

Cambridge Technicals Performing Arts

Unit 32: Arts administration

Level 3 Cambridge Technical in Performing Arts
05853 & 05876

Mark Scheme for January 2023

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9. Annotations

PE to update subject specific - insert details in table for annotation to mark your paper

Annotation	Meaning
?	Unclear
BoD	Benefit of Doubt given
BP	Blank page (default)
EVAL	Evaluative point
N/A	does not apply (default)
IRRL	Significant amount of material not addressing Q
KU	Knowledge and Understanding shown
NAQ	Not addressing Q
NBoD	No Benefit of Doubt creditable
NE	No example given to support point
PAG	Point Already Given ie RPT
PE	Poorly Expressed
Q	Relevant to and addressing the Question
SEEN	Noted but no credit given (default)
TV	Too Vague to credit
✓	creditable point
VG	Vague (but some credit may be given for relevance/accuracy)

10. Subject-specific marking instructions

PE to provide any additional information here.

Question	Answer	Marks	Guidance
1	Indicative content: <ul style="list-style-type: none"> • Health & Safety check the school's performance (1) to ensure all actions / routines are safe to perform (1) <i>OR</i> • Food safety & hygiene checks(1) to check fitness of food (1) <p><i>Accept other appropriate answers</i></p>	2	Award one mark for identifying an example relating to legal or policy requirements, and a further mark for an explanation. 1 x 2 marks
2	Indicative content: <ul style="list-style-type: none"> • the maximum capacity of the venue (1) to maintain safe numbers at the event (1) • All fire safety procedures & equipment are in place and fire exits clear (1) to minimise harm in the event of a fire (1) <p><i>Accept other appropriate answers</i></p>	4	Award one mark for identifying an example relating to risk and safety eg insurance, and a further mark for an explanation; and a second two marks for a further example and explanation. * A general risk assessment of the event can only be awarded 2 marks, but two differentiated aspects can be accepted eg Fire safety and electrical safety. (venue & equipment RAs can be separate) 2 x 2 marks
3	Indicative content: <ul style="list-style-type: none"> • Contracts for performers (1) meet the legal requirements relating to employment/contract law (1) <i>OR</i> • Licences have been obtained (1) to legally be able to perform repertoire / play music (1) <p><i>Accept other appropriate answers</i></p>	2	Award one mark for identifying an example relating to legal or policy requirements, and a further mark for an explanation. Award a second mark for a different legal requirement, and giving an explanation. 1 x 2 marks

Question	Answer	Marks	Guidance
4	<p>Indicative content:</p> <ul style="list-style-type: none"> • Health and safety matters have been addressed (1) so the committee is satisfied all risks have been minimised (1) • Any complaints received and how resolved (1) so the committee is aware of any issues that could lead to a claim or prosecution and that they have been addressed appropriately (1) <p><i>Accept other appropriate answers</i></p>	4	<p>Award one mark for identifying an example relating to legal requirements, and a further mark for an explanation. Award a second mark for a different legal requirement, and giving an explanation.</p> <p>2 x 2 marks</p>
5	<p>Indicative content:</p> <ul style="list-style-type: none"> • Length of performance(s) for timings of schedule <i>OR</i> • Theme of the performance (1) to balance events in the schedule (1) <p><i>Accept other appropriate answers</i></p>	2	<p>Award one mark for identifying an example relating to legal or policy requirements, and a further mark for an explanation.</p> <p>1 x 2 marks</p>
6	<p>Indicative content:</p> <ul style="list-style-type: none"> • Schedule the get in/get out / rehearsal activity for each performance company / performer (1) to avoid safety / logistical issues (1) • Communicate the expectations of the event / contractual requirements (1) so people understand their obligations (1) <p><i>Accept other appropriate answers</i></p>	4	<p>Award one mark for identifying an appropriate example of action to be undertaken relating to planning and implementation of the schedule, and a further mark for a valid explanation. Award a second mark for identifying another appropriate example of action to be undertaken relating to planning and implementation of the schedule, and a further mark for a valid explanation.</p> <p>2 x 2 marks</p>

Question	Answer	Marks	Guidance
7	<p>Indicative content:</p> <ul style="list-style-type: none"> • identify the local social demographic mix (1) aiming to match the performances scheduled to that demographic (1) <i>OR</i> • undertake a survey of what kind of performances people who live locally would like to see (1) aiming to match the performances scheduled to that interest level (1) <p><i>Accept other appropriate answers</i></p>	2	<p>Award one mark for identifying an example of appropriate market research and a further mark for a valid explanation of why it would be appropriate.</p> <p>1 x 2 marks</p>
8	<p>Indicative content:</p> <ul style="list-style-type: none"> • striking visual material advertised in the locality (1) so audience expectations and interest is raised(1) • use of social media to inform diverse performance groups and interests of the opportunities, also specialist cultural interest, and food interest (1) so the event will attract the intended cultural diversity of both performance and food (1) <p><i>Accept other appropriate answers</i></p>	4	<p>Award one mark for identifying an innovative marketing approach, and a further mark for a valid explanation.</p> <p>Award a second mark for identifying a further innovative marketing approach, and a further mark for a valid explanation.</p> <p>2 x 2 marks</p>

Question	Answer	Marks	Guidance
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. <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. <p>The information is relevant with some structure.</p>	18	<p>Planning strategy addresses scenario i.e. the Melting Pot event, aiming to bring a community together and celebrate different cultures.</p> <p>The local council run hall and the range of spaces should be considered as should the reporting requirements linked to type of funding and structure of committee.</p> <p>Other considerations may include:</p> <ul style="list-style-type: none"> • Health and Safety issues / requirements, for people and equipment • inclusion of food provision as central to the event • ways to plan for inclusivity • Performance space requirements and restrictions • Backstage requirements • Audience capacity and requirements • Technical requirements • security measures • community involvement in the event • marketing, publicity and schedule planning • Venue restrictions • Contingency plans • Roles and responsibilities, including extra roles / contractors required • Other reasonable aspects relating to the scenario

Question	Answer	Marks	Guidance
	<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.		

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. • 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. • 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. 	18	<p>Evaluation to consider the impact of all the potential issues and the ways to prevent problems. Candidates will likely discuss the measures that can be put in place at this point in time. Considerations may include:</p> <ul style="list-style-type: none"> • The given information regarding the location of the hall in proximity to the shopping centre may provide opportunities for expansion • Strategies that can be put in place to ensure safety of the public and the performers in the event of expansion of the event • Managing the reputation of the council / committee while keeping the event manageable, • Keeping size of event/visitor numbers under control while more performances are happening • Key people that should be part of the decision making • consultation with an communication with performance groups • prioritising the inclusive nature of the event • Options to include ways to expand the event and minimise cost/logistics/time implications also • Options discussed should be fully evalated • The need for expansion of the event could be promoted as positive ie for a future annual event • The question does not ask for all options to be considered, only for a recommendation having considered the situation.

Question	Answer	Marks	Guidance
	<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. • 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 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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