OCR
RECOGNISING ACHIEVEMENT

GCSE

Drama

General Certificate of Secondary Education **A583**

From Concept to Creation

Mark Scheme for June 2010

General Instructions on Marking Scripts

You should refer to the *Instructions for Examiners* documentation for detailed guidance.

If you are not sure how to apply the mark scheme to an answer, you should telephone your Team Leader.

Brief 1 and 2– Performer (deviser/text extract)

Performance (AO1 and AO2)		
	Descriptor	**Max Mark**
	• Uses voice and gesture to create a well-crafted characterisation that demands attention. The actor is working fully within the fiction for the audience. (AO2) • Interaction with other characters is highly effective and matches needs of the drama. (AO2) • Use of entrances and exits adds to communication and are part of the performance. (AO2) • The performance has strong command of the demands and implications of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting works on both the practical and artistic level, i.e. it would add to an audience's 'reading' of the drama. (AO1)	**52-60**
	• Uses voice and gesture to create a crafted and engaging performance and characterisation. There is a strong sense the actor is creating a fiction for the audience. (AO2) • Interaction with other characters is effective and matches the needs of the drama. (AO2) • Use of entrances and exits are effective and are integrated into the performance. (AO2) • The performance has command of the demands and implications of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting combines in a unified way to illustrate a clear understanding of how symbols add meaning to inform the audience. (AO1)	**45-51**
	• Uses voice and gesture to create a crafted and performance and characterisation. There is a clear sense the actor is creating a fiction for the audience. (AO2) • Interaction with other characters is strong and matches the needs of the drama. (AO2) • Use of entrances and exits are reasonably effective assist the connection of the audience with the performance. (AO2) • The performance has some command of the demands and implications of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting works well to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**38-44**

		Descriptor	Max Mark
		• Uses voice and gesture to create a fully controlled performance and appropriate characterisation. It is apparent the actor is in a fiction. (AO2) • Interaction with other characters is productive and is appropriate to the needs of the drama. (AO2) • Use of entrances and exits works to assist the connection of the audience with the performance. (AO2) • The performance works with the demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting works to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**31-37**
		• Uses voice and gesture to create a controlled performance and appropriate characterisation. It is apparent the actor is mostly in a fiction. (AO2) • Interaction with other characters is mostly productive and is appropriate to the needs of the drama. (AO2) • Use of entrances and exits partially work to assist the connection of the audience with the performance. (AO2) • The performance works with some of the demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting mostly works to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**24-30**
		• Uses voice and gesture to create a mostly controlled performance that is appropriate to context. (AO2) • Interaction with other characters takes place at a function level. (AO2) • Use of entrances and exits show some understanding of their relevance to the performance. (AO2) • The performance meets the basic demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: Some selection of any costume/properties/technical aspects and any setting occasionally works to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**17-23**
		• Use of voice and gesture is functional but generally appropriate to context. (AO2) • Some interaction with other characters takes place at points through the drama at a functional level. (AO2) • Use of entrances and exits show a degree of understanding of their relevance to the performance. (AO2) • The performance meets some of the demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: some selection of any costume/properties/technical aspects and any setting shows a degree of how symbols add meaning to inform the audience. (AO1)	**10-16**

	Descriptor	Max Mark
	• Use of voice and gesture is functional. (AO2) • Interaction with other characters is not developed and is minimal. (AO2) • Use of entrances and exits shows limited understanding of their relevance to the performance. (AO2) • The performance has elements of an identifiable performance style. (AO2) • Semiotics: a limited selection of costume/properties/technical aspects and any setting show very little idea of how symbols add meaning to inform the audiences. (AO1)	**0-9**

