

2012 HSC Notes from the Marking Centre – VET Entertainment Industry

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Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Entertainment Industry. It contains comments on candidate responses to the 2012 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2012 Higher School Certificate examination, the marking guidelines and other support documents developed by the Board of Studies to assist in the teaching and learning of Entertainment Industry.

Teachers and candidates are reminded that – if candidates are taking the 240-hour VET Industry Curriculum Framework in Entertainment Industry and they want to sit the HSC examination in Entertainment Industry – they need to be entered separately for the examination through Schools Online.

General comments

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating the knowledge, understanding and skills they developed through studying the course.

Candidates need to be aware that the marks allocated to the short answer questions and the answer space (where this is provided on the examination paper) are guides to the length of the required response. A longer response will not in itself lead to higher marks in Section II. Writing far beyond the indicated space may reduce the time available for answering other questions.

Candidates need to be familiar with the Board's [Glossary of Key Words](#), which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked, or verbs that are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

Candidates need to be encouraged to draw on their experiences in both the practical and theoretical aspects of the course. Examples from their direct work-placement experience, school simulations and media etc should be used to support their responses.

Candidates should be exposed to a range of industry experiences and be given the opportunity to consider all topics, not only from the viewpoint of the traditional theatre, but also in a wide

range of alternative contexts. Similarly, it is extremely important for candidates to consider the extensive variety of roles that are involved in all the major technical areas of the entertainment industry and their interrelationships.

Section II

Question 16

- a. In better responses, candidates clearly identified who would benefit from marking up the stage and the benefits, such as improved efficiency and Work Health and Safety (WHS) reasons. They used correct and relevant industry terminology.

In weaker responses, candidates made generalised statements about the placement of set or props, with little or no mention of the benefits of marking out the stage. They often misinterpreted the question, did not identify relevant personnel or used limited terminology.

- b. In better responses, candidates demonstrated an understanding of the role of the stage manager and gave a range of realistic and practical options for coordinating the crew before a rehearsal. They provided a range of specific communication and task-management options including meetings, delegation, prioritisation, documentation (plans, schedules) and correct identification of the relevant personnel. They often considered WHS aspects; for example, the need for training in manual handling. They also used correct industry terminology in relation to the communication, task management, roles and staging elements.

In weaker responses, candidates listed elements that needed to be moved with no reference to the context of the question, which was prior to the rehearsal. They made generalisations about the coordination of a stage crew without reference to the context of the question. They also used limited industry terminology.

Question 17

- a. In better responses, candidates identified specific differences and made relevant comparisons between the two vision situations stipulated in the question. They specifically referred to the pieces of vision equipment, cables, and the set-up and differences of both scenarios. In some responses, candidates demonstrated an understanding of projection distance calculations.

In weaker responses, candidates demonstrated limited understanding of specific vision equipment and industry terminology. They often emphasised the differences in audio rather than vision. They made generalised statements about the differences being based on one being a 'large set-up' and the other a 'small set-up'.

- b. In better responses, candidates identified all equipment, signal flow and cabling for the chosen scenario. Some students incorporated emerging technology such as LED screen technology. They included a clearly labelled diagram (sometimes providing a key) that displayed a logical sequence that would work practically.

In weaker responses, candidates included too much unnecessary detail, including seating, lighting and audio information, irrelevant to the chosen scenario. They often drew illogical diagrams that were difficult to follow or equipment sequences that were incorrect and would not work practically.

Question 18

- a. In better responses, candidates clearly identified the relevant key industry bodies related to the question, such as MEAA, LPA, ITAB or WorkCover. They synthesised

information rather than simply recalling the names and functions of the key industry bodies, and they used correct industry terminology.

In weaker responses, candidates gave information about a job interview; for example, the need for references, rather than information employers would need to gain from the key industry bodies. They listed industry bodies with no relevant discussion or gave a list of irrelevant pieces of legislation, using limited industry terminology.

