

**Cambridge Technicals  
Performing Arts**

**Unit 32: Arts Administration**

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

**Mark Scheme for January 2021**

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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**

| <b>Annotation</b>          | <b>Meaning</b>                                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------------|
| 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, adding a tick indicates credit                    |
| Gd                         | good point                                                                                                  |
| Ref Q?                     | Detail given is counter to what is asked in the question / not clearly addressing the terms of 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 from Section A in Section B responses should be assessed for degree of contribution to the Section B response when marking

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

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks | Guidance                                                                                                                                                                                                                                                                                                                       |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• The get in / get out schedules (1) in liaison with each venue (1) <b>or</b></li> <li>• The budgeting for the tour (1) to ensure that costs are kept within affordable limits (1)</li> </ul> <p><i>Accept other appropriate answers</i></p>                                                                                                                                                                                                                                                                                                                                      | 2     | <p>One mark for identifying a valid example relating to scheduling requirements and/or deadlines, and a further mark for an explanation.</p> <p>1 x 2 marks</p>                                                                                                                                                                |
| 2        | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Safety of equipment (for example) (1) in liaison with the Technical Manager (1)</li> <li>• Health and safety considerations for the performers (1) in liaison with the Artistic Director (1)</li> </ul> <p><b>Where Risk Assessment (RA) is cited, if 2nd point would be included in a standard RA the maximum mark is 2.</b></p> <p><i>Accept other appropriate answers</i></p>                                                                                                                                                                                                | 4     | <p>Award one mark for identifying a relevant example relating to health and safety planning, and a further mark for an explanation.</p> <p>Award a second mark for identifying another relevant aspect of health and safety planning and a further mark for an explanation, to a maximum of four marks.</p> <p>2 x 2 marks</p> |
| 3        | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• How to best reach the target audience (1) to attract younger people as intended (1) <b>or</b></li> <li>• How to attract audiences to lesser known work (1) to be sure you will sell enough tickets (1)</li> </ul> <p><b>Responses should clearly identify method as primary intention. Answers that discuss <u>how</u> to advertise cannot be credited.</b> eg 'Advertising on social media is how I would do it' = <u>where</u>; 'I would use social media to target a specific demographic' is <u>how</u> (as in bullet 1)</p> <p><i>Accept other appropriate answers</i></p> | 2     | <p>Award one mark for identifying a valid example of a marketing decision other than advertising locations, and a further mark for an explanation.</p> <p>1 x 2 marks</p>                                                                                                                                                      |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 4        | Indicative content: <ul style="list-style-type: none"> <li>• Ticket sales (1) as evidence of how many people attended (1)</li> <li>• Media / online coverage (1) to show how much interest in the company/work was generated (1)</li> </ul> <p><i>Accept other appropriate answers</i></p>                                                                                                                                                                                                                                                                                                     | 4     | Award one mark for identifying a valid example of measuring the effect of marketing decisions, and a further mark for an explanation.<br><br>Award a second mark for identifying another valid way of measuring the impact of marketing decisions and a further mark for an explanation, to a maximum of four marks.<br><br>2 x 2 marks                                                                                         |
| 5        | Indicative content: <ul style="list-style-type: none"> <li>• What other events are held there (1) to see if the venue has previously attracted this target audience (1) <b>or</b></li> <li>• What facilities are available (1) to meet the expectations of this target audience (1)</li> </ul> <p><i>Accept other appropriate answers</i></p>                                                                                                                                                                                                                                                  | 2     | Award one mark for identifying a relevant consideration when booking a new venue and a further mark for an explanation.<br><br>1 x 2 marks                                                                                                                                                                                                                                                                                      |
| 6        | Indicative content: <ul style="list-style-type: none"> <li>• Within accessible travelling distance from previously performed areas (1) to be able to encourage loyal audience to a new venue (1)</li> <li>• Use of database of previous audience members' postcode locations (1) to target advertising e.g. mailshot / email to that audience (1)</li> </ul> <p><b>Note content of answers to Q5 cannot be credited where repeated in Q6 e.g. good transport links/vehicle accessibility/ parking or proximity to where young people live</b><br/> <i>Accept other appropriate answers</i></p> | 4     | Award one mark for identifying further consideration beyond that given in Q5 to engage existing audience when booking a new venue, and a further mark for an explanation.<br><br>Award a second mark for identifying another consideration beyond that given in Q5 and point 1 above to engage existing audience when booking a new venue and a further mark for an explanation, to a maximum of four marks.<br><br>2 x 2 marks |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 7        | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Audience comments / feedback (1) <u>citing method used</u> to measure how the work met expectations (1) <b>or</b></li> <li>• Reviews and media coverage (1) to see how the work was judged (1)</li> </ul> <p><b>Note, creative processes are not Arts Admin responsibility</b><br/><i>Accept other appropriate answers</i></p>                                                                                                                                                                                                                                  | 2     | <p>Award one mark for identifying an example of <b>how</b> the quality of the work can be monitored other than ticket sales, and a further mark for an explanation.</p> <p>1 x 2 marks</p>                                                                                                                                                                                                                                                                                                                                                                                |
