



# **GCSE MARKING SCHEME**

**DRAMA**

**SUMMER 2012**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE DRAMA. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## **DRAMA UNIT 3**

### **MARK SCHEME**

#### **GENERAL MARKING GUIDANCE**

##### **Positive Marking**

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good candidate to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme, nor should marks be added as a consolation where they are not merited.

##### **Unexpected but acceptable answers**

The mark scheme gives an indication of the likely responses of candidates but examiners must be prepared to award marks appropriately for answer which are unexpected but are nevertheless worthy of credit. If an examiner is unsure about the validity of such a response they should seek advice from the chief examiner.

##### **Quality of Written Communication**

Candidates will be assessed on their Quality of Written communication in questions (iii), (iv) and 6.

## SECTION A

### 1. **Crash**

- (i) His movement should contrast with Rhys. He would be watching Rhys intently. Perhaps he could be holding a bottle. He is positioned away from the other two.

*Award 1 mark for a movement and 1 mark for a facial expression and 1 for each reason to a maximum of 4 marks* [4]

- (ii) *One mark for each valid point on period, garments and colour. (max 3 marks)*

*Award 3 marks for correct identification of how costume choice, hair and make-up would emphasise elements of the character. (max 3 marks)*

Period 1990/2000s. Present day and contemporary are also acceptable periods.

Some candidates might put Wes in fancy dress but the script states that he is in his own clothes. Award marks appropriate to his clothes. Ideas would include the fact that he is not conforming to the party dress code but also that he is homeless, sleeping all over the place.

Make-up could indicate that he is pale, tired looking to reflect his background. Hair slightly unkempt although he might make an effort for the party.

- (iii) **Indicative Content**

#### **Motivation**

Els is drunk and wants to have a good time, she teases Rhys although she does become defensive when he asks her about Wes. Her teasing mood continues when she goes over to Wes as she wants the evening to continue with him. She gets annoyed with him but when he tells her he doesn't want to go out with her any more, she gets upset. By the end of the section she is scared.

#### **Voice**

- ◆ Drunk.
- ◆ Teasing.
- ◆ Defensive.
- ◆ Candidates may pick up on the shouting because of the music.
- ◆ Initially persuasive with Wes but then she tries a different tack and begins to tease him.
- ◆ Although she is annoyed he wants to stay. This quickly turns to upset and frightened.

**Movement / gesture**

- ◆ She might be dancing on her own at the beginning of the scene.
- ◆ She would stop and stand close to Rhys perhaps swaying slightly.
- ◆ When she goes over to Wes she would grab him. Perhaps her movement would be flirtatious.
- ◆ She would constantly try to touch Wes but he keeps rebuffing her
- ◆ When he goes to hit her she would move away quickly perhaps raising her arms to protect herself.
- ◆ Also she would be in close proximity to both Rhys and Wes. Some candidates might pick up on the interaction with the audience, e.g. waving to suggest other people at the disco.

**Interaction**

Her interaction with Rhys is as a friend. She enjoys being with him and is amused at his being at the party and ultimately wants to protect him. She is flirtatious and wants to have a good time with Wes who is obviously her boyfriend. However, by the end of the scene he has succeeded in reducing her status and totally changing the mood.

## **LEVELS OF RESPONSE**

### **9 - 10**

An excellent grasp of character motivation and of the subtleties of relationships between characters. Detailed analysis of the character in relation to the specified scene. Views will be well expressed with excellent referencing to the scene. Coverage of all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **7 - 8**

A good understanding of character motivation and of some of the subtleties in the relationships between the characters. Quite detailed analysis of the character in relation to the specified scene. Views will be clearly expressed with some detailed referencing to the scene. There will be coverage of all aspects of the Indicative Content. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **5 - 6**

A sound understanding of character motivation and of the relationships between characters. Sound analysis of the character in relation to the specified scene. Views will be expressed with reference to the scene. There will be coverage of most of the aspects outlined in the Indicative Content. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **3 - 4**

Some understanding of character motivation and of the relationship between characters displayed. Some analysis of the character in relation to the specified extract. There will be some references to the scene. There will be discussion of most of the Indicative Content but not developed in any length. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 2**

A rather superficial understanding of character motivation and of relationships between characters. There will be a descriptive approach, sometimes not focussing on the specific extract and with limited textual references. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

- (iv) (a) The ground plan will display clearly the shape of the chosen stage, the entrances and exits and the position of the audience in keeping with the production style. Candidates must state a recognised type of stage and the shape must reflect that.

