



Pearson
Edexcel

Mark Scheme

Summer 2018

Pearson Edexcel GCE

In Drama and Theatre (8DR0)

Component 2: Theatre Makers in Practice

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

2018 Component 2: Theatre Makers in Practice – mark scheme

Section A: Live Theatre Evaluation

Question Number	Analyse and evaluate the use of live and/or recorded sound in the performance you have seen. In your answer you should consider: <ul style="list-style-type: none">• key moments in the production• your response as an informed member of the audience. Your answer must give balanced consideration between your analysis and your evaluation.
1	AO4 = 16 marks This question specifically asks the candidate to analyse and evaluate how the sound was used in live and/or recorded sound in one live performance they have seen. Sound does not include dialogue but can include rhythmic and non-rhythmic choral elements, live music, songs and organic sound FX. Candidates might refer to the following features in their response: <ul style="list-style-type: none">• how sound, whether live or recorded, has influenced or helped establish time, setting, location, mood and atmosphere• how sound whether live or recorded has influenced or developed aspects of characterisation through leitmotif or ambient mood• other specific aspects of sound such as source, organic or pre-recorded, volume, intensity, direction, SFX, period and style defined by music or sound SFX, leitmotif, ambience, texture.• the aural effect of sound and how it has contributed to the impact of the overall design• how sound choices have helped to communicate key ideas, themes, interpretation, contrast or meaning in the performance• the use of aspects of sound such as muted, vibrant, dissonant, resonant, contrasting/complementary or harmonised/cohesive• the overall aims and intentions of the sound design and whether or not these were realised in performance• their own personal response to the sound design• how key moments of sound design support the performance style• constructive criticism or suggestions for alternative ideas and improvements• how the sound design ideas interrelate with the ideas of other theatre makers• references to collaboration with other theatre makers.

Marking instructions

In AO4, analysis is required in order to reach evaluative judgements and conclusions in the context of student's own work. Responses must show balanced consideration between analysis and evaluation and marks are equally distributed across these two elements.

Responses that demonstrate isolated analysis without evaluation can only achieve a maximum of 4 marks.

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–3	Limited <ul style="list-style-type: none">• Descriptive and underdeveloped analysis of the use of live and/or recorded sound, demonstrating limited knowledge and understanding with inaccurate use of subject-specific terminology.• Struggles to offer evaluation demonstrating limited ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Uneven treatment of analysis and evaluation resulting in a limited overall response.
Level 2	4–6	General <ul style="list-style-type: none">• Partial analysis of the use of live and/or recorded sound, supported by emerging knowledge and understanding and generally accurate use of subject-specific terminology.• Some evaluation is offered demonstrating adequate ability to formulate and justify personal judgements relating to how meaning and impact are created by theatre makers.• Generally sound response supported by emerging but inconsistent moments of analysis and evaluation.
Level 3	7–10	Competent <ul style="list-style-type: none">• Competent analysis of the use of live and/or recorded sound, supported by clear knowledge and understanding and accurate use of subject-specific terminology.• Competent evaluation demonstrating sound ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Clear personal response is offered supported by consistent and generally balanced analysis and evaluation.
Level 4	11–13	Assured <ul style="list-style-type: none">• Confident and detailed analysis of the use of live and/or recorded sound, supported by assured knowledge and understanding and effective use of subject-specific terminology.• Effective evaluation demonstrating assured ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Assured personal response supported by informed and balanced analysis and evaluation.
Level 5	14–16	Sophisticated <ul style="list-style-type: none">• Perceptive and critical analysis of the use of live and/or recorded sound, supported by authoritative knowledge and understanding and articulate use of subject-specific terminology.• Assured evaluation demonstrating accomplished ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Sophisticated and in-depth personal response which perceptively draws together relevant and balanced elements of analysis and evaluation.

