NSW Education Standards Authority

2024 HSC Entertainment Industry Marking Guidelines

Section I

Multiple-choice Answer Key

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

Section II

Question 16 (a)

Criteria	Marks
• Identifies TWO pieces of PPE that should be used during the bump in	2
• Identifies ONE piece of PPE that should be used during the bump in	1

Sample answer:

• Hat
• Sunscreen

Question 16 (b)

Criteria	Marks
• Outlines TWO methods that the company should take to secure the company's equipment when technical staff are not present	3
• Outlines ONE method the company should take to secure the company's equipment when technical staff are not present OR • Identifies TWO methods	2
• Provides some relevant information	1

Sample answer:

The company can deter the theft by hiring security guards and installing temporary fencing. This dual approach deters intruders with human presence and a structural barrier, greatly improving equipment protection during staff absences.

Question 16 (c)

Criteria	Marks
• Provides a sound description of appropriate strategies they could use to enter the industry	3
• Provides a basic description of an appropriate strategy they could use to enter the industry	2
• Provides some relevant information	1

Sample answer:

To enter the industry successfully the work placement student should consider extending their work experience by seeking additional opportunities with the company. Moreover, they could enquire about potential traineeships or explore tertiary courses to further enhance their technical skills and qualifications.

Question 17 (a)

Criteria	Marks
• Explains errors in the vision system plan that prevent the vision system from functioning	3
• Demonstrates some understanding of the errors in the vision system plan that prevent the vision system from functioning	2
• Provides some relevant information	1

Sample answer:

The live stream is flowing into the mixing desk instead of flowing out of the mixer. This signal flow should be in the opposite direction as the live stream is an output. A power cable has been used to connect the mixer into the projector. The projector does not receive power from the mixing desk. There is no data cable provided to send the signal from the mixing desk to the projector.

Question 17 (b)

Criteria	Marks
• Describes the role of the vision system technician during the graduation ceremony	3
• Demonstrates some understanding of the role of the vision system technician during the graduation ceremony	2
• Provides some relevant information	1

Sample answer:

The role of the vision system technician is to operate the system during the graduation ceremony which would include switching between inputs such as the cameras and laptop. They will monitor the live stream and troubleshoot any technical issues that arise.

Question 18 (a)

Criteria	Marks
• Outlines TWO safety considerations when bumping in a lighting fixture	3
• Outlines ONE safety consideration when bumping in a lighting fixture OR • Identifies TWO safety considerations	2
• Provides some relevant information	1

Sample answer:

The fixture should have a safety cable attached to the bar to stop it from falling and safe access to lighting bars using an EWP or correct ladder usage.

Question 18 (b)

Criteria	Marks
• Provides a detailed description of the difference between conventional tungsten and LED lighting fixtures	4
• Provides a sound description of the difference between conventional tungsten and LED lighting fixtures	3
• Provides a basic understanding of the difference between conventional tungsten and LED lighting fixtures	2
• Provides some relevant information	1

Sample answer:

Conventional lighting fixtures can get hot. The tungsten will emit an amber glow known as tungsten drift. These lights occupy one channel on the desk and are coloured with gel. LEDs receive digital instructions using multiple DMX channels, require lower wattage, are cooler, and can be RGB, meaning they can change to a range of colours.

Question 19 (a)

Criteria	Marks
• Identifies how power is provided to condenser microphones	2
• Provides some relevant information	1

Sample answer:

A condenser microphone requires phantom power which is sent as +48 V from the audio desk or from a battery.

Question 19 (b)

Criteria	Marks
• Describes how the audio technician uses the information on the audio desk during the sound checks	3
• Demonstrates some understanding of how the audio technician uses the information on the audio desk	2
• Provides some relevant information	1

Sample answer:

The audio technician uses the audio peak meter to gauge the signal from the individual input channels to monitor the output to minimise the audio signal peaking in the red section and distorting or exceeding the required decibel limit.

