

GCE 2010  
*January Series*



Mark Scheme

Drama and Theatre Studies  
*(DRAM1A)*

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## **AS UNIT 1 (LIVE THEATRE PRODUCTION SEEN) MARK SCHEME**

### **DRAM1A**

**JANUARY 2010**

#### **INTRODUCTION**

This section of Unit 1 assesses Assessment Objectives 2 and 4.

**AO2 requires that candidates “demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology”.**

**AO4 requires that candidates “make critical and evaluative judgements of live theatre”.**

AO2 and A04 have weightings of 10% and 20% respectively.

Questions are marked for each of the two Assessment Objectives separately and then the marks added together to give a total out of 50.

Quality of Written Communication (QWC) is also assessed. All questions require answers written in continuous prose. Statements referring to QWC are included within the assessment criteria for each performance band. QWC will be assessed as an integral part of the judgement of the quality of a candidate’s response.

## DRAMA AND THEATRE STUDIES (DRAM1A)

### Shorthand/symbols for Examiners

Examiners may use these recognised symbols in the left hand margin of candidates' scripts or in the body of the answers, against relevant points or errors:

relevant or good point = ✓

very good point = ✓✓

dubious point = ?

possible = (✓)

omission = ^ ^

point needs development = **and....?**

argument difficult to follow/confusion/muddle = } in margin

evidence of knowledge = **kn**

evidence of understanding = **und**

wrong-headed/silly argument or suggestion = !

repetition = **R**

irrelevance = **I**

narrative = **N**

factually wrong = **X**

contradiction = **C**

practical detail missing = **How?**

losing focus on question = **Q?**

wrong word used = **ww**

poor expression = **E**

spelling error = rehursal or rehursal [underline or ring]

example needed = **eg?**

generalised = **G**

contradiction = **C**

specialist terminology needed = **term?**

Examiners may still make fuller comments, as appropriate, in the body or margin of the script and should **ALWAYS** put a summative comment, at the end of the candidate's answer, which relates clearly to the mark bands awarded.

## OVERALL PERFORMANCE BANDS FOR UNIT ONE SECTION A

|               | AO2  | AO4  |
|---------------|--|--|
|               | <b>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</b>  | <b>Candidates make critical and evaluative judgements of live theatre</b>  |
| <b>Band 4</b> | <ul style="list-style-type: none"> <li>• The candidate identifies some aspects of the style and form of the chosen production</li> <li>• There is a restricted theoretical understanding of the production aims of the production team</li> <li>• There are a few references to specific aspects of the production</li> <li>• The organisation of straightforward information is clear, but for more complex matters it may appear random. Appropriate terminology is applied sparingly. There may be a number of lapses in expression and frequent errors in spelling, grammar and punctuation which may make the answer difficult to follow</li> </ul>   | <ul style="list-style-type: none"> <li>• The candidate selects a production, but it is largely inappropriate to the question set</li> <li>• There is a restricted critical appreciation of production elements</li> <li>• An attempt is made to evaluate the success of the production</li> </ul>  |
| <b>Band 3</b> | <ul style="list-style-type: none"> <li>• The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>• There is evidence of some theoretical understanding of the production aims of the production team</li> <li>• There are several references to specific aspects of the production</li> <li>• Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas</li> </ul> | <ul style="list-style-type: none"> <li>• The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set</li> <li>• There is a partial critical appreciation of production elements</li> <li>• There is evaluation of the success of the production</li> </ul>          |
| <b>Band 2</b> | <ul style="list-style-type: none"> <li>• The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production</li> <li>• There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>• There are numerous relevant references to specific aspects of the production</li> <li>• Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>• The candidate displays some discrimination in the selection of a production, which is appropriate to the question set</li> <li>• There is some critical appreciation of production elements</li> <li>• There is useful evaluation of the success of the production</li> </ul>                   |
| <b>Band 1</b> | <ul style="list-style-type: none"> <li>• The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production</li> <li>• There is evidence of a very sound theoretical understanding of the production aims of the production team</li> <li>• There are many purposeful references to specific aspects of the production</li> <li>• Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>• The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set</li> <li>• There is sound critical appreciation of production elements</li> <li>• There is purposeful evaluation of the success of the production</li> </ul> |

