

BOARD OF STUDIES  
NEW SOUTH WALES

# 2004 HSC Specimen Paper

**Entertainment**

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# **Entertainment**

## **(240 indicative hours)**

### **(Entertainment Industry Curriculum Framework)**

This package contains the specimen examination paper for the 2004 Higher School Certificate examination in the 240-hour VET course in Entertainment. Also included are the draft performance bands, sample examination mapping grid and sample marking guidelines.

This 2004 HSC specimen paper has been produced in accordance with the Board's Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99).

The specimen paper as a whole is structured to allow for appropriate differentiation of student performance. The format of the paper allows students to gain a clear understanding of what they are required to do in each question, and in working through the paper. Instructions have been standardised and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's Assessment Support Document.

The examinations in the 240-hour VET courses are optional, but required of students who wish this subject to contribute towards a University Admission Index.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications for the 240-hour VET course in Entertainment. The range and balance of outcomes tested in the HSC examinations may differ from those addressed in this specimen paper. Questions are based on:

- the units of competency identified for examination;
- the minimum prescribed learning contained in the Higher School Certificate requirements for each specified unit of competency;
- the associated key competencies.

There are a number of points to note in considering the Entertainment specimen examination paper:

- All VET examination papers conform to a common examination framework:
  - Section I — multiple-choice items (15 marks)
  - Section II — short response items (35 marks)
  - Section III — extended response items (30 marks)

The examination is a 2-hour written paper. A total of 80 marks is shown on the examination paper. The total mark gained by a student on the paper is then converted to a mark out of 100.

- The number of questions in Section II may vary from year to year, however marks in this section will always total 35.
- In Section III of the Entertainment paper there are three questions. Students must attempt two of these questions.
- A rubric indicating general criteria for judging performance has been placed at the beginning of Section III to clearly indicate the factors that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.



**2004**

**HIGHER SCHOOL CERTIFICATE  
SPECIMEN EXAMINATION**

# Entertainment

## General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen
- Board-approved calculators may be used
- Write your Centre Number and Student Number at the top of page 7

**Total marks – 80**

**Section I** Pages 2–5

**15 marks**

- Attempt Questions 1–15
- Allow about 15 minutes for this section

**Section II** Pages 7–11

**35 marks**

- Attempt Questions 16–20
- Allow about 45 minutes for this section

**Section III** Page 13

**30 marks**

- Attempt TWO questions from Questions 21–23
- Allow about 1 hour for this section

## Section I

15 marks

Attempt Questions 1–15

Allow about 15 minutes for this section

Use the multiple-choice answer sheet.

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

**Sample:**  $2 + 4 =$  (A) 2 (B) 6 (C) 8 (D) 9  
A  B  C  D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A  B  C  D

If you change your mind and have crossed out what you consider to be the correct answer, then indicate the correct answer by writing the word *correct* and drawing an arrow as follows.

A  B  C  D   
*correct* ↙

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- 1** What is the primary role of a scenic artist?

  - (A) To paint the stage sets
  - (B) To arrange the lighting design
  - (C) To sketch the performance space
  - (D) To move the props into their correct positions
  
- 2** What does the 'R' stand for in the first-aid term, 'DRABC'?

  - (A) Remove
  - (B) Response
  - (C) Resuscitate
  - (D) Revive
  
- 3** Which of the following groups of workers would the Production Manager of a theatre company directly supervise?

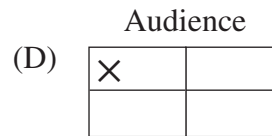
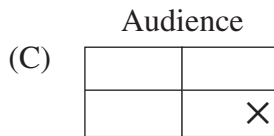
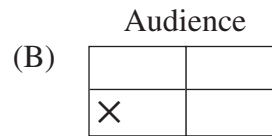
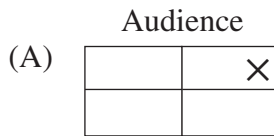
  - (A) Actors, musicians, dancers
  - (B) Writers, designers, director
  - (C) Accounts, box office, ushers
  - (D) Carpenters, prop makers, cutters
  
- 4** During a bump in, your supervisor instructs you to rig a fresnel spotlight. You are unsure which light this might be. What is the most appropriate way to deal with this situation?