Working Record (AO1 and AO3)		
	Descriptor	**Max Mark**
Accomplished	• Description of character is very coherent with cogent analysis (ie knowing why choices are made are likely to impact on an audience) of character(s) being played. Understanding and use of the social, historical or cultural elements resonate strongly with the drama's context. (AO1) • Description shows candidate can identify the important essence of the genre of the text and performance style used. (AO1) • Evaluation - Directing, Acting, Design, context of text analysed with perception. It resonates with other observers/readers and has insight. (AO3) • The use of subject specific vocabulary is embedded thoroughly; text is legible with accurate spelling, punctuation and grammar. Meaning is communicated effectively. Information is well presented in a format that is fit for purpose. (AO3)	**17-20**
Skilful	• Description of character is in clear terms with analysis (ie knowing why choices are made are likely to impact on an audience) of character(s) being played. Makes pertinent comment/use of the social, historical or cultural elements of drama's context. (AO1) • Description shows candidate can identify with the key elements of genre and performance style used. (AO1) • Evaluation - Directing, Acting, Design, context of text analysed with a degree of perception. It resonates with other observers/readers. (AO3) • The use of subject specific vocabulary is clear; text is legible with mostly accurate spelling, punctuation and grammar. Meaning is communicated clearly. Information is presented in a format that is fit for purpose. (AO3)	**13-16**
Competent	• Description of character is in clear terms with clear awareness of relevance of social, historical or cultural elements of drama and character played. (AO1) • Description shows candidate can identify genre of drama and performance style used. (AO1) • Evaluation - Directing, Acting, Design, context of text analysed with clear understanding. (AO3) • The use of subject specific vocabulary is apparent; text is mostly legible with largely accurate spelling, punctuation and grammar. Meaning is mostly communicated clearly throughout the working record. Information is mostly presented in a format that is fit for purpose. (AO3)	**9-12**

		Descriptor	Max Mark
Basic	•	Description of character is in simple terms with some awareness of social, historical or cultural elements. (AO1)	
	•	Description shows candidate can identify aspects of genre and performance style used. (AO1)	
	•	Reflection draws on use of Areas of Study and relevant functions of Performer, Director, Designer. Evaluation is in form of what is good and bad. (AO3)	
	•	There is some attempt to use subject specific vocabulary; text is sometimes illegible with mistakes in spelling, punctuation and grammar. There is some communication of meaning in the working record. Some information is presented in a format that is fit for purpose. (AO3)	**5-8**
Limited	•	Description of character, plot, character function is in simple terms. (AO1)	
	•	Is aware and can describe in simple terms one or two attributes of genre of drama and performance style used. (AO1)	
	•	Reflection is at a simple level. (AO3)	
	•	There is little use of subject specific vocabulary; text is often illegible with many mistakes in spelling, punctuation and grammar which often impede communication of meaning. Information is only occasionally presented in a format that is fit for purpose. (AO3)	**0-4**

Brief 3 – Deviser

Presentation – The Script (AO1 and AO2)		
	Descriptor	**Max Mark**
	• Language/script works excellently with context, theme, characters and relationships. (AO2) • Has very strong potential to engage an audience. (AO2) • An excellent script effectively communicating through, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2)	**52-60**
	• Language/script works very well with context, theme, characters and relationships. (AO2) • Has strong potential to engage an audience. (AO2) • A very good coherent script communicating through, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**45-51**
	• Language/script works well with context, theme, characters and relationships. (AO2) • Has clear potential to engage an audience. (AO2) • A good coherent script communicating through, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**38-44**
	• Language/script works with context, theme, characters and relationships. (AO2) • Has some potential to engage an audience. (AO2) • A workable coherent script communicating through some good elements, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**31-37**
	• Language/script works with context, theme, characters and relationships. (AO2) • Audience can follow clear plot line/theme and clearly recognise character of protagonist (AO2) • A workable mostly coherent script communicating through some elements, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**24-30**
	• Most of the language/script works with context, theme, characters and relationships. (AO2) • Audience could follow clear plot line/theme and recognise character of protagonists. (AO2) • A mostly workable script communicating through some elements, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**17-23**

	• Some of the language/script works with context, theme, characters and relationships. (AO2) • Audience could follow most of the plot line and recognise character of protagonists. (AO2) • Some parts of the script workable communicating through some elements, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**10-16**
	• Some of the language matches the context created, some of lines could be included in a script. (AO2) • Audience could follow parts of the plot line/theme and recognise some character traits. (AO2) • Fragmentary segments have potential to be developed communicating through some elements, for example, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2).	**0-9**

