CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 32 January 2020 series

Version 1

Contents

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Introduction

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Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

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Paper Unit 32 series overview

Unit 32 Arts Administration will always provide for candidates a set of specific circumstances in which performance will take place. The intended performance circumstances are varied widely from previous sessions to afford candidates the opportunity to show their ability to handle new situations and to select from taught knowledge accordingly, and so apply that knowledge effectively within the simulation. From the stated scenario, candidates can determine the nature of the performance event and address these circumstances accordingly as a simulation of actual Arts Administration practice. Under these given circumstances the questions provide opportunities for candidates to demonstrate their ability to determine individual solutions to issues within the standard and necessary framework of legal requirements and given priorities of the scenario. Questions in Section A provide opportunities for candidates to show knowledge of aspects of the role which must be fulfilled in all circumstances. These are not closed questions with single right/wrong answers; candidates are asked rather to demonstrate knowledge of appropriate actions that could be taken in these circumstances. As there are possible responses that could feasibly be discussed in more than one question, candidates should take care not to duplicate their answers. Only the first accurate usage of a relevant example can be credited. Where candidates suggest more than one answer to a short 2-mark question, only the first may be credited. Where more than two points are suggested to a 4-mark question, only the first two points made can be accepted as the intended answer.

The paper progressively extends the exploration of the indicative demands on the Arts Administrator to help candidates to demonstrate more complex skills, including planning, prioritising, problem-solving and evaluation of options. It is important in later questions to refer closely to the given scenario at the head of the paper and to the subheading to that specific question, as little credit can be awarded for discussing aspects of planning which have already been covered in the given scenario. The expectation is that candidates will engage with the situation, use knowledge and potentially even ingenuity at times, to build on what is given there. They may decide to adopt circumstances where these are relevant but not absolutely specified in the scenario. These will be credited where justifiable. Examples of this can be seen in the commentary to Question 10. An effective answer is one which recognises the issues that need to be addressed to make sure viable performance from the involvement of the administrator, and how these can be applied smoothly to achieve a desirable outcome. In an effective response the candidate should also demonstrate the administrator's role is clearly separate and differentiated from the creative process at the same time as it exists to facilitate the creative process and outcomes.

In this scenario where a community performance outcome is intended, candidates generally recognised that while they needed to directly address all the key details of the given situation that may cause difficulty, the most straightforward and most positive actions to achieve that outcome should always be the central focus of thinking for the Arts Administrator. More successful responses showed understanding that while all options need to be identified, prioritising the route to achieving the outcome is matched in the simulation. Writing time is best focused towards those options with more potential to succeed. Credit can be given for recognising less likely or non-desirable options, but lengthy discussion of these in a simulation has a similar limiting effect to spending time on them in actuality.

Across the range of submissions seen, legal constraints of laws and licences were referenced, usually with relevant knowledge shown in the explanation of these. To be creditable, the use of acronyms such as Disclosure and Barring Service (DBS), PPL, PRS need to be accompanied by valid explanation showing knowledge of what these things are and their relevant usage or function.

It is not a requirement for extended answers to be written in full prose. Some effective answers were seen written in bullet points explaining and evaluating points made.

Question 1 (a)

Scenario

Your local sports centre is well known for being used as a venue for a range of events, to serve the local community. They are putting on a large-scale celebration of creativity for local schools and children's groups. The event will be a programme of performances involving music, dance and drama.

You are employed as the Arts Administrator for the celebration of creativity event, as you have an excellent reputation for organising events like this. You have a full-time fixed term contract. You will be supported by the wider team employed by the sports centre and the other contracted roles who have been engaged for this event.

Local authority funding has been secured and local business sponsorship is also in place to support the event.

The sports centre has an excellent reputation for hosting professional work as well as serving the community. They have excellent facilities and the space can be used flexibly to support a wide range of performance styles.

The children's groups and schools will involve children from 4 to 16 years of age. A large audience of parents, sponsors and the wider community is expected.

Questions 1 and 2

1   In your role you will be required to liaise with many other people in your planning of the event.

One area you will need to communicate with others about is health and safety.