<p>Question Number</p>	<p>Analyse and evaluate how non-verbal communication was used to create characterisation in the performance you have seen</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> • key moments in the performance • your response as an informed member of the audience. <p>Your answer must give balanced consideration between your analysis and your evaluation.</p>
<p>2</p>	<p>AO4 = 16 marks</p> <p>This question specifically asks the candidate to analyse and evaluate how non-verbal communication was used to create characterisation in one performance they have seen.</p> <p>Candidates may choose to focus their response on key actors or offer a more holistic answer by referencing the ensemble. Both are appropriate choices but candidates must give balanced consideration between analysis and evaluation.</p> <p>Candidates might refer to the following moments in their response:</p> <ul style="list-style-type: none"> • overall use of non-verbal communication in the performance as a whole • use of non-verbal communication in key moments • use of gestural language, facial expression, eye contact, posture, personal habits, interpersonal connection. • NVC driven by societal expectations; period etiquette, social, cultural and historical considerations, proxemics, physicality, status, use of levels, quality of movement • how non-verbal communication has been used to create characterisation in performance • how non-verbal communication has been used by performer(s) to define character • how non-verbal communication and characterisation has influenced or been influenced by other key theatre makers for example: set, lighting, costume or sound designers • how the use of non-verbal communication has influenced or developed key aspects of characterisation and/or helped establish time, setting, location, mood and atmosphere • how effectively non-verbal communication was used in defining character for the audience • their own personal response to the use of non-verbal communication in the performance • how the use of non-verbal communication supported the overall style of the performance • constructive criticism or suggestions for alternative ideas and improvements • references to collaboration with other theatre makers.

Marking instructions

In AO4, analysis is required in order to reach evaluative judgements and conclusions in the context of student's own work. Responses must show balanced consideration between analysis and evaluation and marks are equally distributed across these two elements.

Responses that demonstrate isolated analysis without evaluation can only achieve a maximum of 4 marks.

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–3	Limited <ul style="list-style-type: none">• Descriptive and underdeveloped analysis of the specified theatre maker's use of theatrical elements, demonstrating limited knowledge and understanding and inaccurate use of subject-specific terminology.• Struggles to offer evaluation demonstrating limited ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Uneven treatment of analysis and evaluation resulting in a limited overall response.
Level 2	4–6	General <ul style="list-style-type: none">• Partial analysis of the specified theatre maker's use of theatrical elements, supported by emerging knowledge and understanding and generally accurate use of subject-specific terminology.• Some evaluation is offered demonstrating adequate ability to formulate and justify personal judgements relating to how meaning and impact are created by theatre makers.• Generally sound response supported by emerging but inconsistent moments of analysis and evaluation.
Level 3	7–10	Competent <ul style="list-style-type: none">• Competent analysis of the specified theatre maker's use of theatrical elements, supported by clear knowledge and understanding and accurate use of subject-specific terminology.• Competent evaluation demonstrating sound ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Clear personal response is offered supported by consistent and generally balanced analysis and evaluation.
Level 4	11–13	Assured <ul style="list-style-type: none">• Confident and detailed analysis of theatre maker's use of theatrical elements, supported by assured knowledge and understanding and effective use of subject-specific terminology.• Effective evaluation demonstrating assured ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Assured personal response supported by informed and balanced analysis and evaluation.
Level 5	14–16	Sophisticated <ul style="list-style-type: none">• Perceptive and critical analysis of the specified theatre maker's use of theatrical elements, supported by authoritative knowledge and understanding and articulate use of subject-specific terminology.• Assured evaluation demonstrating accomplished ability to formulate and justify personal judgements of how meaning and impact are created by theatre makers.• Sophisticated and in-depth personal response which perceptively draws together relevant and balanced elements of analysis and evaluation.

