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**GCSE  
DRAMA  
8261**

**COMPONENT 1 – UNDERSTANDING DRAMA**

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**Mark scheme**

Sample Assessment Material

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Version 0.1

Draft

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**This question paper assesses the following Assessment Objectives (AOs):**

- AO3: Demonstrate how knowledge and understanding of how drama and theatre is developed and performed
- AO4 : Analyse and evaluate their own work and the work of others

**The question paper is divided into three sections:**

Section A – all questions must be marked. This assesses AO3.

Section B – questions on one set text must be marked. This assesses AO3.

Section C – one full question (both parts) must be marked. This assesses AO3 and AO4.

The following table is a reference guide for this mark scheme.

<b>Section</b>	<b>Question (s)</b>	<b>Description</b>	<b>Go to Page</b>
A	1–4	Multiple choice questions	5
B	5	<i>The Crucible</i>	6
	6	<i>Blood Brothers</i>	14
	7	<i>The 39 Steps</i>	22
	8	<i>Hansel and Gretel</i>	30
	9	<i>Noughts and Crosses</i>	39
	10	<i>A Midsummer Night's Dream</i>	47
C	11–13	Live theatre production (one question out of a choice of three)	58

**Section A: Theatre roles and terminology**

Qu		Marking guidance	Total marks
01		B	1
02		A	1
03		A	1
04		A	1

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**Section B: Study of set text – *The Crucible***

The following mark scheme is for Question 5: *The Crucible*.

**Question 5.1: Identify a suitable costume for Elizabeth in this extract and explain how this costume communicates the 17th Century period of the play.**

05	1	<b>Level</b>	<b>Marks</b>	<b>Identification/Explanation</b>	5
		3	4–5	A suitable costume is identified <b>in full</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of how this communicates the period of the play.	
		2	2–3	A suitable costume is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of how this communicates the period of the play.	
		1	1	A suitable costume is identified but with <b>no explanation</b> .	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a suitable costume must be fully identified with an accurate explanation of how it communicates the period.</p> <p>Examiners should anticipate a range of responses and should allow any that are considered appropriate for this extract including a fully annotated sketch.</p> <p><b>Indicative content</b></p> <p>Students should demonstrate their knowledge and understanding of the play and this extract through their answer.</p> <p>Students could identify any of the following as possible costume garments for Elizabeth:</p> <ul style="list-style-type: none"> <li>• puritan head covering/bonnet/close fitting coif</li> <li>• shawl/cloak</li> <li>• full/ankle length dress</li> <li>• apron</li> <li>• laced ankle boots.</li> </ul> <p>Students could identify any of the following as an explanation of how the choice of costume communicates period:</p> <ul style="list-style-type: none"> <li>• simplicity and authenticity of fabric/materials as appropriate to the puritan New England lifestyle at that time, specifically: wool/linen</li> <li>• colour of garments appropriate to Puritan New England :plain white, black, dark or neutral colours, no modern dying techniques, no patterns</li> <li>• traditional style of garments indicates Puritan New England at that time.</li> </ul> <p>Students could mention the colours of these garments, the fabric or material that they are made from or the condition that they are in as appropriate to this extract.</p>					

**Question 5.2: You are playing Elizabeth. You are about to say the following line from the extract:**

**Elizabeth You - have been tortured?**

**State the tone of voice you would use when speaking Elizabeth’s line and explain why this tone is appropriate.**

05	2	<p>Students should demonstrate their knowledge and understanding of the text and the extract via the vocal suggestions they provide.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Statement/Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4–5</td> <td>A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2–3</td> <td>A suitable tone of voice is stated is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.</td> </tr> </tbody> </table> <p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a tone of voice must be fully stated with an accurate explanation of why it is appropriate when speaking this line.</p> <p>Examiners should credit a range of responses appropriate for this extract.</p> <p><b>Indicative content:</b> An appropriate tone of voice might be:</p> <ul style="list-style-type: none"> <li>• shocked</li> <li>• astonished</li> <li>• sad</li> <li>• regretful</li> <li>• guilty</li> <li>• amazed.</li> </ul>	Level	Marks	Statement/Explanation	3	4–5	A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.	2	2–3	A suitable tone of voice is stated is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.	1	1	A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.	5
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**Question 5.3: You are playing Proctor. Explain how you would vocally and physically perform Proctor to achieve his motivation in this extract.**

05	3	<p>Students should demonstrate their knowledge and understanding of a performer's vocal and physical skills, as appropriate to Proctor within this extract, in order to communicate his motivation.</p> <p>They should refer to a range of vocal and physical skills in support of their stated motivation and should link these to their intentions to realise the role in performance.</p>	15															
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate motivation might be:

- to please Elizabeth
- to clear his conscience
- to uphold his name
- to do the right thing
- to keep his dignity
- to do right by God.

Examiners should expect that Proctor might be performed vocally as:

- stubborn
- angry
- calm
- distressed
- caring
- worried
- disturbed.

Examiners should expect that Proctor might be performed physically as:

- static
- agitated
- tactile
- tired
- shaking.

Students answer either Question 5.4 or Question 5.5.

**Question 5.4: As an actor, describe the mood you would like to create in this extract and explain how you would perform the role of Elizabeth in order to achieve this mood.**

**(In your answer you could refer to stage positioning, interaction and/or acting skills.)**

05	4	<p>Students should describe an appropriate mood and demonstrate their knowledge and understanding of how mood is created, as appropriate to the actor playing Elizabeth within this extract.</p> <p>They should refer to a range of acting skills which might include stage positioning and interaction and should link these to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how to perform the role of Elizabeth in order to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Elizabeth within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Elizabeth within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Elizabeth within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Elizabeth within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate mood might be:

- tense
- uneasy
- defiant
- calm.

In addition to acting skills, students may refer to any of the following to depict interaction and stage positioning of their character:

- to be positioned at different levels
- to be positioned close to other actors
- to be positioned with distance from other actors
- to vary their stage positioning throughout the extract
- to make contact with other actors
- to not make contact with other actors
- to use eye contact, gesture and facial expression.

**Question 5.5: As a designer, describe the mood you would like to create in this extract and explain how you would use your design skills to achieve this mood.**

**(In your answer you could refer to costume, lighting, sound and/or set design.)**

05	5	<p>Students should demonstrate their knowledge and understanding of how a designer might use their designs to create mood as appropriate to this extract.</p> <p>They should refer to a range of design skills which might include costume, lighting, sound and set design or a range of design skills within one design area. They should link these design skills to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks is available for the explanation of how to use design skills to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>																						

3	7–9	<p>A mostly organised explanation with some clear thinking and some detail is provided.</p> <p>The answer will be characterised by:</p> <ul style="list-style-type: none"> <li>• <b>adequate knowledge</b> referring to some of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• a reasonable understanding of how these skills communicate the stated mood.</li> </ul>
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### Indicative content

An appropriate mood might be:

- tense
- uneasy
- defiant
- calm.

