

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **PERFORMING ARTS**

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**05850–05853, 05876**

**Unit 32 Summer 2024 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

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 and the mark scheme can be downloaded from OCR.

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## Unit 32 series overview

The Unit 32 Arts administration question paper provides the outline of a realistic vocational performing arts scenario to give a context and focus for the questions in the exam. Candidates are instructed to answer the questions from the position of the arts administrator referred to in the given scenario. Questions will have relevance to the scenario and responses should take account of this.

There are eight short answer questions and two extended answer questions.

### Key point call out for answering Questions 1 to 8

Pay attention to the number of examples being asked for. Questions 1 to 8 will ask for either one or two examples to be explained and the number of marks available will be directly linked to this.

Before each of the extended answer questions extra information is given to add to the original vocational scenario. This extra information will provide a focus point for the extended answers. Question 9 asks for an analysis of the planning requirements and question 10 asks for an evaluation. To be able to access the full range of marks available the response must be in line with this expectation.

### Key point call out for answering Questions 9 and 10

Consider the extra information alongside the original scenario, as the original scenario provides the wider context for the extra information.

All questions are focused on the sections of the unit content that has been taught during the course.

In all questions there is scope for more than one correct response. All appropriate responses will be credited.

Candidates who did well in both sections of the paper showed close attention to the detail of what each question was asking for. Where more generic and in some cases pre-prepared answers were given, there was often a lack of the specifics being looked for which proved to be self-limiting.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• fully considered the given scenario when responding to all questions</li> <li>• read the questions carefully and responded accurately</li> <li>• referred to relevant factors in the scenario when appropriate to explain their examples</li> <li>• responded to all questions from the position of the arts administrator</li> <li>• selected from their knowledge and understanding to give relevant and precise answers</li> <li>• focused the analysis (Question 9) on the scenario and extra information to keep examples of planning considerations consistently relevant and realistic</li> <li>• gave alternatives in the evaluation response (Question 10) that were viable options.</li> </ul>	<ul style="list-style-type: none"> <li>• did not pay sufficient attention to the given scenario</li> <li>• did not pay sufficient attention to what was being asked for in each question</li> <li>• gave generic and vague responses that lacked connection to the scenario</li> <li>• did not take the standpoint of the arts administrator when responding to the questions</li> <li>• showed gaps in their knowledge understanding of key areas of arts administration</li> <li>• gave descriptive rather than analytical responses (Question 9)</li> <li>• gave generic or unrealistic suggestions (Question 10).</li> </ul>

## Question 1

### Scenario

Classics on the Move is a well-respected touring theatre company. Their goal is to bring Shakespeare's plays to community audiences. Making Shakespeare's work accessible to all is a key aim for the company.

Their upcoming tour includes performances of Shakespeare's most popular works, as well as some of his lesser-known plays. The tour will visit several different indoor venues, with performances taking place in both community spaces and schools.

Classics on the Move touring theatre company has secured funding for the tour. All the performances are free of charge and open to all as part of their mission to bring quality arts provision to underserved communities.

The tour has been funded through a public sector grant.

The company has contracted experienced performing arts practitioners for a range of performance and production roles, as required for the tour.

You have been contracted for a fixed period of time that covers the planning, running and evaluation phases of the tour. You will be directly responsible to the Artistic Director of Classics on the Move touring theatre company.

\*Classics on the Move touring theatre company is a fictional company for the purpose of this task.

The following questions relate to the roles and responsibilities you will undertake as the Arts Administrator for the Classics on the Move touring theatre company.

### Questions 1 and 2

The Classics on the Move touring theatre company is responsible for meeting legal obligations relating to the tour. They have asked you to consider the legal requirements that will need to be in place.

- Classics on the Move touring theatre company has employer liability insurance.

Explain **one** other type of insurance that will be required for the tour.

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.....

..... **[2]**

Most candidates responded to this with the answer 'public liability insurance' and gave a linked reason matching the type of insurance to the company's legal obligations in terms of covering audience safety / liabilities.

### Exemplar 1

Public liability Insurance is needed to protect the company from any cost of claims made by the public for any injuries or damage to property

In Exemplar 1, the candidate has referred to the public rather than the audience, but this is acceptable.

Other acceptable examples included travel insurance as the company are touring. Very few responses were deemed incorrect, but these included answers that did not give a type of insurance, instead referring to a policy or areas such as safeguarding.

### Question 2

2 Classics on the Move touring theatre company has a data protection policy.

Explain **two** other policies that the company must have.

- 1 .....
- .....
- .....
- .....
- .....
- 2 .....
- .....
- .....
- .....

[4]

Most candidates were able to give two relevant policies. More typical responses named policies covering areas such as Health and Safety and Safeguarding and Human Resources related guidelines such as Grievance and Dismissal policies.

## Exemplar 2

- 1 They must have a safeguarding policy as their performances can take place in a school with a younger audience. This can include having members of staff DBS checked.
- 2 They must have a health and safety policy to ensure the safety and welfare of their staff and audience members. Such as having certain staff first aid trained.

In Exemplar 2, in most cases the explanation was relevant, and in some cases, we saw very precise explanations supported with examples. Some candidates, however, were not able to name two policies.

## Question 3

As the Arts Administrator, you will need to be aware of the structure and functions of Classics on the Move touring theatre company, to ensure the tour is a success.

- 3 One function that will be required is marketing.

Explain **one** other function that will be required for the tour.

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..... [2]

For some candidates this question proved more difficult, and a different function was not named, instead candidates stated examples of marketing, which could not be credited as marketing was the given function in the question stem.

In successful responses candidates named key functions such as Finance or Human Resources and gave clear and straightforward explanations of the purpose of the given function.



