



**General Certificate of Education (A-level)
June 2011**

Drama and Theatre Studies

DRAM1A

(Specification 2240)

Unit 1: Live Theatre Production Seen

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

JUNE 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 = ^ ^

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 rehersal [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 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 a non-naturalistic set design was used to convey themes and/or issues to the audience in one live production that you have seen and assess its success in communicating these ideas at particular moments.

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 explanation of a non-naturalistic set design clearly defined themes and/or issues an assessment of the success of the set design in communicating themes and/or issues reference to particular moments within the production 	<ul style="list-style-type: none"> the various themes and/or issues, as conveyed through, for example: non-naturalistic design intentions, the style of the production, the interpretation of the production suggestions of, for example: <ul style="list-style-type: none"> period or location: symbolism mood or atmosphere emotion social milieu set design fundamentals: <ul style="list-style-type: none"> choice of staging form composite or discrete use of scale, shape, colour, texture use of levels, ramps, steps, flats use of scenic devices: flying, trucking, hydraulics, revolves, projections, screens, videos set dressing, drapes, furniture sketch/diagram effective use of the set in conveying themes and/or issues at particular moments, for example: <ul style="list-style-type: none"> methods of altering its appearance methods of challenging the audience or providing information the means by which the style/genre of the production was established the performers' use of the set 	<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 set designer 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 set design was used to convey themes and/or issues 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 set design in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where a non-naturalistic set design was used to convey themes and/or issues a critical appreciation of set design fundamentals in conveying themes and/or issues a personal assessment of the success of the set design in communicating themes and/or issues at particular moments 	<p>The candidate selects a production, but it is largely inappropriate to the question set</p> <p>There is a restricted critical appreciation of non-naturalistic set design</p> <p>An attempt is made to assess the success of the set design in communicating themes and/or issues at particular moments</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> <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 non-naturalistic set design</p> <p>An attempt is made to assess the success of the set design in communicating themes and/or issues at particular moments</p>	<p>Band 4 1-7 marks</p>

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	<p>design to convey themes and/or issues</p> <ul style="list-style-type: none"> particular moments from the production when the design conveyed themes and/or issues <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 non-naturalistic set design There is some assessment of the success of the set design in communicating themes and/or issues 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 non-naturalistic set design There is useful assessment of the success of the set design in communicating themes and/or issues 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 non-naturalistic set design There is purposeful assessment of the success of the set design in communicating themes and/or issues at particular moments 	<p>Band 1 25-33 marks</p>

Question 02 – Explain how the combination of lighting and sound design created specific effects in one live production that you have seen. Evaluate the impact of these effects on the audience at particular moments.

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"> clearly identified lighting and sound elements used in combination within the production explanation of the ways in which the combination of lighting and sound was used to create specific effects an evaluation of the impact of the lighting and sound design related to particular moments within the production 	<ul style="list-style-type: none"> various specific effects which may include, for example: creation of particular mood and/or atmosphere, creation of location or period, reflection or communication of character or relationships, creation or changes of tension, pace, emphasis specific effects created within the production through the combination of the elements of lighting used, for example: <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 timing of lighting changes, intensity the use of different forms of light <ul style="list-style-type: none"> wash, hard or soft-edged spotlight/follow-spot contrasts of darkness and light the use of projection alternative sources of lighting the use of new technologies in lighting the use of blackout the elements of sound used, for example: <ul style="list-style-type: none"> the use of sound effects sound production the use of music pitch, volume, rhythm location of speakers, use of 	<p>Band 4</p> <p>1-3 marks</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 technical designer 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 technical elements were used to create specific effects 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 lighting and sound design used in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where lighting and sound were combined to create specific effects a critical appreciation of the fundamentals of lighting and sound and the way they were combined to create specific effects a personal evaluation of the impact of the use of lighting and sound at particular moments 	<p>Band 4</p> <p>1-7 marks</p>

