

# **Cambridge Technicals**

## **Performing Arts**

### **Unit 32: Arts administration**

Level 3 Cambridge Technical in Performing Arts  
**05853 & 05876**

### **Mark Scheme for June 2024**

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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. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

#### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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

10. **Subject-specific marking instructions**

PE to provide any additional information here.

Question			Answer	Marks	Guidance
1			<p>Indicative content eg:</p> <p>Public liability insurance is required (1) to cover legal obligations relating to audience members (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid reason and a further one mark for an explanation, up to a maximum of two marks.</p> <p>1x2 Marks</p>
2			<p>Indicative content eg:</p> <p>A health and safety policy is required (1) to protect people working for the company / the public (1)</p> <p>A Safeguarding policy is required (1) to ensure the company has procedures in place to meet legal Safeguarding requirements (1)</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant requirement and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2x2 Marks</p>
3			<p>Indicative content eg:</p> <p>Programming (1) so the tour can reach the number of venues and audience intended/required by funder (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid reason and a further one mark for an explanation, up to a maximum of two marks.</p> <p>1x2 Marks</p>

Question			Answer	Marks	Guidance
4			<p>Indicative content eg:</p> <p>Consider the fact children will be the main audience (1) so all performers/technicians will need to have appropriate DBS checks (1)</p> <p>Consider the hazards in the space (1) to avoid accidents (1)</p> <p><i>Consider the school requirements for visiting companies.</i></p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant requirement and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2x2 Marks</p>
5			<p>Indicative content eg:</p> <p>The expenditure (1) against the agreed budget (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid reason and a further one mark for an explanation, up to a maximum of two marks.</p> <p>1x2 Marks</p>
6			<p>Indicative content eg:</p> <p>Contracts (1) so all performers / technicians have appropriate terms &amp; conditions in their contract (1)</p> <p>Pay / remuneration (1) so all legal aspects of pay / remuneration are met (1)</p> <p>Consider the type of funder/pay &amp; remuneration levels agreed as part of the funding received.</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant requirement and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2x2 Marks</p>

Question			Answer	Marks	Guidance
7			<p>Indicative content eg:</p> <p>Use a questionnaire to ask your audience questions about their experience (1) so you can measure if the tour has met the company's aims and objectives (1)</p> <p>Accept other relevant answers.</p>	2	<p>Award one mark for identifying a valid reason and a further one mark for an explanation, up to a maximum of two marks.</p> <p>1x2 Marks</p>
8			<p>Indicative content eg:</p> <p>Research audience preferences (1) so they can be targeted with the marketing for the tour (1)</p> <p>Or</p> <p>Research activities to help develop relationships with potential audiences (1) as part of an audience development strategy (1)</p> <p>Accept other relevant answers.</p>	4	<p>Award one mark for identifying a relevant requirement and a further one mark for an explanation, up to a maximum of four marks.</p> <p>2x2 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.</li> <li>• 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> <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> </ul>	18	<p>For marks in the upper range, the planning strategy should be for activities undertaken in relation to a tour, and;</p> <ul style="list-style-type: none"> <li>• be focused on the given scenario, coherently and with practical application</li> <li>• show 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>The planning should recognise and be informed by the scenario in terms of:</p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• targets</li> <li>• timeframe</li> <li>• schedules and deadlines</li> <li>• resources and set-up requirements</li> <li>• contingency plans</li> <li>• risk management</li> <li>• monitoring systems</li> </ul> <p>Aspects of the scenario that may be covered / inform the planning strategy include:</p> <ul style="list-style-type: none"> <li>• The tour is to community venues and schools of various sizes</li> <li>• There are several performances each day</li> <li>• The aim is to serve underserved communities and could inform the venues booked to perform/selected Shakespeare repertoire to be performed</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <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>		<ul style="list-style-type: none"> <li>The tour aims to bring quality theatre performances to underserved</li> <li>A wide range of community and school venues are being used (types of venue management / costs / access issues)</li> <li>The event is free of charge (this could inform ticketing / marketing etc.)</li> <li>The tour is being funded by a public sector grant (reporting/budgeting considerations)</li> <li>Other roles being contracted (informs contracts / funding etc.)</li> <li>Responding to the requirements of the Artistic Director and liaising with other roles in the company</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> <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> </ul>	18	<p>The essence of this question is as an Arts Administrator, to consider the implications on the tour/company, in order to provide an appropriate recommendation.</p> <p>The evaluation should consider</p> <ul style="list-style-type: none"> <li>• Arts Administration processes</li> <li>• The scenario</li> <li>• The additional information</li> <li>• The implications of the situation</li> <li>• Valid options</li> <li>• A recommendation</li> </ul> <p>The considerations should take into account the specific time frame as given in the information. (Early stages of the tour).</p> <p>The evaluation could include considerations / proposals including the following:</p> <ul style="list-style-type: none"> <li>• The impact of the schools cancelling</li> <li>• Contractual obligations to contractors, venues etc.</li> <li>• The impact of the competition from the other company</li> <li>• Opportunities for positive publicity</li> <li>• Reports to the funder</li> <li>• Consequential challenges for future funding / next tour</li> <li>• Negative impact on the community (as they are the target audience)</li> <li>• Negative impact on the aim to provide access to quality theatre productions in underserved communities</li> <li>• If also offering a workshop is a viable option</li> </ul>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <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>		<ul style="list-style-type: none"> <li>• Logistics of the several performances in a day if workshops are also offered</li> <li>• Contractual changes if performers asked to lead workshops</li> </ul> <p>Accept other relevant factors / responses.</p>

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