



**General Certificate of Education
January 2011**

Drama and Theatre Studies 1241

Live Theatre Production Seen

Unit 1A

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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AS UNIT 1 (LIVE THEATRE PRODUCTION SEEN) MARK SCHEME – DRAM1A

JANUARY 2011

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 AO4 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 = **P**

omission = **ΛΛ**

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

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

evidence of knowledge = **k**

evidence of understanding = **und**

wrong-headed/silly argument or suggestion = !

repetition = **R**

irrelevance = **Irrel**

narrative = **NR**

factually wrong = **X**

contradiction = **C**

practical detail missing = **How?**

losing focus on question = **Q?**

wrong word used = **WR**

poor expression = **E**

spelling error = rehursal or rehorsal [underline or ring]

example needed = **eg?**

generalised = **GR**

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
	Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology	Candidates make critical and evaluative judgements of live theatre
Band 4	<ul style="list-style-type: none"> The candidate identifies some aspects of the style and form of the chosen production There is a restricted theoretical understanding of the production aims of the production team There are a few references to specific aspects of the production 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 	<ul style="list-style-type: none"> The candidate selects a production, but it is largely inappropriate to the question set There is a restricted critical appreciation of production elements An attempt is made to evaluate the success of the production
Band 3	<ul style="list-style-type: none"> The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production There is evidence of some theoretical understanding of the production aims of the production team There are several references to specific aspects of the production 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 are some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas 	<ul style="list-style-type: none"> The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set There is a partial critical appreciation of production elements There is some evaluation of the success of the production
Band 2	<ul style="list-style-type: none"> The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production There is evidence of a secure theoretical understanding of the production aims of the production team There are numerous relevant references to specific aspects of the production Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> The candidate displays some discrimination in the selection of a production, which is appropriate to the question set There is some critical appreciation of production elements There is useful evaluation of the success of the production
Band 1	<ul style="list-style-type: none"> The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production There is evidence of a very sound theoretical understanding of the production aims of the production team There are many purposeful references to specific aspects of the production 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 	<ul style="list-style-type: none"> The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set There is sound critical appreciation of production elements There is purposeful evaluation of the success of the production

MARK SCHEMES FOR INDIVIDUAL QUESTIONS, UNIT 1, SECTION A

Question 01 - Outline the ways in which technical elements were used to create realism on stage at particular moments in one live production that you have seen and assess the effectiveness of these moments for the audience.

(The term 'technical elements' refers to lighting and sound effects, to scenic devices such as trucks, revolves and flying, as well as to special effects.)

The demands of Question 01	In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:	AO2 17 marks	AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology	AO4 Candidates make critical evaluative judgements of live theatre	AO4 33 marks
<ul style="list-style-type: none"> an outline of the ways in which technical elements were used to create realism an assessment of the effectiveness of the technical elements' contribution to creating realism reference to particular moments within the production 	<ul style="list-style-type: none"> examples where technical elements were used to create realism within the production, for example, <ul style="list-style-type: none"> the creation of time of day, year or period to create a specific location to establish interior or exterior settings to create a specific social or cultural milieu to support the requirements of the text in terms of sound or lighting effects, scenic devices or special effects the technical elements used, including: <ul style="list-style-type: none"> <i>Lighting</i> <ul style="list-style-type: none"> types of lantern used and positioning use of gobos, shutters, barn doors use of colour, angle, intensity, focus speed of fades, use of blackout creation of shadow and silhouette <i>Sound</i> <ul style="list-style-type: none"> the use of sound effects, music sound production 	<p>Band 4 1-3 marks</p> <ul style="list-style-type: none"> The candidate identifies some aspects of the style and form of the chosen production There is a restricted theoretical understanding of the production aims of the production team There are a few references to specific aspects of the production 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>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> evidence of knowledge and understanding of the aims of the technical designer for the chosen production, based upon: <ul style="list-style-type: none"> informed reference to realism in relation to the style of the production examples from the production where technical elements created realism some theoretical understanding of the production aims of the production team accurate use of appropriate theatre/design terminology 	<p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> critical and evaluative judgements of the technical elements used in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where technical elements were used to create realism a critical appreciation of the fundamentals of technical elements; lighting, sound and scenic devices a personal assessment of the effectiveness of the technical elements in creating realism at particular moments 	<p>Band 4 1-7 marks</p> <ul style="list-style-type: none"> The candidate selects a production, but it is largely inappropriate to the question set There is a restricted critical appreciation of technical elements An attempt is made to assess the success of the use of technical elements in creating realism at particular moments