Explain **one other aspect** of your planning that will require you to communicate with others at the sports centre.

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.... **[2]**

Clearly the answer is seeking liaison with the staff of the sports centre. Communication with other organisations was not creditable. There were multiple viable answers seen beyond those suggested in the mark scheme of licences and insurance requirements. These included advertising, marketing, booking equipment arrival times, and managing those activities around regular and occasional sports centre users. Licences and insurances needed to be accurately named and explained for two marks to be awarded. Accurate explanation of an inaccurately identified licence/insurance could be awarded a single mark. 'one other aspect' (than Health and Safety) is in the stem of the question; DBS certification was not creditable where seen, and suggests some candidates did not recognise this as a safety issue. Risk assessment was similarly not creditable.

Question 2

2   You understand the importance of liaising and communicating with many others as part of your role on this project.

Identify **two** other job roles not employed by the sports centre and explain briefly why you will regularly liaise with them for this project.

1 ....

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2 ....

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[4]

Candidates needed to give some consideration to the given scenario in answering this question. Liaison with a project manager would duplicate their own role as stated in the scenario "You are employed as the Arts Administrator…you have an excellent reputation for organising events like this"; also with a marketing manager, which would duplicate Q3 immediately below. Liaison with director and other creative workers to prepare to work in the space was often seen and appropriately credited, although the engagement of large casts of professional performers was unlikely to be credited as the scenario states that this is an event celebrating creativity for local schools and children's groups. Citing the need to communicate with staff at those organisations to plan the event in terms of groups, numbers and performance material was appropriately credited; Communication with those in technical roles to help efficient set-up of equipment was a straightforward and frequently seen answer. Discussion with Funders are not job roles and so not credited.

Question 3

3   Part of your role is overall responsibility for marketing the project.

Explain **one** method of advertising you would use for this event.

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.... **[2]**

There were multiple possible responses to this question. Social media was often creditably referenced; how it can be used required explanation for a second mark; frequently referenced were Facebook / Instagram pages, and Twitter usage, setting up social media interest groups and similar, i.e. some understanding of social media platforms can be applied to reach audiences. More straightforward advertising, by visiting schools to distribute posters and flyers, or to do this in public areas of a locality was also a viable answer seen. Offering workshops was somewhat questionable as this is more within the sphere of promotion rather than advertising, but it could be credited where a relevant explanation was given that this would widen local awareness and could draw in others also beyond the workshop attendees.

Question 4

4   The aim of this event is to attract an audience from the wider community. To do this, you will need to undertake market research.

Explain **two** methods you could use to obtain information in order to attract a wider community audience.

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2 ....

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[4]

This is asking specifically for market research not advertising as in Question 3, and so care was needed not to duplicate Question 3 material. To be credited, the gathering of material needed to be shown to be relevant as a means to drawing in the audience. As stated in the question, the response needed to be clear also that there are two methods whereby the material is obtained and used. Social media could be cited as well as in Question 3 where it was clear that the process was to gather information rather than advertise, for example from online surveys inviting participants to state performance interests, from which they could be informed of the upcoming event. Research of demographics was sometimes mentioned; this could be credited where there was discussion of use of databases and records relating to the local population groups, and / or information on schools engaged in the project and for a second mark, an explanation of how these could be used to reach a wider audience.

Question 5

5 Your role as Arts Administrator requires you to oversee the general well-being of both employees and audiences for the event.

You will need to be sure the venue can meet the requirements of the various young people's groups.

Explain **one** consideration that is likely to be relevant to all the groups involved in this project.

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....

....

.... **[2]**

'General well-being' is a broad term from which a range of responses is possible, and a diversity of answers were seen. Access to toilet and changing facilities was usefully cited; first aid provision also. Risk assessment was often stated to be essential; it was not always clear in the explanations for this as in other questions where it featured, that a sports centre as a place of physical leisure activity would be already be thoroughly risk assessed, so the need would be only for supplementary assessment for installed equipment and for the circumstances of the event. DBS checks were appropriate for this question, and explanations could be credited where it was clear that these are background record checks. Answers stating 'to keep everyone safe' show insufficient understanding of the function and effect of the procedure. Ensuring safeguarding policies are in place was also an answer sometimes seen. For a second mark an explanation showing some understanding of the procedures and intentions of safeguarding needed to be given.

