



Rewarding Learning

**General Certificate of Secondary Education
2015**

Drama

Written Paper

[G9251]

TUESDAY 19 MAY, MORNING

**MARK
SCHEME**

Levels of Response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited.

Level 2: Quality of written communication is adequate.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

Level 1 (Limited): The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Adequate): The candidate uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 (Good): The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 4 (High Standard): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

Play 1

Shakespeare: Romeo and Juliet

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Upper class male gentleman, medieval period, Verona, Italy
- Richly ornamented full length tunic (suitable for daughter's wedding although in mourning) – velvet and silk materials in deep colours of red, blue or green
- White shirt underneath tunic with full sleeves and collar – perhaps wearing a black band on his sleeve
- Pale-coloured stockings and ornamented shoes or boots of leather
- Headdress of period such as full cap or hat with feather or jewels
- Materials reflecting status of a lord
- Accessories may include leather gloves, chain, ring
- Appropriate quotation for the context of Act 4 Scene 5.

Other appropriate and justified ideas should be credited. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to some of the following:

- Different aspects of the character of **Nurse** such as:
 - Her first entrance reflecting her close and caring relationship with Juliet
 - Her response to Juliet on her first meeting with Romeo
 - Her relationship with Romeo and her role acting as go-between
 - Her delivery of lines in relation to her changing feelings towards Juliet after the death of Tybalt
 - Her reaction to Lord Capulet on how he treats his daughter
 - Her intense feelings on finding Juliet dead
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified responses should be credited. [40]

Section B – Scripted Performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

80

Play 2

Shaw: Pygmalion

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Middle-aged, middle-class woman in London 1916
- Dressed for afternoon tea at Mrs. Higgins's at-home day
- Quality, expensive full-length Edwardian dress with full sleeves and collar and matching large, decorated hat and hair carefully pinned up on her head
- Demure colours for the afternoon reflecting her age and status and rich materials of perhaps silk and satin
- Pale stockings and leather court shoes to match outfit
- Accessories might include gloves, parasol, brooch, rings and watch
- Appropriate quotation for the context of Act 3.

Other appropriate and justified ideas should be credited. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to some of the following:

- Different aspects of the character of **Liza** such as:
 - Her accent/voice, movements, gestures and facial expressions as a flower girl and the gradual change to being a respectable lady
 - Her response to Mrs Pearse's demands
 - Her relationship with both Higgins and Pickering
 - Her relationship with her father, Doolittle
 - Her first social engagement at Mrs. Higgins' house
 - Her reaction to the conclusion of Henry's 'experiment' and bet
 - Her contribution to the humour and sympathy in the play
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified responses should be credited. [40]

Section B – Scripted performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

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Play 3

O'Casey: Juno and the Paycock

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Working-class, inner-city Dublin male in his mid-twenties, 1922
- Well set with clean, tidy clothing, well-worn but of reasonable quality and he has come into the Boyle's house from outside
- Dark-coloured heavy trousers with leather belt
- White, collarless shirt with perhaps a muffler around his neck and tucked into the shirt.
- Dark-coloured woollen or tweed jacket and cap
- Black leather and laced shoes or short boot
- Appropriate quotation for context of Act 3.

Other appropriate and justified ideas should be credited. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character of **Mary** such as:
 - Her first appearance trying to make herself look pretty
 - Her relationship with the rest of her family
 - Her dismissive reaction to Jerry Devine and change of feeling when she meets him again towards the end of the play and her speaking of the verses which Jerry had originally spoken
 - Her flirtatious relationship with Bentham, her unease at the party and her worry when she has not heard from Bentham for some time
 - Her change of mood and feeling when she returns from the doctor with her mother with the news of her pregnancy
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified responses should be credited. [40]

Section B – Scripted Performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

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Play 4

Miller: *The Crucible*

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Religious, puritan, middle-aged male. Salem, Massachusetts, the fall, 1692
- Black, woollen greatcoat and tall black puritan hat as he has come to Salem jail and he is gaunt and frightened
- Black frock coat underneath with brass buttons
- White cotton shirt with clerical jabot at the neck
- Black knee-length breeches and white stockings
- Black leather buckled shoe with low heel
- He might be a little dishevelled as he is quite distraught
- Appropriate quotation for context of beginning of Act Four.

Other appropriate ideas should be credited.

[16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character **Elizabeth** such as:
 - Her first appearance in Act Two
 - Her relationship with her husband John
 - Her reaction to her arrest at the end of Act Two, her appearance in court and her response to the questioning in Act Three and her final appearance with John in the jail in Act Four
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified responses should be credited.