  - (A) Leave the task for another employee to do.
  - (B) Ask the Director to explain which light to use.
  - (C) Commence the task and work out what to do yourself.
  - (D) Ask the supervisor to clarify which light they are referring to.
  
- 5** You feel that a member of the production team is constantly treating you unfairly. Which of the following is most likely to result in an effective dispute resolution?

  - (A) Challenge the production member.
  - (B) Discuss the issue with your supervisor.
  - (C) Talk to other co-workers about the incidents.
  - (D) Write a letter of complaint to the General Manager.

- 6** What does the Mission Statement of a company describe?
- (A) The company's business plan
  - (B) The underlying purpose of the company
  - (C) The company's mission in the local community
  - (D) The ways in which the company intends to spread its message
- 7** What does a role description for a position in the Entertainment Industry provide?
- (A) The function and duties of the position
  - (B) The working hours and duties of the position
  - (C) The conditions of employment for the worker
  - (D) The terms of the employment contract for the worker
- 8** What is the main purpose of a stage manager's prompt copy?
- (A) To design the costumes for the production
  - (B) To keep lists of props needed in the production
  - (C) To keep a copy of the script with all notes and cues
  - (D) To document who is present at the rehearsal schedule
- 9** You are a stage assistant in a theatre venue. Part way through the first act of a performance, you notice that the smoke machine has leaked oil onto the stage. What is the most appropriate action to take?
- (A) Wait for interval and mop up the spill then.
  - (B) Speak to the stage manager about the problem.
  - (C) Ask a cast member to sneak out on stage and mop it up.
  - (D) Walk on stage yourself and wipe it up during the performance.
- 10** Active listening is an important skill for an Entertainment Industry worker.
- Which of the following best describes active listening?
- (A) Listen intently, show empathy and pre-judge customer needs.
  - (B) Maintain eye contact while discreetly completing another task.
  - (C) Maintain eye contact, clarify points and repeat important phrases.
  - (D) Listen intently and promptly respond, to save further unnecessary dialogue.

11 You are given the job of setting a piece of furniture downstage OP. Which of the following diagrams shows the correct placement?



12 If you need to take sick leave during the run of a show, which of the following must you do?

- (A) Keep working because the show must go on.
- (B) See your doctor and then contact your supervisor.
- (C) Ring WorkCover and then leave work immediately.
- (D) Inform the Director and tell all your co-workers personally.

13 Under supervision during the bump in of a show, you have hung the lights. In sequence, what are the next steps you must complete?

- (A) Focus, gel, patch, program
- (B) Patch, focus, gel, program
- (C) Program, gel, focus, patch
- (D) Program, patch, focus, gel

14 Which of the following best describes workers compensation?

- (A) A fixed amount paid to an injured worker as a compulsory saving.
- (B) A fixed amount paid to an injured worker while performing light duties.
- (C) A reimbursement of wages or salary paid to a worker injured at work.
- (D) A reimbursement of sick leave and superannuation paid to an injured worker.

15 Which of the following equipment is most appropriate for the task of scanning a photograph of a stage and inserting it into various word-processed documents?

- (A) Scanner, computer, spreadsheet software
- (B) Photocopier, computer, database software
- (C) Scanner, computer, word-processing software
- (D) Photocopier, computer, word-processing software

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Centre Number

# Entertainment

## Section II

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Student Number

35 marks

Attempt Questions 16–20

Allow about 45 minutes for this section

Answer the questions in the spaces provided.

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Marks

### Question 16 (6 marks)

A contemporary dance company holds a production meeting one week prior to bump in at the performance venue. Staff attend this production meeting to discuss the progress of rehearsals and all aspects of production preparation.

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Outline the functions of THREE key people who would need to attend this meeting. Include the issues that they would each be likely to raise at this meeting.

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**Question 17** (6 marks)

The correct technique for lifting heavy items in the workplace is an important Occupational Health and Safety issue. What are the implications for the individual and the employer if employees do not follow correct lifting procedures?