**MARK SCHEMES FOR INDIVIDUAL QUESTIONS, UNIT 1, SECTION A**

**Question 1**

*Outline the set design in one live production that you have seen and assess its success in creating appropriate locations for the action at particular moments.*

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| <p><b>The demands of Question 1</b></p> <ul style="list-style-type: none"> <li>clearly explained outline of the set design</li> <li>focus on the set design's creation of appropriate locations for the action of the production at particular moments</li> <li>an assessment of the success of the set design related to particular moments</li> </ul>  | <p><b>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</b></p> <ul style="list-style-type: none"> <li>the set design requirements of the production in creating appropriate locations, for example: <ul style="list-style-type: none"> <li>specific locations and period</li> <li>interior and exterior</li> <li>a naturalistic or stylised/abstract location</li> </ul> </li> <li>use of symbolism to suggest place set design fundamentals: <ul style="list-style-type: none"> <li>choice of staging form</li> <li>composite or discrete settings</li> <li>use of scale, shape, colour, texture</li> <li>use of levels, ramps, steps, flats</li> <li>use of scenic devices: flying, trucking, hydraulics, revolves, projections, screens, videos</li> <li>set dressing, drapes, furniture</li> </ul> </li> <li>successful use of the set at particular moments, for example: <ul style="list-style-type: none"> <li>methods of entrance and exit</li> <li>the means by which the location was changed or altered</li> <li>the means by which the style/genre of the production was enhanced</li> <li>the way in which the performers used elements of the set design</li> <li>particular moments from the production when the design created appropriate locations</li> </ul> </li> </ul> <p><i>Candidates are expected to include sketches and/or diagrams in answers to design questions.</i></p> | <p><b>AO2</b><br/><b>17</b><br/><b>marks</b></p> | <p><b>AO2</b><br/><b>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</b></p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>evidence of knowledge and understanding of set design for the chosen production based upon: <ul style="list-style-type: none"> <li>informed reference to the style and form of the production</li> <li>examples from the production where the set design created appropriate locations for the action</li> <li>some theoretical understanding of the production aims of the production team</li> <li>accurate use of appropriate theatre/design terminology</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>Candidates make critical evaluative judgements of live theatre</b></p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of the set design used in a live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production where set design made a significant contribution to the production</li> <li>a critical appreciation of design fundamentals as deployed in the creation of appropriate locations</li> <li>a personal assessment of the success of the set design at particular moments</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>33</b><br/><b>marks</b></p> |
| <ul style="list-style-type: none"> <li>the set design requirements of the production in creating appropriate locations, for example: <ul style="list-style-type: none"> <li>specific locations and period</li> <li>interior and exterior</li> <li>a naturalistic or stylised/abstract location</li> </ul> </li> <li>use of symbolism to suggest place set design fundamentals: <ul style="list-style-type: none"> <li>choice of staging form</li> <li>composite or discrete settings</li> <li>use of scale, shape, colour, texture</li> <li>use of levels, ramps, steps, flats</li> <li>use of scenic devices: flying, trucking, hydraulics, revolves, projections, screens, videos</li> <li>set dressing, drapes, furniture</li> </ul> </li> <li>successful use of the set at particular moments, for example: <ul style="list-style-type: none"> <li>methods of entrance and exit</li> <li>the means by which the location was changed or altered</li> <li>the means by which the style/genre of the production was enhanced</li> <li>the way in which the performers used elements of the set design</li> <li>particular moments from the production when the design created appropriate locations</li> </ul> </li> </ul> <p><i>Candidates are expected to include sketches and/or diagrams in answers to design questions.</i></p> |   | <p><b>AO2</b><br/><b>17</b><br/><b>marks</b></p> | <p><b>AO2</b><br/><b>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</b></p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>evidence of knowledge and understanding of set design for the chosen production based upon: <ul style="list-style-type: none"> <li>informed reference to the style and form of the production</li> <li>examples from the production where the set design created appropriate locations for the action</li> <li>some theoretical understanding of the production aims of the production team</li> <li>accurate use of appropriate theatre/design terminology</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>Candidates make critical evaluative judgements of live theatre</b></p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of the set design used in a live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production where set design made a significant contribution to the production</li> <li>a critical appreciation of design fundamentals as deployed in the creation of appropriate locations</li> <li>a personal assessment of the success of the set design at particular moments</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>33</b><br/><b>marks</b></p> |
