

Cambridge Technicals

Performing Arts

Unit 32: Arts administration

Level 3 Cambridge Technical in Performing Arts
05853 & 05876

Mark Scheme for January 2025

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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.

a.

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 any way 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 is not an attempt at the question.

Note: 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

Annotation	Meaning
	Benefit of doubt
	Blank page
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Noted but no credit given
	Too vague
	Tick

10. Subject-specific marking instructions

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>How to protect people the public (schoolchildren/audience) (1) for example the risk of a child tripping over set/cables etc (1)</p> <p>How to meet the schools Safeguarding policy (1) by having all company members covered by a DBS certificate (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>Data protection policy (1) so data on venues/audience members is stored securely (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>
4	<p>Indicative content eg:</p> <p>Equal opportunities policy (1) so all performers/technicians will be treated fairly (1)</p> <p>Grievance policy (1) to manage disputes fairly/legally (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
5	<p>Indicative content eg:</p> <p>Online / digital marketing (1) targeted at schools/communities (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>To understand what audiences could want to see (1) to plan future tours (1)</p> <p>To support funding applications (1) by demonstrating the need for performing arts in the community (1)</p> <p>Accept other relevant answers eg to inform pricing/venue selection etc</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>
7	<p>Indicative content eg:</p> <p>Reporting to the public sector funder (1) to confirm the grant has been spent as intended (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
8	<p>Indicative content eg:</p> <p>Reporting to the company director on audience feedback (1) supports the monitoring of the quality of the work/protects reputation (1)</p> <p>Or</p> <p>Reporting on early media coverage/previews (1) informs the company director of any need for quality assurance intervention/actions (1)</p> <p>Accept other relevant answers.</p>	4	Award one mark for identifying a relevant requirement and a further one mark for an explanation, up to a maximum of four marks. 2x2 Marks

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. 	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"> • be focused on the given scenario, coherently and with practical application • show recognition that the Arts Administrator knows all other roles in the company <i>but only undertakes those for which they are responsible.</i> <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"> • aims and objectives • targets • timeframe • schedules and deadlines • resources and set-up requirements • contingency plans • risk management • monitoring systems <p>Aspects of the scenario that may be covered / inform the planning strategy include:</p> <ul style="list-style-type: none"> • The tour is to community venues and schools of various sizes • The tour runs over several weeks • The aim is to provide quality theatre and make it accessible for all
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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • The information is relevant with some structure. <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. 		<ul style="list-style-type: none"> • The tour aims to bring quality theatre performances to community venues and schools • A wide range of community and school venues are being used (types of venue management / costs / access issues) • The event is affordable / fairly priced • The tour is being funded by a public sector grant (reporting/budgeting considerations) • Other roles being contracted (informs contracts / funding etc.) • Responding to the requirements of the Company Director and liaising with other roles in the company

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 but 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. <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. 	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"> • Arts Administration processes • The scenario • The additional information • The implications of the situation • Valid options • A recommendation <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"> • The impact of cancelling performances/bookings • Contractual obligations to contractors, venues etc. • The risk to reputation • Risk of negative publicity • Reports to the funder • Consequential challenges for future funding / next tour • Negative impact on the community (as they are the target audience) • Negative impact on the aim to provide access to quality theatre productions • If also offering a workshop is a viable option
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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Potential involvement from unions <p>Accept other relevant factors / responses.</p>

		<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 judgment 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. 	18	
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