| 8        | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• A contract outlining the sponsorship (1) so the agreement is formal /legal (1)</li> <li>• An agreement for how the sponsors logo and/or name are used (1) so marketing materials are clear/opportunities for company and sponsor maximised (1)</li> </ul> <p><b>Contractual points re publishing of the musical not creditable</b><br/><i>Accept other appropriate answers</i></p>                                                                                                                                                                              | 4     | <p>Award one mark for identifying a valid aspect of a formal arrangement to sponsor the performance, and a further mark for an explanation.</p> <p>Award a second mark for identifying another valid aspect of a formal arrangement to sponsor the performance and a further mark for an explanation, to a maximum of four marks.</p> <p>2 x 2 marks</p>                                                                                                                                                                                                                  |
| 9        | <p><b>0 No Response worthy of credit.</b></p> <p><b>Level 1 (1-4 marks)</b><br/>Overall the analysis is limited.</p> <ul style="list-style-type: none"> <li>• The analysis demonstrates limited understanding of some of the processes of arts administration.</li> <li>• The analysis has limited consideration of the scenario and additional information. There are few connections between processes and the scenario.</li> <li>• The information is simple and may be communicated in an unstructured way.</li> </ul> <p><b>Level 2 (5-8 marks)</b><br/>Overall the analysis is adequate; may focus on the detail of a few</p> | 18    | <p>Planning strategy addresses scenario i.e. the <u>tour of musical theatre</u> to some new venues and the intention to widen the profile of the audience.</p> <p>Main considerations may include the difference in a volunteer led venue without a trained administrator who is responsible for the following points, and who you will liaise with when planning the tour to such venues.</p> <ul style="list-style-type: none"> <li>• Venue is run by volunteers - implications</li> <li>• Health and Safety issues / requirements, for people and equipment</li> </ul> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|          | <p>aspects of arts administration.</p> <ul style="list-style-type: none"> <li>• The analysis demonstrates adequate understanding of most of the processes of arts administration.</li> <li>• The analysis considers the most obvious parts of the scenario and additional information.</li> <li>• The analysis shows some appropriate connections between processes and scenario.</li> <li>• The information has some relevance and is presented with some basic structure.</li> <li>• Generic responses not addressing the scenario will be awarded a mark in this band.</li> </ul> <p><b>Level 3 (9-13 marks)</b><br/>Overall the analysis is secure.</p> <ul style="list-style-type: none"> <li>• The analysis demonstrates secure understanding of the processes of arts administration.</li> <li>• The analysis considers most of the scenario and additional information.</li> <li>• The analysis makes competent connections between processes and scenario.</li> <li>• The information is relevant with some structure.</li> </ul> <p><b>Level 4 (14-18 marks)</b><br/>Overall the analysis is thorough and insightful and shows comprehensive understanding in relation to the scenario.</p> <ul style="list-style-type: none"> <li>• The analysis demonstrates a comprehensive understanding of all the processes of arts administration.</li> <li>• The analysis fully considers the scenario and additional information.</li> <li>• The analysis has an effective connection between processes and scenario.</li> <li>• The information is relevant and substantiated, with a clear and logical structure.</li> </ul> |       | <ul style="list-style-type: none"> <li>• Needs for a musical theatre show</li> <li>• How any venue limitations that cannot be changed can be managed and/or adapted</li> <li>• Assess responsibilities of volunteers managing venue</li> <li>• Communications with the venue</li> <li>• Booking and ticketing systems</li> <li>• Performance space requirements and restrictions</li> <li>• Back stage requirements</li> <li>• Audience capacity and requirements</li> <li>• Technical requirements, eg power supply</li> <li>• Venue practical restrictions/limitations</li> <li>• Contingency plans and how to apply</li> <li>• Roles and responsibilities, including extra roles / contractors required</li> <li>• Other reasonable aspects relating to the scenario</li> </ul> <p>The limited degree to which an external company can assume authority over a venue should be recognised; information-gathering as a first step is desirable e.g.</p> <ul style="list-style-type: none"> <li>- is there is a current Risk Assessment in place;</li> <li>- whether volunteers have DBS checks;</li> </ul> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       | <p>- whether legal H&amp;S requirements are in place. Where a candidate seeks to direct a venue to take action(s), there should be KU of cost and time implications of directing a venue to undertake checks</p> <p>Although the planning requirements for the tour to volunteer led venues will focus on the above points (as for all venues) responses should recognise the possibility of variances in administrative management facilities this kind of venue.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 10       | <p><b>0 No Response worthy of credit.</b></p> <p><b>Level 1 (1-4 marks)</b><br/>Overall the analysis is basic and limited.</p> <ul style="list-style-type: none"> <li>• Simple knowledge and limited understanding/evaluation of some ways forward, and of arts administration processes.</li> <li>• There is little attempt to give an opinion or judgement.</li> <li>• Some relevant analysis but without recommendations.</li> <li>• The information is basic and communicated in an unstructured way. The relationship to scenario is weak.</li> <li>• May evade addressing the implications.</li> </ul> <p><b>Level 2 (5-8 marks)</b><br/>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"> <li>• Some knowledge and understanding/evaluation of some ways forward, and of arts administration processes.</li> <li>• Some attempt at giving an opinion or judgement, but this is mostly unsupported.</li> <li>• May have some evidence of analysis with an attempt to make a recommendation.</li> <li>• May evade addressing the implications.</li> <li>• The information should have some relevance and is presented</li> </ul> | 18    | <p>Evaluation of the impact of potential issues and ways to sidestep/prevent problems. First aim always is to have a successful production for all involved; cancellation is the worst outcome.</p> <p><b>a) Issues to be considered:</b></p> <ul style="list-style-type: none"> <li>• High probability of extreme reputational damage to the company if internal disputes become publicly known</li> <li>• Inferred details re the celebrity's requests</li> <li>• Catastrophic effect on show to lose headliner</li> <li>• Contracts already in place likely to limit scope for any performers to leave or be fired; and other legal considerations identifiable</li> </ul> <p><b>b) Routes towards resolution:</b></p> <ul style="list-style-type: none"> <li>• Dialogue with celebrity's manager / agent</li> <li>• How the candidate opts to address/escalate the matter, recognition that formal actions as first</li> </ul> |



| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|          | <p>with some structure.</p> <ul style="list-style-type: none"> <li>• The information shows some links to the scenario.</li> <li>• Generic responses not addressing the scenario will be awarded a mark in this band.</li> </ul> <p><b>Level 3 (9-13 marks)</b><br/>Overall the evaluation is secure.</p> <ul style="list-style-type: none"> <li>• Good knowledge and clear understanding/evaluation of mostly viable ways forward and of arts administration processes.</li> <li>• Opinions and judgements will be present but may not always be supported.</li> <li>• Good analysis and evaluation of potential outcomes, drawing on clear recommendation, with some justification.</li> <li>• The information is relevant with some structure. The information shows competent links to the scenario.</li> </ul> <p><b>Level 4 (14-18 marks)</b><br/>Overall the evaluation is detailed and shows comprehensive understanding, evaluation and rationale.</p> <ul style="list-style-type: none"> <li>• Assured understanding of viable ways forward and of arts administration processes that would be applied in adapting to the situation.</li> <li>• Opinions and judgements are well supported.</li> <li>• Detailed analysis, with a coherent and fully justified recommendation including legal and financial costs.</li> <li>• There is a well-developed line of reasoning, which is clear and logically structured with good links to the scenario.</li> </ul> |       | <p>move are likely to make things worse</p> <ul style="list-style-type: none"> <li>• Credit should be given for positive informal actions towards resolution, e.g.: <ul style="list-style-type: none"> <li>- communication skills to manage the matter</li> <li>- How to maintain the reputation of the company whilst keeping the celebrity onboard</li> <li>- Strategies that can be put in place to ensure safety, morale, and fairness for all personnel</li> <li>- Key people that could be part of the decision making; why/how they can impact</li> </ul> </li> <li>• Union involvement if other performers / technicians / contractors are unhappy with how the issue is dealt with</li> </ul> <p>The response should recognise the dilemma regarding the demands of the celebrity and the need for their name to be used as a positive marketing strategy.</p> |

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