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**Question 18** (8 marks)

You are the sound technician on duty at a live outdoor rock concert. During the main performance, the microphone for the lead singer suddenly goes dead.

- (a) Explain the steps that you would take to solve this problem, both during and after the performance. **4**

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- (b) Outline at least TWO measures you would take to prevent this situation from occurring again. **4**

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**Question 19** (7 marks)

Discrimination in the workplace continues to be reported on a regular basis.

- (a) You are a sole parent with a young child at pre-school. You work at a live performance venue as a technician and ask your supervisor to give you notice of any changes in your schedule and shifts so that you can make child-care arrangements. You find that your work hours are suddenly reduced, in comparison to your co-workers. **3**

Outline the concerns you would raise with your supervisor regarding this apparent discrimination.

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- (b) Explain the rights and responsibilities of employers and employees in dealing with discrimination. **4**

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**Question 20** (8 marks)

You are working with a staging company to assist in setting up a conference called *E-World*. Many of the presenters require Internet access in order to demonstrate websites. There are over 300 conference delegates who need to see and hear the demonstrations.

- (a) Describe the equipment that you would need and how you would set it up for the conference presenters. **4**

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- (b) The *E-World* conference has organisers, sponsors, presenters, delegates, ushers and staging technicians from diverse cultural backgrounds. **4**

Discuss some advantages and difficulties you might experience as a result of this cultural diversity, as you work to set up the audiovisual requirements and ensure that presenters needs are met.

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## **Entertainment**

### **Section III**

**30 marks**

**Attempt TWO questions from Questions 21–23**

**Allow about 1 hour for this section**

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- demonstrate relevant knowledge and understanding
  - communicate ideas and information, using precise industry terminology and appropriate workplace examples
  - organise information in a well-reasoned and cohesive response
  - solve proposed issues or problems
- 

#### **Question 21** (15 marks)

Discuss FOUR key issues that a lighting designer needs to consider in developing the lighting design for a stage production. Include in your answer reference to the communication of these design concepts to the rest of the production team.

#### **Question 22** (15 marks)

You are asked to give a 15-minute talk to your school during Assembly on the Entertainment Industry.

Write your speech and include THREE examples of contemporary roles and the training required for these positions. To conclude your speech, refer to your views on current trends relating to career paths in the Entertainment Industry.

#### **Question 23** (15 marks)

Discuss a range of strategies that could be used by employers in the Entertainment Industry to raise employee awareness of issues relating to Occupational Health and Safety. Include examples of incidents that could occur in any of the workplaces you have visited during Work Placement.

**End of Paper**

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## ENTERTAINMENT

### 2004 HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the unit of competency it relates to, the element/s of competency and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Unit of Competency	Element of Competency	Targeted Performance Bands
<b>Section I</b>				
1	1	CUEIND1A	(1) Acquire and apply knowledge of the organisation.	2-3
2	1	THHGHSO3A	(2) Provide appropriate treatment.	2-3
3	1	CUEIND1A	(1) Acquire and apply knowledge of the organisation.	3-4
4	1	CUETGE1A	(1) Prepare to undertake simple lighting, sound and audiovisual activities.	3-4
5	1	CUECOR2A	(3) Deal effectively with issues, problems and conflicts.	3-4
6	1	CUEIND1A	(1) Acquire and apply knowledge of the organisation.	3-4
7	1	CUEIND1A	(2) Acquire and apply knowledge of the basic rights and responsibilities of the employer and employee.	3-4
8	1	CUEIND1A	(1) Acquire and apply knowledge of the organisation.	4-5
9	1	CUETGE2A THHCOR03A	(1) Assist with preparation for staging. (2) Deal with emergency situations.	4-5
10	1	CUECOR2A	(1) Participate in the work / group process	4-5
11	1	CUETGE2A	(2) Assist with pre-production requirements and technical/dress rehearsal.	4-5