Question 19 (c)

Criteria	Marks
• Provides a sound explanation of how the audio technician can rectify this situation	4
• Provides some explanation of how the audio technician can rectify this situation	3
• Demonstrates some understanding of how the audio technician can rectify this situation	2
• Provides some relevant information	1

Sample answer:

The radio frequency of the microphones may have dropped out from the receivers. The audio technician could try the microphone in a different location to see if the signal is re-established. The microphones could be resynced to re-establish connection. The batteries located in the microphone could be running low. If this is the case the batteries will need to be replaced.

Question 20

Criteria	Marks
• Provides a thorough description of TWO strategies that a customer service representative should use to overcome communication barriers when working at a multicultural festival	5
• Provides a sound description of TWO strategies that a customer service representative should use to overcome communication barriers	4
• Provides some description of TWO strategies that a customer service representative should use to overcome communication barriers	3
• Demonstrates some understanding of communication barriers	2
• Provides some relevant information	1

Sample answer:

Effective strategies could include the use of open and closed questioning. A potential barrier to communication would be the different languages spoken by patrons. A solution to this could be to have signage and information sheets published in a range of different languages. The customer service representative could have a device to access translation tools such as Google Translate. Gestures also have different meanings in different cultures.

Section III

Question 21 (a)

Criteria	Marks
• Provides a thorough explanation of how the communication strategies will change when working in the two different venues	5
• Provides a sound explanation of how the communication strategies will change when working in different venues	4
• Provides a basic explanation of how the communication strategies can change when working in different venues	3
• Demonstrates a basic understanding of communication strategies	2
• Provides some relevant information	1

Sample answer:

When working with people at school, students would have a greater level of control and use informal communication as they are more familiar with each other, such as text messages between students. At the professional venue there would be formal emails. When working with the staff from the professional environment, there would be a higher expectation to use industry-standard and technical terminology.

Staff would also need to modify their communication from informal communications to making sure they are in contact with the theatre for organising access to the theatre at specific dates and times. They would also need to coordinate with theatre staff when they need to access various theatre staff and resources.

Question 21 (b)

Criteria	Marks
• Provides a comprehensive comparison of the differences in staging elements between a small school venue and a large professional theatre • Includes accurate technical terminology	9–10
• Provides a detailed comparison of the differences in staging elements between a small school venue and a large professional theatre • Includes technical terminology	7–8
• Provides a sound comparison of the differences in staging elements between a small school venue and a large professional theatre OR • Provides a detailed outline of the staging that could be used in either venue for the production	5–6
• Provides an outline of the staging elements that could be used in either venue for the production	3–4
• Provides some relevant information	1–2

Answers could include:

- Comparisons between the sizes and types of scenic elements used for each venue
- Quantities of scenic elements required for larger venue
- Training and skills needed by crew to handle the scenic elements in each venue
- WHS, PPE and hazards relating to the different scenic elements
- Naming and description of specific scenic elements suitable for either venue as below:
  - Small venue
    ◊ Use of flats
    ◊ Drama boxes
    ◊ Set pieces moved by students
    ◊ Small furniture pieces
    ◊ Minimal wing/backstage space
  - Larger venue
    ◊ Set pieces moved by automation/wagons
    ◊ Fly systems
    ◊ Revolves
    ◊ More storage space backstage/dock areas
    ◊ Use of trained staff
    ◊ Collaboration between defined departments and roles
- Naming and description of specific production elements suitable for either venue as below:
  - Lighting
  - Audio
  - Vision.