Examiners should expect designers to achieve their chosen mood by using:

- costume design techniques; use of fabrics, colour, style, period
- lighting techniques; colours, washes, specials, gobos
- sound techniques; live sound, recorded sound, amplification, silence
- set design techniques; use of space, use of props
- a combination of design ideas.

**Section B: Study of set text – *Blood Brothers***

The following mark scheme is for Question 6: *Blood Brothers*.

**Question 6.1: Identify a suitable costume for the Teacher in this extract and explain how this costume communicates the job of school teacher in *Blood Brothers*.**

06	1	<b>Level</b>	<b>Marks</b>	<b>Identification/Explanation</b>	5
		2	4–5	A suitable costume is identified <b>in full</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of how this communicates the job of teacher in <i>Blood Brothers</i> .	
		1	2–3	A suitable costume is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of how this communicates the job of teacher.	
		1	1	A suitable costume is identified but with <b>no explanation</b> .	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a suitable costume must be fully identified with an accurate explanation of how it communicates the job of teacher in <i>Blood Brothers</i>.</p> <p>Examiners should anticipate a range of responses and should allow any that are considered appropriate for this extract including a fully annotated sketch.</p> <p><b>Indicative content</b> Students should demonstrate their knowledge and understanding of the play and this extract through their answer.</p> <p>Students could identify any of the following as possible costume garments for Teacher, indicating the role of school teacher in <i>Blood Brothers</i>:</p> <ul style="list-style-type: none"> <li>• academic gown</li> <li>• mortaboard</li> <li>• glasses</li> <li>• two-piece suit</li> <li>• trousers, sports jacket with leather elbow patches</li> <li>• tie</li> <li>• waistcoat</li> <li>• formal, collared shirt</li> <li>• polished lace-up shoes</li> <li>• skirt and blouse or jacket</li> <li>• tights</li> <li>• smart shoes</li> <li>• neckscarf with brooch.</li> </ul> <p>Students could mention the colours of these garments, the fabric or material that they are made from or the condition that they are in as appropriate to this extract.</p>					

**Question 6.2: You are playing Teacher. You are about to say the following line from the extract:**

**Teacher** *You just stay out of this, miss. It's got nothing to do with you. It's Johnstone, not you...*

**State the tone of voice you would use when speaking Teacher's line and explain why this tone is appropriate.**

06	2	Students should demonstrate their knowledge and understanding of the text and the extract via the vocal suggestions they provide.	5												
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**Question 6.3: You are playing Mickey. Explain how you would vocally and physically perform Mickey to achieve his motivation in this extract.**

06	3	<p>Students should demonstrate their knowledge and understanding of a performer's vocal and physical skills, as appropriate to Mickey within this extract, in order to communicate his motivation.</p> <p>They should refer to a range of vocal and physical skills in support of their stated motivation and should link these to their intentions to realise the role in performance.</p>	15															
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Students answer either Question 6.4 or Question 6.5.

**Question 6.4: As an actor, describe the mood you would like to create in this extract and explain how you would perform the role of the Teacher in order to achieve this mood.  
(In your answer you could refer to stage positioning, interaction and/or acting skills.)**

06	4	<p>Students should describe an appropriate mood and demonstrate their knowledge and understanding of how mood is created, as appropriate to the actor playing the Teacher within this extract.</p> <p>They should refer to a range of acting skills which might include stage positioning and interaction and should link these to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for explanation of how to perform Teacher to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform the Teacher within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td>4</td> <td>10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform the Teacher within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform the Teacher within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform the Teacher within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### Indicative content

An appropriate mood might be:

- tense
- antagonistic
- threatening
- bewildered
- uncomfortable.

In addition to acting skills, students may refer to any of the following to depict interaction and stage positioning of their character:

- to be positioned at different levels
- to be positioned close to other actors
- to be positioned with distance from other actors
- to vary their stage positioning throughout the extract
- to make contact with other actors
- to not make contact with other actors
- to use eye contact, gesture and facial expression.

**Question 6.5: As a designer, describe the mood you would like to create in this extract and explain how you would use your design skills to achieve this mood. (In your answer you could refer to costume, lighting, sound and/or set design.)**

06	5	<p>Students should demonstrate their knowledge and understanding of how a designer might use their designs to create mood as appropriate to this extract.</p> <p>They should refer to a range of design skills which might include costume, lighting, sound and set design or a range of design skills within one design area. They should link these design skills to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for the explanation of how to use design skills to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### Indicative content

An appropriate mood might be:

- tense
- antagonistic
- threatening
- bewildered
- uncomfortable.

Examiners should expect designers to achieve their chosen mood by using:

- costume design techniques, use of fabrics, colour, style, period
- lighting techniques; colours, washes, specials, gobos
- sound techniques; live sound, recorded sound, amplification, silence
- set design techniques; use of space, use of props
- a combination of design ideas.

**Section B: Study of set text – *The 39 Steps***

The following mark scheme is for Question 7: *The 39 Steps*.

**Question 7.1: Identify a suitable costume for Hannay in this extract and explain how this costume communicates the 1930s period of the play.**

07	1	<b>Level</b>	<b>Marks</b>	<b>Identification/Explanation</b>	5
		3	4–5	A suitable costume is identified <b>in full</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of how this communicates the period of the play.	
		2	2–3	A suitable costume is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of how this communicates the period of the play.	
		1	1	A suitable costume is identified but with <b>no explanation</b> .	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a suitable costume must be fully identified with an accurate explanation of how it communicates the period.</p> <p>Examiners should anticipate a range of responses and should allow any that are considered appropriate for this extract including a fully annotated sketch.</p> <p><b>Indicative content</b> Students should demonstrate their knowledge and understanding of the play and this extract through their answer.</p> <p>Students could identify any of the following as possible costume garments for Hannay:</p> <ul style="list-style-type: none"> <li>• hat; trilby, bowler</li> <li>• two-piece suit; trousers, blazer</li> <li>• waistcoat</li> <li>• tie</li> <li>• formal, collared shirt</li> <li>• shoes.</li> </ul> <p>Students could identify any of the following as an explanation of how the choice of costume communicates period:</p> <ul style="list-style-type: none"> <li>• formal attire in keeping middle-upper class London gentleman</li> <li>• colours and patterns of garments to reflect the fashions of middle-upper class London gentlemen of the time: check, stripes, tweed, wool, linen</li> <li>• traditional style and cut of garments: eg full, straight front-creased trousers</li> </ul> <p>Students could mention the colours of these garments, the fabric or material that they are made from, or the condition that they are in as appropriate to this extract.</p>					

**Question 7.2: You are playing Annabella. You are about to say the following line from the extract:**

**ANNABELLA.** There's a man in Scotland who I must visit next if anything is to be done. An Englishman. He lives in a – (*looks around her*) – big house.

