



Oxford Cambridge and RSA

Cambridge Technicals Performing Arts

Unit 32: Arts Administration

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

Mark Scheme for January 2020

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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
Ref Q (Or Ref Q with tick)	credit detail which is addressing the question
Ev / Eval	Evaluative point - use in Qs 9 & 10 where Ev is apparent
Gd	good point
Ref Q?	Detail given is counter to what is asked in the question
Awkward Exp	Not well expressed but can be interpreted as relevant/ having some creditable content
V	Vague, may or may not be creditable depending on whether there is supportive information/explanation
TV	Answer is too vague to credit
BoD	Benefit of the doubt: where meaning is not fully communicated but some accurate KU is evident
NBoD	No benefit of doubt: insufficient KU as it relates to Q to award a mark
?	meaning unclear
U	understanding evident relevant to Q
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 (or rpt Q 2, etc)	repetition of previously credited point; no additional credit
X	inaccurate.
NR	No response
Query	Point lacks justification / unclear that what is stated is accurate
off-sc	not addressing the scenario

Subject-specific marking instructions

Duplication between Section A questions will be credited only in the first answer where used unless not valid for the first question but valid for the second, or where the second answer can be credited more highly.

Duplication of material in Q10 from Q9 may not be given additional credit in Q10.

Question	Answer	Marks	Guidance
1	Indicative content: <ul style="list-style-type: none"> • The requirement for licences (as one example) (1) to be sure the project is fulfilling legal requirements (1) • Insurance requirements (for example) (1) to be sure the appropriate policies are being implemented (1) <p><i>Accept other appropriate answers</i></p>	2	Award one mark for identifying an example relating to legal, policy or organisational requirements, and a further mark for an explanation. Credit practicalities that need discussing with others <i>eg time scheduling</i> 1 x 2 marks
2	Indicative content: <ul style="list-style-type: none"> • Creative roles (1) to liaise with to understand / manage the creative requirements for the work (1) • Technical roles (1) to liaise with to understand / manage the technical requirements (1) <p><i>Accept other appropriate answers</i></p>	4	Award one mark for identifying a relevant role you would regularly liaise with, and a further mark for an explanation why you would regularly liaise with them Award a second mark for identifying another relevant role, and a further mark for an explanation, to a maximum of four marks. Note the funders in Q7 & Q8 are not job roles; they are not working on the project. NAQ if cited. 2 x 2 marks
3	Indicative content: <ul style="list-style-type: none"> • Online advertising (1) to reach potential audiences (1) • Radio (or other relevant media) advertising (1) to reach potential audiences (1) <p><i>Accept other appropriate answers</i></p>	2	Award one mark for identifying a credible method of advertising and a further mark for an explanation of how it will be effective in reaching the audience. 1 x 2 marks
4	Indicative content: <ul style="list-style-type: none"> • Online market research methods (1) appropriate for the intended community audience (1) • Databases / information held by the Sports centre about the local community (1) to inform how to best attract the community as an audience (1) <p><i>Accept other appropriate answers</i></p>	4	Award one mark for identifying a relevant source of information and a further mark for an explanation. Award a second mark for identifying another relevant source of information and a further mark for an explanation, to a maximum of four marks. 2 x 2 marks

Question	Answer	Marks	Guidance
5	<p>Indicative content:</p> <ul style="list-style-type: none"> • The use of facilities is shared equally between groups (1) whilst maintaining safety / security for all (1) • Adult / child facilities are available (1) to meet the requirements of policies e.g. Safeguarding (1) <p><i>Accept other appropriate answers</i></p>	2	<p>Award one mark for identifying relevant requirement to ensure well-being of staff/audiences, and a further mark for an explanation.</p> <p>Credit given to what would be experienced that contributes to well-being; so first aid is creditable; DBS is a background check not part of the experience</p> <p>Also not insurance, covers injury not well-being</p> <p>1 x 2 marks</p>
6	<p>Indicative content:</p> <ul style="list-style-type: none"> • Monitoring people's performance at work (1) to be sure contractual obligations are being met (1) • Processing pay and remuneration (or ensuring it is processed) (1) to meet the organisation's contractual obligations (1) <p><i>Accept other appropriate answers</i></p>	4	<p>Award one mark for identifying a human resources requirement other than organising contracts, and a further mark for an explanation.</p> <p>Award a second mark for identifying another relevant HR requirement other than organising contracts, and a further mark for an explanation, to a maximum of four marks. NB HR relates to company employees only.</p> <p>2 x 2 marks</p>
7	<p>Indicative content:</p> <ul style="list-style-type: none"> • Numbers of people (audience size) attending (1) to measure how many new potential customers have attended (1) • If their logo etc. have been used as agreed (1) to check the sponsorship agreement has been met (1) <p><i>Accept other appropriate answers</i></p>	2	<p>Award one mark for identifying a relevant type of information a business sponsor may require from you, and a further mark for an explanation.</p> <p>1 x 2 marks</p>

