OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850−05853, 05876

Unit 32 January 2025 series

Contents

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. 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 Teach Cambridge.

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Unit 32 series overview

The Unit 32 Arts Administration examination presents a realistic performing arts scenario, providing a clear context for the questions and directing candidates to respond from the perspective of an arts administrator. All questions are designed to relate to the scenario, ensuring that all responses are contextualised within this framework.

Each series the paper includes 8 short answer questions and 2 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 additional information is given to add to the original vocational scenario. This additional 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. In order 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 additional information alongside the original scenario, as the original scenario provides the wider context for the additional 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.

This series the strongest responses showed a comprehensive understanding of the scenario; answers were precise and took a professional perspective.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- demonstrated a thorough grasp of the provided context, ensuring all responses were highly relevant and aligned with the exam's scenario - read and accurately interpreted the questions, resulting in well-targeted and precise answers - were artfully integrated, providing strong support and illustration for the candidates' responses on the factors from the scenario - framed from the viewpoint of a professional arts administrator, reflecting a deep understanding of the role's responsibilities and expectations - gave detailed, precise, and contextually appropriate answers - remained tightly centred on the scenario and supplementary information, ensuring responses were clear, coherent, and highly relevant to the examination's requirements (Question 9) - demonstrated critical thinking by providing viable alternatives in their evaluation response (Question 10).	- did not adequately engage with the provided scenario - overlooked specific requirements of each question - lacked specific reference to the provided context - did not consistently adopt the perspective of an arts administrator - were inconsistent with key arts administration concepts - were often descriptive rather than analytical (Question 9) - were sometimes generic or unrealistic (Question 10).

Question 1

Being responsible for Health and Safety is a key part of your role. You have checked the company has sufficient insurance for the tour.

1   Explain **one** type of insurance the company will have in place and state why this is needed.

....

....

....

.... **[2]**

Most candidates correctly identified public liability insurance as the answer and appropriately linked it to the company's legal obligations, particularly focusing on audience safety and liability management.

Some answers were more leniently accepted, for example, when candidates referred to employee instead of freelancer, stating employer liability insurance. This was permitted as this type of insurance would still be applicable as the arts administrator is an employee.

Exemplar 1

One type of insurance needed is public liability insurance. This covers any injuries to the audience and people outside the company

.... **[2]**

This response is clear and accurate. There is no need to further explain, and the response is an appropriate length and structure to be able to access full marks.

This is a good example of how to respond to a 2-mark question.

Question 2

2   A risk assessment will need to be completed, specifically relating to the performances in schools.

Explain **two** potential risks you will include in the risk assessment.

1 ....

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....

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2 ....

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....

....

[4]

Most candidates were able to answer this question. Relevant areas covered included the physical environment, equipment safety, unexpected events such as fire and aspects such as assembly points being communicated. 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.

In some cases, candidates referred to policies and safeguarding considerations.

Question 3

Another important part of your role is making sure all policies are up to date.

3   Explain **one** policy that will need to be up to date for this tour.

....

....

....

.... **[2]**

Safeguarding policies and the need for people to have DBS checks was a popular response here. It was often linked directly to the school performances. In most cases the explanation was relevant, and in some cases, we saw very precise explanations supported with examples.

Question 4

4 Freelance contracts will be offered to several people for the tour.

Explain **two** policies that will be needed to ensure the company fulfils its legal obligations relating to contracting freelancers.

1 ....

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....

....

2 ....

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....

....

[4]

Some candidates were not able to name two policies. Most candidates were and the most typical responses named policies covering areas such as Health and Safety and Safeguarding and Human Resources related guidelines such as Grievance and Dismissal policies.

Question 5

Marketing and promotion are crucial for the success of the tour.

5 Explain **one** marketing method that could be used to promote the tour.

....

....

....

.... **[2]**

Most answers referred to use of social media. Better responses went on to state the benefit, for example saying by using online platforms, such organisations can effectively promote their events, foster engagement, and create a vibrant online presence. Other good responses explained social media offers cost-effective advertising options, making it an economical choice for organisations with limited budget.

Most responses mentioned that utilising features on platforms like Facebook and Instagram, ads can be tailored to specific demographics, ensuring the message reaches individuals more likely to be interested in the event.

This question was left unanswered by some candidates.

Exemplar 2

one marketing method is posters around local areas such as bustops or parks or Shopping centres. This would let community groups two aware of the peyormance [2]

This response gives posters as an example but explains the marketing method in relation to the scenario and the explanation is sufficient to gain full marks.