**State the tone of voice you would use when speaking Annabella's line and explain why this tone is appropriate.**

07	2	<p>Students should demonstrate their knowledge and understanding of the text and the extract via the vocal suggestions they provide.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Statement/Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4–5</td> <td>A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2–3</td> <td>A suitable tone of voice is stated and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.</td> </tr> </tbody> </table> <p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a tone of voice must be fully described with an accurate explanation of why it is appropriate when speaking this line.</p> <p>Examiners should credit a range of responses appropriate for this extract.</p> <p><b>Indicative content</b> An appropriate tone of voice might be:</p> <ul style="list-style-type: none"> <li>• suspicious</li> <li>• cunning</li> <li>• formal</li> <li>• purposeful</li> <li>• comic</li> <li>• German accent.</li> </ul>	Level	Marks	Statement/Explanation	3	4–5	A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.	2	2–3	A suitable tone of voice is stated and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.	1	1	A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.	5
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**Question 7.3: You are playing Annabella. Explain how you would vocally and physically perform Annabella to achieve her motivation in this extract.**

07	3	<p>Students should demonstrate their knowledge and understanding of a performer's vocal and physical skills, as appropriate to Annabella within this extract, in order to communicate her motivation.</p> <p>They should refer to a range of vocal and physical skills in support of their stated motivation and should link these to their intentions to realise the role in performance.</p>	15															
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

**Indicative content**

An appropriate motivation might be:

- to seduce Hannay
- to flatter Hannay
- to interrogate Hannay
- to scare Hannay
- to demonstrate her status and intelligence
- to reveal/plant information

Examiners should expect that Annabella might be performed vocally as:

- German (accent)
- flirtatious
- charming
- sinister
- urgent
- angry.

Examiners should expect that Annabella might be performed physically as:

- tactile
- nervous
- urgent
- inviting.

Students answer either Question 7.4 or Question 7.5.

**Question 7.4: As an actor, describe the mood you would like to create in this extract and explain how you would perform the role of Hannay in order to achieve this mood.**

**(In your answer you could refer to stage positioning, interaction and/or acting skills.)**

07	4	<p>Students should describe an appropriate mood and demonstrate their knowledge and understanding of how mood is created, as appropriate to the actor playing Hannay within this extract.</p> <p>They should refer to a range of acting skills which might include stage positioning and interaction and should link these to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how to perform Hannay to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Hannay within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Hannay within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Hannay within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Hannay within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written. Examiners should credit a range of responses appropriate for this extract.

### Indicative content

An appropriate mood might be:

- tense
- uneasy
- romantic
- bewildered
- electric
- hesitant.

In addition to acting skills, students may refer to any of the following to depict interaction and stage positioning of their character:

- to be positioned at different levels
- to be positioned close to other actors
- to be positioned with distance from other actors
- to vary their stage positioning throughout the extract
- to make contact with other actors
- to not make contact with other actors
- to use eye contact, gesture and facial expression.

**Question 7.5: As a designer, describe the mood you would like to create in this extract and explain how you would use your design skills to achieve this mood.  
(In your answer you could refer to costume, lighting, sound and/or set design.)**

07	5	<p>Students should demonstrate their knowledge and understanding of how a designer might use their designs to create mood as appropriate to this extract.</p> <p>They should refer to a range of design skills which might include costume, lighting, sound and set design or a range of design skills within one design area. They should link these design skills to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of design skills used to achieve mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate mood might be:

- tense
- uneasy
- romantic
- bewildered
- electric
- hesitant.

Examiners should expect designers to achieve their chosen mood by using:

- costume design techniques; use of fabrics, colour, style, period
- lighting techniques; colours, washes, specials, gobos
- sound techniques; live sound, recorded sound, amplification, silence
- set design techniques; use of space, use of props
- a combination of design ideas.

**Section B: Study of set text – *Hansel and Gretel***

The following mark scheme is for Question 8: *Hansel and Gretel*.

**Question 8.1 Identify a suitable costume for Diane in this extract and explain how this costume communicates her status as mother hen in the extract.**

08	1	<b>Level</b>	<b>Marks</b>	<b>Description</b>	5
		3	4–5	A suitable costume is identified <b>in full</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of how this communicates status.	
		2	2–3	A suitable costume is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of how this communicates status.	
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<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a suitable costume must be fully identified with an accurate explanation of how it communicates status.</p> <p>Examiners should anticipate a range of responses and should allow any that are considered appropriate for this extract including a fully annotated sketch.</p> <p><b>Indicative content</b> Students should demonstrate their knowledge and understanding of the play and this extract through their answer.</p> <p>Students could identify any of the following as possible costume garments for Diane:</p> <ul style="list-style-type: none"> <li>• fat suit or padding</li> <li>• chicken costume</li> <li>• billowing, peasant style skirt or dress</li> <li>• blouse – gathered, billowing, peasant style</li> <li>• apron</li> <li>• headscarf</li> <li>• shawl</li> <li>• footwear indicating a hen's foot, flippers, rubber gloves, slippers.</li> </ul> <p>Students could identify any of the following as an explanation of how the choice of costume communicates status:</p> <ul style="list-style-type: none"> <li>• status may be defined as lower or working class, simple country peasant or farm worker</li> <li>• Diane's status within the family may be described as lowly, responsible for providing food</li> <li>• her status may be described as one of motherly provider, happy to supply eggs to her caring family</li> <li>• the costume should indicate a greedy, fat personification of a chicken in, for example, a middle European country such as Germany</li> </ul>					

	<ul style="list-style-type: none"><li>• colours and patterns of garments which reflect a chicken or countrywoman, peasant, farm worker</li><li>• style and/or cut of garments indicates lower or working class character, personification of a chicken</li><li>• style of garments may indicate motherly, matronly provider</li></ul> <p>Students could mention the colours of these garments, the fabric or material that they are made from or the condition that they are in as appropriate to this extract.</p>	
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Draft

**Question 8.2: You are playing Maureen. You are about to say the following line from the extract:**

**MAUREEN: We're lucky to be with such a fine family, aren't we, Diane?**

**State the tone of voice you would use when speaking Maureen's line and explain why this tone is appropriate.**

08	2	<p>Students should demonstrate their knowledge and understanding of the text and the extract via the vocal suggestions they provide.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Statement/Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4–5</td> <td>A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2–3</td> <td>A suitable tone of voice is stated and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.</td> </tr> </tbody> </table> <p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve four marks a tone of voice must be fully stated with an accurate explanation of why it is appropriate when speaking this line.</p> <p>Examiners should credit a range of responses appropriate for this extract.</p> <p><b>Indicative content</b> An appropriate tone of voice might be:</p> <ul style="list-style-type: none"> <li>• pleased</li> <li>• satisfied</li> <li>• happy</li> <li>• reflective</li> <li>• confiding</li> <li>• working class accent, clucking to indicate a hen.</li> </ul>	Level	Marks	Statement/Explanation	3	4–5	A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.	2	2–3	A suitable tone of voice is stated and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.	1	1	A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.	5
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**Question 8.3: You are playing Diane. Explain how you would vocally and physically perform Diane to achieve her motivation in this extract.**

08	3	<p>Students should demonstrate their knowledge and understanding of a performer's vocal and physical skills, as appropriate to Diane within this extract, in order to communicate her motivation.</p> <p>They should refer to a range of vocal and physical skills in support of their stated motivation and should link these to their intentions to realise the role in performance.</p>	15															
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1	1–3	<p>The response may be brief and/or confused with little or no detail.</p> <p>The answer will be characterised by:</p> <ul style="list-style-type: none"> <li>• <b>very little or no knowledge</b> of the vocal <b>and/or</b> physical skills that are appropriate to perform Diane within this extract.</li> <li>• <b>very little or no understanding</b> of how these skills communicate the stated motivation.</li> </ul>
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

**Indicative content**

An appropriate motivation might be:

- to show her pleasure
- to show how happy and content she is
- to reinforce her relationship with Maureen
- to demonstrate her love of food
- to demonstrate her fondness for the family
- to demonstrate her understanding of her role as a chicken
- to demonstrate her status.