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	<p>surround sound, panning use of amplification, echo use of voice, for example, choral speech, singing, intoning, non-naturalistic sound</p> <ul style="list-style-type: none"> particular moments in the production where the combination of lighting and sound design created an impact for the audience <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 	<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 and sound combining to create specific effects There is some evaluation of the impact of the use of lighting and sound 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 	<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 and sound combining to create specific effects There is useful evaluation of the impact of the use of lighting and sound 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 	<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 and sound combining to create specific effects There is purposeful evaluation of the impact of the use of lighting and sound at particular moments 	<p>Band 1 25-33 marks</p>

Question 03 – Explain how two performers used their acting skills to convey a believable family or romantic relationship with one another in one live production that you have seen and assess their success at particular moments.

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 performers conveyed a believable family or romantic relationship an assessment of the success of their performances reference to particular moments within the production 	<ul style="list-style-type: none"> an explanation of the characters' familial or romantic relationship the characters being performed by the selected performers, their potential for conveying believable family or romantic relationships the expression of emotion within the relationship, which might include, for example: joy, anger, disgust, shock, fear, sympathy, love, hatred, humour the performers' ability to alter the audience's responses acting style: naturalistic or stylised and abstract relationship with the audience: direct address, use of aside, observation of naturalistic conventions use of costumes, accessories and props use of make-up to enhance facial expression use of eye contact and interaction between performers the use of vocal expression, for example: <ul style="list-style-type: none"> pitch, pace, pause, emphasis use of projection, diction use of accent singing, chanting, vocal ensemble work, vocal distortion non-verbal sounds the use of physical expression, for example: <ul style="list-style-type: none"> movement, gesture, posture, gait, poise, balance use of dance, physical theatre, mime 	<p>Band 4 1-3 marks</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 created believable family or romantic relationships 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 performances in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where two performers used their skills to create believable family or romantic relationships a critical appreciation of the performers' ability to convey believable family or romantic relationships a personal assessment of the success of the performances 	<p>Band 4 1-7 marks</p>

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	<ul style="list-style-type: none"> • delivery of specific lines • consideration of the specific function of the performers within the whole production 	<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 in conveying believable family or romantic relationships
		<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 in conveying believable family or romantic relationships
		<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 in conveying believable family or romantic relationships

Question 04 – Explain how one or more performer(s) used their skills to reveal different aspects of character at particular moments in one live production that you have seen and assess the effectiveness of these moments.

The demands of Question 04	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"> clearly identified performance skills an explanation and assessment of how the performer(s) used their skills to reveal different aspects of character reference to particular moments within the production 	<ul style="list-style-type: none"> different aspects of character being revealed by the selected performer(s) which might include, for example: <ul style="list-style-type: none"> portrayal of personality traits, idiosyncrasies changes in attitude toward other characters the expression of a range of emotions reactions to events, altered circumstances or changing relationships their function in relation to the narrative 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 specialist skills: dance, acrobatics, mime, puppetry multi-rolling the style and type of performance reference to naturalistic or non-naturalistic devices for revealing character physical appearance of the performers – age, height, build, colouring, facial features in relation to their ability to reveal different aspects of character use of costume, accessories and props use of space and setting 	<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 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 revealed different aspects of their character 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 one or more performances in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where one or more performers used their skills to reveal different aspects of character a critical appreciation of the performers' ability to reveal different aspects of character at particular moments a personal assessment of the effectiveness of the performances 	<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 performance skills An attempt is made to assess the effectiveness of the performer(s)' skills in revealing different aspects of character at particular moments

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	<ul style="list-style-type: none"> • interaction between characters and their reactions to one another • delivery of specific lines • 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 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 performance skills • There is some assessment of the effectiveness of the performer(s)' skills in revealing different aspects of character 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 performance skills • There is useful assessment of the effectiveness of the performer(s)' skills in revealing different aspects of character 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 performance skills • There is purposeful assessment of the effectiveness of the performer(s)' skills in revealing different aspects of character at particular moments 	<p>Band 1 25-33 marks</p>