

Version 1.0



**General Certificate of Education
June 2010**

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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Set and published by the Assessment and Qualifications Alliance.

AS UNIT 1 (LIVE THEATRE PRODUCTION SEEN) MARK SCHEME

DRAM1A

June 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 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 = (✓)

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 rehersal [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 individual AOs.

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

Explain how the lighting design was used to create or change the mood or atmosphere at particular moments in one live production that you have seen and assess the success of the effects created.

<p>The demands of Question 1</p> <ul style="list-style-type: none"> an explanation of how the lighting design was used to create or change the mood or atmosphere focus on the lighting design at particular moments an assessment of the success of the effects created related to particular moments 	<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 various moods or atmospheres of the production, for example: tense, comic, romantic, sad, moving, joyful, thrilling, magical, perplexing, apprehensive, exciting the elements of lighting used, including: <ul style="list-style-type: none"> angle, focus, colour, intensity, shadow, silhouette type of lantern used and position use of houselights use of gobos, lenses, gels, barn doors, irises use of special effects: lasers, holograms, strobes timing of lighting changes the use of different forms of light - wash, hard or soft-edged spotlight/follow-spot contrasts of darkness and light the use of projection, film alternative sources of lighting the use of new technologies in lighting the use of blackout particular moments within the production when the mood or atmosphere was created or changed, for example: 	<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 lighting design 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 lighting design created or changed the mood or atmosphere a theoretical understanding of the production aims of the production team accurate use of appropriate theatre/design 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 lighting design used in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where lighting design made a significant contribution to the production a critical appreciation of lighting design fundamentals as deployed in the creation of mood or atmosphere at particular moments a personal assessment of the success of the lighting design 	<p>AO4 33 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 lighting design An attempt is made to assess the success of the lighting design in creating or changing the mood or atmosphere at particular moments 	<p>Band 4 1-7 marks</p>

	<ul style="list-style-type: none"> - to intensify the mood - to create or release tension - to create comedy - to accompany the entrance or exit of 'mood changing' characters • the effect of lighting on costume and set 	<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 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 occasionally 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 • 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 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 lighting design • There is some assessment of the success of the lighting design in creating or changing the mood or atmosphere at particular moments 	<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 lighting design • There is useful assessment of the success of the lighting design in creating or changing the mood or atmosphere at particular moments 	<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 lighting design • There is purposeful assessment of the success of the lighting design in creating or changing the mood or atmosphere at particular moments
<p>Band 3 4-7 marks</p>		<p>Band 2 8-12 marks</p>	<p>Band 1 13-17 marks</p>			

Question 02

Outline the costume design in **one** live production that you have seen and assess the designer's success in helping to convey the play's theme or message, at particular moments.

The demands of Question 2	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 the costume design helped to convey the play's theme or message focus on the costume design at particular moments an assessment of the designer's success in conveying the play's theme or message related to particular moments 	<ul style="list-style-type: none"> the theme or message that was communicated through the costume design, for example: historical context, social context, wealth/poverty, nationality, conformity, status or hierarchy costume design fundamentals, for example: <ul style="list-style-type: none"> period and style fit, cut, silhouette, condition colour, fabric, texture hemlines, necklines, waistlines, lapel width, trouser, skirt, dress, jacket shapes accessories, for example, wigs, masks, make-up, hairstyles, shoes, ornamentation specific terminology associated with costume particular moments within the production when the costumes conveyed a theme or message, for example: <ul style="list-style-type: none"> identified the characters as belonging to a particular group differentiated them from others revealed the social standing, age, gender of a character highlighted change in characters' circumstances 	<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 costume design for the chosen production, based upon: <ul style="list-style-type: none"> informed reference to the style of the production examples from the production where the costume design helped to convey the play's theme or message 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 costume design used in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where costume design made a significant contribution to the production a critical appreciation of costume design fundamentals as deployed in the communication of the play's theme or message, at particular moments a personal assessment of the success of the costume design 	<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 costume design An attempt is made to assess the success of the costume design in helping to convey the play's theme or message at particular moments

	<ul style="list-style-type: none"> the effect of the costumes on the movement of the performers and the ways in which this supports characterisation in order to reveal the play's theme or message <p><i>Candidates are expected to include sketches and/or diagrams in answers to design questions.</i></p>	<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 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 costume design There is some assessment of the success of the costume design in helping to convey the play's theme or message 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 costume design There is useful assessment of the success of the costume design in helping to convey the play's theme or message 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 costume design There is purposeful assessment of the success of the costume design in helping to convey the play's theme or message at particular moments 	<p>Band 1 25-33 marks</p>

Question 03

Explain how **two or more** performers affected the audience by working together at particular moments in **one** live production that you have seen and assess the success of the performers' collaboration.