Question	Answer	Marks	Guidance
8	<p>Indicative content:</p> <ul style="list-style-type: none"> • If audiences enjoyed the project (1) to measure if the effect on the local community has been positive (1) • What the budget has been spent on (1) to be sure it is in line with the grant agreement (1) <p><i>Accept other appropriate answers</i></p>	4	<p>Award one mark for identifying an aspect of the project that will need to be reported on, and a further mark for an explanation.</p> <p>Award a second mark for identifying another relevant aspect of the project, and a further mark for an explanation.</p> <p>2 x 2 marks</p>
9	<p>0 No Response worthy of credit.</p> <p>Level 1 (1-4 marks) Overall the analysis is limited.</p> <ul style="list-style-type: none"> • The analysis demonstrates limited understanding of some of the processes of arts administration. • The analysis has limited consideration of the scenario and additional information. There are few connections between processes and the scenario. • The information is simple and may be communicated in an unstructured way. <p>Level 2 (5-8 marks) Overall the analysis is adequate; may focus on the detail of a few aspects of arts administration.</p> <ul style="list-style-type: none"> • The analysis demonstrates adequate understanding of most of the processes of arts administration. • The analysis considers 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 basic structure. • Generic responses not addressing the scenario will be awarded a mark in this band. 	18	<p>Planning strategy addresses scenario i.e. the transformation of the sports centre to a performance venue. Also considers the large audience and the groups taking part.</p> <p>Main considerations may include:</p> <ul style="list-style-type: none"> • Access issues / requirements for people and resources • Ensuring other users are fully aware of the non-availability of facilities for the duration of the event • Health and Safety issues / requirements, for people and equipment • Performance space requirements and restrictions, possibly linked to genre or discipline • Audience capacity and requirements • Technical requirements • Venue restrictions • Contingency plans • Roles and responsibilities, including extra roles / contractors required

Question	Answer	Marks	Guidance
	<p>Level 3 (9-13 marks) Overall the analysis is secure.</p> <ul style="list-style-type: none"> • The analysis demonstrates secure understanding of the processes of arts administration. • The analysis considers most of the scenario and additional information. • The analysis makes competent connections between processes and scenario. • The information is relevant with some structure. <p>Level 4 (14-18 marks) Overall the analysis is thorough and insightful and shows comprehensive understanding in relation to the scenario.</p> <ul style="list-style-type: none"> • The analysis demonstrates a comprehensive understanding of all the processes of arts administration. • The analysis fully considers the scenario and additional information. • The analysis has an effective connection between processes and scenario. • The information is relevant and substantiated, with a clear and logical structure. 		<ul style="list-style-type: none"> • Facilities (non-performance) available to cater for the needs of the various groups • Other reasonable aspects relating to the scenario

Question	Answer	Marks	Guidance
10	<p>0 No Response worthy of credit.</p> <p>Level 1 (1-4 marks) Overall the analysis is basic and limited.</p> <ul style="list-style-type: none"> • Simple knowledge and limited understanding/evaluation of some ways forward, and of arts administration processes where relevant. • There is little attempt to give an opinion or judgement. • Some relevant analysis but without recommendations. • The information is basic and communicated in an unstructured way. • The relationship to scenario is weak. • May evade addressing the implications. <p>Level 2 (5-8 marks) Overall the evaluation is adequate and has some detail. May focus on the detail of a few aspects of arts administration.</p> <ul style="list-style-type: none"> • Some knowledge and understanding/evaluation of some ways forward, and of arts administration processes where relevant to support the situation. • Some attempt at giving an opinion or judgement, but this is mostly unsupported. • May have some evidence of analysis with an attempt to make a recommendation. • May evade addressing the implications. • The information should have some relevance and is presented with some structure. • The information shows some links to the scenario. • Generic responses not addressing the scenario will be awarded a mark in this band. <p>Level 3 (9-13 marks) Overall the evaluation is secure.</p> <ul style="list-style-type: none"> • Good knowledge and clear understanding/evaluation of mostly viable ways forward and of arts administration processes where relevant to manage the situation. 	18	<p>Evaluation to consider the impact of bringing together the different groups and the ways to prevent problems. Considerations may include:</p> <ul style="list-style-type: none"> • The given information • Expectations of the key stakeholders • Other agencies / groups that could support the event and the different groups e.g. police liaison/PCSOs, youth workers, anti-youth violence campaigners • Strategies that can be put in place to ensure safety and fairness, e.g. publicity visits to schools; additional security, creating a secure site, e.g. ensuring designated managers of participating groups, ID access (if relevant), knife arches, management, holding areas, and any other credible suggestions <p>Candidates will likely discuss the measures that can be put in place at this phase of the work, Key people that should be part of this strategy will include:</p> <ul style="list-style-type: none"> • The schools / children's groups • The sports centre • Public sector funders • Business sponsors • The degree to which the Arts Administrator will opt engage with, oversee and co-ordinate the potential participants to encourage/ensure a safe and positive environment and event.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Opinions and judgements will be present but may not always be supported. • Good analysis and evaluation of potential outcomes, drawing on clear recommendation, with some justification. • The information is relevant with some structure. The information shows competent links to the scenario. <p>Level 4 (14-18 marks) Overall the evaluation is detailed and shows comprehensive understanding, evaluation and rationale.</p> <ul style="list-style-type: none"> • Assured understanding of viable ways forward and where relevant, of arts administration processes that would be applied in adapting to the situation. • Opinions and judgements are well supported. • Detailed analysis, with a coherent and fully justified recommendation including legal and financial costs. • There is a well-developed line of reasoning, which is clear and logically structured with good links to the scenario. 		

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