	<ul style="list-style-type: none"> - pitch, volume, rhythm - use of amplification, echo • <i>Scenic devices</i> <ul style="list-style-type: none"> - hydraulics, trucks, flown scenery • <i>Special effects</i> <ul style="list-style-type: none"> - pyrotechnics - weather effects - projections • examples of realism within an essentially non-naturalistic production • particular moments within the production when realism was created 	<p>Band 3 4-7 marks</p>	<ul style="list-style-type: none"> • The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production • There is evidence of some theoretical understanding of the production aims of the production team • There are several references to specific aspects of the production • 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 	<ul style="list-style-type: none"> • The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set • There is a partial critical appreciation of technical elements • There is some assessment of the success of the use of technical elements in creating realism at particular moments 	<p>Band 3 8-15 marks</p>
	<p>Band 2 8-12 marks</p>	<ul style="list-style-type: none"> • The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production • There is evidence of a secure theoretical understanding of the production aims of the production team • There are numerous relevant references to specific aspects of the production • Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • The candidate displays some discrimination in the selection of a production, which is appropriate to the question set • There is some critical appreciation of technical elements • There is useful assessment of the success of the use of technical elements in creating realism at particular moments 	<p>Band 2 16-24 marks</p>	
	<p>Band 1 13-17 marks</p>	<ul style="list-style-type: none"> • The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production • There is evidence of a very sound theoretical understanding of the production aims of the production team • There are many purposeful references to specific aspects of the production • 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 	<ul style="list-style-type: none"> • The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set • There is sound critical appreciation of technical elements • There is purposeful assessment of the success of the use of technical elements in creating realism at particular moments 	<p>Band 1 25-33 marks</p>	

Question 02 - Explain how the director used the performance space to create a visually interesting production and assess the effectiveness of its use for an audience at particular moments in one live production that you have seen.

The demands of Question 02	In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:	AO2 17 marks	AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology	AO4 Candidates make critical evaluative judgements of live theatre	AO4 33 marks
<ul style="list-style-type: none"> an explanation of the ways in which the performance space was used to create visual interest an assessment of the effectiveness of the directorial decisions regarding use of space reference to particular moments within the production 	<ul style="list-style-type: none"> possible uses by the director of the performance space to create visual interest which may include, for example: <ul style="list-style-type: none"> relationship of the audience to the performance space use of levels: balconies, walkways, ramps, steps and ladders use of vertical space: trapezes, wires, lifts use of the floor space, trapdoors, concealed entrances and exits use of the audience space a consideration of the staging form, scale and shape, for example, in the round, promenade, thrust and the director's adaptation and use of the available space the performance style: naturalistic or stylised and abstract, physical particular elements which create visual interest as appropriate to the style of the production methods of directing the performers within the space to create visual interest, for example: <ul style="list-style-type: none"> use of dance, physical theatre, mime specialist skills, for example, circus, acrobatics, fighting action demanded by the play which may include, for example, dancing, fighting, crowd scenes 	<p>Band 4 1-3 marks</p> <ul style="list-style-type: none"> The candidate identifies some aspects of the style and form of the chosen production There is a restricted theoretical understanding of the production aims of the production team There are a few references to specific aspects of the production 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>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> evidence of knowledge and understanding of the aims of the director for the chosen production, based upon: <ul style="list-style-type: none"> informed reference to the style and form of the production examples from the production where the performance space was used to create visual interest some theoretical understanding of the production aims of the production team accurate use of appropriate theatre terminology 	<p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> critical and evaluative judgements of the directorial elements used in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where the director effectively used the performance space to create a visually interesting production a critical appreciation of the ways in which the director used the performance space a personal assessment of the effectiveness of the use of the performance space at particular moments 	<p>Band 4 1-7 marks</p> <ul style="list-style-type: none"> The candidate selects a production, but it is largely inappropriate to the question set There is a restricted critical appreciation of the director's use of space in creating visual interest An attempt is made to assess the effectiveness of the director's use of space at particular moments