The demands of Question 3	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 worked together to affect the audience an assessment of the success of the performers' collaboration reference to particular moments within the production 	<ul style="list-style-type: none"> the ways in which the performers worked together which may include, for example, their positioning, use of entrances and exits, use of space and/or levels, vocal and/or physical interaction <ul style="list-style-type: none"> all of which should be considered in relation to one another and the audience possible effects on the audience which may include making them feel, for example: engagement, sorrow, pity, sympathy, empathy, anger, hatred, disgust, joy, surprise, shock, tension, admiration the creation of a relationship between one another and their similar or contrasting relationship with the audience: <ul style="list-style-type: none"> direct address use of aside observation of naturalistic conventions ensemble work their similar or contrasting appearance – age, height, build their acting style: naturalistic, stylised and abstract, physical their combined characterisation their use of similar or contrasting vocal skills, for example: <ul style="list-style-type: none"> pitch, pace, pause, 	<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 worked together to affect the audience 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 performance elements used in one live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where two or more performers worked together to affect the audience a critical appreciation of the performance skills used to affect the audience a personal assessment of the success of the performers' collaboration at particular moments 	<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 An attempt is made to assess the success of the performers' skills in working together to affect the audience at particular moments 	<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. <p>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>Band 4 1-7 marks</p>

	<ul style="list-style-type: none"> emphasis, accent, singing, choral delivery, chanting non-naturalistic sounds: <ul style="list-style-type: none"> shrieks, cries their use of similar or contrasting physical skills, for example: <ul style="list-style-type: none"> movement, gesture, posture, gait, poise, balance use of dance, physical theatre, mime specialist skills, for example, circus, acrobatics their combined use of facial expression and eye contact their use of costume, accessories, masks and props delivery of specific lines particular moments where the actors worked together 	<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 are 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 There is some assessment of the success of the performers' skills in working together to affect the audience at particular moments
		<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 There is useful assessment of the success of the performers' skills in working together to affect the audience at particular moments
		<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 There is purposeful assessment of the success of the performers' skills in working together to affect the audience at particular moments

Question 04

Explain how the performers used their movement and physical skills in order to engage the audience at particular moments in **one** live production that you have seen and assess their success.

The demands of Question 4	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 In order to meet AO2, candidates should offer:	AO4 Candidates make critical evaluative judgements of live theatre In order to meet AO4, candidates should offer:	AO4 33 marks
<ul style="list-style-type: none"> an explanation of how the performers used their movement and physical skills to engage the audience reference to particular moments within the production an assessment of the effectiveness of the performances 	<ul style="list-style-type: none"> ways in which the performers engaged the audience by making them, for example: laugh, sympathise, empathise, or feel: sadness, anger, hatred, disgust, joy, surprise, shock, excited or in awe the style and type of performance: naturalistic, physical, abstract or a combination use of physical expression by the performers, for example: <ul style="list-style-type: none"> movement, gesture, posture, gait, facial expression use of dance, physical theatre, mime specialist skills, for example, circus, acrobatics, puppetry specific qualities such as: <ul style="list-style-type: none"> poise, balance, lifts, strength, timing to support characterisation to support vocal delivery as part of a chorus interaction between performers and their physical reactions to one another use of space and setting physical appearance of the performers – age, height, build use of costume to enhance physical expression 	<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. <p>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>	<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 engaged the audience through their use of movement and physical skills some theoretical understanding of the production aims of the production team accurate use of appropriate theatre terminology 	<ul style="list-style-type: none"> critical and evaluative judgements of performance elements in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production where the performers engaged the audience a critical appreciation of the ways in which the performers used their movement and physical skills a personal assessment of the effectiveness of the performances in engaging the audience 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 performers' use of movement and physical skills An attempt is made to assess the effectiveness of the performances to engage the audience at particular moments

	<ul style="list-style-type: none"> an assessment of the different types of movement and physical skills being employed by the performers 	<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 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 the performers' use of movement and physical skills There is some assessment of the effectiveness of the performances to engage the audience 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' use of movement and physical skills There is useful assessment of the effectiveness of the performances to engage the audience 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' use of movement and physical skills There is purposeful assessment of the effectiveness of the performances to engage the audience at particular moments 	<p>Band 1 25-33 marks</p>