| <ul style="list-style-type: none"> <li>the set design requirements of the production in creating appropriate locations, for example: <ul style="list-style-type: none"> <li>specific locations and period</li> <li>interior and exterior</li> <li>a naturalistic or stylised/abstract location</li> </ul> </li> <li>use of symbolism to suggest place set design fundamentals: <ul style="list-style-type: none"> <li>choice of staging form</li> <li>composite or discrete settings</li> <li>use of scale, shape, colour, texture</li> <li>use of levels, ramps, steps, flats</li> <li>use of scenic devices: flying, trucking, hydraulics, revolves, projections, screens, videos</li> <li>set dressing, drapes, furniture</li> </ul> </li> <li>successful use of the set at particular moments, for example: <ul style="list-style-type: none"> <li>methods of entrance and exit</li> <li>the means by which the location was changed or altered</li> <li>the means by which the style/genre of the production was enhanced</li> <li>the way in which the performers used elements of the set design</li> <li>particular moments from the production when the design created appropriate locations</li> </ul> </li> </ul> <p><i>Candidates are expected to include sketches and/or diagrams in answers to design questions.</i></p> |   | <p><b>AO2</b><br/><b>17</b><br/><b>marks</b></p> | <p><b>AO2</b><br/><b>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</b></p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>evidence of knowledge and understanding of set design for the chosen production based upon: <ul style="list-style-type: none"> <li>informed reference to the style and form of the production</li> <li>examples from the production where the set design created appropriate locations for the action</li> <li>some theoretical understanding of the production aims of the production team</li> <li>accurate use of appropriate theatre/design terminology</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>Candidates make critical evaluative judgements of live theatre</b></p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of the set design used in a live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production where set design made a significant contribution to the production</li> <li>a critical appreciation of design fundamentals as deployed in the creation of appropriate locations</li> <li>a personal assessment of the success of the set design at particular moments</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>33</b><br/><b>marks</b></p> |
| <p><b>The demands of Question 1</b></p> <ul style="list-style-type: none"> <li>clearly explained outline of the set design</li> <li>focus on the set design's creation of appropriate locations for the action of the production at particular moments</li> <li>an assessment of the success of the set design related to particular moments</li> </ul>  |   | <p><b>AO2</b><br/><b>17</b><br/><b>marks</b></p> | <p><b>AO2</b><br/><b>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</b></p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>evidence of knowledge and understanding of set design for the chosen production based upon: <ul style="list-style-type: none"> <li>informed reference to the style and form of the production</li> <li>examples from the production where the set design created appropriate locations for the action</li> <li>some theoretical understanding of the production aims of the production team</li> <li>accurate use of appropriate theatre/design terminology</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>Candidates make critical evaluative judgements of live theatre</b></p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of the set design used in a live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production where set design made a significant contribution to the production</li> <li>a critical appreciation of design fundamentals as deployed in the creation of appropriate locations</li> <li>a personal assessment of the success of the set design at particular moments</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>33</b><br/><b>marks</b></p> |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   | <p><b>Band 3</b><br/><b>4-7 marks</b></p>   | <ul style="list-style-type: none"> <li>The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of some theoretical understanding of the production aims of the production team</li> <li>There are several references to specific aspects of the production</li> <li>Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas</li> </ul> | <p><b>Band 3</b><br/><b>8-15 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set</li> <li>There is a partial critical appreciation of set design</li> <li>There is some assessment of the success of the set design in creating appropriate locations for the action at particular moments</li> </ul> |
|  | <p><b>Band 2</b><br/><b>8-12 marks</b></p>  | <ul style="list-style-type: none"> <li>The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>There are numerous relevant references to specific aspects of the production</li> <li>Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul>   | <p><b>Band 2</b><br/><b>16-24 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays some discrimination in the selection of a production, which is appropriate to the question set</li> <li>There is some critical appreciation of set design</li> <li>There is a useful assessment of the success of the set design in creating appropriate locations for the action at particular moments</li> </ul>   |   |
|  | <p><b>Band 1</b><br/><b>13-17 marks</b></p> | <ul style="list-style-type: none"> <li>The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a very sound theoretical understanding of the production aims of the production team</li> <li>There are many purposeful references to specific aspects of the production</li> <li>Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation</li> </ul> | <p><b>Band 1</b><br/><b>25-33 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set</li> <li>There is sound critical appreciation of set design</li> <li>There is purposeful assessment of the success of the set design in creating appropriate locations for the action at particular moments</li> </ul>   |   |

## Question 2

Explain how the sound design was used to enhance the tension at particular moments in **one** live production that you have seen and assess the success of the effects created.