	<ul style="list-style-type: none"> the performers' interaction with, or reactions to, the set a consideration of the performers' physical relationship with the audience in terms of grouping, stage positioning, entrances and exits 	<p>Band 3 4-7 marks</p>	<ul style="list-style-type: none"> The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production There is evidence of some theoretical understanding of the production aims of the production team There are several references to specific aspects of the production 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 	<ul style="list-style-type: none"> The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set There is a partial critical appreciation of the director's use of space in creating visual interest There is some assessment of the effectiveness of the director's use of space at particular moments 	<p>Band 3 8-15 marks</p>
		<p>Band 2 8-12 marks</p>	<ul style="list-style-type: none"> The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production There is evidence of a secure theoretical understanding of the production aims of the production team There are numerous relevant references to specific aspects of the production Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> The candidate displays some discrimination in the selection of a production, which is appropriate to the question set There is some critical appreciation of the director's use of space in creating visual interest There is useful assessment of the effectiveness of the director's use of space at particular moments 	<p>Band 2 16-24 marks</p>
		<p>Band 1 13-17 marks</p>	<ul style="list-style-type: none"> The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production There is evidence of a very sound theoretical understanding of the production aims of the production team There are many purposeful references to specific aspects of the production 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 	<ul style="list-style-type: none"> The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set There is sound critical appreciation of the director's use of space in creating visual interest There is purposeful assessment of the effectiveness of the director's use of space at particular moments 	<p>Band 1 25-33 marks</p>

Question 03 – Explain how two or more performers used performance skills to bring their characters to life on stage at particular moments in one live production that you have seen and assess the effectiveness of their performances.

The demands of Question 03	In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:	AO2 17 marks	AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology	AO4 Candidates make critical evaluative judgements of live theatre	AO4 33 marks
<ul style="list-style-type: none"> an explanation of how two or more performers used their skills to bring their characters to life an assessment of the effectiveness of the performers reference to particular moments within the production 	<ul style="list-style-type: none"> the types of characters being performed by the selected performers and an explanation of the ways in which they brought these characters to life, which might include: <ul style="list-style-type: none"> the performers' role in relation to the demands or overall style of the production, for example: <ul style="list-style-type: none"> naturalistic characterisation: <ul style="list-style-type: none"> aging up or down, idiosyncrasies, accurate portrayal of real people historical or period qualities physical theatre, mime use of specialist skills, song, dance, acrobatics, circus the range of skills being used, for example: <ul style="list-style-type: none"> vocal: pitch, pace, pause, emphasis, accent physical: movement, gesture, posture, gait, poise, balance facial expression, eye contact the expression of attitude or emotion physical appearance of the performers – age, height, build, colouring, facial features in relation to their ability to bring their characters to life use of costume, accessories and props use of space and setting interaction between characters and their reactions to one another 	<p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> evidence of knowledge and understanding of the aims of the selected performers within the chosen production, based upon: <ul style="list-style-type: none"> informed reference to the style and form of the production examples from the production where the performers brought their characters to life some theoretical understanding of the production aims of the production team accurate use of appropriate theatre terminology 	<p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> critical and evaluative judgements of two or more performances in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where two or more performers used their skills to bring their characters to life a critical appreciation of the performers' ability to bring their characters to life at particular moments a personal assessment of the effectiveness of the performances 	<p>The candidate selects a production, but it is largely inappropriate to the question set</p> <ul style="list-style-type: none"> There is a restricted critical appreciation of performance skills used to bring characters to life at particular moments An attempt is made to assess the effectiveness of the performances 	<p>Band 4 1-7 marks</p>

	<ul style="list-style-type: none"> relationship with audience: use of monologue, soliloquy, narration, direct address, aside 	<p>Band 3 4-7 marks</p>	<ul style="list-style-type: none"> The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production There is evidence of some theoretical understanding of the production aims of the production team There are several references to specific aspects of the production 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 	<p>Band 3 8-15 marks</p>	<ul style="list-style-type: none"> The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set There is a partial critical appreciation of performance skills used to bring characters to life at particular moments There is some assessment of the effectiveness of the performances
		<p>Band 2 8-12 marks</p>	<ul style="list-style-type: none"> The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production There is evidence of a secure theoretical understanding of the production aims of the production team There are numerous relevant references to specific aspects of the production Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation 	<p>Band 2 16-24 marks</p>	<ul style="list-style-type: none"> The candidate displays some discrimination in the selection of a production, which is appropriate to the question set There is some critical appreciation of performance skills used to bring characters to life at particular moments There is useful assessment of the effectiveness of the performances
		<p>Band 1 13-17 marks</p>	<ul style="list-style-type: none"> The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production There is evidence of a very sound theoretical understanding of the production aims of the production team There are many purposeful references to specific aspects of the production 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 	<p>Band 1 25-33 marks</p>	<ul style="list-style-type: none"> The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set There is sound critical appreciation of performance skills used to bring characters to life at particular moments There is purposeful assessment of the effectiveness of the performances