Section IV

Question 22

Criteria	Marks
• Provides a comprehensive explanation of the relevant legislative requirements affecting this production • Provides a logical and cohesive response • Integrates relevant entertainment industry terminology	13–15
• Provides a sound explanation of the relevant legislative requirements affecting this production • Provides a logical response • Uses entertainment industry terminology	10–12
• Provides some explanation of the relevant legislative requirements affecting this production • Refers to some entertainment industry terminology	7–9
• Demonstrates some understanding of how legislation affects a production	4–6
• Provides some relevant information	1–3

Answers could include:

– Legislation relating to employment
  ◊ *Fair Work Act 2009*
  ◊ *Anti-discrimination Act 1977*
  ◊ *Equal Employment Opportunity Act 2010*
– Legislation relating to performance and use of music and backing tracks
  ◊ Copyright legislation (performance rights)
  ◊ Copyright of music
  ◊ Audience not permitted to record the performance
– Privacy Legislation
  ◊ *Privacy and Personal Information Protection Act* (1998)
– Legislation relating to children
  ◊ *Child Protection (Working with Children) Act 1998*
  ◊ *Children and Young Persons (Care and Protection) Act 1998*
  ◊ Working with Children Check
– Legislation relating to WHS
  ◊ *WHS Act 2011*
  ◊ *WHS Regulation 2017*
  ◊ General Construction Induction (White Card)
  ◊ Safe Working Load (SWL)
  ◊ Sets and scenery and counterweight fly systems
  ◊ First aid
  ◊ Duty of care, risk management
    o Low fog, smoke, hazer

- – Legislation relating to animals
  - ◊ *Prevention of Cruelty to Animals Act 1979* (NSW)
  - ◊ Code of Practice for the welfare of animals in films and theatrical performances
- – Local Council Regulations
  - ◊ Parking
  - ◊ Noise restrictions
  - ◊ Building codes
- – Legislation relating to consumers
  - ◊ Ticket purchases
  - ◊ Hire agreements
  - ◊ Warranty.

2024 HSC Entertainment Industry Mapping Grid

Section I

Question	Marks	HSC content – focus area
1	1	3.3 Lighting – underpinning theory – page 30
2	1	3.2 Customer service – quality customer service – pages 24–25
3	1	3.6 Vision – equipment – page 46
4	1	3.3 Lighting – underpinning theory – page 30
5	1	3.1 Audio – production context – page 19
6	1	3.3 Lighting – equipment – page 30
7	1	3.7 Working in the entertainment industry and workplace – employment – page 51
8	1	3.5 Staging – production operations – page 41
9	1	3.2 Customer service – customer dissatisfaction, problems and complaints – pages 26–27
10	1	3.4 Safety – safe work procedures and practices – page 37
11	1	3.4 Safety – risk management – page 36
12	1	3.6 Vision – equipment – page 46
13	1	3.5 Staging – troubleshooting and problem solving – pages 42–43
14	1	3.1 Audio – audio concepts – page 20
15	1	3.6 Vision – troubleshooting and problem solving – page 47

Section II

Question	Marks	HSC content – focus area
16 (a)	2	3.4 Safety – safe work procedures and practices – page 37 3.4 Safety – risk management – page 36
16 (b)	3	3.4 Safety – safe work procedures and practices – page 37
16 (c)	3	3.7 Working in the entertainment industry and workplace – employment – page 51
17 (a)	3	3.6 Vision – production context – page 45
17 (b)	3	3.6 Vision – production context – page 45
18 (a)	3	3.3 Lighting – safe work procedures and practices – page 31 3.3 Lighting – workplace procedures and practices – page 32
18 (b)	4	3.3 Lighting – equipment – pages 30–31
19 (a)	2	3.1 Audio – audio concepts – page 20
19 (b)	3	3.1 Audio – equipment – pages 20–21
19 (c)	4	3.1 Audio – troubleshooting and problem solving – pages 21–22
20	5	3.2 Customer service – quality customer service – pages 24–25

Section III

Question	Marks	HSC content – focus area
21 (a)	5	3.2 Customer service – quality customer service – page 24
21 (b)	10	3.5 Staging – production context – pages 40–41 3.5 Staging – production operations – pages 41–42

Section IV

Question	Marks	HSC content – focus area
22	15	3.7 Working in the entertainment industry and workplace – working in the industry – page 50 3.4 Safety – WHS compliance – pages 34–35