

2015 HSC Entertainment Industry Marking Guidelines

Section I

Multiple-choice Answer Key

Question	Answer
1	D
2	B
3	B
4	A
5	A
6	D
7	C
8	A or B*
9	D
10	D
11	A
12	C
13	B
14	C
15	A

* Both A and B were accepted as correct.

Section II

Question 16 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Outlines information obtainable from key industry bodies or authorities relating to organising a concert in a residential area 	2
<ul style="list-style-type: none"> • Provides some information relating to organising a concert 	1

Sample answer:

The information that should be obtained relates to noise levels, copyright, local curfews, local traffic management, parking, etc.

Answers could include:

Naming of key industry bodies and the information they provide eg LPA, APRA, local council

Naming of specific regulations

Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Describes effective communication techniques that should be used by the event organiser to deal with the complaint 	4
<ul style="list-style-type: none"> • Outlines some communication techniques that should be used by the event organiser relevant to dealing with the complaint 	3
<ul style="list-style-type: none"> • Outlines some relevant communication techniques for dealing with complaints 	2
<ul style="list-style-type: none"> • Provides some relevant information on communication 	1

Sample answer:

The event organiser would acknowledge the complaint and effectively communicate by speaking to the resident to clarify the details of their complaint. The event organiser will use open questions, active listening and respond with a clear voice and courteous tone to confirm understanding. They show empathy and agree to investigate their concerns and follow up with the resident either personally or by written correspondence in order to effectively resolve the complaint.

Answers could include:

Written correspondence methods

Verbal and non-verbal communication

Formal language

Communication cycle

Telephone etiquette

Follow organisation policies and procedures

Question 17 (a)

Criteria	Marks
• Identifies accurate and reliable sources of information regarding this role	2
• Provides some relevant information regarding this role	1

Sample answer:

Lee would find accurate and reliable information in the role statement provided by the company. Lee may also find information in the award which may be available online e.g. MEAA or LPA webpage.

Question 17 (b)

	Marks
• Describes in detail the relevant steps to be undertaken to achieve this goal	3
• Outlines some relevant steps to be undertaken to achieve this goal	2
• Provides some information relating to achieving work goals	1

Sample answer:

Lee would need to find out the roles and responsibilities relating to the head of a technical department. Lee needs to identify the gaps in his/her skills and knowledge and then seek information about learning opportunities from colleagues or own research. Finally, Lee would begin to upskill by commencing on or off the job training.

Question 17 (c)

Criteria	Marks
• Provides relevant strategies as to how Lee would work effectively within a culturally diverse workplace	4
• Provides strategies as to how Lee would work effectively within a culturally diverse workplace	3
• Outlines some information about working effectively in the workplace	2
• Provides some relevant information	1

Sample answer:

To work effectively in a culturally diverse workplace, Lee would display empathy and acknowledge individual differences. Lee would obtain information about the cultures that he/she is working with and their practices. Lee would be considerate of various communication styles in order to not use language and gestures that could lead to conflict. If cultural conflict occurs within the work environment, Lee could take an active lead in sharing cultural understandings with others to defuse the situation.

Question 18 (a)

Criteria	Marks
• Provides explanation of how scale is used by the stage crew on the plan provided	2
• Provides limited information relating to stage plan usage	1

Sample answer:

The stage crew would use the scale to accurately mark out the stage for rehearsals. At the bump in they would measure and position scenic elements and coordinate movements.

Answers could include:

- Use of ratio in scale
- Plan off-stage storage

Question 18 (b)

Criteria	Marks
• Provides a workable explanation of how the scene change movement can be planned and executed • Uses correct staging geography	4
• Provides an adequate explanation of how the scene change movement can be planned and/or executed • Uses some correct staging geography	3
• Outlines how the scene change movement can be planned and/or executed • May use some correct staging geography	2
• Provides some information relating to the scene change	1

Sample answer:

Prior to the scene change the stage crew would use the stage plan to accurately plot the best path to travel. I would organise the prompt side crew to first push the truck upstage of leg 2. It is then required to be pushed onstage to centre stage. As the plan shows that this is a difficult move the crew would need to rehearse it for quick and smooth execution.

Question 19

	Marks
• Outlines in detail the short-term and long-term work, health and safety issues associated with incorrect movement and storage of production equipment	4
• Outlines some short-term and/or long-term work, health and safety issues associated with incorrect movement and storage of production equipment	3
• Outlines work, health and safety issues associated with incorrect movement and storage of production equipment	2
• Provides limited information relating to work, health and safety issues	1

Sample answer

Long Term:

- Unable to work due to long-term injury from incorrect lifting and manual handling
- Loss of income
- Exposure to disease from contact with vermin and their waste accumulating on and around the equipment

Short Term:

- Accidents created by fall hazards
- Personal injury from incorrect lifting techniques
- Inadequate provision of lifting devices or ladders could lead to injury
- Trip hazards created from equipment not being stored correctly
- Dust collection on and around equipment which could affect people with asthma and allergies