*Question 04 – Explain how the performers used performance skills in a non-naturalistic way in order to create specific effects for the audience in **one** live production that you have seen and assess their success at particular moments.*

<p>The demands of Question 04</p> <ul style="list-style-type: none"> an explanation of how the performers used their skills in a non-naturalistic way to create specific effects for the audience an assessment of the success of the performers reference to particular moments within the production 	<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"> the overall style of the production, for example, an entirely non-naturalistic piece or one which contains elements of non-naturalism the specific effects created through non-naturalistic performances might include, for example: creation of an alternative reality or sense of truth, comedy, horror, curiosity, amazement, shock, disgust, disturbance, delight, exhilaration the elements of non-naturalism being employed by the performers, for example: <ul style="list-style-type: none"> mime, physical theatre, chorus, ensemble work, acrobatics, dance, circus skills, mask work, song the demonstration of an exaggerated or grotesque acting style the creation of non-naturalistic characters which might include, for example, animals, fantastical creatures, monsters, robots, ghosts the use of physical expression, for example: <ul style="list-style-type: none"> movement, gesture, posture, gait, idiosyncrasy the demonstration of physical qualities, for example: <ul style="list-style-type: none"> poise, balance, strength, timing, synchronised movement the use of vocal expression, for example: <ul style="list-style-type: none"> pitch, pace, pause, emphasis 	<p>AO2 17 marks</p>	<p>AO2 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"> evidence of knowledge and understanding of the aims of the selected performers within the chosen production, based upon: <ul style="list-style-type: none"> informed reference to the style and form of the production examples from the production where the performers used their skills in a non-naturalistic way some theoretical understanding of the production aims of the production team accurate use of appropriate theatre terminology 	<p>AO4 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"> critical and evaluative judgements of the performances in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where the performers used their skills in a non-naturalistic way a critical appreciation of the performers' creation of specific effects a personal assessment of the success of the non-naturalistic performances at particular moments 	<p>AO4 33 marks</p>
	<p>Band 4 1-3 marks</p>	<p>Band 4 1-3 marks</p>	<p>The candidate identifies some aspects of the style and form of the chosen production</p> <ul style="list-style-type: none"> There is a restricted theoretical understanding of the production aims of the production team There are a few references to specific aspects of the production 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>The candidate selects a production, but it is largely inappropriate to the question set</p> <ul style="list-style-type: none"> There is a restricted critical appreciation of the performers' creation of specific effects An attempt is made to assess the success of the non-naturalistic performances at particular moments 	<p>Band 4 1-7 marks</p>

	<ul style="list-style-type: none"> - singing, chanting, vocal ensemble work, vocal distortion - non-verbal sounds • relationship with the audience and use of space 	<p>Band 3 4-7 marks</p>	<ul style="list-style-type: none"> • The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production • There is evidence of some theoretical understanding of the production aims of the production team • There are several references to specific aspects of the production • 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 	<ul style="list-style-type: none"> • The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set • There is a partial critical appreciation of the performers' creation of specific effects • There is some assessment of the success of the non-naturalistic performances at particular moments 	<p>Band 3 8-15 marks</p>
		<p>Band 2 8-12 marks</p>	<ul style="list-style-type: none"> • The candidate demonstrates quite secure knowledge and understanding of the style and form of the chosen production • There is evidence of a secure theoretical understanding of the production aims of the production team • There are numerous relevant references to specific aspects of the production • Information is quite well-organised. Expression is mainly clear, including accurate use of appropriate terminology; there are infrequent errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • The candidate displays some discrimination in the selection of a production, which is appropriate to the question set • There is some critical appreciation of the performers' creation of specific effects • There is useful assessment of the success of the non-naturalistic performances at particular moments 	<p>Band 2 16-24 marks</p>
		<p>Band 1 13-17 marks</p>	<ul style="list-style-type: none"> • The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production • There is evidence of a very sound theoretical understanding of the production aims of the production team • There are many purposeful references to specific aspects of the production • 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 	<ul style="list-style-type: none"> • The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set • There is sound critical appreciation of the performers' creation of specific effects • There is purposeful assessment of the success of the non-naturalistic performances at particular moments 	<p>Band 1 25-33 marks</p>