Question 6

6 As Human Resources (HR) is part of your role, you organise contracts for freelance practitioners.

Explain **two other** Human Resources responsibilities you will need to manage.

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2 ....

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 [4]

Duplication with Question 5 was not credited. DBS checks for company staff were accepted, but not for sports centre staff as these are not within the HR responsibilities of a project manager; those staff would have been checked under their own employment terms. Payroll, holding of company and freelance worker employee contact information, Employer Liability Insurance, Public Liability Insurance, GDPR, and first aid or other Health and Safety provision (where not cited in Q5) were relevant answers seen. Answers citing the need to address complaints from the public against company members were also appropriately creditable. Answers referencing the issuing of contracts were not credited, as this duplicated the question. Organising and managing aspects of the needs of schools and children's groups was also not creditable as this does not fall within the sphere of Human Resources for the company.

Question 7

7   This event is being supported by public sector funding as well as business sponsorship.

The business sponsor will want to know if the sponsorship has been effective for them as a business.

Explain **one** type of information the business sponsor may require from you.

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.... **[2]**

This question was usually straightforwardly answered. Candidates needed to be able to distinguish between the interests of a business sponsor for Question 7 against those of a public sector funder in Q8. Any advertising for the business sponsor in publicity and promotional material, such as placement of logo or other reference to their sponsorship, was creditable and with appropriate explanation, a second mark could be given. Audience attendance numbers/ticket sales were also often seen as answers, with an explanation that this gave the business sponsor a sense of the exposure to the audience of their company name. Answers referencing the sales of business sponsor's products were not relevant, as merchandise of sponsor products is not part of sponsorship; nor does the sponsor have a direct interest in the balance sheet at the end of the project, although answers seen which cited auditing stating how the sponsorship funds had been spent and communication of this to that sponsor were relevant and credited accordingly. Audience feedback was an acceptable point where the explanation was that the positive responses would associate the experience with the business sponsor's product.

Question 8

8   The public sector funder will require reports on how effective the funding has been.

Explain **two** key aspects of the project that will need to be reported on for the public sector funder, that are different from the information the business sponsor may ask for.

1 ....

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2 ....

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[4]

There was a broad range of possibilities to address this question. Care needed to be taken not to duplicate material from Q7. There was also sometimes explanation or development of point 1 given as point 2, which could not therefore achieve full marks. Auditing of the project, audience numbers, local demographic information including the areas / schools from which the audience was drawn, ticket sales (where not cited in Q7) were all seen as useful answers. Audience feedback through questionnaires and online responses was a frequent and viable point where not cited in Q7; the explanation needed to be more focused to demonstrating public benefit than discussion where used in Q7. Answers stating an account of how the project had benefited the community were relevant but sometimes showed some difficulty explaining how this could be measured, and some tended therefore to achieve a single mark for this point. Demonstrating from the figures that a range of groups had attended, i.e. that a range of communities had been brought together, so achieving the aim of the project to promote community cohesion, was a viable explanation that was sometimes seen.

Question 9

Additional Information

The event has generated a lot of interest from schools and children's groups. A larger audience is expected compared to previous events held at the sports centre. The venue needs to manage the transformation to a performance venue to accommodate everyone. As Arts Administrator you need to manage how this will happen.