[40]

Section B – Scripted Performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Justification for choices of rehearsal work
- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

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Play 5

Friel: Philadelphia, Here I Come!

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Male costume reflecting a “responsible, respectable citizen” aged in his sixties from Co. Donegal, Ireland in the 1960s
- Hat, dark suit, shirt, tie and apron
- Quality fabrics/materials. Neat and well presented in appearance
- Colours reflecting his sombre personality
- Appropriate quotation for the context of first appearance in Episode 1.

Other appropriate and justified ideas should be credited. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character of **Madge** such as:
 - How she feels about Gar leaving for Philadelphia
 - Her relationship with S.B.O'Donnell
 - Her role as the central figure of the household
 - Portrayal of character – focusing on voice and movement
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified ideas should be credited. [40]

Section B – Scripted Performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

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Play 6

Reid: *Tea In a China Cup*

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Female office official, appropriate choice of age in the 1980s
- Businesslike uniform possibly skirt, blouse, jacket and court shoes
- Appearance reflecting the character's officious nature and 'jobsworth' attitude
- Choice of colour of costume appropriate for the office worker's personality
- Appropriate quotation for the context at the opening of Act One.

Other appropriate and justified ideas should be credited. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character of **Grandmother** such as:
 - Her relationship with Beth, Sarah and Maisie in relevant periods of the play
 - Her upset at her son going to fight in the war and his death
 - Her contribution to the humour of the play
 - Her cultural background
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified ideas should be credited. [40]

Section B – Scripted Performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

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Play 7

Russell: Blood Brothers

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Middle class business man aged in his thirties in the late 1960s
- Suit trousers, shirt, tie, black socks and leather shoes
- Accessories such as watch and braces
- Expensive quality materials
- Colours to reflect his personality
- Appropriate quotation for the context of first appearance in Act One.

Other appropriate and justified ideas should be justified. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character of **Mickey** such as:
 - His relationship with Edward
 - His relationship with Linda
 - The portrayal of a young boy, a teenager or a depressed man
 - His working class background
 - His change in feeling towards Edward
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified ideas should be credited. [40]

Section B – Scripted Performance

AVAILABLE
MARKS

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

80

Play 8

Neville and Lingard: Across The Barricades

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Woman and mother preparing dinner for family in 1970s/80s
- Casual clothing skirt, blouse, cardigan, apron as she is making dinner
- Appropriate comfortable footwear possibly slippers
- Colours reflect her working class status and political persuasion
- Materials should reflect working class status
- Accessories and personal props may include reference to her setting table or cooking and “slaving over a hot stove.”
- Appropriate quotation for the context of Scene 2.

Other appropriate and justified ideas should be credited. [16]

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character of **Tommy** such as:
 - His relationship with his father and the strain it has on him
 - His cultural background including his refusal to join the Orange Lodge and march on the twelfth of July
 - His friendship with Kevin and Brede
 - His relationship with his sister Sadie
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified ideas should be credited. [40]

Section B – Scripted Performance

- 3 (a)** Candidates are expected to describe the influences on the style of their scripted performance.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional.

Other appropriate and justified ideas should be credited. [8]

- (b)** Candidates are expected to explain how they used movement to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character’s status and personality
- Specific details of how they used movement and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Movement linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

Total

**AVAILABLE
MARKS**

80

80

Costume	
Section A Question 1 16 marks	
[0]	Work not worthy of credit. The candidate's sketch and its labelling will be simplistic and will convey a limited sense of the status of the character and of the period in which the play's extract is set. There will be limited and straightforward reference to colour, shape and materials. No text reference included. Reasons given for choices will demonstrate limited knowledge and understanding of how costume can be used to contribute to the portrayal of character. The candidate will make only a limited attempt to present information in an appropriate form. Spelling, punctuation and grammar will have limited accuracy.
Band 1 [1]–[4]	The candidate's sketch and its labelling will convey some of the sense of the status of the character and of the period in which the play's extract is set. There will be some appropriate references to colour, shape and materials. Some text reference included which may not be appropriate. Reasons given for choices will demonstrate some knowledge and understanding of how costume can be used to contribute to the portrayal of character. The candidate will make only a reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar will have adequate accuracy.
Band 2 [5]–[8]	The candidate's sketch and its labelling will convey a clear sense of the status of the character and of the period in which the play's extract is set. There will be clear and appropriate references to colour, shape and materials. Appropriate text reference included with comment. Reasons given for choices will demonstrate a clear and full understanding of how costume can be used to contribute to the portrayal of character. The candidate will present relevant information in a form that is appropriate to the task. Spelling, punctuation and grammar will be mostly accurate.
Band 3 [9]–[12]	The candidate's sketch and its labelling will convey a highly developed sense of the status of the character and of the period in which the play's extract is set. There will be imaginative, perceptive and detailed references to colour, shape and materials which establish the character as an individual and which take into account the practical need of the actor in the extract. Appropriate text reference included with detailed comment. Reasons given for choices will demonstrate an imaginative and perceptive understanding of how costume can be used to contribute to the portrayal of character. The candidate will present highly relevant information in a form that is very appropriate to the task. Spelling, punctuation and grammar will have consistent accuracy.
Band 4 [13]–[16]	