Examiners should expect that Diane might be performed vocally as:

- country accent
- gossiping
- friendly
- happy
- satisfied
- clucking.

Examiners should expect that Diane might be performed physically as:

- waddling
- head bobbing
- pecking
- relaxed
- self-satisfied
- strutting
- munching.

Students answer either Question 8.4 or Question 8.5.

**Question 8.4: As an actor, describe the mood you would like to create in this extract and explain how you would perform the role of Maureen in order to achieve this mood.**

**(In your answer you could refer to stage positioning, interaction and/or acting skills.)**

08	4	<p>Students should describe an appropriate mood and demonstrate their knowledge and understanding of how mood is created, as appropriate to the actor playing Maureen within this extract.</p> <p>They should refer to a range of acting skills which might include stage positioning and interaction and should link these to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how Maureen would be performed to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Maureen within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Maureen within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Maureen within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Maureen within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate mood might be:

- warm
- companionable
- friendly
- satisfied
- sisterly.

In addition to acting skills, students may refer to any of the following to depict interaction and stage positioning of their character:

- to be positioned at different levels
- to be positioned close to other actors
- to be positioned with distance from other actors
- to vary their stage positioning throughout the extract
- to make contact with other actors
- to not make contact with other actors
- to use eye contact, gesture and facial expression.

**Question 8.5: As a designer, describe the mood you would like to create in this extract and explain how you would use your design skills to achieve this mood. (In your answer you could refer to costume, lighting, sound and/or set design.)**

08	5	<p>Students should demonstrate their knowledge and understanding of how a designer might use their designs to create mood as appropriate to this extract.</p> <p>They should refer to a range of design skills which might include costume, lighting, sound and set design or a range of design skills within one design area. They should link these design skills to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how design skills would be used to achieve the mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate mood might be:

- warm
- companionable
- friendly
- satisfied
- sisterly.

Examiners should expect designers to achieve their chosen mood by using:

- costume design techniques; use of fabrics, colour, style, period
- lighting techniques; colours, washes, specials, gobos
- sound techniques; live sound, recorded sound, amplification, silence
- set design techniques; use of space, use of props
- a combination of design ideas.

**Section B: Study of set text – *Noughts and Crosses***

The following mark scheme is for Question 9: *Noughts and Crosses*

**Question 9.1: Identify a suitable costume for Lola in this extract and explain how this costume communicates the location of where the extract is set.**

Qu 09.1	<b>Level</b>	<b>Marks</b>	<b>Description</b>	5
	3	4–5	A suitable costume is identified and the explanation demonstrates <b>accurate knowledge and understanding</b> of how this communicates the location of the extract.	
	2	2–3	A suitable costume is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of how this communicates the location of the extract.	
	1	1	A suitable costume is identified but with <b>no explanation</b> .	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a suitable costume must be fully identified with an accurate explanation of how it communicates the location.</p> <p>Examiners should anticipate a range of responses and should allow any that are considered appropriate for this extract, including a fully annotated sketch.</p> <p><b>Indicative content</b> Students should demonstrate their knowledge and understanding of the play and this extract through their answer.</p> <p>Students could identify any of the following as possible costume garments for Lola:</p> <ul style="list-style-type: none"> <li>• formal school uniform</li> <li>• skirt or trousers</li> <li>• blouse, shirt or plain sports shirt</li> <li>• blazer, jumper, cardigan or sweatshirt</li> <li>• tie</li> <li>• shoes or trainers.</li> </ul> <p>Students could identify any of the following as an explanation of how the choice of costume communicates location:</p> <ul style="list-style-type: none"> <li>• formal attire in keeping with a middle class school</li> <li>• colours and patterns of garments appropriate to a classic or contemporary school uniform</li> <li>• style and/or cut of garments indicates more middle class, classic, standard school uniform. May refer to school badge on blazer, sweatshirt or tie, house colours trimming blazer.</li> </ul> <p>Students could mention the colours of these garments, the fabric or material that they are made from or the condition that they are in as appropriate to this extract.</p>				

**Question 9.2: You are playing Sephy. You are about to say the following line from the extract:**

**SEPHY. What a load of rubbish. Callum has a wash every day and he doesn't smell. None of them do.**

**State the tone of voice you would use when speaking Sephy's line and explain why this tone is appropriate.**

09	2	Students should demonstrate their knowledge and understanding of the text and the extract via the vocal suggestions they provide.	5												
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**Question 9.3: You are playing Lola. Explain how you would vocally and physically perform Lola to achieve her motivation in this extract.**

09	3	<p>Students should demonstrate their knowledge and understanding of a performer's vocal and physical skills, as appropriate to Lola within this extract, in order to communicate her motivation.</p> <p>They should refer to a range of vocal and physical skills in support of their stated motivation and should link these to their intentions to realise the role in performance.</p>	15															
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

**Indicative content**  
An appropriate motivation might be:

- to show her disgust
- to reinforce her relationship with Joanne and Dionne
- to demonstrate her dislike of Callum
- to demonstrate her dislike of Naughts
- to demonstrate her scorn for Sephy's friendship with Callum
- to demonstrate her status
- to manipulate Joanne and Dionne into hitting Sephy.

Examiners should expect that Lola might be performed vocally as:

- posh
- well spoken
- RP accent
- belligerent
- rude
- cheeky
- angry
- warning.

Examiners should expect that Lola might be performed physically as:

- aggressive
- tense
- inviting confrontation
- bullying
- disdainful.

Students answer either Question 9.4 or Question 9.5.

**Question 9.4: As an actor, describe the mood you would like to create in this extract and explain how you would perform the role of Sephy in order to achieve this mood.**

**(In your answer you could refer to stage positioning, interaction and/or acting skills.)**

09	4	<p>Students should describe an appropriate mood and demonstrate their knowledge and understanding of how mood is created as appropriate to the actor playing Sephy within this extract.</p> <p>They should refer to a range of acting skills which might include stage positioning and interaction and should link these to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how the role of Sephy would be performed to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Sephy within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> <li>•</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Sephy within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Sephy within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> <li>•</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Sephy within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### Indicative content

An appropriate mood might be:

- tense
- antagonistic
- threatening
- uncomfortable
- unfriendly.

