content:</p> <ul style="list-style-type: none"> • audience feedback (1) to inform any refinements to delivery of / quality of production (1) • Liaise with schools about themes / topics that would be of interest to them (1) to inform the content of the next tour (1) <p><i>Accept other appropriate ways of maximising satisfaction</i></p>	4	Award one mark for a way to maximise audience satisfaction and a further one mark for an explanation, up to a maximum of four marks. 2x2 Marks

Question	Answer	Marks	Guidance
7	<p>Indicative content:</p> <ul style="list-style-type: none"> • Promote the new tour via direct contact with previous schools (1) where feedback was positive (1) OR • contact schools not previously visited to make new connections for potential visits (1) to expand performance opportunities (1) <p><i>Accept other appropriate examples of effective marketing</i></p>	2	Award one mark for identifying a way to achieve effective marketing and a further one mark for a valid justification, 1x2 Marks
8	<p>Indicative content:</p> <ul style="list-style-type: none"> • To consider practical logistic restrictions (1) eg running time, OR other such as limited set eg to represent rocketry and other space equipment/ locations, and need for any special technology to communicate 'space' theme to be portable, eg projector, demountable backcloth (1) • Limitations on cast numbers for touring (1) against the manned missions having large numbers of people involved in the historic missions to be depicted (1) <p><i>Accept other appropriate practical considerations. Credit not awarded for discussion of content of the piece.</i></p>	4	Award one mark for identifying a relevant piece of advice to manage the topic practically and a further one mark for an explanation, up to a maximum of four marks. 2x2 Marks

Question	Answer	Marks	Guidance
9	<p>0 No Response worthy of credit.</p> <p>Level 1 (1-4 marks) Overall <u>the analysis is limited.</u></p> <ul style="list-style-type: none"> • The analysis demonstrates <u>simple understanding of a few of the processes of arts administration.</u> • The analysis has narrow consideration of the scenario and additional information. It may touch on one or two items of relevance to the question. • limited connections between processes and the scenario. • The information is limited and may be communicated in an unstructured way. <p>Level 2 (5-8 marks) Overall <u>the analysis is basic</u> but may have clarity in some relevant points addressing the scenario.</p> <ul style="list-style-type: none"> • The analysis demonstrates <u>basic understanding of some of the processes of arts administration.</u> • The analysis considers some of the most obvious parts of the scenario and additional information. • The analysis shows some appropriate connections between processes and scenario. • The information has some relevance and is presented with some structure 	18	<p>Planning strategy addresses scenario ie a tour and a multi-disciplinary performance in residential centres being used as venues. Responses should include:</p> <ul style="list-style-type: none"> • Advance contact to address access issues eg site access, parking, entry • H & S assessment of venue their own RA (full RA unlikely of individual venues) • Venue performance limitations eg performance space, audience seating, offstage room(s) • access to space for rehearsal • creating a sense of a venue in a familiar space may include being able to enclose the space to prevent intrusion but being prepared to absorb unexpected interruptions into the show • Specific personnel needs (minimal credit given for unspecified 'extra personnel') • Venue restrictions linked to technical requirements e.g. power for lighting & sound, • associated blackout potential • need for minimal portable tech equipment and set, and safe management of these • Venue restrictions linked to performance disciplines e.g. advance preparation adaptation of show eg where space / height / flooring limitations limit active possibilities eg hard floors, carpeting, portable dance skins/landing mats • Contingency plan - content to be discussed, not just reference to there being one • contract arrangements including agreed facilities • Expectation / preparation to adapt on the day to unexpected changes in agreed facilities

Question	Answer	Marks	Guidance
	<p>Level 3 (9-13 marks) Overall <u>the analysis is characterised as adequate, at the lower end of the band;</u> and will have some details; it will be more <u>secure</u> toward the top of the band..</p> <ul style="list-style-type: none"> • The analysis demonstrates a <u>sound understanding of the processes of arts administration.</u> • The analysis considers appropriately most of the scenario and additional information. • a clear connection between processes and scenario. • The information is relevant and presented with some structure. <p>Level 4 (14-18 marks) Overall the analysis is <u>shows thorough understanding</u> of the issues in the scenario.</p> <ul style="list-style-type: none"> • The analysis demonstrates <u>wide-ranging understanding of the processes of arts administration.</u> • The analysis fully considers the scenario and additional information. • The analysis has an effective connection between processes and scenario. • The information is relevant and decisions are substantiated, with a clear and logical structure. 		