Question 20

Criteria	Marks
• Provides a functional application for each microphone directionality	3
• Provides a functional application for TWO microphone directionalities	2
• Provides a functional application for ONE microphone directionality	1

Answers could include:

<i>Microphone type</i>	<i>Application</i>
Omnidirectional	<ul style="list-style-type: none"> Recording of total environment <p>Answers could also include</p> <ul style="list-style-type: none"> Choir standing around the mic Board room conference table
Unidirectional (Cardoid)	<ul style="list-style-type: none"> Vocalist <p>Answers could also include</p> <ul style="list-style-type: none"> Reporter or DJ Guitar amplifier
Bi-directional	<ul style="list-style-type: none"> Interview <p>Answers could also include</p> <ul style="list-style-type: none"> Duet – instrumental or vocal Backup vocalists

Question 21 (a)

Criteria	Marks
• Describes how channel 4 differs from channel 8	3
• Identifies how channel 4 differs from channel 8	2
• Provides some relevant information on lighting channels	1

Answers could include:

Lantern types – 4 = 1 x Fresnel with Barn Doors, 8 = 2 x Par Can

Position – 4 = Stage Bar 1, 8 = Stage Bar 2

Gel/Accessory – 4 = Barn Doors, 8 = Gel # 202

Question 21 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed description of how the information on the lighting plan can be incorporated in lighting systems in different venues Includes appropriate lighting-specific terminology 	4
<ul style="list-style-type: none"> Provides a description of how the information on the lighting plan can be incorporated in lighting systems in different venues Includes some lighting-specific terminology 	3
<ul style="list-style-type: none"> Provides a description of the use of lighting plans OR lighting in different venues May include some lighting-specific terminology 	2
<ul style="list-style-type: none"> Provides some information relating to lighting systems 	1

Sample answer:

The information on the lighting plan is used by each venue's lighting technician to integrate the design into the venue lighting system. Smooth integration requires:

- Venue inventory and appropriate substitution of lanterns
- Appropriate patch outlets or additional running of cabling
- Suitable dimmer racks and power distribution, including 3 phase power
- Programming the lighting console to match different dimmers.

Section III

Question 22

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive description of effective communication and teamwork strategies that will ensure the match begins on time Provides a logical and cohesive response Uses relevant entertainment industry terminology 	13–15
<ul style="list-style-type: none"> Provides a detailed description of effective communication and teamwork strategies that will ensure the match begins on time Provides a logical response Uses entertainment industry terminology 	10–12
<ul style="list-style-type: none"> Provides a sound description of effective communication and/or teamwork strategies that will ensure the match begins on time May use some entertainment industry terminology 	7–9
<ul style="list-style-type: none"> Provides a basic description of communication and/or teamwork that may relate to the match beginning on time May use some entertainment industry terminology 	4–6
<ul style="list-style-type: none"> Provides some relevant information relating to communication and/or teamwork 	1–3

Answers could include:

- Effective Communication Methods
 - Verbal / Non verbal
 - Active listening
 - Features and benefits of a range of communication equipment – eg walkie talkies, comms, mobile phone, email, memo
 - Methods used are time effective
 - Provision of examples of gestures, words and phrases that are universally understood
 - Barriers to communication
- Features and characteristics of teamwork
 - Identification of purpose and aim of the team
 - Team meeting and delegation of roles prior to the event
 - Goal setting
 - Planning and organising
 - Respect
 - Empathy / sensitivity
 - Cooperation
 - Prioritising

- Requirements for types of entertainment
 - Technical – audio, lighting, vision, staging
 - Equipment
 - Cabling
 - Power
 - Safety
 - Personnel / Crew
 - Security
- WHS
 - Hazards and risk assessments
 - Legislation
 - Manual handling
 - Traffic flow of performers and crew
 - Lifting devices for staging and other equipment
 - Weather
 - PPE
 - Qualified personnel
 - Safety Induction
 - Evacuation procedures
 - Signage

Section IV

Question 23 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a variety of considerations to ensure equitable access for all attendees of this service • Provides a coherent response • Includes appropriate industry terminology 	5
<ul style="list-style-type: none"> • Provides considerations to ensure equitable access for all attendees of this service • Provides a generally coherent response • Includes appropriate industry terminology 	4
<ul style="list-style-type: none"> • Provides considerations to ensure equitable access • May use some examples from the event • Includes some appropriate industry terminology 	3
<ul style="list-style-type: none"> • Outlines some considerations for equitable access • May include industry terminology 	2
<ul style="list-style-type: none"> • Provides some information relating to equitable access 	1

Answers could include:

- Ramps – existing and temporary
- Lifts
- Appropriate transport
- Drop off and pick up zones
- Areas to park/store wheelchairs, scooters, walking frames
- First Aid facilities
- Ushers / Marshalls
- Seating arrangements
- Pathway lighting
- Handrails
- Suitable features are discussed and implemented
 - Staff/volunteer briefing/training
 - Risk assessment
 - Emergency response planning