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| <p><b>The demands of Question 2</b></p> <ul style="list-style-type: none"> <li>• clear explanation of the use of sound design within the production</li> <li>• focus on the sound design's enhancement of tension at particular moments in the production</li> <li>• an assessment of the success of the effects created</li> </ul> | <p><b>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</b></p> <ul style="list-style-type: none"> <li>• the elements of tension within the production</li> <li>• the source of the sound - live and/or recorded</li> <li>• sound design elements used, including: <ul style="list-style-type: none"> <li>- the use of sound effects</li> <li>- sound production</li> <li>- the use of music</li> <li>- pitch, volume, rhythm</li> <li>- location of speakers, use of surround sound, panning</li> <li>- use of amplification, echo</li> <li>- use of voice, for example, choral speech, singing, intoning, non-naturalistic sound</li> </ul> </li> <li>• particular moments when tension was enhanced, for example, when: <ul style="list-style-type: none"> <li>- the mood was altered or intensified</li> <li>- the genre of the production required tension to help the audience to appreciate the story</li> <li>- the sound design helped to locate the action</li> </ul> </li> <li>• methods by which the sound design was used in conjunction with the actors as underscore or counterpoint to the action</li> </ul> | <p><b>AO2</b><br/><b>17 marks</b></p>     | <p><b>AO2</b><br/><b>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</b></p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>• evidence of knowledge and understanding of the sound design for the chosen production based upon: <ul style="list-style-type: none"> <li>- informed reference to the enhancement of tension in relation to the style and form of the production team</li> <li>- examples from the production where the sound design enhanced tension</li> <li>- some theoretical understanding of the production aims of the production team</li> <li>- accurate use of appropriate theatre/design terminology</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>Candidates make critical evaluative judgements of live theatre</b></p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>• critical and evaluative judgements of the sound design used in a live production seen, based upon: <ul style="list-style-type: none"> <li>- experience of an appropriate production, where the sound design used enhanced tension</li> <li>- a critical appreciation of the ways in which the sound design enhanced the tension at particular moments</li> <li>- a personal assessment of the success of the effects created</li> </ul> </li> </ul> | <p><b>AO4</b><br/><b>33 marks</b></p>     |
|   |   | <p><b>Band 4</b><br/><b>1-3 marks</b></p> | <p>The candidate identifies some aspects of the style and form of the chosen production</p> <ul style="list-style-type: none"> <li>• There is a restricted theoretical understanding of the production aims of the production team</li> <li>• There are a few references to specific aspects of the production</li> <li>• The organisation of straightforward information is clear, but for more complex matters it may appear random. Appropriate terminology is applied sparingly. There may be a number of lapses in expression and frequent errors in spelling, grammar and punctuation which may make the answer difficult to follow</li> </ul>   | <p>The candidate selects a production, but it is largely inappropriate to the question set</p> <ul style="list-style-type: none"> <li>• There is a restricted critical appreciation of sound design</li> <li>• An attempt is made to assess the success of the sound design in enhancing the tension at particular moments</li> </ul>  | <p><b>Band 4</b><br/><b>1-7 marks</b></p> |