Question	Answer	Marks	Guidance
10	<p>0 No Response worthy of credit.</p> <p>Level 1 (1-4 marks) Overall <u>the recognition and evaluation of options is limited.</u></p> <ul style="list-style-type: none"> • Limited knowledge and little understanding of some options, and of arts administration processes. • There is little attempt to give an opinion or judgement. • there may be an attempt at judgments but with limited recommendations where one is called for. • The information is basic and may be communicated in an unstructured way. Simple connections to scenario. <p>Level 2 (5-8 marks) Overall the recognition and <u>evaluation of the options is basic</u> although there may be a few details discussed.</p> <ul style="list-style-type: none"> • The analysis demonstrates <u>knowledge and understanding of some options.</u> • Some attempt at giving an opinion or judgement, mostly unsupported. • Some evidence of analysis with an attempt to make a recommendation where one is called for. • The information has some relevance and is presented with some structure. The information shows basic links to the scenario. • The analysis considers some of the most obvious parts of the scenario and additional information. 	18	<p>Evaluation to consider: Not only about funding: Funder's criteria: Unspecified but likely to be an approximate number of audiences/locations:</p> <ul style="list-style-type: none"> - what information is there to consider: - indications why low numbers eg schools feedback - can this be bridged eg funding, timing/dates - can numbers be increased by a marketing push? - Others in range that meet the criteria not contacted? - eg ask booked venues to recommend others to call - widen anticipated touring range? <p>Action to be taken:</p> <ul style="list-style-type: none"> - inform company trustees for review of issues, discuss options ie: - cancel & refund = financial loss, worst case - work to expand bookings (see above) - adapt plan, reduce touring scope <p>Contact funder in the light of this to review:</p> <ul style="list-style-type: none"> - Are they willing to reconsider terms of funding? <p>Contact booked venues if there is cancellation OR rescheduling involving changed dates</p> <p>Contact previously contacted venues if funder discussion allows you to offer better terms for booking</p> <p>Inform/discuss with company including contracted performers/crew if any of the above mean rescheduling or cancellation, re implications.</p> <p>Candidates who discuss attempting to obtain extra funding as the only issue are off-focus.</p> <p><u>This is about funding</u> (ie there will be a loss to cancel the tour) <u>but also about having bookings to meet the terms of the funder and so tour successfully.</u></p> <p>Conclusion should ideally include a clear resolution.</p>

Question	Answer	Marks	Guidance
	<p>Level 3 (9-13 marks) Overall the grasp of issues and evaluation of the options is secure and will have some detail.</p> <ul style="list-style-type: none"> • The analysis shows sound knowledge and clear understanding of mostly viable options. Some overview apparent. • Opinions and judgements will be present, but may not always be securely supported. • The analysis has a clear connection between processes and scenario. • The analysis is clearly and appropriately related to the scenario, with some supporting justification and makes a clear recommendation where one is called for. • The discussion of options is relevant with some structure and with sound links to the scenario. <p>Level 4 (14-18 marks) Overall the grasp of issues is detailed and shows thorough understanding, evaluation of options and rationale.</p> <ul style="list-style-type: none"> • The analysis shows thorough understanding of viable options applied via arts administration processes. • Opinions and judgements are well supported. • The analysis is applied with thorough understanding of processes and scenario. • There is detailed analysis and evaluation, with a coherent and fully justified recommendation where one is called for. <p>There is a well-developed line of reasoning in evaluation of options and which is clearly and logically structured and applied to the scenario.</p>		

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