



**General Certificate of Education (A-level)
June 2012**

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

JUNE 2012

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 conveyed. 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, making the candidate's meaning clear. 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 – Outline the features of a naturalistic set design that were used to create an appropriate setting or settings for the action in **one** live production that you have seen and assess the effectiveness of its use by the performers at particular moments.

The demands of Question 01	In meeting the demands of the question, and the assessment objectives AO2 and AO4, candidates are expected to refer to some of the following:	AO2 17 marks	AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology	AO4 Candidates make critical evaluative judgements of live theatre	AO4 33 marks
<ul style="list-style-type: none"> • clear outline of the features of a naturalistic set design • focus on the creation of the appropriate setting(s) for the action • an assessment of the effectiveness of the use of the design by the performers at particular moments 	<ul style="list-style-type: none"> • the features of a naturalistic set design that were used to create appropriate setting(s) for the action within the production, for example: <ul style="list-style-type: none"> - period, mood - interior and exterior - time of year, time of day - social class • 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 • effective use by the performers of the set design at particular moments, for example: <ul style="list-style-type: none"> - entrances and exits - in helping to convey specific moments of action as demanded by the narrative - in supporting change of location • particular moments in the production where the design created suitable locations for the action 		<p>In order to meet AO2, candidates should offer:</p> <ul style="list-style-type: none"> • evidence of knowledge and understanding of the aims of the set 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 set design was used to create appropriate setting(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 features of a naturalistic set design in a live production seen, based upon: <ul style="list-style-type: none"> - experience of an appropriate production, where the set design was used to create appropriate setting(s) for the action - a critical appreciation of design fundamentals as deployed in a naturalistic set design - a personal assessment of the performers' use of the 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 the features of a naturalistic set design • An attempt is made to assess the effectiveness of the set design being used by the performers in creating appropriate setting(s) for the action at particular moments 	Band 4 1-7 marks

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<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 conveyed. 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 features of a naturalistic set design There is some assessment of the effectiveness of the set design being used by the performers in creating appropriate setting(s) for the action 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, making the candidate's meaning clear. 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 features of a naturalistic set design There is useful assessment of the effectiveness of the set design being used by the performers in creating appropriate setting(s) for the action at particular moments 	<p>Band 2 16-24 marks</p>
	<p>Band 1 13-17 marks</p>	<ul style="list-style-type: none"> The candidate demonstrates clear knowledge and understanding of the style and form of the chosen production There is evidence of a very sound theoretical understanding of the production aims of the production team There are many purposeful references to specific aspects of the production Information is well-organised, making the candidate's meaning very clear. Expression is very clear, including a confident and accurate use of appropriate terminology; there are few, if any, errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> The candidate displays a good degree of discrimination in selecting a production which is entirely appropriate to the question set There is sound critical appreciation of the features of a naturalistic set design There is purposeful assessment of the effectiveness of the set design being used by the performers in creating appropriate setting(s) for the action at particular moments 	<p>Band 1 25-33 marks</p>

Question 02 – Explain how the design of live and/or recorded sound was used to create or change the mood or atmosphere at particular moments in **one** live production that you have seen and assess the success of the effects created.

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 use of live and/or recorded sound design within the production focus on the way the sound design created and/or changed mood or atmosphere an assessment of the success of the effects in creating or changing mood or atmosphere 	<ul style="list-style-type: none"> the moods or atmospheres in the production, for example: comic, romantic, tense, magical, thrilling, perplexing, exciting, sad, moving, horrific moods and atmospheres associated with particular locations the source of the sound - live and/or recorded an explanation of the effectiveness of the sound being used to support specific genres of performance, for example: musicals, physical theatre sound design elements used, including; <ul style="list-style-type: none"> the use of sound effects methods of sound production the use of music the use of specific musical instruments pitch, volume, rhythm location of speakers, use of surround sound, panning use of amplification, echo use of voice, for example, choral speech, singing, intoning, non-naturalistic sound particular moments when the mood or atmosphere was successfully created or changed, for example when: <ul style="list-style-type: none"> the mood was intensified tension was created or released 		In order to meet AO2, candidates should offer: <ul style="list-style-type: none"> evidence of knowledge and understanding of the aims of the sound 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 sound design was used to help create or change mood or atmosphere 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 sound design in a live production seen, based upon: <ul style="list-style-type: none"> experience of an appropriate production, where the live and/or recorded sound design was used to create or change the mood or atmosphere a critical appreciation of the fundamentals of live and/or recorded sound design and the ways it can be used to change the mood or atmosphere a personal assessment of the success of the sound design in creating or changing the mood or atmosphere 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 live and/or recorded sound design An attempt is made to assess the success of the sound design in creating or changing the mood or atmosphere at particular moments 	Band 4 1-7 marks

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<ul style="list-style-type: none"> - comedy was enhanced - particular characters entered or exited - location was changed • methods by which the sound design was used in conjunction with the actors as underscore or counterpoint to the action 	<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 conveyed. 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 live and/or recorded sound design • There is some assessment of the success of the sound design in creating or changing 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, making the candidate's meaning clear. 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 live and/or recorded sound design • There is useful assessment of the success of the sound design in creating or changing 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 live and/or recorded sound design • There is purposeful assessment of the success of the sound design in creating or changing the mood or atmosphere at particular moments 	<p>Band 1 25-33 marks</p>

Question 03 – Explain how **two or more** performers used impressive or surprising movement and/or physical skills in **one** live production that you have seen and assess their contribution to the effectiveness of the piece at particular moments.