Question	Marks	Unit of Competency	Element of Competency	Targeted Performance Bands
12	1	CUEIND1A	(2) Acquire and apply knowledge of the basic rights and responsibilities of the employer and employee.	3-4
13	1	CUETGE1A	(1) Prepare to undertake simple lighting, sound and audiovisual activities. (2) Carry out pre-performance procedures.	4-5
14	1	CUEIND1A	(2) Acquire and apply knowledge of the basic rights and responsibilities of the employer and the employee.	4-5
15	1	CUECLE2A	(1) Operate computer hardware.	3-4
<b>Section II</b>				
16	6	CUEIND1A CUETGE2A	(1) Acquire and apply knowledge of the organisation. (1) Assist with preparation for staging.	2-5
17	6	THHCORO3A	(1) Follow workplace procedures on health, safety and security.	2-6
18 (a)	4	CUETGE1A	(1) Prepare to undertake simple lighting, sound and audiovisual activities.	2-5
18 (b)	4	CUETGE1A	(1) Prepare to undertake simple lighting, sound and audiovisual activities.	3-6
19 (a)	3	CUECOR2A	(1) Participate in the work / group process.	2-5
19 (b)	4	CUECOR2A	(1) Participate in the work / group process.	2-5
20 (a)	4	CUECLE2A	(1) Operate computer hardware	2-5
20 (b)	4	THHCOR02A	(1) Communicate effectively with customers/colleagues from diverse backgrounds.	3-6

Question	Marks	Unit of Competency	Element of Competency	Targeted Performance Bands
<b>Section III</b>				
21	15	CUETGE1A CUECOR2A	(1) Prepare to undertake simple lighting, sound and audiovisual activities. (2) Contribute to the flow of information and ideas.	2-6
22	15	CUEIND1A	(1) Acquire and apply knowledge of an organisation.	2-6
23	15	CUEIND1A CUECLE1A	(1) Acquire and apply knowledge of an organisation. (1) Perform administrative procedures.	2-6



## Sample marking guidelines for Entertainment

The following marking guidelines have been developed for selected questions from the 2004 HSC Specimen Examination in Entertainment. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The units of competency that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

## Sample Marking Guidelines – Entertainment

### Section II

#### Question 16 (6 marks)

**Marks**

A contemporary dance company holds a production meeting one week prior to bump in at the performance venue. Staff attend this production meeting to discuss the progress of rehearsals and all aspects of production preparation. **6**

Outline the functions of THREE key people who would need to attend this meeting. Include the issues that they would each be likely to raise at this meeting.

**Related Units of Competency: CUEIND1A and CUETGE2A**

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Outlines the function of three appropriate people who would need to be involved in discussions about production preparation. Titles given to these people are appropriate, using industry titles. Includes relevant issues that would likely to occur one week prior to production. Issues mentioned are grouped according to the person who raises them and their role in pre-production. Industry terminology is used throughout this response.</li></ul>	5-6
<ul style="list-style-type: none"><li>• Briefly outlines the function of some key people who are involved in production preparation in some way. Includes issues likely to be raised by these people using some industry terminology. Issues may be general production issues – not specific to one week prior to production.</li></ul>	3-4
<ul style="list-style-type: none"><li>• Briefly states the function of a person or general details of people involved in production preparation. Titles only may be given in this response without mention of function. General issues likely to be raised at this meeting are included, without making reference to the specific people involved. Little or no industry terminology is used in this response.</li></ul>	1-2

#### Answers could include:

- Director
- Lighting Designer
- Designer
- Stage Manager / Assistant Stage Manager
- Prop maker
- Set builder
- Sound Personnel

All aspects of production need to give an up-date of where they are at and any issues or problems that have arisen at the time of one week prior to production. All aspects of production need to be ready for a final dress rehearsal.

**Question 19** (7 marks)

**Marks**

Discrimination in the workplace continues to be reported on a regular basis.

- (a) You are a sole parent with a young child at pre-school. You work at a live performance venue as a technician and ask your supervisor to give you notice of any changes in your schedule and shifts so that you can make child-care arrangements. You find that your work hours are suddenly reduced, in comparison to your co-workers. **3**

Outline the concerns you would raise with your supervisor regarding this apparent discrimination.