## Question 4

- 4 You will need to ensure appropriate health and safety measures are in place for the tour.

Explain **two** key aspects you will need to consider when undertaking a risk assessment for the tour to school venues.

1 .....

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.....

.....

2 .....

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.....

[4]

It was important that for candidates to achieve full marks the response was specific to the risk assessment for the schools' tour, as required by the question. Some candidates gave more general safety concerns and did not relate it to the specifics of performing/touring to a school venue.

Successful responses gave a clear connection to a school as a venue such as the safety of the children in the audience entering or leaving the performance space, linked to trip hazards for example, or understanding the need for the company to be aware of the fire evacuation and safety procedures in the school.

### Exemplar 3

- 1 That there is an appropriate fire safety procedure and that staff know the correct process for evacuation such as an emergency meet point in order to keep themselves and students safe.
- 2 That all equipment being brought in for the tour has been fully checked like PAT testing electrical equipment and securing tripping hazards like loose cables and wires to keep staff and students safe.

In Exemplar 3, some candidates gave answers linked to a school that were not realistic in terms of practices, such as the suggestion a company member may give first aid to a child at the school, rather than the school having trained first aiders of their own.

### Question 5

As the Arts Administrator, you must have an understanding of the key areas of operations for Classics on the Move touring theatre company.

- 5 One operational area you have responsibilities for is funding.

Explain **one** aspect of funding you will report to the funders at the end of the tour.

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..... [2]

This question either prompted a straightforward and correct answer, or an answer that was too general and did not demonstrate knowledge of the type of funding outlined in the given scenario.

Most correct answers linked the reporting to the area of finance, and explained there would be a requirement to report on the actual spend of the public sector grant.

Some other acceptable responses explained there would be a requirement to report on aspects linked to impact such as audience numbers and demographics.

## Question 6

**6** You are responsible for overseeing the operations area of Human Resources.

Explain **two** key aspects of Human Resources that you will need to understand.

1 .....

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2 .....

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.....

.....

**[4]**

Most responses to this question were linked to contracts and pay. Most candidates could give an acceptable explanation as to why these were aspects of Human Resources that an arts administrator would need a good understanding of.

Some candidates gave less clear examples such as 'the happiness of the team' which to be fully credited would have needed to be explained more in the context of a professional work environment. Other less successful responses did not consider that in this scenario most people would be contractors, not permanent employees and therefore aspects such as holiday entitlement would not be relevant.

## Question 7

One aim the Classics on the Move touring theatre company has, is to appeal to audiences in underserved communities.

- 7 As part of your funding agreement, you have outlined how your audience will benefit from the tour.

Explain **one** way you can measure the impact your work has on your target audience.

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.....

..... [2]

This question was left unanswered by some candidates, for others a general response was given that included suggestions such as a survey, but several responses did not go on to state what would be asked, or what information would be taken from the findings.

More successful responses linked the survey or questionnaire to specific aspects of community benefit, for example access to quality arts provision in underserved communities.

## Question 8

**8** It is important when programming the tour that the target audience is considered.

Explain **two** areas of research you could consider to inform your programming.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

**[4]**

The most popular responses included ways to research target audience in terms of location and age. A common response was to research what type of performances the audiences in certain locations had gone to previously, or what type of performance work was being put on in venues in the underserved communities they were hoping to reach.

Some candidates referred to the suitability of Shakespeare's plays in relation to younger audiences. Another typical area to outline was how to research the best time for the performances to take place, linking children in the audience to needing to programme performances earlier in the day.

## Question 9

Classics on the Move touring theatre company has several different types and sizes of venues booked, including community buildings and schools. The company will visit several venues on each day of the tour.

As the Arts Administrator, you have been asked to present your plans to the Artistic Director. This will reassure them that the work will meet the requirements of a range of different types and sizes of venues, will not impact on the number of performances planned or the quality of the experience for the audiences.

- 9** Analyse the planning requirements you need to put in place for the tour to be successful in a wide range of venues.

**[18]**

The focus of this question is to analyse the planning requirements as the Arts Administrator for this tour. Candidates are required to use the given scenario and the extra information specific to this question to inform their response.

Most candidates made some reference to the element of touring. Better responses went on to focus on the fact the tour was to a range of venues including community buildings and schools. More successful responses also considered the logistics associated with the scenario stating there would be several performances per day.

Aspects such as travelling to and from the venues, the get-in and get out for each venue and how it may vary depending on the type and size of venue were given sufficient consideration in more successful responses.

Good responses included consideration of resources, such as equipment and time and how many people would be required and the different roles and responsibilities that would be involved.

Most responses referred to Health and Safety requirements and better examples gave pertinent examples fully relevant to the scenario.

In less successful responses aspects of the scenario were missed and very general plans that were not specific to this tour were outlined.

## Question 10

In the early stages of the tour, the Artistic Director contacts you to say several of the schools have cancelled their bookings because another touring company is offering free workshops with their performances.

- 10** As the Arts Administrator, consider the implications of this so you can make a recommendation to the Artistic Director.

Evaluate your options.

**[18]**

Most candidates responded to this question, but with varying degrees of success. While all responses offered some recommendations, the success of the response was very much linked to the relevance and the level and quality of the thought behind how realistic the recommendations were.

More successful responses took account of the time specific factor given in the extra information. They went on to let this inform the recommendation and explain the consequential impact on the situation or of action to be taken.

This question tests the ability of candidates to recognise that the recommendation they are being asked to make is time critical and to be able to assess what the main actions are that would need to be taken.

Successful responses were able to consider alternatives and evaluate each option and draw a conclusion as to which recommendation would be the best.

Better responses were analytical and demonstrated a good underpinning knowledge of arts administration processes and practices. The level of critical thinking was impressive in some of the better responses.

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