In addition to acting skills, students may refer to any of the following to depict interaction and stage positioning of their character:

- to be positioned at different levels
- to be positioned close to other actors
- to be positioned with distance from other actors
- to vary their stage positioning throughout the extract
- to make contact with other actors
- to not make contact with other actors
- to use eye contact, gesture and facial expression.

**Question 9.5: As a designer, describe the mood you would like to create in this extract and explain how you would use your design skills to achieve this mood.**

**(In your answer you could refer to costume, lighting, sound and/or set design.)**

09	5	<p>Students should demonstrate their knowledge and understanding of how a designer might use their designs to create mood as appropriate to this extract.</p> <p>They should refer to a range of design skills which might include costume, lighting, sound and set design or a range of design skills within one design area. They should link these design skills to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how to use design skills to achieve the mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate mood might be:

- tense
- antagonistic
- threatening
- uncomfortable
- unfriendly.

Examiners should expect designers to achieve their chosen mood by using:

- costume design techniques, use of fabrics, colour, style, period
- lighting techniques; colours, washes, specials, gobos
- sound techniques; live sound, recorded sound, amplification, silence
- set design techniques; use of space, use of props
- a combination of design ideas.

**Section B: Study of set text – *A Midsummer Night's Dream***

The following mark scheme is for Question 10: *A Midsummer Night's Dream*

**Question 10.1: Identify a suitable costume for Titania in this extract and explain how this costume communicates her status as Queen of the Fairies in the play.**

Qu 10.1	<b>Level</b>	<b>Marks</b>	<b>Description</b>	5
	3	4–5	A suitable costume is identified <b>in full</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of how this communicates status.	
	2	2–3	A suitable costume is identified and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of how this communicates status.	
	1	1	A suitable costume is identified but with <b>no explanation</b> .	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a suitable costume must be fully identified with an accurate explanation of how it communicates status.</p> <p>Examiners should anticipate a range of responses and should allow any that are considered appropriate for this extract including a fully annotated sketch.</p> <p><b>Indicative content</b> Students should demonstrate their knowledge and understanding of the play and this extract through their answer.</p> <p>Students could identify any of the following as possible costume garments for Titania:</p> <ul style="list-style-type: none"> <li>• dress/skirt</li> <li>• blouse/corset/camisole</li> <li>• jewellery</li> <li>• tiara</li> <li>• fairy wings</li> <li>• shoes.</li> </ul> <p>Students could identify any of the following as an explanation of how the choice of costume communicates status:</p> <ul style="list-style-type: none"> <li>• high quality garments indicative of royalty</li> <li>• accessories indicative of royalty</li> <li>• loose fitting garments to indicate ease of movement</li> <li>• feminine/attractive garments to show seductive powers</li> <li>• traditional fairy costume as would be depicted in fairy stories.</li> </ul> <p>Students could mention the colours of these garments, the fabric or material that they are made from or the condition that they are in to explain how the costume communicates Titania's status.</p>				

**Question 10.2: You are playing Bottom. You are about to say the following line from the extract:**

**BOTTOM** Not so neither; but if I had wit enough to get out of this wood, I have enough to serve mine own turn.

**State the tone of voice you would use when speaking Bottom’s line and explain why this tone is appropriate.**

10	2	<p>Students should demonstrate their knowledge and understanding of the text and the extract via the vocal suggestions they provide.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Statement/Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4–5</td> <td>A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2–3</td> <td>A suitable tone of voice is stated and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.</td> </tr> </tbody> </table> <p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p> <p>To achieve five marks a tone of voice must be fully stated with an accurate explanation of why it is appropriate when speaking this line.</p> <p>Examiners should credit a range of responses appropriate for this extract.</p> <p><b>Indicative content</b> An appropriate tone of voice might be:</p> <ul style="list-style-type: none"> <li>• nervous</li> <li>• worried</li> <li>• confused</li> <li>• resilient</li> <li>• determined</li> <li>• amazed.</li> </ul>	Level	Marks	Statement/Explanation	3	4–5	A suitable tone of voice is stated <b>fully</b> and the explanation demonstrates <b>accurate knowledge and understanding</b> of why this tone of voice is appropriate.	2	2–3	A suitable tone of voice is stated and the explanation demonstrates <b>limited accurate knowledge and understanding</b> of why this tone of voice is appropriate.	1	1	A suitable tone of voice is stated but with <b>no explanation</b> as to why it is appropriate.	5
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**Question 10.3: You are playing Titania. Explain how you would vocally and physically perform Titania to achieve her motivation in this extract.**

10	3	<p>Students should demonstrate their knowledge and understanding of a performer's vocal and physical skills, as appropriate to Titania within this extract, in order to communicate her motivation.</p> <p>They should refer to a range of vocal and physical skills in support of their stated motivation, and should link these to their intentions to realise the role in performance.</p>	15															
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate motivation might be:

- to seduce Bottom
- to flatter Bottom
- to declare her love for Bottom
- to keep Bottom within the wood/her bower
- to demonstrate her power over her fairies
- to encourage Bottom to keep singing to her.

Examiners should expect that Titania might be performed vocally as:

- dazed
- flirtatious
- charming
- commanding
- giddy
- lovestruck.

Examiners should expect that Titania might be performed physically as:

- ethereal
- tactile
- nimble
- grounded
- fast.

Students answer either Question 10.4 or Question 10.5.

**Question 10.4: As an actor, describe the mood you would like to create in this extract and explain how you would perform the role of Bottom in order to achieve this mood.**

**(In your answer you could refer to stage positioning, interaction and/or acting skills.)**

10	4	<p>Students should demonstrate their knowledge and understanding of how mood is created as appropriate to the actor playing Bottom within this extract.</p> <p>They should refer to a range of acting skills which might include stage positioning and interaction and should link these to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of how to perform the role of Bottom in order to achieve this mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Bottom within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Bottom within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b>, referring to a full range of acting skills that are appropriate to perform Bottom within this extract.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b>, referring to a good range of acting skills that are appropriate to perform Bottom within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### **Indicative content**

An appropriate mood might be:

- tense
- uneasy
- romantic
- confusion
- bewilderment.

In addition to acting skills, students may refer to any of the following to depict interaction and stage positioning of their character:

- to be positioned at different levels
- to be positioned close to other actors
- to be positioned with distance from other actors
- to vary their stage positioning throughout the extract
- to make contact with other actors
- to not make contact with other actors
- to use eye contact, gesture and facial expression.

