



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 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2022

## Annotations

Annotation	Meaning
✓	creditable point is addressing / relating what's said to the question
NR	No response
Gd	good point
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
NAQ	not answering the question
rpt / rpt NAC	repetition of previously credited point; / repetition with no additional credit;
somewhat rpt	some overlap with a point made elsewhere
Query / Query?	Point lacks justification / unclear that what is stated is accurate
X	inaccurate.
Q✓/	credit detail which is addressing the question
Ref Q	is addressing / relating what's said to the question
Ref Q?	Point is not clearly addressing the terms of the question
General	creditable only in general terms
Generic	relevant only generically, lacks specific reference to the question
off-sc	not addressing the scenario
KU	response shows knowledge and understanding
Ev / Eval	Evaluative comment supporting a point

## 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 creditable material in Q9 may not be given additional credit in Q10.

Question		Answer	Marks	Guidance
1		<p>Indicative content eg: To identify a relevant type of insurance (1) that fulfils a relevant legal obligation (1)</p> <p>For example: Public liability insurance is required (1) to cover legal obligations of predictable hazards relating to the audience/ members of the public (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid type of insurance and a further one mark for an explanation, up to a maximum of two marks.</p> <p>1 x 2 Marks</p>
2		<p>The risk must be specific to outdoor working / performance.</p> <p>Indicative content eg: The power supply and electrical equipment are in proper working order (1) and have had the correct certified checks made for outdoor use (1)</p> <p>Hazards identified (1) and minimised for performers working in the outdoor space and minimised / training and/or information on safety procedures has been given to them (1)</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant Risk assessment element and a further one mark for an explanation.</p> <p>Award one mark for identifying a second relevant requirement and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2 x 2 Marks</p>
3		<p>Indicative content eg: The event has a large crowd of potential customers that can be marketed to (1) to which business sponsor can advertise their brand, and/or have their brand promoted, positively associated with the theme of the festival eg in event marketing materials (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid justification for sponsoring and a further one mark for an explanation, up to a maximum of two marks.</p> <p>1 x 2 Marks</p>

Question		Answer	Marks	Guidance
4		<p>Indicative content eg:            The funder will need to know the budget (1) so the proposed spend can be checked / is acceptable            The funder will need to know the objectives / aims of the work (1) so they can check it fits with their mission / ethos (1)</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying an item of information relevant to 3rd sector funder and a further one mark for an explanation why it is relevant to 3rd sector funder.            Award one mark for identifying a second relevant item of information and a further one mark for an explanation, up to a maximum of four marks.            2 x 2 Marks</p>
5		<p>Indicative content eg:            That individual events have been targeted for particular groups OR are open to everyone (1) and (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid way the programming will be appropriate for intended audience and a further one mark for an explanation, up to a maximum of two marks.            1 x 2 Marks</p>
6		<p>Indicative content eg:            The programmed events will offer participation in active, enjoyable events (1) for festivalgoers to be able to experience for themselves the positive benefit of that healthy activity (1)</p> <p>The activities will include healthy lifestyle information (1) so the audience can be fully informed about the proposed benefits (1)</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant key way of supporting health benefits in the programming and a further one mark for an explanation.            Award one mark for identifying a second relevant key way programming will support health benefits and a further one mark for an explanation, up to a maximum of four marks.            2 x 2 Marks</p>
7		<p>Indicative content eg:            Research previous ticket pricing (1) which could lead to offering cut-price age limited tickets to attract younger people (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid type of market research to young people and a further one mark for an explanation, up to a maximum of two marks.            1 x 2 Marks</p>

Question		Answer	Marks	Guidance
8		<p>Indicative content eg: identify specific media outlets / specific media products used by older people (1) to reach the widest number of those people (1)</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant marketing method to reach mature adults and a further one mark for an explanation.</p> <p>Award one mark for identifying a second relevant marketing method to reach mature adults and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2 x 2 Marks</p>

Question	Answer	Marks	Guidance
9	<p>0 No Response worthy of credit.</p> <p><b>Level 1 (1-4 marks)</b> 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> Overall the analysis is adequate; may focus on the detail of a few 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>	18	<p>For marks in the upper range, there is likely to be planning strategy prior to the event;</p> <ul style="list-style-type: none"> <li>• focused on the given scenario, coherently and with practical application</li> <li>• recognition that the Arts Administrator knows all other roles in the company <i>but only undertakes those for which they are responsible</i>.</li> </ul> <p>Upper range responses should show structured approaches and organisational understanding.</p> <p>There should be an outline schedule sequence, identifiable and informed by the scenario in terms of:</p> <ul style="list-style-type: none"> <li>• prior planning of event needs</li> <li>• timings, schedule sequence, deadlines</li> <li>• contractors, resources and set-up requirements</li> <li>• identified aspects of the festival that need to be set up, how / when / in what order</li> <li>• liaison with others eg external agencies, as needed</li> <li>• risk management / Health &amp; safety considerations and recognising the difference between them</li> <li>• monitoring of setup process</li> <li>• audience management strategies</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (9-13 marks)</b> 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> 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>		



Question	Answer	Marks	Guidance
10	<p>0 No Response worthy of credit.</p> <p><b>Level 1 (1-4 marks)</b> 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> Overall the evaluation is adequate and has some detail but 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 with some structure.</li> <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>	18	<p>The evaluation could include considerations / proposals including the following:</p> <ul style="list-style-type: none"> <li>• Pre-event review of previous issues to mitigate/avert this where possible, in planning</li> <li>• Liaison with and negotiation of expectations of landowner, seek agreements about possible damage</li> <li>• Bringing in ground drying equipment</li> <li>• Walkways or hired equipment to provide access / protect the ground</li> <li>• any other practical ways to protect the land</li> <li>• accommodating performance areas and stalls etc– outlining the equipment they have / could adapt, such as flooring / groundsheets.</li> <li>• cater for audience expectations and advance notice</li> <li>• Safety for electrical points / cables / equipment, this may need to be hired, or maybe was part of a wet weather contingency plan.</li> <li>• Loudspeaker for safety messages and public information messages.</li> <li>• Post event clean up considerations.</li> <li>• Positive focus on future events (next year) keeping the festival open – keeping audience interest etc.</li> </ul> <p><b>Note: suggesting moving the event as a main line of discussion is evading the issue in question.</b> The considerations should take into account the specific time frame as given in the scenario (2 weeks in this case).</p> <p>Accept other relevant factors / responses.</p>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (9-13 marks)</b> 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> 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 judgment 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>		

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2022