**Related Units of Competency: CUECOR2A**

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Outlines the most important aspects of the situation that would be raised with the supervisor. A clear understanding of discrimination and the rights of employees in relation to discrimination is shown.</li> </ul>	3
<ul style="list-style-type: none"> <li>• Outlines some concerns with the situation and displays an understanding of some aspects of discrimination and some rights of employees in relation to discrimination.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Briefly outlines issues with little or no reference to discrimination and/or the rights of employees in relation to discrimination.</li> </ul>	1

**Answers could include:**

- I need to obtain a reason why I am working less than my co-workers to determine whether discrimination has occurred.
- I will emphasise that I am thoroughly enjoying my role of technician and that at no stage did I request less hours.
- I will also emphasise that I am able to work the hours expected and it would help with child-care arrangements if shift changes were communicated as soon as possible.

- (b) Explain the rights and responsibilities of employers and employees in dealing with discrimination. 4

**Related Units of Competency: CUECOR2A**

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly explains rights and responsibilities, distinguishing between these two terms and relating these to both employees and employers.</li> <li>• Draws relationships between the rights and responsibilities of employees and employers.</li> <li>• Indicates knowledge of appropriate legislation that mandates the rights and responsibilities of employers and employees in relation to discrimination.</li> </ul>	4
<ul style="list-style-type: none"> <li>• A brief explanation of a right and a responsibility, referring to both employers and employees. OR</li> <li>• A brief explanation of rights and responsibilities, referring to either employees or employers.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• Refers to either employees or employers only. OR</li> <li>• Refers to either rights or responsibilities only.</li> </ul>	1

**Sample Answer:**

Both employees and employers have rights and responsibilities in the workplace. They each have the right to be treated in a good and fair manner and they each have the responsibility to treat others with respect at all times. The Anti-Discrimination Act of 1977, mandates these rights and responsibilities and prevents discrimination occurring in the workplace on the basis of race, sex, marital status, disability, homosexuality, pregnancy etc... Any occurrences that go against or contravene what is stated in the Anti-Discrimination Act are liable for prosecution – in terms of both employees and employers.

### Section III

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In your answers you will be assessed on how well you:

- demonstrate knowledge and understanding
  - communicate ideas and information, using precise industry terminology and appropriate workplace examples
  - organise information in a well-reasoned and cohesive response
  - solve proposed issues or problems
- 

#### Question 23 (15 marks)

Discuss a range of strategies that could be used by employers in the Entertainment Industry to raise employee awareness of issues relating to Occupational Health & Safety. Include examples of incidents that could occur in any of the workplaces you have visited during Work Placement.

**Units of competency assessed: CUEIND1A, CUECLE1A.**

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a detailed discussion of a comprehensive range of strategies to raise employee awareness of Occupational Health and Safety within the Entertainment industry.</li> <li>• Demonstrates an extensive knowledge and understanding of Occupational Health and Safety issues for employers and employees within the Entertainment industry.</li> <li>• Communicates ideas and information by integrating correct industry terminology in a well-reasoned, cohesive discussion, using appropriate workplace examples.</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Discusses a range of strategies to raise employee awareness of Occupational Health and Safety within the Entertainment Industry.</li> <li>• Demonstrates a sound knowledge and understanding of Occupational Health and Safety issues for employers and employees within the Entertainment Industry.</li> <li>• Communicates ideas and information by using correct industry terminology in a discussion, and using appropriate workplace examples.</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Discusses some strategies to raise employee awareness of Occupational Health and Safety within the Entertainment Industry.</li> <li>• Demonstrates a good knowledge and understanding of Occupational Health and Safety issues for employers and employees within the Entertainment Industry.</li> <li>• Communicates ideas and information with a limited use of industry terminology in a discussion, using one or two workplace examples.</li> </ul>	7 – 9

Criteria	Marks
<ul style="list-style-type: none"> <li>• Lists some strategies to raise employee awareness of Occupational Health and Safety within the Entertainment Industry.</li> <li>• Demonstrates a basic knowledge of Occupational Health and Safety issues for employers or employees within the Entertainment Industry.</li> <li>• Communicates ideas and information with a limited use of industry terminology and one workplace example.</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Makes some reference to strategies to raise employee awareness of Occupational Health and Safety within the Entertainment Industry.</li> <li>• Demonstrates a limited knowledge of Occupational Health and Safety issues for either employers or employees within the Entertainment Industry.</li> <li>• Communicates ideas using some basic industry terminology.</li> </ul>	1 – 3