**Question 10.5: As a designer, describe the mood you would like to create in this extract and explain how you would use your design skills to achieve this mood.  
(In your answer you could refer to costume, lighting, sound and/or set design.)**

10	5	<p>Students should demonstrate their knowledge and understanding of how a designer might use their designs to create mood as appropriate to this extract.</p> <p>They should refer to a range of design skills which might include costume, lighting, sound and set design or a range of design skills within one design area. They should link these design skills to their intentions to realise their choice of mood in performance.</p> <p>A total of 6 marks are available for description of mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.</td> </tr> </tbody> </table> <p>To achieve six marks, the detailed description of mood should be shown to be appropriate by referring to the significance of the extract in the play as a whole.</p> <p>A total of 15 marks are available for an explanation of design skills used to achieve the mood.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">13–15</td> <td>The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10–12</td> <td>A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Explanation	3	5–6	A <b>detailed</b> description of mood is provided, <b>fully appropriate</b> to the extract and showing <b>sound understanding</b> of how the extract relates to the play as a whole.	2	3–4	An <b>adequate</b> description of mood is provided that is <b>appropriate</b> to the extract.	1	1–2	A <b>partial</b> description of mood is provided that bears <b>limited relevance</b> to the extract.	Level	Marks	Explanation	5	13–15	The explanation is well-reasoned and fully supported with relevant detail. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>sound knowledge</b> referring to a full range of design skills that are appropriate to achieve the stated mood.</li> <li>• <b>a sound understanding</b> of how these skills communicate the stated mood.</li> </ul>	4	10–12	A detailed and logical explanation is provided. The answer will be characterised by: <ul style="list-style-type: none"> <li>• <b>secure knowledge</b> referring to a good range of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• <b>a secure understanding</b> of how these skills communicate the stated mood.</li> </ul>	21
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3	7–9	<p>A mostly organised explanation with some clear thinking and some detail is provided.</p> <p>The answer will be characterised by:</p> <ul style="list-style-type: none"> <li>• <b>adequate knowledge</b> referring to some of design skills that are appropriate to achieve the stated mood within this extract.</li> <li>• a reasonable understanding of how these skills communicate the stated mood.</li> </ul>
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A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

Examiners should credit a range of responses appropriate for this extract.

#### Indicative content

An appropriate mood might be:

- tense
- uneasy
- romantic
- confusion
- bewilderment.

Examiners should expect designers to achieve their chosen mood by using:

- costume design techniques, use of fabrics, colour, style, period
- lighting techniques; colours, washes, specials, gobos
- sound techniques; live sound, recorded sound, amplification, silence
- set design techniques; use of space, use of props
- a combination of design ideas.

**Section C: Live Theatre Production**

Answer **one** question.

Answer both parts of your chosen question.

State the title of the live theatre production you saw.

Answer your question with reference to this production.

**Question 11**

**Analyse how performers or designers communicated the style of the play within a particular scene or section of the performance. Evaluate how effective this was.**

11.1	<p>This question assesses:</p> <ul style="list-style-type: none"> <li>• AO3: Demonstrate how knowledge and understanding of how drama and theatre is developed and performed (10 marks)</li> <li>• AO4 : Analyse and evaluate their own work and the work of others (20 marks)</li> </ul> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• identify the play / production</li> <li>• identify a scene or section within the play / production</li> <li>• identify the style of the play</li> <li>• provide examples of acting <b>or</b> design skills to demonstrate their knowledge and understanding of the play and of how meaning is interpreted and communicated within theatre performance <b>(AO3)</b></li> <li>• provide examples of acting <b>or</b> design skills to demonstrate their analysis and evaluation of how effectively performers <b>or</b> designers have communicated the style of the play <b>(AO4)</b>.</li> </ul> <p>Mark bands for part one of the question:</p> <p><b>Analyse how performers or designers communicated the style of the play within a particular scene or section of the performance</b></p> <p>A total of <b>20 marks</b> may be awarded. 10 marks for AO3 and 10 marks for AO4.</p>		20	
	Level	Marks	AO3	AO4
	5	9–10	<p>Responses at this level are entirely relevant and consistently considered.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b>, referring to a full range of acting and/or design skills that have been used to convey the style of the play/production.</li> <li>• There will be a <b>sound understanding</b> of how these skills have been used to communicate the style of the play/production.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how the style of the play has been communicated.</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of acting <b>or</b> design skills in <b>purposeful</b> detail.</li> </ul>

4	7–8	Responses at this level are mostly relevant and mostly considered	<ul style="list-style-type: none"> <li>Students will demonstrate <b>secure knowledge</b>, referring to a good range of acting and/or design skills that have been used to convey the style of the play/production.</li> <li>There will be a <b>secure understanding</b> of how these skills have been used to communicate the style of the play/production.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give a <b>mostly relevant</b> analysis of how the style of the play has been communicated.</li> <li>In support of their analysis they will refer to a <b>good range</b> of acting or design skills in <b>useful</b> detail.</li> </ul>	
		3	5–6	Responses at this level have much relevance and have been much considered.	<ul style="list-style-type: none"> <li>Students will demonstrate <b>adequate knowledge</b>, referring to some acting and/or design skills that have been used to convey the style of the play/production.</li> <li>There will be a <b>reasonable understanding</b> of how these skills have been used to communicate the style of the play/production.</li> </ul>
	2	3–4	Responses at this level will be a little relevant and a little considered.	<ul style="list-style-type: none"> <li>Students will demonstrate <b>basic knowledge</b> referring to a limited range of acting and/or design skill that have been used to convey the style of the play/production.</li> <li>There will be a <b>simple understanding</b> of how these skills have been used to communicate the style of the play/production.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give a <b>little relevant</b> analysis of how the style of the play has been communicated.</li> <li>In support of their analysis they may refer to a <b>limited range</b> of acting or design skills.</li> </ul>
	1	1–2	Responses at this level will lack relevance and consideration.	<ul style="list-style-type: none"> <li>Students will demonstrate <b>very little or no knowledge</b> of acting and/or design skills that have been used to convey the style of the play/production.</li> </ul>	<ul style="list-style-type: none"> <li>Students analysis of how the style of play was communicated will <b>lack relevance</b>.</li> <li>There will be a</li> </ul>



		<ul style="list-style-type: none"> <li>There will be a <b>very little or no understanding</b> of how these skills have been used to communicate the style of the play/production.</li> </ul>	<b>basic</b> reference to acting <b>or</b> design skills.
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/ nothing written.</p>			
<p>Mark Bands for part 2 of the question:</p>			
11.2	<b>Evaluate how effective this was.</b>		10
<p>This assesses AO4 only. A total of 10 marks may be awarded.</p>			
Level	Marks	Description	
5	9–10	<p>Responses at this level are entirely relevant and consistently considered.</p> <p>The student provides a <b>consistently considered</b> evaluation of how effectively performers or designers have communicated the style of the play.</p>	
4	7–8	<p>Responses at this level are mostly relevant and mostly considered.</p> <p>The student provides a <b>mostly considered</b> evaluation of how effectively performers or designers have communicated the style of the play.</p>	
3	5–6	<p>Responses at this level have much relevance and have been much considered.</p> <p>The student provides a <b>much considered</b> evaluation of how effectively performers or designers have communicated the style of the play.</p>	
2	3–4	<p>Responses at this level will be a little relevant and little considered.</p> <p>The student provides a <b>little considered</b> evaluation of how effectively performers or designers have communicated the style of the play.</p>	
1	1–2	<p>Responses at this level will lack relevance and consideration.</p> <p>The student's evaluation of how effectively performers or designers have communicated the style of the play <b>lacks consideration</b>.</p>	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p>			

**Indicative content**

Examiners should expect students who focus on **acting** to refer to some of the following:

- relationships between performers and audience
- stage directions and practical demands of the text
- creation of mood, atmosphere and style
- character motivation and interaction; delivery of lines, listening and response; playing of sub-text
- performers' vocal and physical interpretation of character
- patterns of stage movement, spatial relationships on stage
- physical qualities, age build height, facial features
- movement, posture, gesture, facial expression
- development of pace and rhythm and dramatic climax.