|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p><b>Band 3</b><br/><b>4-7</b><br/><b>marks</b></p> <ul style="list-style-type: none"> <li>The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of some theoretical understanding of the production aims of the production team</li> <li>There are several references to specific aspects of the production</li> <li>Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas</li> </ul> | <ul style="list-style-type: none"> <li>The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of some theoretical understanding of the production aims of the production team</li> <li>There are several references to specific aspects of the production</li> <li>Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas</li> </ul> | <p><b>Band 3</b><br/><b>8-15</b><br/><b>marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set</li> <li>There is a partial critical appreciation of sound design</li> <li>There is some assessment of the success of the sound design in enhancing the tension at particular moments</li> </ul> |  |
|  | <p><b>Band 2</b><br/><b>8-12</b><br/><b>marks</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>There are numerous relevant references to specific aspects of the production</li> <li>Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>There are numerous relevant references to specific aspects of the production</li> <li>Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul>   | <p><b>Band 2</b><br/><b>16-24</b><br/><b>marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays some discrimination in the selection of a production, which is appropriate to the question set</li> <li>There is some critical appreciation of sound design</li> <li>There is useful assessment of the success of the sound design in enhancing the tension at particular moments</li> </ul>  |  |  |
|  | <p><b>Band 1</b><br/><b>13-17</b><br/><b>marks</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a very sound theoretical understanding of the production aims of the production team</li> <li>There are many purposeful references to specific aspects of the production</li> <li>Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation</li> </ul> | <ul style="list-style-type: none"> <li>The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a very sound theoretical understanding of the production aims of the production team</li> <li>There are many purposeful references to specific aspects of the production</li> <li>Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation</li> </ul>   | <p><b>Band 1</b><br/><b>25-33</b><br/><b>marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set</li> <li>There is sound critical appreciation of sound design</li> <li>There is a purposeful assessment of the success of the sound design in enhancing the tension at particular moments</li> </ul>  |  |  |

### Question 3

Explain how **one or more** performer(s) used their vocal and/or physical skills to create changing responses in the audience during **one** live production that you have seen and assess the effectiveness of their performance(s) at particular moments.

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|---|--|-----------------------------|--|---|-----------------------------|
| <p>The demands of Question 3</p> <ul style="list-style-type: none"> <li>an explanation of how one or more performers used vocal and/or physical skills to create changing responses in the audience</li> <li>an assessment of the effectiveness of their performances</li> <li>reference to particular moments within the production</li> </ul> | <p>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</p> <ul style="list-style-type: none"> <li>changing responses may include, for example: comedy, sympathy, empathy, sadness, anger, hatred, disgust, joy, surprise, shock</li> <li>relationship with the audience: direct address, use of aside; observations of naturalistic conventions</li> <li>use of space, direct involvement with the audience</li> <li>appearance of the performer(s) – age, height, build in relation to physical skills; changing appearance</li> <li>acting style: naturalistic or stylised and abstract; physical</li> <li>characterisation</li> <li>use of vocal skills by the performer, for example: <ul style="list-style-type: none"> <li>pitch, pace, pause, emphasis, accent, singing, choral delivery, chanting</li> <li>non-naturalistic sounds: shrieks, cries</li> </ul> </li> <li>use of physical skills by the performer, for example: <ul style="list-style-type: none"> <li>movement, gesture, posture, gait, poise, balance</li> <li>use of dance, physical theatre, mime</li> <li>specialist skills, for example, circus, acrobatics</li> </ul> </li> <li>use of facial expression and eye contact, interaction between performers</li> <li>use of costume, accessories and</li> </ul> | <p>AO2<br/>17 marks</p>     | <p>AO2<br/>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>evidence of knowledge and understanding of the aims of the selected performer(s) within the chosen production, based upon: <ul style="list-style-type: none"> <li>informed reference to the style and form of the production</li> <li>examples from the production where the performer(s) intended to create changing responses in the audience</li> <li>some theoretical understanding of the production aims of the production team</li> <li>accurate use of appropriate theatre terminology</li> </ul> </li> </ul> | <p>AO4<br/>Candidates make critical evaluative judgements of live theatre</p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of the performance elements used in one live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production, where one or more performers attempted to create changing responses in the audience</li> <li>a critical appreciation of the vocal and/or physical skills as employed by one or more performers</li> <li>a personal assessment of the effectiveness of the performance(s) at particular moments</li> </ul> </li> </ul> | <p>AO4<br/>33 marks</p>     |
|   |  | <p>Band 4<br/>1-3 marks</p> | <p>The candidate identifies some aspects of the style and form of the chosen production</p> <p>There is a restricted theoretical understanding of the production aims of the production team</p> <p>There are a few references to specific aspects of the production</p> <p>The organisation of straightforward information is clear, but for more complex matters it may appear random. Appropriate terminology is applied sparingly. There may be a number of lapses in expression and frequent errors in spelling, grammar and punctuation which may make the answer difficult to follow</p>  | <p>The candidate selects a production, but it is largely inappropriate to the question set</p> <p>There is a restricted critical appreciation of performance skills</p> <p>An attempt is made to assess the effectiveness at particular moments of the performers' skills in creating changing responses in the audience</p>  | <p>Band 4<br/>1-7 marks</p> |