Question 23 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive description of technical production requirements for an outdoor ANZAC Day dawn service Provides a logical and coherent response Includes relevant industry terminology 	9–10
<ul style="list-style-type: none"> Provides a detailed description of technical production requirements for an outdoor ANZAC Day dawn service Provides a logical response Includes relevant industry terminology 	7–8
<ul style="list-style-type: none"> Provides a description of technical production requirements for an outdoor ANZAC Day dawn service Includes some industry terminology 	5–6
<ul style="list-style-type: none"> Provides a basic outline of technical requirements May include basic industry terminology 	3–4
<ul style="list-style-type: none"> Provides some relevant information relating to production choices 	1–2

Answers could include:

- Technical choices:
 - Detailed descriptions of technical equipment for complete audio, lighting and vision systems
 - Budget available?
 - Appropriate size and quantity of equipment
 - Transporting equipment
 - Accurate technical terminology
- Explaining / justifying choices eg suitability for outdoor weather, transition from darkness to sunrise, appropriate for location and crowd size, equipment fits the solemnity of the occasion eg no strobe lights, etc
- Venue specific information
 - Determine access to power
 - Personnel available
 - Site access – prior to, during and after event
- Appropriate selection and positioning of screens, lanterns and speakers
- Rigging points
- Relationship between departments

2015 HSC Entertainment Industry Mapping Grid

Section I

Question	Marks	Unit of competency / Element of competency	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
1	1	CUFLGT101A – Apply a general knowledge of lighting to work activities – page 96							X	X
2	1	CUECOR01C – Manage own work and learning – page 39				X				
3	1	CUESTA05C – Apply a general knowledge of staging to work activities – page 88		X						X
4	1	CUECOR02C – Work with others – page 48	X	X	X					
5	1	BSBOHS201A – Participate in WHS processes – page 22			X	X		X		
6	1	CUESTA05C – Apply a general knowledge of staging to work activities – page 90							X	
7	1	CUEAUD06B – Apply a general knowledge of vision systems to work activities – page 35			X		X			X
8	1	CUEIND01D – Source and apply entertainment industry knowledge – page 72					X		X	
9	1	CUESTA05C – Apply a general knowledge of staging to work activities – page 91			X					
10	1	CUECOR04B – Deal with conflict and resolve complaints – page 68	X		X					
11	1	BSBOHS201A – Participate in WHS process – page 23	X				X			
12	1	CUESOU07B – Apply a general knowledge of audio to work activities – page 81								X
13	1	CUFLGT101A – Apply a general knowledge of lighting to work activities – page 95								X
14	1	CUEAUD06B – Apply a general knowledge of vision systems to work activities – page 35								X
15	1	CUESOU07B – Apply a general knowledge of audio to work activities – page 80								X

Section II

Question	Marks	Unit of competency / Element of competency	Employability skills (Please put an X where appropriate)						
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning
16 (a)	2	CUEIND01D – Source and apply entertainment industry knowledge – 1.1 page 72					X		
16 (b)	4	BSBCMM201A Communicate in the workplace 1.3 page 11–13	X		X				
17 (a)	2	CUEIND01D – Source and apply entertainment industry knowledge – 2.1 page 74				X		X	
17 (b)	3	CUECOR01C – Manage own work and learning 2.1 page 41–42						X	X
17 (c)	4	CUECOR04B – Deal with conflict and resolve complaints 2.2 page 66 CUECOR02C Work with others 1.6 page 47–48	X	X	X				
18 (a)	2	CUESTA05C – Apply a general knowledge of staging to work activities – 1.1 page 88					X		
18 (b)	4	CUESTA05C – Apply a general knowledge of staging to work activities 1.1 page 88–89			X		X		
19	4	BSBOHS201A – Participate in WHS processes 1.1 page 20–21			X		X		
20	3	CUESOU07B – Apply a general knowledge of audio to work activities 1.3 page 82							X
21 (a)	3	CUFLGT101A – Apply a general knowledge of lighting to work activities – 1.1 pages 95 – 96							X
21 (b)	4	CUFLGT101A – Apply a general knowledge of lighting to work activities 2.2 page 96–97			X		X		X

Section III

Question	Marks	Unit of competency / Element of competency	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
22	15	BSBCMM201A Communicate in the workplace pages 11, 12, 17 CUECOR02C Work with others pages 45, 46, 47 BSBOHS201A Participate in WHS processes pages 20, 22, 24, 26	X	X	X	X	X			

Section IV

Question	Marks	Unit of competency / Element of competency	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
23 (a)	5	CUECOR03C Provide quality service to customers pages 57, 58	X		X	X	X	X		
23 (b)	10	CUESOU07B Apply general knowledge of audio to work activities pages 81, 82, 84 CUFLGT101A Apply general knowledge of lighting to work activities pages 95, 96, 97, 101 CUEAUD06B Apply general knowledge of vision to work activities pages 33, 34, 35				X	X			X