Award 1 mark for correct stage name.

Award 1 mark for correct stage shape (shape and name must match).

Award 1 mark for correct entrances and exits.

Award 1 mark for correct audience position.

- (b) ***Indicative Content***

**Style of production**

The answer must reference the specified scene. The style of this play is TIE and candidates are expected to take this into account.

Candidates might opt for a minimalistic/symbolic set. Others may opt for an expressionistic style. The type of stage will depend on the style chosen and links should be established.

**Set**

The ideas here will reflect the style chosen.

The choice of set may be minimal but candidates will be awarded marks for considering different ways of using the set (e.g. the position of the DJ, use of chairs to isolate Wes at the beginning, projected images to reinforce the disco scene, etc.).

**Atmosphere**

The scene lends itself exceptionally well to the use of lighting and sound as it is in a disco. The more able candidates will choose specific lighting/music to highlight the changing mood of the scene.

## **LEVELS OF RESPONSE**

### **13 - 16**

An excellent grasp of atmosphere and colour and the subtleties present in the selected scene, covering all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10 - 12**

A good grasp of atmosphere and colour and of some the subtleties present in the selected scene, covering all aspects of the Indicative Content. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7 - 9**

A sound understanding of atmosphere and colour demonstrated in the selected scene, covering most of the aspects outlined in the Indicative Content. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **4 - 6**

Some understanding of atmosphere and colour demonstrated in the selected scene, covering most of the Indicative Content but not developed in any length. There will be some references to the scene. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 3**

A rather superficial understanding of atmosphere and colour demonstrated in the selected scene. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.



## 2. **Death of a Salesman**

- (i) Movement would show her annoyance at Ben. She is unimpressed and not taken in by the myth of the man. She should stand upright and even though she is carrying a wash basket she would seem dignified. Linda would stand quite close to Ben indicating that she considers herself an equal, unlike Willy who sees Ben as being superior to him. She would hold eye contact to try and make him feel guilty for having been away for all these years.

*Award 1 mark for a movement and 1 mark for a facial expression and 1 for each reason to a maximum of 4 marks. [4]*

- (ii) *One mark for each valid point on period, garments and colour. (max 3 marks)*

*Award 3 marks for correct identification of how costume choice, hair and make-up would emphasise elements of the character. (max 3 marks)*

Periods accepted: 1940s/1950s (accept 1920s/1930s for flashback).

Ideas would include white/cream suit, indicating a tropical feel as he has been in the jungle. He should look well dressed and prosperous. On his tie he might have a diamond stud indicating his connection to the diamond mines. He might be wearing a panama hat, skin would look tanned indicating a man who has travelled to exotic places. As it is a flashback, some candidates may link the white of the costume to represent a ghost. The whole thrust of the costume must indicate that he has prospered and done well in life, unlike Willy.

- (iii) **Indicative Content**

### **Motivation**

Willy is impatient to find out what has happened both to his father and to Ben. He is in awe of Ben and wants to impress him, primarily with Biff's ability to fight. He wants Ben to give him respect as he tells him about the way he is bringing them up. He also feels that Ben is living proof of his philosophy and is in a state of wonderment and excitement as he remembers the past and seeing his brother after many years.

### **Voice**

- ◆ Impatient initially and questioning, almost rushed as he has so many questions and he is desperate for the answers.
- ◆ Reminiscent tone as he tries to remember details from the past
- ◆ Pride as he speaks about Ben's boys/own achievements.
- ◆ Wonderment as he marvels at Ben's memory.
- ◆ Excitement at seeing his brother after so long and able to show off his achievements.