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|  | <ul style="list-style-type: none"> <li>• props to aid or enhance physical skills</li> <li>• delivery of specific lines</li> <li>• consideration of the specific function of the performer within the whole production</li> </ul> | <p><b>Band 3</b><br/><b>4-7 marks</b></p>   | <ul style="list-style-type: none"> <li>• The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>• There is evidence of some theoretical understanding of the production aims of the production team</li> <li>• There are several references to specific aspects of the production</li> <li>• Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas</li> </ul> | <p><b>Band 3</b><br/><b>8-15 marks</b></p> <ul style="list-style-type: none"> <li>• The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set</li> <li>• There is a partial critical appreciation of performance skills</li> <li>• There is some assessment of the effectiveness at particular moments of the performers' skills in creating changing responses in the audience</li> </ul>      |
|  |  | <p><b>Band 2</b><br/><b>8-12 marks</b></p>  | <ul style="list-style-type: none"> <li>• The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production</li> <li>• There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>• There are numerous relevant references to specific aspects of the production</li> <li>• Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul>  | <p><b>Band 2</b><br/><b>16-24 marks</b></p> <ul style="list-style-type: none"> <li>• The candidate displays some discrimination in the selection of a production, which is appropriate to the question set</li> <li>• There is some critical appreciation of performance skills</li> <li>• There is useful assessment of the effectiveness at particular moments of the performers' skills in creating changing responses in the audience</li> </ul>                   |
|  |  | <p><b>Band 1</b><br/><b>13-17 marks</b></p> | <ul style="list-style-type: none"> <li>• The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production</li> <li>• There is evidence of a very sound theoretical understanding of the production aims of the production team</li> <li>• There are many purposeful references to specific aspects of the production</li> <li>• Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation</li> </ul>  | <p><b>Band 1</b><br/><b>25-33 marks</b></p> <ul style="list-style-type: none"> <li>• The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set</li> <li>• There is sound critical appreciation of performance skills</li> <li>• There is purposeful assessment of the effectiveness at particular moments of the performers' skills in creating changing responses in the audience</li> </ul> |

### Question 4

Explain how **two or more** performers used their skills to create naturalistic characters in **one** live production that you have seen and assess the effectiveness of their performances at particular moments.

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| <p>The demands of Question 4</p> <ul style="list-style-type: none"> <li>an explanation of how two or more performers used their skills to create naturalistic characters</li> <li>reference to particular moments within the production</li> <li>an assessment of the effectiveness of the performances</li> </ul>  | <p>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</p> <ul style="list-style-type: none"> <li>the types of characters being performed and an explanation of their naturalistic qualities, which might include, for example: <ul style="list-style-type: none"> <li>characterisation</li> <li>portrayal of personality traits, idiosyncrasies; physical condition</li> <li>methods of aging (up or down)</li> <li>accurate portrayal of actual people</li> <li>similarities between members of same family</li> <li>their attitude towards others</li> <li>status/hierarchical qualities</li> <li>historical or period qualities</li> </ul> </li> <li>the range of skills being used by the performers, for example: <ul style="list-style-type: none"> <li>vocal: pitch, pace, pause, emphasis, accent</li> <li>physical: movement, gesture, posture, gait, poise, balance</li> <li>facial expression, eye contact</li> </ul> </li> <li>physical appearance of the performers – age, height, build, colouring, facial features in relation to their ability to create character</li> <li>use of costume, accessories and props</li> <li>use of space and setting</li> <li>interaction between characters and their reactions to one another</li> <li>relationship with the audience: characters' use of monologue and soliloquy; narration</li> </ul> | <p>AO2<br/>17 marks</p> | <p>AO2<br/>Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> <li>evidence of knowledge and understanding of the aims of the selected performers within the chosen production, based upon: <ul style="list-style-type: none"> <li>informed reference to the naturalistic style and form of the production</li> <li>examples from the production where the performers intended to create naturalistic characters</li> <li>some theoretical understanding of the production aims of the production team</li> <li>accurate use of appropriate theatre terminology</li> </ul> </li> </ul> | <p>AO4<br/>Candidates make critical evaluative judgements of live theatre</p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of performance elements in a live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production, where two or more performers attempted to create naturalistic characters</li> <li>a critical appreciation of the ways in which two or more performers used their skills to create naturalistic characters</li> <li>a personal assessment of the effectiveness of the performances at particular moments</li> </ul> </li> </ul> | <p>AO4<br/>33 marks</p> |
|   |  |                         | <p>AO4<br/>Candidates make critical evaluative judgements of live theatre</p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> <li>critical and evaluative judgements of performance elements in a live production seen, based upon: <ul style="list-style-type: none"> <li>experience of an appropriate production, where two or more performers attempted to create naturalistic characters</li> <li>a critical appreciation of the ways in which two or more performers used their skills to create naturalistic characters</li> <li>a personal assessment of the effectiveness of the performances at particular moments</li> </ul> </li> </ul>  | <p>AO4<br/>33 marks</p>   |                         |
| <p><b>Band 4</b><br/>1-3 marks</p> <ul style="list-style-type: none"> <li>The candidate identifies some aspects of the style and form of the chosen production</li> <li>There is a restricted theoretical understanding of the production aims of the production team</li> <li>There are a few references to specific aspects of the production</li> <li>The organisation of straightforward information is clear, but for more complex matters it may appear random. Appropriate terminology is applied sparingly. There may be a number of lapses in expression and frequent errors in spelling, grammar and punctuation which may make the answer difficult to follow</li> </ul> |  |                         | <p><b>Band 4</b><br/>1-7 marks</p> <ul style="list-style-type: none"> <li>The candidate selects a production, but it is largely inappropriate to the question set</li> <li>There is a restricted appreciation of performance skills</li> <li>An attempt is made to assess the effectiveness at particular moments of the performers' skills in creating naturalistic characters</li> </ul>   | <p><b>Band 4</b><br/>1-7 marks</p>  |                         |