9 Analyse the planning requirements you need to put in place to make the sports centre a viable performance venue.

[18]

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Beyond the short answers of Section A, Section B calls for developed relevant priorities and judgements to be made. The scenario will identify a recognisable point in the professional performance process for this to be undertaken in the answer, and will extend beyond the routine checklist of general planning for a company. Candidates need to consider the entirety of the situation: the additional information heading this question provides additional focus and circumstances to be considered essential. Answers to Question 9 usually showed reading of some or most of the significant implications of the heading scenario. Most responses recognised there are in effect two additional considerations, the transformation of the venue (sports centre) to a performance venue, and the need to consider that a larger audience than originally anticipated may be likely. Responses frequently focused on one or other of these. Addressing only part of the circumstances limited the marks that could be awarded. Candidates usually showed recognition in responses seen that the priority in the role is always to facilitate successful performance. Most, and generally more successful answers, were able to adapt and select relevantly, from taught knowledge, the planning and preparation approaches needed to ensure a viable performance space. The scenario states a non-standard performance venue, but one which is well-known for hosting a range of events. This indicates that it should be able to be adapted for performance, and that what is being sought is for the Arts Administrator to draw from their organisational toolkit, the most necessary and relevant actions to put this in place, and to show understanding of the needs and necessities the Arts Administrator will encounter in dealing with others outside the company also. Generic answers which ran through a standard list of Arts administrator planning to perform in an external venue were sometimes characterised by the company's standard rapid get-in and get-out practices, which might well not apply in this instance. An indicator also of a generic answers was discussion of the need and methods to obtain funding, when the heading scenario states that funding is already in place. Similarly, discussion of the need for providing costume and props for the event shows a narrow grasp of the given situation, in which it can be inferred that the performances are from schools and children's groups rather than professional touring company. Discussion of managing ticket sales was accepted as having some potential relevance, although as funding is in place, it is not clear in the scenario that this is a paid ticket event, and bearing in mind the question is about the transformation of the venue. Sports centres are familiar venues to most people and so their characteristics can readily be imagined and the possible ways to adapt for incoming performance can be readily envisaged. As sports centres are also well-provided with safety measures, first aid equipment and trained staff, and fire exit provision, extended discussion of the need for these to be assessed and put in place if necessary was also somewhat peripheral to the main focus required. A stated requirement to risk assess the whole venue also showed some narrow grasp of that procedure in practical terms, as outlined in Q7 above. Suggesting that ramps would probably need to be brought in for disabled access shows limited awareness of likely sports centre provision existing for disabled activities. Where seen, discussion of the

need for portable lighting, sound equipment and staging provision in a non-standard venue for large group performance was more directly relevant, also of discussion of demountable tiered seating. Flooring was also sometimes discussed; some candidates were able to recognise that a sports hall floor is likely to have qualities suitable for Dance and Drama work also. Transport, road links and parking needs showed some relevant thinking. Some answers usefully considered seeking agreement for additional parking from nearby supermarkets and retail parks. Suggestions that chaperones and performance licences for young people needed to be put in place somewhat missed that these were school and children's groups and so were likely to be staffed by teachers and group leaders, as this is a community event not commercial performance, and so such licences are not likely to be required.

The issue of potential additional audience to those originally expected was addressed usefully in some responses seen. Assessing the extent of possible extra audience numbers was clearly essential thinking, although not always included in answers seen; how to accommodate extra numbers within the venue followed from that in some better answers seen, and with regard to safety requirements. A small number of answers recognised that there would be legal maximums of audience numbers permitted, and that this information would be held by the sports centre. Suggestions of delaying or splitting the community celebration into separate events or making the event an outdoor performance to enable more audience to attend, somewhat evaded the given scenario of making the sports centre a viable location for a community performance event.

Most responses considered some of the issues identified above as priorities and related their planning to some degree to a sports venue, and addressed those issues with varying degrees of practical relevance. A smaller number addressed sufficient of these and with secure practical understanding as to suggest a fully viable performance outcome.

Question 10

A week before the event, you are informed there are concerns about bringing together so many diverse groups. There have been reports of some rivalry between some of the groups taking part. You have a responsibility to all participants in terms of the levels of tolerance and respect they can expect. You are keen to support everyone involved in a fair manner. You must consider how to run an event, which promotes community spirit.

10   As the Arts Administrator, consider the implications of your decisions and actions on the reputation of the sports centre as well as the effect on the children.

Evaluate your options, to make recommendations to the sports centre management. [18]

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....