**Movement / gesture**

- ◆ His movement should be impatient, initially, as he pulls Ben away from Linda, perhaps holding on to his arm.
- ◆ He should stand close to Ben to show his excitement, perhaps turning away and staring as he remembers the past – quite still.
- ◆ Willy could grasp Linda's hand as Ben tells them what he has been doing and where he has been.
- ◆ He should become very animated when the boys appear and look proud, perhaps putting his arms around them indicating that they are his.
- ◆ When Ben says that he is going, he could reach out and hold his arm. Almost insisting that he tells them all about the family.
- ◆ He would stand proud as he tells about the way he is bringing the boys up.
- ◆ During the fighting he could mime punches and move on the spot almost like a coach training for a fight.

**Interaction**

Initially he is almost dismissive of Linda. He is obviously extremely proud of Ben and wants Ben to be proud of him. When the boys come in, his status is given a boost as he feels he has something to be proud of and this is clearly shown in his interaction with his sons, particularly. However, the key interaction in this scene is a younger brother looking up to the successful older brother.

## **LEVELS OF RESPONSE**

### **9 - 10**

An excellent grasp of character motivation and of the subtleties of relationships between characters. Detailed analysis of the character in relation to the specified scene. Views will be well expressed with excellent referencing to the scene. Coverage of all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **7 - 8**

A good understanding of character motivation and of some of the subtleties in the relationships between the characters. Quite detailed analysis of the character in relation to the specified scene. Views will be clearly expressed with some detailed referencing to the scene. There will be coverage of all aspects of the Indicative Content. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **5 - 6**

A sound understanding of character motivation and of the relationships between characters. Sound analysis of the character in relation to the specified scene. Views will be expressed with reference to the scene. There will be coverage of most of the aspects outlined in the Indicative Content. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **3 - 4**

Some understanding of character motivation and of the relationship between characters displayed. Some analysis of the character in relation to the specified extract. There will be some references to the scene. There will be discussion of most of the Indicative Content but not developed in any length. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 2**

A rather superficial understanding of character motivation and of relationships between characters. There will be a descriptive approach, sometimes not focussing on the specific extract and with limited textual references. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

- (iv) (a) The ground plan will display clearly the shape of the chosen stage, the entrances and exits and the position of the audience in keeping with the production style. Candidates must state a recognised type of stage and the shape must reflect that.

Award 1 mark for correct stage name.

Award 1 mark for correct stage shape (shape and name must match).

Award 1 mark for correct entrances and exits.

Award 1 mark for correct audience position.

- (b) ***Indicative Content***

**Style of production**

The answer must reference the specified scene. Candidates might opt for a minimalistic/symbolic set. Others may opt for an expressionistic style. The play also lends itself to elements of naturalism. The type of stage will depend on the style chosen and links should be established.

**Set**

The ideas here will reflect the style chosen. Candidates should pick up on the following points:

- The scene is set in the garden.
- The scene is a flashback.
- They might also pick up on the link into the scenes.
- The towering buildings picking up on the expressionistic style.
- The Loman house in the background.

**Atmosphere**

This is a bright, happy scene and one of promise and hope. The colours and lighting should reflect this. As it is a flashback, this would be reflected in how the lighting is used. Music is important and although played on the flute, it is bright, cheerful and hopeful.

## **LEVELS OF RESPONSE**

### **13 - 16**

An excellent grasp of atmosphere and colour and the subtleties present in the selected scene, covering all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10 - 12**

A good grasp of atmosphere and colour and of some the subtleties present in the selected scene, covering all aspects of the Indicative Content. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7 - 9**

A sound understanding of atmosphere and colour demonstrated in the selected scene, covering most of the aspects outlined in the Indicative Content. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **4 - 6**

Some understanding of atmosphere and colour demonstrated in the selected scene, covering most of the Indicative Content but not developed in any length. There will be some references to the scene. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 3**

A rather superficial understanding of atmosphere and colour demonstrated in the selected scene. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

### 3. **Dr. Korczak's Example**

- (i) Stephanie's movement should be animated and full of life as she is obviously very excited by what she is telling Adzio. She might be skipping, she might be using her arms to highlight some of the points in her story. She would have a happy expression on her face and she would be positioned close to Adzio.