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|  |   | <p><b>Band 3</b><br/><b>4-7 marks</b></p> <ul style="list-style-type: none"> <li>The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of some theoretical understanding of the production aims of the production team</li> <li>There are several references to specific aspects of the production</li> <li>Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas</li> </ul> | <ul style="list-style-type: none"> <li>The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>There are numerous relevant references to specific aspects of the production</li> <li>Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul> | <p><b>Band 3</b><br/><b>8-15 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set</li> <li>There is a partial critical appreciation of performance skills</li> <li>There is some assessment of the effectiveness at particular moments of the performers' skills in creating naturalistic characters</li> </ul> | <p><b>Band 3</b><br/><b>8-15 marks</b></p>  |
|  | <p><b>Band 2</b><br/><b>8-12 marks</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a secure theoretical understanding of the production aims of the production team</li> <li>There are numerous relevant references to specific aspects of the production</li> <li>Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation</li> </ul>  | <p><b>Band 2</b><br/><b>16-24 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays some discrimination in the selection of a production, which is appropriate to the question set</li> <li>There is some critical appreciation of performance skills</li> <li>There is useful assessment of the effectiveness at particular moments of the performers' skills in creating naturalistic characters</li> </ul>  | <p><b>Band 2</b><br/><b>16-24 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays some discrimination in the selection of a production, which is appropriate to the question set</li> <li>There is some critical appreciation of performance skills</li> <li>There is useful assessment of the effectiveness at particular moments of the performers' skills in creating naturalistic characters</li> </ul>  | <p><b>Band 2</b><br/><b>16-24 marks</b></p>  | <p><b>Band 2</b><br/><b>16-24 marks</b></p> |
|  | <p><b>Band 1</b><br/><b>13-17 marks</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production</li> <li>There is evidence of a very sound theoretical understanding of the production aims of the production team</li> <li>There are many purposeful references to specific aspects of the production</li> <li>Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation</li> </ul> | <p><b>Band 1</b><br/><b>25-33 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set</li> <li>There is sound critical appreciation of performance skills</li> <li>There is purposeful assessment of the effectiveness at particular moments of the performers' skills in creating naturalistic characters</li> </ul>  | <p><b>Band 1</b><br/><b>25-33 marks</b></p> <ul style="list-style-type: none"> <li>The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set</li> <li>There is sound critical appreciation of performance skills</li> <li>There is purposeful assessment of the effectiveness at particular moments of the performers' skills in creating naturalistic characters</li> </ul>  | <p><b>Band 1</b><br/><b>25-33 marks</b></p>  | <p><b>Band 1</b><br/><b>25-33 marks</b></p> |