Examiners should expect students who focus on **design** to refer to some of the following:

- choice and use of performance space; actor, audience configuration
- stage directions and practical demands of the text
- creation of mood, atmosphere and style
- design fundamentals – scale, shape, colour, texture, communication of period
- design of set, costume, make-up, lighting, props and puppets
- use of scenic devices – revolves, trucks, projection
- use of lighting – direction, colour, intensity, special effects
- use of sound – direction, amplification, music and/or sound effects, both live and recorded
- other technical elements – multi-media, pyrotechnics, smoke machines; flying.

Credit will be given to any sketches or diagrams that are clearly labelled and support the written communication.

**Question 12**

**Analyse how one or more actor(s) in a particular scene or section used their vocal and physical acting skills to communicate their character(s). Evaluate how effective this was.**

12.1	<p>This question assesses:</p> <ul style="list-style-type: none"> <li>• AO3 Demonstrate how knowledge and understanding of how drama and theatre is developed and performed (10 marks)</li> <li>• AO4 Analyse and evaluate their own work and the work of others (20 marks)</li> </ul> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• identify the play / production</li> <li>• identify a scene or section within the play / production</li> <li>• identify the character/s and possibly the actor/s</li> <li>• provide examples of vocal and physical acting skills to demonstrate their knowledge and understanding of the play, the character/s within the play and of how meaning is interpreted and communicated within theatre performance <b>(AO3)</b></li> <li>• provide examples of vocal and physical acting skills to demonstrate their analysis and evaluation of how effectively actors have communicated their character <b>(AO4)</b>.</li> </ul> <p>Mark Bands for part one of the question:</p> <p><b>Analyse how one or more actor(s) in a particular scene or section used their vocal and physical acting skills to communicate their character(s).</b></p> <p>A total of <b>20 marks</b> may be awarded. 10 marks for AO3 and 10 marks for AO4.</p>		20															
	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks Per AO</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td rowspan="2">5</td> <td rowspan="2">9–10</td> <td>Responses at this level are entirely relevant and consistently considered</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b> referring to a full range of vocal <b>and</b> physical skills used by the actors.</li> <li>• There will be a <b>sound understanding</b> of how these skills were used to communicate character.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how the actor(s) have used their vocal and physical skills to communicate their character(s).</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of acting skills in <b>purposeful</b> detail.</li> </ul> </td> </tr> <tr> <td rowspan="2">4</td> <td rowspan="2">7–8</td> <td>Responses at this level are mostly relevant and mostly considered</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>secure knowledge</b> referring</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Students will give a <b>mostly relevant</b></li> </ul> </td> </tr> </tbody> </table>	Level	Marks Per AO	AO3	AO4	5	9–10	Responses at this level are entirely relevant and consistently considered		<ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b> referring to a full range of vocal <b>and</b> physical skills used by the actors.</li> <li>• There will be a <b>sound understanding</b> of how these skills were used to communicate character.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how the actor(s) have used their vocal and physical skills to communicate their character(s).</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of acting skills in <b>purposeful</b> detail.</li> </ul>	4	7–8	Responses at this level are mostly relevant and mostly considered		<ul style="list-style-type: none"> <li>• Students will demonstrate <b>secure knowledge</b> referring</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give a <b>mostly relevant</b></li> </ul>	
Level	Marks Per AO	AO3	AO4															
5	9–10	Responses at this level are entirely relevant and consistently considered																
		<ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b> referring to a full range of vocal <b>and</b> physical skills used by the actors.</li> <li>• There will be a <b>sound understanding</b> of how these skills were used to communicate character.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how the actor(s) have used their vocal and physical skills to communicate their character(s).</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of acting skills in <b>purposeful</b> detail.</li> </ul>															
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		<p>to a good range of vocal <b>and</b> physical skills used by the actors.</p> <ul style="list-style-type: none"> <li>There will be a <b>secure understanding</b> of how these skills were used to communicate character.</li> </ul>	<p>analysis of how the actor(s) have used their vocal and physical skills to communicate their character(s).</p> <ul style="list-style-type: none"> <li>In support of their analysis they will refer to a <b>good range</b> of acting skills in <b>useful</b> detail.</li> </ul>
3	5–6	Responses at this level have much relevance and have been much considered.	
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>adequate knowledge</b> referring to some of the vocal <b>and</b> physical skills used by the actors.</li> <li>There will be <b>reasonable understanding</b> of how these skills were used to communicate character.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give a <b>much relevant</b> analysis of how the actor(s) have used their vocal and physical skills to communicate their character(s).</li> <li>In support of their analysis they will refer to a <b>range</b> of acting skills in <b>some</b> detail.</li> </ul>
2	3–4	Responses at this level will be a little relevant and little considered.	
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>basic knowledge</b> by referring to a limited range of the vocal <b>and/or</b> physical skills used by the actors.</li> <li>There will be a <b>simple understanding</b> of how these skills were used to communicate character.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give a <b>little relevant</b> analysis of how the actor(s) have used their vocal and physical skills to communicate their character(s).</li> <li>In support of their analysis they may refer to a <b>limited range</b> of acting skills.</li> </ul>
1	1–2	Responses at this level will lack relevance and consideration.	
		<ul style="list-style-type: none"> <li>The response may be brief and/or confused with little or no detail or clarity of thought.</li> <li>Students will demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>Students' analysis of how the actor(s) have used their vocal and physical skills to</li> </ul>

		<p><b>very little or no knowledge</b> of the vocal <b>and/or</b> physical skills that were used by the actors.</p> <ul style="list-style-type: none"> <li>There will be <b>very little or no understanding</b> of how these skills were used to communicate character.</li> </ul>	<p>communicate their character(s) will <b>lack relevance</b>.</p> <ul style="list-style-type: none"> <li>There will be a <b>basic</b> reference to acting skills.</li> </ul>	
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p>				
<p>Mark Bands for part two of the question:</p>				
12.2	<p><b>Evaluate how effective this was.</b></p>			10
<p>This assesses AO4 only. A total of 10 marks may be awarded</p>				
Level	Marks	Description		
5	9–10	<p>Responses at this level are entirely relevant and consistently considered</p> <p>The student provides a <b>consistently considered</b> evaluation of how effectively one or more actor(s) have used their vocal and physical acting skills to communicate their character(s).</p>		
4	7–8	<p>Responses at this level are mostly relevant and mostly considered</p> <p>The student provides a <b>mostly considered</b> evaluation of how effectively one or more actor(s) have used their vocal and physical acting skills to communicate their character(s).</p>		
3	5–6	<p>Responses at this level have much relevance and have been much considered. The student provides a <b>much considered</b> evaluation of how effectively one or more actor(s) have used their vocal and physical acting skills to communicate their character(s).</p>		
2	3–4	<p>Responses at this level will be a little relevant and little considered. The student provides a <b>little considered</b> evaluation of how effectively one or more actor(s) have used their vocal and physical acting skills to communicate their character(s).</p>		
1	1–2	<p>Responses at this level will lack relevance and consideration. The student's evaluation of how effectively one or more actor(s) have used their vocal and physical acting skills to communicate their character(s) <b>lacks consideration</b>.</p>		
<p>A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.</p>				