Section B: Page to Stage: Realising a Performance text

Question Number	As a performer , discuss how you might interpret and portray one of the key roles in the extract. You should use examples from the extract to support your ideas and your answer should make reference to the performance text as a whole.
3	AO3 = 16 marks This question asks the candidate to respond as a specific theatre maker and discuss the various choices they would make in order to practically bring one of the key roles in the extract to life. The question is about acting choices and how a key role in the extract might be 'realised' and portrayed in performance. As such, the emphasis of response should be on the practical application of theatrical elements and techniques in the performance of the role based on the interpretation. Candidates should make reference to the extract and the text as a whole. Candidates might refer to the following in their response: <ul style="list-style-type: none">• characterisation• interpretation, aims and intentions• use of language• vocal expression• use of gesture, movement, stillness, physicality and other forms of non-verbal communication• use of space, proxemics and levels• stage directions and entrances and exits• mood and atmosphere• relationships and dynamics between characters in the extract• relationship with the audience• specific moments from the extract to support ideas• performance style.

Marking instructions

- 6 marks awarded for demonstration of knowledge and understanding of how theatre is **developed**.
- 10 marks for demonstration of knowledge and understanding of how theatre is **performed**.

Responses that demonstrate knowledge and understanding of how theatre is developed only without discussing how this is applied in performance can only achieve a maximum of 6 marks.

Responses that demonstrate isolated knowledge without linked understanding can only achieve a maximum of 4 marks.

Level	Mark	Descriptor (AO3)
	0	No rewardable material.
Level 1	1–3	Limited <ul style="list-style-type: none">• Superficial interpretation of the extract showing a limited knowledge and understanding of how ideas and intentions are developed.• Basic knowledge of theatrical elements and techniques showing limited understanding of their application in the performance of the extract.• Demonstrates superficial consideration of how one of the key roles in the extract might be interpreted and portrayed in performance to create mood and atmosphere, communicate meaning and create impact on an audience.• Limited ideas and examples of acting choices are offered from the extract and the text as a whole. Uses basic or inaccurate subject-specific terminology.
Level 2	4–6	General <ul style="list-style-type: none">• Generally sound interpretation of the extract showing adequate knowledge and understanding of how ideas and intentions are developed.• Clear knowledge of theatrical elements and techniques showing emerging understanding of their application in the performance of the extract.• Demonstrates generally sound consideration of how one of the key roles in the extract might be interpreted and portrayed in performance to create mood, atmosphere and impact and communicate meaning to an audience.• Clear ideas and examples of acting choices are offered from the extract and the text as a whole. Uses generally accurate subject-specific terminology.
Level 3	7–10	Competent <ul style="list-style-type: none">• Secure interpretation of the extract showing competent knowledge and understanding of how ideas and intentions are developed.• Competent knowledge of theatrical elements and techniques showing clear understanding of their application in the performance of the extract.• Demonstrates clear consideration of how one of the key roles in the extract might be interpreted and portrayed in performance to create mood, atmosphere and impact and communicate meaning to an audience.• Competent ideas and examples of acting choices are offered from the extract and the text as a whole. Uses accurate subject-specific terminology.
Level 4	11–13	Assured <ul style="list-style-type: none">• Assured interpretation of the extract showing effective knowledge and understanding of how ideas and intentions are developed.• Assured knowledge of theatrical elements and techniques showing effective understanding of their application in the performance of the extract.• Demonstrates effective consideration of how one of the key roles in the extract might be interpreted and portrayed in performance to create mood, atmosphere and impact and communicate meaning to an audience.• Confident ideas and examples of acting choices are offered from the extract and the text as a whole. Effective use of subject-specific terminology.
Level 5	14–16	Sophisticated <ul style="list-style-type: none">• Sophisticated interpretation of the extract showing comprehensive knowledge and understanding of how ideas and intentions are developed.• Comprehensive knowledge of theatrical elements and techniques showing perceptive understanding of their application in the performance of the extract.

