

## **GCE Performing Arts**

### **Unit G380 Investigating Performing Arts Organisations**

#### **Portfolio A Commentary**

##### **Portfolio**

The candidate has presented the case studies as one continuous essay illustrated with five 'pasted in' illustrations. No sources are credited. The small organisational chart is helpful but the pictures, while lightening the continuous text do not help to gain any marks.

The essay is split into paragraphs and is well written but headings and sub headings would have helped navigate the document, make it easier to read and locate key evidence. This candidate is quite fluent but this style of presentation is not recommended.

The candidate discusses both organisations in turn and follows with a comparison and evaluation. This is a recommended approach.

Page numbers have been added in pencil by the marker. Use of headers and footers with candidate name on every page would have been preferred.

The script is well annotated by the marker with helpful links to the URS sheet. Comments are appropriate and not just congratulatory.

##### **Presentation**

The candidate presents on the Community Arts and Education from one of the organisations case studies. The presentation is evidenced by a PowerPoint print out, a DVD recording and her script cards. Evidencing this section through all three methods was as recommended. The DVD is sectioned into separate chapters for each candidate. The candidate clearly states her name and candidate number at the start of the clip. The recording is simply but effectively filmed. This provides solid evidence.

##### **Choice of organisations**

The candidate has chosen two suitable organisations the Citadel, a venue local to the centre and LIPA, which is also nearby. These are very different organisations and provide plenty of scope for case studies. The Citadel proved an excellent choice it has clear relationship to the local community and it was clear that the candidate had direct access to key information. While it is not stated it is suspected that most of this came through primary research.

The case study of the second venue is weaker. There is a great deal of information about LIPA in the public domain and much of this has a promotional purpose. It is much harder to get beneath this and gain an understanding of how the organisation really operates.

It is hoped that the candidate has visited both organisations but she does not say why they were chosen and does she describe how she obtained the information. Not stating sources is a weakness.

### **AO1.1 The nature of the organisations**

The candidate has a good knowledge of both organisations. She quotes their mission statements and describes how they are translated into their respective operations. The section on the Citadel (page 2) shows understanding of how the aims of the organisation filter down through the teams. She speaks of a business plan (Citadel), talks about products and pricing (page 2) and can describe the main components and the sources of income.

LIPA's financial management is less well described - while the funding the organisation's creation is described (page 5) its continuity is much less so. She is unable to talk about and subsequently compare product prices but she does not describe the expenditure/running costs of either organisation. The fact that LIPA is a 'university' is well stated but its secondary role as a venue should have been explored in greater depth.

The candidate talks about the auditoria and seating plans for both venues and while this will relate to the products that may be offered she does not make this link and gains no credit for this.

It shows a competent understanding which edges into the top mark band. **8 marks**

### **AO1.2 Job roles and structure.**

The candidate uses a chart to help describe the organisational structure of the Citadel (page 3) but there is no reference to this and an opportunity was missed. In a long paragraph she lists listing all the main roles with comments on their significance. She does start to explain the roles and describe the interrelationship.

A similar long paragraph lists many of the main roles in LIPA but there is no organisational chart. This is proved difficult to do without reference to an organisational chart. She explains that LIPA has over 200 staff members and her list does not provide a convincing understanding of the structure.

The candidate is conversant with the appropriate terms and there are no intrusive spelling or grammatical errors.

It is not a comprehensive account but is clearly at the top of the middle band of marks. **7 marks**

### **AO1.3 Job role in the context of the organisation**

She has chosen to present on the Community Arts and Education Director at the Citadel. Although she does not say so, the presentation suggests that she has met the individual and refers to her by her first name throughout.

She clearly describes the role in relationship to the organisation and its purpose. (Slide 3). The problems of doing more than one job in a small organisation are described in the talk on the DVD. The place of this role within the organisational structure is explained (slide 5) and the problems to be faced should the organisation have to replace her described on the DVD. In slide 4 and 4 she explains the main functions of the job and this helps to explain the demands and responsibilities.

The candidate is securely placed in the upper mark band - **9 marks**

#### **AO4.1 Discussion and comparison**

This is the strongest part of this portfolio. Very few candidates are able to tackle this section in sufficient depth. It does tend to sort those who really understand the organisations from those who have a superficial knowledge.

The candidate uses a fluent prose and through a series of statements compares and discusses most relevant aspects of each organisation. A heading for this section would have been helpful.

The candidate describes the organisations respective sizes and the communities served. She is able to see similarities and differences in some of the products each offer and say why they are different. She described the locations and how this influences different audiences and the needs of the different markets/audiences and hints at relationships with other organisations and funding bodies

Most importantly she expresses opinions about the effectiveness of each and is able to provide support some for her views though she would have gained greater credit had she referred to reviews, attendance figures or balance sheets to support her claims.

There are few spelling or grammatical errors and appropriate terminology is used throughout.

This places the candidate towards the top of the higher band. **Mark 9**

#### **AO4.2 Significance of the job role**

In slide 6 the candidate answers the question 'How important is she? This is a good entry into describing the significance of the job role to the organisation. She talks about the problems that would be faced should the organisation have to replace the individual in this role. The talk together with the three paragraphs on the PowerPoint print out adequately answer the question.

In the following slides and in greater detail on the DVD, the candidates explains why the subject is not a member of a union but describes the benefits of Equity to someone in this role. This is a very positive approach as most candidates faced with a subject who is not a union member would leave it there. Similarly she states that there is not a pension with

this job but alas in this case does not say how someone in the job role could secure one. In one of the last two slides the subjects pay and conditions are adequately described. The candidate includes slides on social life, qualifications and aspirations of the specific subject. There is overlap with other units but this must not be a careers talk and there no marks were gained for this additional information. Fortunately the candidate did not dwell on this and did complete the task – an analysis of the purpose and effectiveness of the job role.

The presentation places the candidate firmly in the top mark band. **Mark 9**