



**General Certificate of Education (A-level)
January 2013**

Drama and Theatre Studies

DRAM1A

(Specification 2240)

Unit 1A: 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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Set and published by the Assessment and Qualifications Alliance.

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

JANUARY 2013

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.

Assessment Objectives Grid for Unit 1A (DRAM1A)

Assessment Objective	Marks for each Question
AO1	0
AO2	17
AO3	0
AO4	33
Total Marks	50

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**

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 – Explain how the lighting design was used to create specific effects at particular moments in **one** live production that you have seen and assess the success of the effects created.

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"> • clear explanation of the use of the lighting design • focus on the creation of specific effects • an assessment of the effects created at particular moments 	<ul style="list-style-type: none"> • specific effects which might include for example: creation of particular mood and/or atmosphere, location and period; time of day/night; season; reflection or communication of character or relationships; creation or changes of tension, pace, emphasis • the elements of lighting used, including: <ul style="list-style-type: none"> - angle, focus, colour, intensity, shadow, silhouette - type and position of lantern used - use of houselights - use of gobos, lenses, gels, barn doors, irises - use of gauzes - use of special effects: lasers, holograms, strobes etc - 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 - alternative sources of lighting - the use of new technologies in lighting - the use of blackout • reference to particular moments within the production when specific effects were created, for example 		In order to meet AO2, candidates should offer: <ul style="list-style-type: none"> • evidence of knowledge and understanding of the aims of the 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 was used to create specific effects - some theoretical understanding of the production aims of the production team - accurate use of appropriate theatre/design terminology 	In order to meet AO4, candidates should offer: <ul style="list-style-type: none"> • critical and evaluative judgements of the features of the lighting design in a live production seen, based upon: <ul style="list-style-type: none"> - experience of an appropriate production, where the lighting design was used to create specific effects - a critical appreciation of lighting design fundamentals - a personal assessment of the success of the lighting effects created 	
		Band 4 1-3 marks	<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 lighting design • An attempt is made to assess the success of the lighting design in creating specific effects at particular moments 	Band 4 1-7 marks

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<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 - to surprise or shock the audience - to reveal previously unseen elements of design or performance • the effect of lighting on set and costume <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 lighting design • There is some assessment of the success of the lighting design in creating specific effects 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 lighting design • There is useful assessment of the success of the lighting design in creating specific effects 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 lighting design • There is purposeful assessment of the success of the lighting design in creating specific effects at particular moments 	<p>Band 1 25-33 marks</p>

Question 02 – Explain how the set and costume designs in **one** live production that you have seen created a unified effect and assess the success of this approach 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"> ▪ clear explanation of the costume and set design ▪ focus on a unified approach to costume and set design • an assessment of the effectiveness of the designs at particular moments 	<ul style="list-style-type: none"> • examples of the effect of a unified approach to set and costume design which might include, for example: the creation of period, style, mood: identification of theme or issue • naturalistic and/or non-naturalistic devices in set and costume design • set design fundamentals <ul style="list-style-type: none"> - choice of staging form - composite or changing set - 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 • costume design fundamentals <ul style="list-style-type: none"> - period and style - fit, cut, silhouette, condition - colour, fabric, texture - hemlines, necklines, waistlines, lapel width - shapes of trousers, skirts, dresses, jackets - accessories, for example, wigs, masks, make-up, hairstyles, shoes, ornamentation - specific terminology associated with costume • particular moments when the unified approach became apparent through, for example: 		<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 costume and 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 costume and set design were unified - 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 and set design in a live production seen, based upon: <ul style="list-style-type: none"> - experience of an appropriate production, where the set and costume designs created a unified effect - a critical appreciation of the fundamentals of costume and set design - a personal assessment of the effectiveness of a unified approach to costume and set design at particular moments 	
		Band 4 1-3 marks	<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 costume and set design • An attempt is made to assess the effectiveness of a unified approach to costume and set design at particular moments 	Band 4 1-7 marks

<p>- the harmonious use of colour, texture, pattern, materials/fabrics</p> <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 and set design There is some assessment of the effectiveness of a unified approach to costume and set design 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 and set design There is useful assessment of the effectiveness of a unified approach to costume and set design 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 and set design There is purposeful assessment of the effectiveness of a unified approach to costume and set design at particular moments 	<p>Band 1 25-33 marks</p>

Question 03 – Explain how **one or more** performer(s) used naturalistic acting skills to engage the audience at particular moments in **one** live production that you have seen and assess their success.