	<p><b>Indicative content</b></p> <p>Examiners should expect students to refer to some of the following:</p> <ul style="list-style-type: none"><li>• relationships between performers and audience</li><li>• stage directions and practical demands of the text</li><li>• creation of mood, atmosphere and style</li><li>• character motivation and interaction; delivery of lines; listening and response; playing of sub-text</li><li>• performers' vocal and physical interpretation of character</li><li>• patterns of stage movement; spatial relationships on stage</li><li>• physical qualities, age, build, height, facial features</li><li>• movement, posture, gesture, facial expression</li><li>• development of pace and rhythm and dramatic climax.</li></ul>	
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**Question 13**

**Analyse how costume and/or set were designed to enhance a particular scene/section of the performance. Evaluate how effective this was.**

13.1	<p>This question assesses :</p> <ul style="list-style-type: none"> <li>• AO3 Demonstrate how knowledge and understanding of how drama and theatre is developed and performed (10 marks)</li> <li>• AO4 Analyse and evaluate their own work and the work of others ( 20 marks)</li> </ul> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• identify the play/production</li> <li>• identify a scene or section within the play/production</li> <li>• identify aspects of costume and/or set</li> <li>• provide examples of costume and/or set to demonstrate their knowledge and understanding of the play and of how meaning is interpreted and communicated within theatre performance <b>(AO3)</b></li> <li>• provide examples of costume and/or set to demonstrate their analysis and evaluation of how effectively costume and/or set design has enhanced the performance <b>(AO4)</b>.</li> </ul> <p>Mark Bands for part one of the question:</p> <p><b>Analyse how costume and/or set were designed to enhance a particular scene/section of the performance.</b></p> <p>A total of <b>20 marks</b> may be awarded. 10 marks for AO3 and 10 marks for AO4.</p>	20								
	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>9–10</td> <td> <p>Responses at this level are entirely relevant and consistently considered</p> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b> of the play/production and of costumes or set design used.</li> <li>• There will be a <b>sound understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of design skills in <b>purposeful</b> detail.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	AO3	AO4	5	9–10	<p>Responses at this level are entirely relevant and consistently considered</p> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b> of the play/production and of costumes or set design used.</li> <li>• There will be a <b>sound understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of design skills in <b>purposeful</b> detail.</li> </ul>	
Level	Marks	AO3	AO4							
5	9–10	<p>Responses at this level are entirely relevant and consistently considered</p> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>sound knowledge</b> of the play/production and of costumes or set design used.</li> <li>• There will be a <b>sound understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give an <b>entirely relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>• In support of their analysis they will refer to a <b>wide range</b> of design skills in <b>purposeful</b> detail.</li> </ul>							

4	7–8	Responses at this level are mostly relevant and mostly considered.	
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>secure knowledge</b> of the play/production and of costumes or set design used.</li> <li>There will be a <b>secure understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give a <b>mostly relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>In support of their analysis they will refer to a <b>good range</b> of design skills in <b>useful</b> detail.</li> </ul>
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>adequate knowledge</b> of the play/production and of costumes or set design used.</li> <li>There will be <b>reasonable understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give <b>much relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>In support of their analysis they will refer to a <b>range</b> of design skills in <b>some</b> detail</li> </ul>
3	5–6	Responses at this level have much relevance and have been much considered.	
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>adequate knowledge</b> of the play/production and of costumes or set design used.</li> <li>There will be <b>reasonable understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give <b>much relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>In support of their analysis they will refer to a <b>range</b> of design skills in <b>some</b> detail</li> </ul>
2	3–4	Responses at this level will be a little relevant and little considered.	
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>basic knowledge</b> of the play/production and or costumes or set design used.</li> <li>There will be a <b>simple understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give a <b>little relevant</b> analysis of how costume and/or set design has been used to enhance a scene/section of the performance.</li> <li>In support of their analysis they may refer to a <b>limited range</b> of design skills.</li> </ul>



1	1–2	Responses at this level will lack relevance and consideration.	
		<ul style="list-style-type: none"> <li>Students will demonstrate <b>very little or no knowledge</b> of the play/production or costume or set design used.</li> <li>There will be <b>very little or no understanding</b> of how costume and/or set design were used to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students' analysis of how costume and/or set design has been used to enhance a scene/section of the performance will <b>lack relevance</b>.</li> <li>In support of their analysis there will be a <b>basic</b> reference to design skills.</li> </ul>
A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.			
Mark Bands for part two of the question:			
13.2	<b>Evaluate how effective this was.</b>		10
This assesses AO4 only. A total of <b>10 marks</b> may be awarded.			
Level	Marks	Description	
5	9–10	Responses at this level are entirely relevant and consistently considered. The student provides a <b>consistently considered</b> evaluation of how effectively costume and/or set were designed to enhance a particular scene or section of the performance.	
4	7–8	Responses at this level are mostly relevant and mostly considered. The student provides a <b>mostly considered</b> evaluation of how effectively costume and/or set were designed to enhance a particular scene or section of the performance.	
3	5–6	Responses at this level have much relevance and have been much considered. The student provides a <b>much considered</b> evaluation of how effectively costume and/or set were designed to enhance a particular scene or section of the performance.	
2	3–4	Responses at this level will be a little relevant and little considered. The student provides a <b>little considered</b> evaluation of how effectively costume and/or set were designed to enhance a particular scene or section of the performance.	
1	1–2	Responses at this level will lack relevance and consideration. The student's evaluation of how effectively costume and/or set were designed to enhance a particular scene or section of the performance <b>lacks consideration</b> .	

A score of 0 (zero marks) is awarded if there is nothing worthy of credit/nothing written.

**Indicative content**

Examiners should expect students to refer to some of the following:

**Costume:**

- design fundamentals – scale, shape, colour, texture, communication of period
- creation of mood, atmosphere and style
- use of fabrics
- accessories
- hair style, make-up, use of masks
- suitability
- interaction with other performance and design elements.

**Set**

- design fundamentals – scale, shape, colour, texture, communication of period
- creation of mood, atmosphere and style
- use of scenic devices – revolves, trucks, projection
- other technical elements – multi-media, pyrotechnics, smoke machines; flying
- scale
- suitability
- interaction with other performance and design elements

Credit will be given to any sketches or diagrams that are clearly labelled and support the written communication.

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