



General Certificate of Education

Drama and Theatre Studies
1241/2241

DRAM1A Live Theatre Productions Seen

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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

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

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

JUNE 2009

INTRODUCTION

This section of Unit 1 assesses Assessment Objectives 2 and 4.

AO2 requires that candidates “demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology”.

AO4 requires that candidates “make critical and evaluative judgements of live theatre”.

AO2 and AO4 have weightings of 10% and 20% respectively.

Questions are marked for each of the two Assessment Objectives separately and then the marks added together to give a total out of 50.

Quality of Written Communication (QWC) is also assessed. All questions require answers written in continuous prose. Statements referring to QWC are included within the assessment criteria for each performance band. QWC will be assessed as an integral part of the judgement of the quality of a candidate’s response.

DRAMA AND THEATRE STUDIES (DRAM1A)

Shorthand/symbols for Examiners

Examiners may use these recognised symbols in the left hand margin of candidates' scripts or in the body of the answers, against relevant points or errors:

relevant or good point = ✓

very good point = ✓✓

dubious point = ?

possible = (✓)

omission = ^ ^

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

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

evidence of knowledge = **kn**

evidence of understanding = **und**

wrong-headed/silly argument or suggestion = !

repetition = **R**

irrelevance = **I**

narrative = **N**

factually wrong = **X**

practical detail missing = **How?**

losing focus on question = **Q?**

wrong word used = **ww**

poor expression = **E**

spelling error = rehursal or rehersal [underline or ring]

example needed = **eg?**

generalised = **G**

contradiction = **C**

specialist terminology needed = **term?**

Examiners may still make fuller comments, as appropriate, in the body or margin of the script and should **ALWAYS** put a summative comment, at the end of the candidate's answer, which relates clearly to the 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 combination of two of the following elements was used in one live production that you have seen and assess their contribution to the creation of specific mood(s) and atmosphere(s), at particular moments in the production.

set design, lighting design, sound design.

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 and evaluative judgements of live theatre	AO4 33 marks
<ul style="list-style-type: none"> • clearly identified set/lighting/sound elements used within the production • explanation and assessment of the set/lighting/sound design in creating specific mood(s) and atmosphere(s) • reference to particular moments in the production where the chosen design elements worked together 	<ul style="list-style-type: none"> • specific mood(s) and atmosphere(s) may include, for example: tense, comic, romantic, sad, moving, joyful, thrilling, magical, perplexing, apprehensive • specific mood(s) and atmosphere(s) created within the production through the combination of, for example: <ul style="list-style-type: none"> - set design fundamentals - 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 - sketch/diagram • lighting design fundamentals <ul style="list-style-type: none"> - angle, focus, colour, intensity, shadow - types of lantern used - use of gobos, lenses, gels, barn doors, irises - use of special effects: lasers, holograms - timing of lighting changes • sound design fundamentals 	<p style="text-align: center;">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 set/lighting/sound design for the chosen production, based upon: <ul style="list-style-type: none"> - informed reference to specific mood(s) and atmosphere(s) in relation to the style of the production - examples from the production where the design elements created specific mood(s) and atmosphere(s) - 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/lighting/sound design used in a live production seen, based upon: <ul style="list-style-type: none"> - experience of an appropriate production, where the set/lighting/sound design created specific mood(s) and atmosphere(s) - a critical appreciation of the ways in which the selected elements worked together to create specific mood(s) and atmosphere(s) - a personal assessment of the contribution of the selected elements in creating specific mood(s) and atmosphere(s) 	<p style="text-align: center;">Band 4 1-7 marks</p> <ul style="list-style-type: none"> • The candidate selects a production, but it is largely inappropriate to the question set • There is a restricted critical appreciation of the design elements and the way they worked together • An attempt is made to assess the contribution of the selected elements in creating specific mood(s) and atmosphere(s)

	<ul style="list-style-type: none"> - use of music – live and/or recorded: pitch, pace, volume, style - use of sound effects: live and/or recorded - timing of sound cues • use of houselights • particular moments in the production where the specific mood(s) or atmosphere(s) were achieved and/or changed <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 may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas 	<p>Band 3 8-15 marks</p> <ul style="list-style-type: none"> • The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set • There is a partial critical appreciation of the design elements and the way they worked together • There is some assessment of the contribution of the selected elements in creating specific mood(s) and atmosphere(s) 	
		<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 the design elements and the way they worked together • There is useful assessment of the contribution of the selected elements in creating specific mood(s) and atmosphere(s) 	
		<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 the design elements and the way they worked together • There is purposeful assessment of the contribution of the selected elements in creating specific mood(s) and atmosphere(s) 	

Question 02

Explain how costume, accessories and props were used at particular moments to create the style, location and/or period in **one** live production that you have seen and evaluate the success of their use.