Question 10 is intended to pose a possible or likely complication to the given scenario that an Arts Administrator would need to solve. Most effective responses maintained the focus on the scenario, i.e. on a successful and secure performance event celebrating local creativity involving schools and children's groups. A good number of responses showed recognition of the first priority need to assess the degree of concern, i.e. the nature of the 'rivalry'. From the degree of 'rivalry' the candidate assesses at the outset, a viable answer can readily be constructed. Engagement with schools' staff and some appeal to the groups concerned to be co-operative was a viable second step; however, only a minority of

responses discussed the time constraint given in the scenario i.e. that this has come to light a week before the event. Suggestions of workshops and discussion activities between groups, team-building events, while positive and ultimately desirable, would be questionable within the given timeframe. More possible perhaps would be some suggestions seen that the administrator could visit the schools and children's groups to consult with staff about encouraging their children behave and address the performance groups with a positive community message. Some augmented this with asking involved groups to sign pledges to behave. This is perhaps more achievable in a tight timeframe, although it is not sufficient alone to ensure security; it depends of the goodwill of all of a large number of participants, and so leaves a degree of risk that an Arts Administrator should recognise as insufficient where a known threat is present. More effective answers recognised that a combination of assessment of degree of antagonistic atmosphere, identification of those involved and addressing them if this is possible, goodwill engagement with/between groups with a strong community message and the need for tighter security than perhaps originally envisaged was likely to suggest a viable event could be achieved.

Often answers assumed the issue to be hostility between two groups, although the scenario suggests a wider issue, i.e. between 'some' groups. This somewhat narrowed unduly how the concern might be answered. Where responses assumed that those involved could immediately be identified and singled out for disciplinary warnings or other action, some extending as far as instant removal, also somewhat narrowed the given circumstances in the scenario; although it is clearly desirable to be able to identify those concerned, the scenario does not state that those involved can be immediately pinpointed, and youth groups are known not to be readily willing to inform on one another. Very few answers recognised that identifying problem participants was a potential difficulty to be addressed. Answers asserting that these troublemakers could be immediately removed and so solve the problem were clearly somewhat harsh and overly simplistic. Some evaluation in better responses recognised that this as a 'solution' ran counter to the aim of a community celebration through performance and so is essentially undesirable in the given frame; having recognised this, however, extended discussion of the undesirability of removal sometimes became a side-line to finding a way forward. Some other answers which proposed cancelling the event as an option also recognised this as counterproductive, and any case somewhat evades addressing the issue for a way forward. Here again, lengthy discussion of the undesirability of cancelling sometimes side-lined the focus of the answer. Some responses proposed delaying the event, but without a clear solution. There were answers seen which elevated 'rivalry' to race hate issues. Although this is a possible interpretation of the scenario, it was perhaps at the more extreme end of what was anticipated in responses. Having envisaged this as possible, it was clear any solution in those answers required as a minimum baseline some strong security measures to be put in place even where other more placatory activities were suggested. This was in some respects a useful example of candidates who set their own parameters within the scenario, and who then were bound to show they could meet those circumstances effectively in their suggested solutions.

These answers in particular pointed to security of the event as the key priority that must be in place in answering the concern raised. Answers stating as a single central point that additional security staff should be engaged to ensure oversight of the groups attending in order that the celebration could go ahead without disruptive activity met the criteria for the second lowest band, i.e. adequate. There were answers which developed this evaluatively and suggested that enhanced security, including bag checks, is normal nowadays and might make for a better atmosphere at the event; others suggested it would bring a negative feeling to the event to do include this. Both were accepted as valid perspectives, in which the quality of the evaluation was a determinant to the quality of the marks that could be credited. Similarly, some suggested segregated seating as a means to keep groups apart, while others suggested this would emphasise divisions. Relevant evaluative comment made both perspectives creditable.

Answers which showed clear recognition of timescale, prioritising of and evaluation of desirable approaches which could be combined to achieve this, were able to access marks in the upper levels. Some relatively simple and workable responses were seen such as suggestions of the attendance of

staff present with their groups increased to a specific ratio, such as of approximately 1-10, each staff member with responsibility for that set of individuals. This appeared in itself to go some way to a more secure event, and combined with other possible supportive measures as discussed above made for an effective response which could access the upper levels.

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