Question 6

6 Market research will also be needed.

Explain **two** reasons why *Chills and Shrills Touring Theatre Company* would undertake market research.

1 ....

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2 ....

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....

[4]

Some responses simply listed types of market research. Better responses considered factors such as audience analysis, competitor analysis, audience surveys and pricing strategy.

Stronger responses suggested the research would help the company tailor its offerings, improve marketing strategies, and enhance its appeal to attract and retain a diverse audience. More successful responses linked the survey or questionnaire to specific aspects of community benefit, for example access to quality arts provision in underserved communities.

This question was left unanswered by some candidates.

Question 7

As part of your everyday responsibilities, you will be involved in several different operational areas.

7   Explain **one** responsibility that comes under the operational area of finance.

....

....

....

.... **[2]**

> 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.
>
> This question either prompted a straightforward and correct answer, or an answer that was too general and did not demonstrate knowledge of the role of arts administrator.

Question 8

8   You will be asked to report on the success of the tour.

Explain **two** ways in which this type of reporting could support the operational area of product and services.

1 ....

....

....

....

2 ....

....

....

....

[4]

> This question presented more of a challenge to some candidates. Some candidates made very generic comments such as 'to get better'.
>
> Successful responses demonstrated an understanding of the unit content in relation to the area of product and services, and in connection to the given scenario.
>
> In such responses there was consideration of areas such as informed decision making, performance measurement, risk management, customer feedback or resource management.

Question 9

A key aim of the tour is to bring quality theatre to community audiences. The company would also like to raise its profile and to be known for making its work accessible. The company is required to measure the impact of its work as part of its grant reporting obligations.

9　Analyse the planning requirements you need to put in place for the tour to be a success.　　**[18]**

This question centres on the analysis of tour planning requirements from the perspective of an Arts Administrator. Keeping the scenario at the heart of the response was a feature of better responses.

While most candidates touched upon aspects of touring, more successful responses provided detailed insights into touring various venues, such as community buildings and schools. They also considered logistical elements like the number of performances per day.

Effective responses included a comprehensive analysis of logistics, such as travel arrangements, setup and get out times, which vary depending on venue type and size. Additionally, successful plans encompassed resource allocation, including equipment and time management, the number of personnel required, and the assignment of specific roles and responsibilities.

Health and Safety considerations were generally acknowledged, with top responses offering relevant and detailed examples tied to the scenario, demonstrating a thorough understanding of the potential risks and mitigation strategies.

In contrast, less successful responses were overly general and did not integrate specific details from the provided scenario, thereby lacking depth and practical application. Good responses took a logical and structured approach to ensure that the planning requirements for a tour of this nature are comprehensively addressed, providing a clear and actionable plan for an Arts Administrator.

Question 10

During the early stage of the tour, several of the cast and crew are unhappy with their working conditions and seek advice from their trade unions. The cast and crew refuse to continue with the tour.

10 As the Arts Administrator, you need to consider the implications of this so you can make a recommendation to the Company Director.

Evaluate your options. **[18]**

While most candidates provided recommendations, the quality and effectiveness varied. Recommendations were more successful when they were relevant, realistic, and mindful of the time-specific factor provided.

The better responses established specific, well-defined suggestions. These included qualities such as objectivity and effective communication that would offer constructive, and actionable solutions to facilitate improvement and understanding.

The question assesses the ability to recognise the immediacy of the problem and evaluate solutions critically. Top responses were analytical, demonstrated a strong understanding of arts administration, and showcased impressive critical thinking by considering alternatives and selecting the best option.

Less successful responses lacked analyses and/or were not relevant for the scenario.

Exemplar 3

My plan of action would be to intially communicate with everyone this could affect. We would need to reassure the funder that even our company is committed to keeping the meeting the funding requirements. We would also need to deal with any legal requirements (e.g re-evaluating our policies and getting together adequate evidence to prove our company has good working practical). I would then do a survey for any remaining staff asking how they feel about the situation and what we can do about it. While this is happening we would postpone 4 shows (giving us 4 days to work things out) and compensate for any loss. We would organise a meeting with the cast and crew who have the problem on day 2 and find a middle ground.

This response includes some of the characteristics of a successful response as outlined here.

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- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately

- see examples of student work with commentary and feedback from OCR moderators

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- the roles and responsibilities of teachers, assessors, internal verifiers and moderators

- the principles and methods of standardisation

- the best practices for collecting, storing and submitting evidence

- the common issues and challenges in internal assessment and how to avoid them.

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- the assessment objectives and marking criteria for the NEA units

- examples of student work with commentary and feedback for the NEA units

- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

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