<p>The demands of Question 02</p> <ul style="list-style-type: none"> • clear explanation and evaluation of the use of costume, accessories and props within the production • attention to the ways in which costume/accessories/props were used in creating style, location and/or period • reference to particular moments within the production 	<p>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</p> <ul style="list-style-type: none"> • the production context, for example: <ul style="list-style-type: none"> - contemporary or period play - site-specific production - touring or in-house production - production decisions which adhere to the text or imaginatively and purposefully depart from the text • the production style which might include, for example: <ul style="list-style-type: none"> - naturalism - musical theatre - non-naturalistic - story/telling - physical theatre - 'in yer face' - comedy • costume design fundamentals: <ul style="list-style-type: none"> - period style - fit, cut, silhouette, condition - colour, fabric, texture - hemlines, necklines, waistlines, lapel width, trouser/skirt/dress/jacket shapes - accessories, for example, wigs, masks, make-up, hairstyles, shoes, ornamentation - sketch/diagram • prop design fundamentals: <ul style="list-style-type: none"> - scale, shape, colour, texture • particular moments within the production, for example, when 	<p>AO2 17 marks</p>	<p>AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> • evidence of knowledge and understanding of costume, accessories and props 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 costume, accessories and props were intended to create style, location and/or period - some theoretical understanding of the production aims of the production team - accurate use of appropriate theatre/design terminology 	<p>AO4 Candidates make critical evaluative judgements of live theatre</p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> • critical and evaluative judgements of the costume, accessory and prop design used in a live production seen, based upon: <ul style="list-style-type: none"> - experience of an appropriate production, where the costume, accessories and props made a significant contribution to the production - a critical appreciation of the ways in which the costume, accessories and props helped to create the style, location and/or period - a personal evaluation of the success of the costume, accessories and props in creating style, location and/or period 	<p>AO4 33 marks</p>
		<p>Band 4 1-3 marks</p>	<p>The candidate identifies some aspects of the style and form of the chosen production</p> <ul style="list-style-type: none"> • There is a restricted theoretical understanding of the production aims of the production team • There are a few references to specific aspects of the production • The organisation of straightforward information is clear, but for more complex matters it may appear random. Appropriate terminology is applied sparingly. There may be a number of lapses in expression and frequent errors in spelling, grammar and punctuation which may make the answer difficult to follow 	<p>The candidate selects a production, but it is largely inappropriate to the question set</p> <ul style="list-style-type: none"> • There is a restricted critical appreciation of costume, accessory and prop design • An attempt is made to evaluate the role of the costume, accessories and props in creating style, location and/or period 	<p>Band 4 1-7 marks</p>

	<p>costume, accessories or props indicated a change of location or period</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 may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas 	<p>Band 3 8-15 marks</p> <ul style="list-style-type: none"> The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set There is a partial critical appreciation of costume, accessory and prop design There is some evaluation of the role of the costume, accessories and props in creating style, location and/or period 	<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 costume, accessory and prop design There is useful evaluation of the role of the costume, accessories and props in creating style, location and/or period 	<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 costume, accessory and prop design There is purposeful evaluation of the role of the costume, accessories and props in creating style, location and/or period 	<p>Band 1 25-33 marks</p>

Question 03

*Explain how **one or more** performers used their vocal and physical skills to multi-role in **one** live production that you have seen, and assess the effectiveness of their performances at particular moments.*