Rehearsal Work (whole play)	
Section A Question 2 40 marks	
[0]	Work not worthy of credit.
Band 1 [1]–[10]	Candidates will demonstrate limited knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will reveal limited understanding of how they can be used to develop specific aspects of the character. Reference to text and justification for choices of rehearsal work will be sketchy. Limited attempt to present information in an appropriate form. Spelling, punctuation and grammar may lack sufficient accuracy to ensure that the meaning is clear. The structure and style of writing may not be appropriate to the task.
Band 2 [11]–[20]	Candidates will demonstrate some knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will demonstrate some understanding of how they can be used to develop specific aspects of the character. Reference to text and justification for choices will be generally appropriate. Reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar are sufficiently accurate to ensure that the meaning is clear. The structure and style of the writing are suitable to the task.
Band 3 [21]–[30]	Candidates will demonstrate clear and detailed knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will demonstrate clear and detailed understanding of how they can be used to develop specific aspects of the character. Reference to text and justification for choices of rehearsal work will be well-chosen and appropriate in support. Relevant information appropriate to the task. Spelling, punctuation and grammar make intended meaning clear. The structure and style of writing are well adapted to the task.
Band 4 [31]–[40]	Candidates will demonstrate comprehensive, detailed and perceptive knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will demonstrate a perceptive and creative understanding of how they can be used to develop specific aspects of the character. Reference to the text and justification for choices of rehearsal work will be well-chosen, detailed and clear. Highly relevant information appropriate to the task. Spelling, punctuation and grammar are of a sufficiently high standard to make meaning extremely clear. The structure and style of writing are highly suitable to the task.

Scripted Performance	
Section B Question 3(a) 8 marks	
[0]	Work not worthy of credit.
Band 1 [1]–[2]	Candidates will make limited reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will make only a limited attempt to present information in an appropriate form. Spelling, punctuation and grammar will have limited accuracy.
Band 2 [3]–[4]	Candidates will make some reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will make only a reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar will have adequate accuracy.
Band 3 [5]–[6]	Candidates will make clear reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will present relevant information in a form that is appropriate to the task. Spelling, punctuation and grammar will be mostly accurate.
Band 4 [7]–[8]	Candidates will make highly effective reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will present highly relevant information in a form that is very appropriate to the task. Spelling, punctuation and grammar will have consistent accuracy.

Scripted Performance	
Section B Question 3(b) 16 marks	
[0]	Work not worthy of credit.
Band 1 [1]–[4]	Candidates will make limited reference to the text and will demonstrate limited knowledge and understanding of the action of the play. They will demonstrate limited ability to explain how they used movement to portray their character in a way appropriate to the action, setting and period of the play. The candidate will make only a limited attempt to present information in an appropriate form. Spelling, punctuation and grammar will have limited accuracy.
Band 2 [5]–[8]	Candidates will make some reference to the text and will demonstrate some knowledge and understanding of the action of the play. They will demonstrate some ability to explain how they used movement to portray their character in a way appropriate to the action, setting and period of the play. The candidate will make only a reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar will have adequate accuracy.
Band 3 [9]–[12]	Candidates will make clear and detailed reference to the text and will demonstrate clear knowledge and understanding of the action of the play. They will demonstrate appropriate ability to explain how they used movement to portray their character in a way appropriate to the action, setting and period of the play. The candidate will present relevant information in a form that is appropriate to the task. Spelling, punctuation and grammar will be mostly accurate.
Band 4 [13]–[16]	Candidates will make highly effective and perceptive reference to the text and will demonstrate clear and detailed knowledge and understanding of the action of the play. They will demonstrate effective ability to explain how they used movement to portray their character in a way appropriate to the action, setting and period of the play. The candidate will present highly relevant information in a form that is very appropriate to the task. Spelling, punctuation and grammar will have consistent accuracy.