Answers could include:

Strategies and their associated issues such as:

- Formation of an OH & S Committee and the appointment of OH & S Officers.
- Company policy and procedures and legislative requirements relating to workplace activities could be explained in written reports and discussed.
- The specific nature of the Entertainment Industry could be discussed with employees.
- Oral presentations and posters can indicate the reasons for a safe workplace, following company procedures
- Internal and external training programs can indicate the responsibilities and duties of employees, including working safely, not endangering others.
- Safety signs/symbols can be identified by posters, and the correct procedures for manual handling can be explained in oral or written presentations.
- Workplace hazards can be listed, and the procedures for reporting hazards can be incorporated in a training program.
- All safety requirements in using equipment need to be demonstrated.
- Emergency and evacuation procedures need to be listed, signed and practised.

## Draft Performance Bands

# ENTERTAINMENT

*The typical performance in this band:*

Band 6	Consistently and correctly communicates using precise industry and enterprise terminology, in a manner appropriate to the audience and situation in the workplace. Demonstrates a thorough understanding and application of the performance required in a range of entertainment industry work tasks. Applies an in-depth knowledge and understanding relevant to specific competencies. Consistently and reliably applies the skills required to undertake lighting, staging, sound and audiovisual activities. Demonstrates an extensive understanding of legislation, regulations and practices as they apply to the entertainment industry. Demonstrates a comprehensive understanding of occupational, health, safety, security and first-aid issues. Demonstrates critical judgement and sound reasoning to select, organise, synthesise and evaluate relevant information from a variety of sources.
Band 5	Communicates using specific industry and enterprise terminology, in a manner appropriate to the audience and situation in the workplace. Demonstrates a detailed understanding and application of the performance required in a range of entertainment industry work tasks. Demonstrates a detailed knowledge and understanding relevant to specific competencies. Demonstrates a detailed ability to apply the skills required to undertake lighting, staging, sound and audiovisual activities. Demonstrates an understanding of legislation, regulations and practices as they apply to the entertainment industry. Demonstrates a thorough understanding of occupational, health, safety, security and first-aid issues. Demonstrates accomplished judgement and sound reasoning to select, organise, synthesise and evaluate relevant information from a variety of sources.
Band 4	Communicates using industry and enterprise terminology, in a manner appropriate to the workplace. Demonstrates a sound understanding and application of the performance required in a range of entertainment industry work tasks. Demonstrates a sound knowledge and understanding relevant to specific competencies. Demonstrates a basic ability to apply the skills required to undertake lighting, staging, sound and audiovisual activities. Demonstrates a basic understanding of legislation, regulations and practices as they apply to the entertainment industry. Demonstrates a good understanding of occupational, health, safety, security and first-aid issues. Frames written responses in a descriptive manner.
Band 3	Communicates using basic industry and enterprise terminology. Demonstrates an understanding of the performance required in a limited range of entertainment industry work tasks. Demonstrates a basic knowledge and understanding relevant to specific competencies. Demonstrates a limited ability to apply the skills required to undertake lighting, staging, sound and audiovisual activities. Demonstrates a limited understanding of legislation, regulations and practices as they apply to the entertainment industry. Demonstrates understanding of elements of occupational, health, safety, security and first-aid issues. Frames written responses using unsupported generalisations.
Band 2	Communicates using non-industry specific terms. Demonstrates a superficial understanding of the performance required in a limited range of entertainment industry work tasks. Demonstrates a limited knowledge and understanding relevant to specific competencies. Demonstrates a limited ability to undertake basic lighting, staging, sound and audiovisual activities. Displays an elementary understanding of legislation, regulations and practices as they apply to the entertainment industry. Recounts elements of occupational, health, safety, security and first-aid issues. Frames written responses using unsupported generalisations and irrelevant material.
Band 1	