*Award 1 mark for a movement and 1 mark for a facial expression and 1 for each reason to a maximum of 4 marks. [4]*

- (ii) *One mark for each valid point on period, garments and colour. (max 3 marks)*

*Award 3 marks for correct identification of how costume choice, hair and make-up would emphasise elements of the character. (max 3 marks)*

Period 1942 but accept 2<sup>nd</sup> World War or 1940s.

She would be wearing a dress, possibly with an apron. The outfit would look quite worn, possibly with patches. Suitable colours would be blacks, greys, browns, a washed out look. Stockings with holes, worn boots. Yellow Jude star.

Her hair might be covered with a headscarf or tied back. Make-up would indicate a pale complexion because of the poor living conditions and circumstances.

Some candidates might pick up on the idea of multi-role/TIE and put the actor wearing all black with the use of a jacket or hat to indicate character.

- (iii) **Indicative Content**

#### **Motivation**

Adzio is initially quite thoughtful but also defiant. He seems off-hand and not particularly impressed with Stephanie's tales of the country. He is defensive of his habit to steal and wants to tempt Stephanie with the apple. He begins to relax in the sunshine and shows a mixture of pride and sadness when he remembers his brother. He gets excited when the musician comes along and his motivation is to liven up the proceedings.

#### **Voice**

- ◆ Thoughtful as he weighs up the difference between town and country.
- ◆ Off-hand and defensive.
- ◆ A sneaky, playful tone as he pulls the apple out in order to tempt her.
- ◆ A lazy tone, perhaps a yawn as he sits in the sun.
- ◆ A sad tone mingled with a sense of pride as he remembers his brother.
- ◆ Laughing as he tells her his brother is in the country.
- ◆ Excited when the musician arrives.
- ◆ Shouts over to the musician with a playful admonition.

**Movement / gesture**

- ◆ Walking quite slowly, perhaps with his hands in his pockets.
- ◆ He should make faces to show his dislike of the country.
- ◆ He should pull the apple out of his pocket and hold it in front of Steph to tease and tempt her. He could be smirking. He could continue to tease her with the apple as she debates the rights and wrongs.
- ◆ When he sits he should stretch out, enjoying the sunshine and his memories.
- ◆ He would straighten up when the musician arrives and angle his body towards Steph as he tells her all about the musician's past.
- ◆ He would make eye contact with Tom, throwing him the apple.

**Interaction**

The friendship between Adzio and Steph is growing and although she disapproves of some of his activities, he feels he can trust her and tease her. He wants to please her and there is a sense that he wants to prolong the time they share together. The other interaction is with the musician. Adzio takes a pride in sharing this knowledge about the musician with Steph and almost enjoys the fact that it doesn't matter whether a person was once famous, everyone is now equal.

## **LEVELS OF RESPONSE**

### **9 - 10**

An excellent grasp of character motivation and of the subtleties of relationships between characters. Detailed analysis of the character in relation to the specified scene. Views will be well expressed with excellent referencing to the scene. Coverage of all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **7 - 8**

A good understanding of character motivation and of some of the subtleties in the relationships between the characters. Quite detailed analysis of the character in relation to the specified scene. Views will be clearly expressed with some detailed referencing to the scene. There will be coverage of all aspects of the Indicative Content. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **5 - 6**

A sound understanding of character motivation and of the relationships between characters. Sound analysis of the character in relation to the specified scene. Views will be expressed with reference to the scene. There will be coverage of most of the aspects outlined in the Indicative Content. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **3 - 4**

Some understanding of character motivation and of the relationship between characters displayed. Some analysis of the character in relation to the specified extract. There will be some references to the scene. There will be discussion of most of the Indicative Content but not developed in any length. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 2**

A rather superficial understanding of character motivation and of relationships between characters. There will be a descriptive approach, sometimes not focussing on the specific extract and with limited textual references. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.



- (iv) (a) The ground plan will display clearly the shape of the chosen stage, the entrances and exits and the position of the audience in keeping with the production style. Candidates must state a recognised type of stage and the shape must reflect that.