Question 19

- a. In better responses, candidates clearly identified two members of the production team and related information specific to the audio technician before an event. They considered the context of the comedy festival and made reference technical requirements, equipment, procedures and running order.

In weaker responses, candidates only briefly referred to key members of the production team showing limited understanding of the role of audio technician before an event. They did not relate their response to the context of a comedy festival.

- b. In better responses, candidates demonstrated a clear understanding of the processes of the audio operator to accommodate additional sound cues during a 'live' event and the need to communicate these changes to relevant key personnel. They made reference to the need to 'test' cues at interval or through headphones. They explained correct problem-solving procedures using industry terminology.

In weaker responses, candidates made no reference to the event being 'live' and the request coming during the show. They did not offer a solution for the problem.

Question 20

- a. In better responses, candidates clearly identified the technical requirements in the context of a school formal. They made reference to all key points, such as location of dance floor, rigging issues and power. They demonstrated a comprehensive understanding of the technical considerations, in particular single versus 3-phase power and the lack of rigging points, including suitable safety considerations.

In weaker responses, candidates demonstrated limited understanding of the technical considerations required. They misunderstood the power available and how to use it. Many incorrectly discussed the lack of available power and did not consider the rigging or positioning of lighting equipment.

- b. In better responses, candidates included a range of lighting equipment and accessories with suitable references to the mood, effect and atmosphere they would create for a school formal. They used industry terminology correctly.

In weaker responses, candidates gave a general listing of types of lights or accessories with no reference to mood, atmosphere or effect they would create.

Section III and IV

General comments

Candidates needed to read and address all aspects of the question in their response. Any scenario or production role that is given for the extended response question or scaffold question is included to provide a context for the response. Candidates should take time to familiarise themselves with the scenario and to consider all the information provided when writing their response.

When a specific type of event is identified or an individual role is used in a question, candidates should give careful consideration to that type of event and the role when responding. They can link in other areas of production or roles, but they should ensure they are not sidetracked.

Detail is required in both the holistic and structured extended response. Candidates should draw on their experiences from the course overall rather than try to pigeonhole questions to specific topic areas. Concepts from all core areas can be used in responses, as appropriate. A wide range of examples from work placement, class simulations and media files should be used in responses.

Question 21

In better responses, candidates demonstrated a sophisticated understanding of communication techniques and task management strategies in relation to the context of running and organising an International Fashion Week event. They gave specific examples to describe and reinforce areas of communication practice and task management strategies. They also discussed the techniques of communication and task management within the various technical production areas, as well as making reference to the internal and external customers relevant to the International Fashion Week Event. Their response was clear and logical using industry-specific examples and correct industry terminology.

In weaker responses, candidates made general statements about communication that did not relate to an International Fashion Week Event context. They provided a limited discussion of one area of the question, such as communication or task-management strategies. Some candidates listed equipment and technical requirements of the event with little or no reference to the communication or task management strategies. They gave limited or no relevant examples and often did not use correct industry terminology.

Question 22

- a. In better responses, candidates clearly and correctly identified the role of the producer in pre-production and made reference to the producer's role including finance, budget, hiring of staff, sponsorship, ticketing, marketing, venue hire, royalties, schedules and working with the director. They used appropriate industry terminology in reference to the role and function of the producer.

In weaker responses, candidates confused the various technical staff such as the director, producer or writer. They gave a general overview of one role of the producer, and used lists without specific details. They used limited industry terminology.

- b. In better responses, candidates demonstrated a clear understanding of post-production and the application of the context of a local theatre company to their response. They clearly defined the processes and procedures required by production personnel during post-production, using industry terminology appropriate to the post-production stage. They described a variety of aspects of post-production, including bump-out, financial matters, storage, return of equipment, inventory, transportation, de-briefing, evaluation and archiving.

In weaker responses, candidates misunderstood the question and focused on pre-production and production processes and procedures rather than post-production. They demonstrated a limited understanding of post-production processes and procedures, referring only to the bump-out and the removal of sets and equipment, using limited industry terminology.