	<ul style="list-style-type: none"> • Demonstrates sophisticated consideration of how one of the key roles in the extract might be interpreted and portrayed in performance to create mood, atmosphere and impact and communicate meaning to an audience. • Comprehensive ideas and examples of acting choices are offered from the extract and the text as a whole. Articulate use of subject-specific terminology.
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Question Number	<p>As a designer, discuss how you would use theatrical elements to create impact in the extract.</p> <p>You should use examples from the extract to support your ideas and your answer should make reference to the performance text as a whole.</p>
4	<p>AO3 = 16 marks</p> <p>This question asks the candidate to respond to the extract and discuss how they would practically apply theatrical elements to create impact in performance. As such, the emphasis of response should be on the practical application of theatrical elements and techniques used to communicate intentions for the design during performance.</p> <p>Candidates may choose to focus their response to the question from the perspective of one designer (set, lighting, sound, costume) whilst others may offer a more holistic answer and respond as a designer who takes responsibility for a number of different design elements. Both are equally valid and appropriate choices. Candidates should make reference to the extract and the text as a whole.</p> <p>Candidates might refer to the following in their response:</p> <ul style="list-style-type: none"> • Set, lighting, sound, music, costume • make-up, masks, puppets and props • other visual or special effects such as smoke, haze, projections • use of space, staging, proxemics, levels, entrances and exits • how their chosen theatrical element(s) will create impact for an audience • how their chosen theatrical element(s) will communicate ideas and meaning to an audience • actor/audience relationship • use of theatrical venue • the impact of specific technical and creative choices • performance style • theatrical influence • intended audience impact

Marking instructions

- 6 marks awarded for demonstration of knowledge and understanding of how theatre is **developed**.
- 10 marks for demonstration of knowledge and understanding of how theatre is **performed**.

Responses that demonstrate knowledge and understanding of how theatre is developed only without discussing how this is applied in performance can only achieve a maximum of 6 marks.

Responses that demonstrate isolated knowledge without linked understanding can only achieve a maximum of 4 marks.

Level	Mark	Descriptor (AO3)
	0	No rewardable material.
Level 1	1–3	Limited <ul style="list-style-type: none">• Superficial interpretation of the extract showing a limited knowledge and understanding of how ideas and intentions are developed.• Basic knowledge of theatrical elements and techniques showing limited understanding of their application in the performance of the extract.• Demonstrates superficial consideration of how theatrical elements can be used in performance to create mood and atmosphere, communicate meaning and create impact on an audience.• Limited ideas and examples are offered from the extract and the text as a whole. Uses basic or inaccurate subject-specific terminology.
Level 2	4–6	General <ul style="list-style-type: none">• Generally sound interpretation of the extract showing adequate knowledge and understanding of how ideas and intentions are developed.• Clear knowledge of theatrical elements and techniques showing emerging understanding of their application in the performance of the extract.• Demonstrates generally sound consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience.• Clear ideas and examples are offered from the extract and the text as a whole. Uses generally accurate subject-specific terminology.
Level 3	7–10	Competent <ul style="list-style-type: none">• Secure interpretation of the extract showing competent knowledge and understanding of how ideas and intentions are developed.• Competent knowledge of theatrical elements and techniques showing clear understanding of their application in the performance of the extract.• Demonstrates clear consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience.• Competent ideas and examples are offered from the extract and the text as a whole. Uses accurate subject-specific terminology.

Level	Mark	Descriptor (AO3)
Level 4	11–13	<p>Assured</p> <ul style="list-style-type: none"> • Assured interpretation of the extract showing effective knowledge and understanding of how ideas and intentions are developed. • Assured knowledge of theatrical elements and techniques showing effective understanding of their application in the performance of the extract. • Demonstrates effective consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience. • Confident ideas and examples are offered from the extract and the text as a whole. Effective use of subject-specific terminology.
Level 5	14–16	<p>Sophisticated</p> <ul style="list-style-type: none"> • Sophisticated interpretation of the extract showing comprehensive knowledge and understanding of how ideas and intentions are developed. • Comprehensive knowledge of theatrical elements and techniques showing perceptive understanding of their application in the performance of the extract. • Demonstrates sophisticated consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience. • Comprehensive ideas and examples are offered from the extract and the text as a whole. Articulate use of subject-specific terminology.