Award 1 mark for correct stage name.

Award 1 mark for correct stage shape (shape and name must match).

Award 1 mark for correct entrances and exits.

Award 1 mark for correct audience position.

- (b) ***Indicative Content***

**Style of production**

The answer must reference the specified scene. Candidates might make reference to how it was originally written for TIE and this would restrict a complex set. Candidates might opt for a minimalistic/symbolic set. Others may opt for an expressionistic style. The episodic nature of the play should be reflected in the set. The play also lends itself to elements of naturalism. The type of stage will depend on the style chosen and links should be established.

**Set**

Although it is set in a street, some candidates might still wish to suggest the presence of the orphanage. Although the set may be minimalistic, some might suggest highly inventive ways of creating a seating area, e.g. piles of suitcases. Some might simply suggest a bench. Candidates might also offer staging suggestions to indicate the presence of the Nazis.

**Atmosphere**

The scene offers a moment of brightness in a dark world. Adzio says it is hot and lighting should be bright, suggesting a hot summer's day. Possible use of gobos to create shadows of tree branches. Music should be bright, happy and hopeful.

## **LEVELS OF RESPONSE**

### **13 - 16**

An excellent grasp of atmosphere and colour and the subtleties present in the selected scene, covering all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10 - 12**

A good grasp of atmosphere and colour and of some the subtleties present in the selected scene, covering all aspects of the Indicative Content. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7 - 9**

A sound understanding of atmosphere and colour demonstrated in the selected scene, covering most of the aspects outlined in the Indicative Content. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **4 - 6**

Some understanding of atmosphere and colour demonstrated in the selected scene, covering most of the Indicative Content but not developed in any length. There will be some references to the scene. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 3**

A rather superficial understanding of atmosphere and colour demonstrated in the selected scene. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

#### 4. **Sparkleshark**

- (i) Jake's movement would indicate that he is struggling furiously. He might be kicking his legs to and fro, struggling to escape and avoid being dangled. The top part of his body may look squashed as he is held tightly and in very close proximity to the boys who are holding him. He would have a terrified look on his face.

*Award 1 mark for a movement and 1 mark for a facial expression and 1 for each reason to a maximum of 4 marks. [4]*

- (ii) *One mark for each valid point on period, garments and colour. (max 3 marks)*

*Award 3 marks for correct identification of how costume choice, hair and make-up would emphasise elements of the character. (max 3 marks)*

Period accepted: 1990/200s. Present day. Contemporary.

Although he is wearing his school uniform, Russell thinks that he is cool and a bit of a stud and his costume would reflect this. There would be elements of his uniform that look customised in an effort to make him look desirable and the leader of the pack.

He would probably look tanned, might even wear blusher to highlight his good looks. His hair would be cut in the latest style and could be highlighted.

- (iii) **Indicative Content**

##### **Motivation**

Polly is trying to protect Jake and deflect attention from him. Her motivation is to try and tell an engaging story to try and keep the boys' attention. She wants to try and keep the story as close to Jake's style and works hard at not being deflected by the others' suggestions. She is very much aware of Jake's approval and she is not afraid to be true to herself.

##### **Voice**

- ◆ Shouts and pleads with the boys at the beginning.
- ◆ Is hesitant when she begins her story as she tries to think it through.
- ◆ As she works it out her tone becomes more assured.
- ◆ As she describes some events her voice becomes excited.
- ◆ There should be a slow, thoughtful pace and tone as she tries to put in details that would please both the boys and Jake.
- ◆ A conspiratorial tone as she acknowledges Jake's approval.
- ◆ Quick and definite towards the end.

##### **Movement / gesture**

- ◆ Fast and urgent as she tries to stop the boys.
- ◆ Slow and hesitant as she thinks of a story, perhaps close to Jake, almost as if she is trying to protect him.
- ◆ As she gets into the story, the movement could become more animated, perhaps even acting out some sections.
- ◆ Her facial expressions should show approval of some sections and disapproval of others.
- ◆ She should turn to look at Jake, perhaps putting her hand on his shoulder when seeking his approval.