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 the performer(s) used naturalistic performance skills an assessment of the success of the performer(s)' naturalistic acting skills in engaging the audience reference to particular moments within the production 	<ul style="list-style-type: none"> ways in which the performer(s) engaged the audience by making them, for example: laugh, sympathise, empathise, or feel: sadness, anger, hatred, disgust, joy, surprise, shock, excitement, awe the role(s) being performed and an explanation of their naturalistic qualities in relation to their ability to engage the audience, which might include, for example: <ul style="list-style-type: none"> characterisation portrayal of personality traits, idiosyncrasies methods of aging (up or down) accurate portrayal of actual people similarities between members of same family their attitude towards others status/hierarchical qualities historical or period qualities the naturalistic skills being used by the performer(s), 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 physical appearance of the performer(s) – age, height, build, colouring, facial features use of costume, accessories and props 		<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 naturalistic acting skills to engage 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 performances in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where one or more performer(s) used naturalistic performance skills a critical appreciation of the ability of the performer(s) to use naturalistic acting skills a personal assessment of the success of the performances 	
		<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 	<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 use of naturalistic performance skills An attempt is made to assess the success of the performer(s)' use of naturalistic acting skills to engage the audience 	<p>Band 4 1-7 marks</p>

<ul style="list-style-type: none"> • use of space and setting • interaction between characters and their reactions to one another • delivery of specific lines • an assessment of the success of the performer(s)' ability to engage the audience at particular moments 	<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 use of naturalistic performance skills • There is some assessment of the success of the performer(s)' use of naturalistic acting skills to engage the audience 	<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 use of naturalistic performance skills • There is useful assessment of the success of the performer(s)' use of naturalistic acting skills to engage the audience 	<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 use of naturalistic performance skills • There is purposeful assessment of the success of the performer(s)' use of naturalistic acting skills to engage the audience 	<p>Band 1 25-33 marks</p>

Question 04 – Explain how **one or more** performer(s) used their performance skills to alter the mood or atmosphere for the audience during **one** live production that you have seen and assess how effective they were at doing this at particular 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"> • an explanation of how the performer(s) used their performance skills to alter mood or atmosphere • an assessment of the effectiveness of the performances • reference to particular moments within the production 	<ul style="list-style-type: none"> • examples of the mood or atmosphere being altered such as: <ul style="list-style-type: none"> - changes in tension, creation or dissipation of suspense, increased or decreased amusement, shock, sympathy, disgust, contempt, joy • the types of characters or roles being performed by the selected performer(s) and an explanation of the way in which they used performance skills • use of vocal skills: <ul style="list-style-type: none"> - pitch, pace, pause, emphasis, accent, singing, choral delivery, chanting - non-naturalistic sounds, shrieks, cries • use of physical skills: <ul style="list-style-type: none"> - movement, gesture, posture, gait, poise, balance - use of dance, physical theatre, mime - specialist skills, for example, circus, acrobatics - puppetry • use of facial expression and eye contact and interaction between performers • characterisation, aging up or down • use of costume, accessories and props • observation of naturalistic or non-naturalistic conventions, use of 		In order to meet AO2, candidates should offer: <ul style="list-style-type: none"> • evidence of knowledge and understanding of the aims of the selected performer(s) within the chosen production, based upon: <ul style="list-style-type: none"> - informed reference to the style and form of the production - examples from the production where the performer(s) used their performance skills to alter the mood or atmosphere - some theoretical understanding of the production aims of the production team - accurate use of appropriate theatre terminology 	In order to meet AO4, candidates should offer: <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 the performer(s) used their performance skills to alter the mood or atmosphere - a critical appreciation of the performer(s)' ability to alter mood or atmosphere at particular moments - a personal assessment of the effectiveness of the performances 	
		Band 4 1-3 marks	<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 performance skills • An attempt is made to assess the effectiveness of the performance skills in altering the mood or atmosphere at particular moments 	Band 4 1-7 marks

<ul style="list-style-type: none"> • narration or direct address • use of space • ensemble or choral work • delivery of specific lines 	<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 altering the mood or atmosphere 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 altering the mood or atmosphere 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 altering the mood or atmosphere at particular moments 	<p>Band 1 25-33 marks</p>