Working Record – Context and Evaluation (AO1 and AO3)		
	Descriptor	**Max Mark**
Accomplished	- Excellent context, all four headings fully covered. (AO1) - Excellent evaluation. (AO3) - Ideas communicated effectively. Subject specific vocabulary fully and accurately used. Legible text with accurate spelling, punctuation and grammar. (AO1 and AO2)	**17-20**
Skilful	- A very good context, all four headings fully covered. (AO1) - A very good evaluation. (AO3) - Ideas communicated clearly. Subject specific vocabulary used throughout. Legible text with mostly accurate spelling, punctuation and grammar. (AO1 and AO2)	**13-16**
Competent	- A good context, all four headings adequately covered. (AO1) - A good evaluation. (AO3) - Ideas mostly communicated clearly. Subject specific vocabulary used in most cases. Mostly legible text with mostly accurate spelling, punctuation and grammar. (AO1 and AO2)	**9-12**
Basic	- A relevant context with at least two headings adequately covered. (AO1) - An evaluation containing some relevant factors. (AO3) - Some of the ideas are communicated clearly. Some subject specific vocabulary. Text is mostly legible with some mistakes in spelling, punctuation and grammar. (AO1 and AO2)	**5-8**
Limited	- Some relevant context with at least one of the headings adequately covered. (AO1) - An evaluation with one or two relevant factors. (AO3) - Ideas are presented with little coherence. Little use of subject specific vocabulary, text hard to decipher, many mistakes in spelling, punctuation and grammar. (AO1 and AO2)	**0-4**

Brief 4 – Designer

Presentation - Designs Created (AO1 and AO2)	Max Mark
Descriptor	
- Design ideas for all three areas strongly match the design concept for the text and would help the audience's engagement and understanding. (AO1 and AO2) - Ideas and solutions are very practical, detailed and show clarity of intent. (AO1 and AO2) - Excellently presented, communicating through standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	52-60
- Design ideas for all three areas work very well with the design concept for the text and would help the audience engage with a performance. (AO1 and AO2) - Ideas and solutions are very practical, detailed with some clarity of intent. (AO1 and AO2) - Very good presentation, communicating by using standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	45-51
- Design ideas for all three areas work well with the design concept for the text and would add to the audience's understanding of a performance (AO1 and AO2) - Ideas and solutions are practical, have detail and some clarity of intent. (AO1 and AO2) - Good presentation, communicating by using standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	38-44
- Design ideas for at least two areas work well with the design concept for the text and would add to the audience's understanding of a performance (AO1 and AO2) - Ideas and solutions are mostly practical and some intent can be identified.(AO1 and AO2) - Well presented, communicating by using standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	31-37
- Design ideas for at least two areas work with the design concept for the text and would add to the audience's understanding of a performance (AO1 and AO2) - Ideas and solutions have the potential to be practically implemented (AO1 and AO2) - Mostly well presented, communicating by using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	24-30
- Design ideas for at least one area work with the design concept for the text and designs could add to the audience's understanding of a performance with some further development (AO1 and AO2) - Ideas and solutions mostly have the potential to be practically implemented (AO1 and AO2) - Adequately presented, communicating by using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	17-23
- Design ideas are potentially workable, little matching to the design concept, much more clarity needed before designs could add to the audience's understanding of a performance (AO1 and AO2) - Ideas and solutions mostly have some potential to be practically implemented (AO1 and AO2) - Some of the designs presented, communicating by using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	10-16
- Partial design ideas could be workable, no real matching to the design concept (AO1 and AO2) - Fragments of the ideas have some potential to be practically implemented (AO1 and AO2) - Few if any of the designs presented, using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	0-9

Working Record - Design Concept and Evaluation (AO1 and AO3)		Max Mark
	Descriptor	**Max Mark**
Accomplished	▪ Excellent design concept, all four headings well covered (AO1) ▪ Excellent evaluation with reflection very strongly evident (AO3) ▪ Subject specific vocabulary is used effectively; legible text with accurate spelling, punctuation and grammar (AO1)	17 -20
Skilful	▪ A very good design concept, all four headings well covered (AO1) ▪ A very good evaluation with reflection strongly evident (AO3) ▪ Subject specific vocabulary is well used; legible text with mostly accurate spelling, punctuation and grammar (AO1)	13-16
Competent	▪ A good design concept, with at least three headings adequately covered (AO1) ▪ A good evaluation with reflection clear in the work (AO3) ▪ Subject specific vocabulary is used; legible text with mostly accurate spelling, punctuation and grammar (AO1)	9-12
Basic	▪ A mostly workable design concept, with at least two headings covered (AO1) ▪ Evaluation has some valid reflection identifying possible improvements (AO3) ▪ Some subject specific vocabulary is used; text sometimes illegible with mistakes in spelling, punctuation and grammar (AO1)	5-8
Limited	▪ Some elements of design concept are workable. At least one area has some coverage (AO1) ▪ Evaluation is at a very simple level, some identification of what they thought worked and what didn't (AO3) ▪ Little to no use of subject specific vocabulary; text often illegible with mistakes in spelling, punctuation and grammar impeding communication of ideas (AO1)	0-4