The demands of Question 03	In meeting the demands of the question, and the assessment objectives AO2 and AO4, candidates are expected to refer to some of the following:	AO2 17 marks	AO2 Candidates demonstrate knowledge and understanding of practical and theoretical aspects of drama and theatre using appropriate terminology	AO4 Candidates make critical evaluative judgements of live theatre	AO4 33 marks
<ul style="list-style-type: none"> an explanation of how the performers used impressive or surprising movement and/or physical skills an assessment of how the skills contributed to the effectiveness of the piece reference to particular moments within the production 	<ul style="list-style-type: none"> ways in which the performers used impressive or surprising physical skills to, for example: <ul style="list-style-type: none"> alter the audience's emotional response amuse, sadden, disturb, excite, or horrify the audience alter the mood or atmosphere create or release tension challenge traditions or expectations the style and type of performance: naturalistic, physical, abstract or a combination use of physical expression by the performer(s), for example: <ul style="list-style-type: none"> movement, gesture, posture, gait use of physical expression use of dance, physical theatre, mime specialist skills, for example, circus, acrobatics specific qualities such as: poise, balance, lifts, strength, timing to support characterisation as part of a chorus, group interaction between performers and their physical reactions to one another use of space and setting physical appearance of the performers – age, height, build 		<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 performer(s) used impressive or surprising movement and/or physical skills to contribute to the effectiveness of the piece 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 two or more performers used movement and physical skills a critical appreciation of the ability of the performers to use impressive or surprising movement and/or physical skills at particular moments a personal assessment of the skills in contributing to the effectiveness of the piece 	
		<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 impressive or surprising movement and physical skills of the performers at particular moments An attempt is made to assess the success of the performers' use of impressive or surprising physical and/or movement skills in contributing to the effectiveness of the piece 	<p>Band 4 1-7 marks</p>

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<ul style="list-style-type: none"> • use of costume to enhance physical expression • an assessment of the different types of movement and physical skills being employed by the performers 	<p>Band 3 4-7 marks</p>	<ul style="list-style-type: none"> • The candidate occasionally demonstrates some knowledge and understanding of the style and form of the chosen production • There is evidence of some theoretical understanding of the production aims of the production team • There are several references to specific aspects of the production • Information is organised sufficiently clearly and coherently for the candidate's meaning to be conveyed. 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 impressive or surprising movement and physical skills of the performers at particular moments • There is some assessment of the success of the performers' use of impressive or surprising physical and/or movement skills in contributing to the effectiveness of the piece 	<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, making the candidate's meaning clear. 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 impressive or surprising movement and physical skills of the performers at particular moments • There is useful assessment of the success of the performers' use of impressive or surprising physical and/or movement skills in contributing to the effectiveness of the piece 	<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 impressive or surprising movement and physical skills of the performers at particular moments • There is purposeful assessment of the success of the performers' use of impressive or surprising physical and/or movement skills in contributing to the effectiveness of the piece 	<p>Band 1 25-33 marks</p>

Question 04 – Explain how **one or more** performer(s) used their performance skills in order to convey emotions in **one** live production that you have seen and assess their success in doing so 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 convey emotion(s) an assessment of the success of the performance(s) reference to particular moments within the production 	<ul style="list-style-type: none"> the emotion(s) being conveyed which might include, for example: <ul style="list-style-type: none"> joy, love, fear, hatred, anger, despair, sorrow, amusement, contempt, sympathy, disgust, shock 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, for example their use of vocal skills: <ul style="list-style-type: none"> pitch, pace, pause, emphasis, accent, singing, choral delivery, chanting use of physical skills: <ul style="list-style-type: none"> movement, gesture, posture, gait, poise, balance 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 the 'fourth wall'/direct address use of space ensemble work changing appearance delivery of specific lines 		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 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 performer(s) used their performance skills to convey emotion(s) 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 convey emotions a critical appreciation of the performers' ability to convey emotion(s) at particular moments a personal assessment of the success of the performance(s) 	
		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 success of the performers' skills in conveying emotion(s) at particular moments 	Band 4 1-7 marks

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		<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 conveyed. 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 success of the performers' skills in conveying emotion(s) 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, making the candidate's meaning clear. 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 success of the performers' skills in conveying emotion(s) 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 success of the performers' skills in conveying emotion(s) at particular moments 	<p>Band 1 25-33 marks</p>