<p>The demands of Question 03</p> <ul style="list-style-type: none"> • an explanation of how one or more performers used vocal and physical skills to multi-role • an assessment of the effectiveness of their performances • reference to particular moments within the production 	<p>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</p> <ul style="list-style-type: none"> • the style and type of performance • the role of the multi-role actor in the production, for example, chorus, ensemble, discrete characters • methods of differentiating between characters: physically, vocally, changing appearance • interaction with others • physical appearance of the performer(s) <ul style="list-style-type: none"> - age, height, build, facial features • deployment of physical skills by the performer(s) <ul style="list-style-type: none"> - movement, gesture, posture, gait, poise, balance • deployment of vocal skills by the performer(s) <ul style="list-style-type: none"> - pitch, pace, pause, emphasis, accent, singing, choral delivery - non-naturalistic sounds: shrieks, cries • delivery of specific lines • use of props, costume, accessories, make-up, hair to enhance/support characterisation • relationship with the audience, direct address, aside • attempts to elicit differing audience response to each character 	<p>AO2 17 marks</p>	<p>AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> • evidence of knowledge and understanding of the aims of the selected 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) multi-rolled - some theoretical understanding of the production aims of the production team - accurate use of appropriate theatre terminology 	<p>AO4 Candidates make critical and evaluative judgements of live theatre</p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> • critical and evaluative judgements of the performance elements used in one live production seen, based upon: <ul style="list-style-type: none"> - experience of an appropriate production, where one or more performers multi-rolled - a critical appreciation of the vocal and physical skills employed by one or more performers in multi-rolling - a personal assessment of the effectiveness of the performance(s) 	<p>AO4 33 marks</p>
		<p>Band 4 1-3 marks</p>	<p>The candidate identifies some aspects of the style and form of the chosen production</p> <ul style="list-style-type: none"> • There is a restricted theoretical understanding of the production aims of the production team • There are a few references to specific aspects of the production • The organisation of straightforward information is clear, but for more complex matters it may appear random. Appropriate terminology is applied sparingly. There may be a number of lapses in expression and frequent errors in spelling, grammar and punctuation which may make the answer difficult to follow 	<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 multi-rolling 	<p>Band 4 1-7 marks</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 may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas 	<ul style="list-style-type: none"> The candidate occasionally demonstrates some 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 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 multi-rolling 	<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 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 multi-rolling 	<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 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 multi-rolling 	<p>Band 1 25-33 marks</p>

Question 04

Explain how the performer(s) used performance skills to contribute to the telling of the story at particular moments in *one* live production that you have seen and assess how successful they were.

<p>The demands of Question 04</p> <ul style="list-style-type: none"> clearly identified performance skills an explanation and assessment of how the performers used their skills to tell the story reference to particular moments in the production 	<p>In meeting the demands of the question, and the assessment objectives, AO2 and AO4, candidates are expected to refer to some of the following:</p> <ul style="list-style-type: none"> a variety of story-telling techniques, which might include, for example: <ul style="list-style-type: none"> narration direct address to the audience re-enactment actor-generated sound song mime/dumb-show puppetry the style and type of performance, for example: <ul style="list-style-type: none"> ensemble naturalism abstract physical theatre choral work musical theatre creation of character that contributed to the telling of the story through the use of, for example, the performer(s): <ul style="list-style-type: none"> movement, voice, gesture, facial expression, use of accent the performer(s)' use of specialist skills, for example: <ul style="list-style-type: none"> song dance multi-role circus skills or acrobatics mime the performer(s)' use of props, 	<p>AO2 17 marks</p>	<p>AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology</p> <p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> evidence of knowledge and understanding of performance skills 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 skills to tell the story some theoretical understanding of the production aims of the production team accurate use of appropriate theatre terminology 	<p>AO4 Candidates make critical evaluative judgements of live theatre</p> <p>In order to meet AO4, candidates should offer:</p> <ul style="list-style-type: none"> critical and evaluative judgements of the performance elements used in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production where the performer(s)' skills made a significant contribution to the successful telling of the story an understanding of what constitutes performance skills and an appreciation of the ways in which they were deployed successfully in story-telling a personal assessment of the success of the performer(s)' skills in the telling of the story 	<p>AO4 33 marks</p>
	<p>Band 4 1-3 marks</p>	<p>Band 4 1-7 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 performance skills</p> <p>An attempt is made to assess the success of the performer(s)' skills in the telling of the story</p>	

	<ul style="list-style-type: none"> costume and accessories relationship with the audience interaction between characters and establishment of relationships 	<p>Band 3 4-7 marks</p>	<ul style="list-style-type: none"> The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production There is evidence of some theoretical understanding of the production aims of the production team There are several references to specific aspects of the production Information is organised sufficiently clearly and coherently for the candidate's meaning to be clear. There is some insecure expression with occasional, accurate use of appropriate terminology; there may be some errors in spelling, grammar and punctuation, but not enough to suggest a significant weakness in these areas 	<p>Band 3 8-15 marks</p> <ul style="list-style-type: none"> The candidate displays partial discrimination in the selection of a production, which is loosely appropriate to the question set There is a partial critical appreciation of performance skills There is some assessment of the success of the performer(s)' skills in the telling of the story
		<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 performer(s)' skills in the telling of the story
		<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 performer(s)' skills in the telling of the story