##### **Interaction**

Polly stands up to the bullies, she is in charge during this scene and acknowledges positively, suggestions she likes, for example, from Natasha. She is protective of Jake.

## **LEVELS OF RESPONSE**

### **9 - 10**

An excellent grasp of character motivation and of the subtleties of relationships between characters. Detailed analysis of the character in relation to the specified scene. Views will be well expressed with excellent referencing to the scene. Coverage of all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **7 - 8**

A good understanding of character motivation and of some of the subtleties in the relationships between the characters. Quite detailed analysis of the character in relation to the specified scene. Views will be clearly expressed with some detailed referencing to the scene. There will be coverage of all aspects of the Indicative Content. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **5 - 6**

A sound understanding of character motivation and of the relationships between characters. Sound analysis of the character in relation to the specified scene. Views will be expressed with reference to the scene. There will be coverage of most of the aspects outlined in the Indicative Content. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **3 - 4**

Some understanding of character motivation and of the relationship between characters displayed. Some analysis of the character in relation to the specified extract. There will be some references to the scene. There will be discussion of most of the Indicative Content but not developed in any length. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 2**

A rather superficial understanding of character motivation and of relationships between characters. There will be a descriptive approach, sometimes not focussing on the specific extract and with limited textual references. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

- (iv) (a) The ground plan will display clearly the shape of the chosen stage, the entrances and exits and the position of the audience in keeping with the production style. Candidates must state a recognised type of stage and the shape must reflect that.

Award 1 mark for correct stage name.

Award 1 mark for correct stage shape (shape and name must match).

Award 1 mark for correct entrances and exits.

Award 1 mark for correct audience position.

- (b) ***Indicative Content***

**Style of production**

The answer must reference the specified scene. The set for this play is clearly stated at the beginning. This play lends itself well to a naturalistic style on a proscenium arch stage. However, credit will be given to candidates who think 'outside of the box' and present their own interpretation, providing it works. This play could be interpreted in a number of different styles even though there is only one specified location. The type of stage will depend on the style chosen and links should be established.

**Set**

The ideas here will reflect the style chosen.

Candidates can follow what is in the play. Marks will be awarded for imaginative sets which will work and enhance the scene.

**Atmosphere**

The scene is quite dark at the beginning as they go to bully Jake.

However, the scene begins to take on a fairy tale quality as the story progresses and the lighting and sound could reflect this.

## **LEVELS OF RESPONSE**

### **13 - 16**

An excellent grasp of atmosphere and colour and the subtleties present in the selected scene, covering all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10 - 12**

A good grasp of atmosphere and colour and of some the subtleties present in the selected scene, covering all aspects of the Indicative Content. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7 - 9**

A sound understanding of atmosphere and colour demonstrated in the selected scene, covering most of the aspects outlined in the Indicative Content. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **4 - 6**

Some understanding of atmosphere and colour demonstrated in the selected scene, covering most of the Indicative Content but not developed in any length. There will be some references to the scene. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 3**

A rather superficial understanding of atmosphere and colour demonstrated in the selected scene. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## 5. **Stone Cold**

- (i) At the beginning of the scene, Link is fast asleep, alone on the stage. He wakes up suddenly, in a state of panic. At the beginning he is still but he might sit up suddenly and turn his head to where the voice is coming from. He remains alone on stage.

*Award 1 mark for a movement and 1 mark for a facial expression and 1 for each reason to a maximum of 4 marks. [4]*

- (ii) *One mark for each valid point on period, garments and colour. (max 3 marks)*

*Award 3 marks for correct identification of how costume choice, hair and make-up would emphasise elements of the character. (max 3 marks)*

Period could be between 1990/2000s. Also accept present day or contemporary.

Nick has been homeless but is obviously trying to turn his life around and has got a job selling Big Issues. These factors should be reflected in his costume. Although poor, some attempt to look respectable and to keep warm has been made.

Make-up reflecting pale, unshaven, scruffy look. Hair would look greasy or dirty.

- (iii) **Indicative Content**

### **Motivation**

Link's prime motive throughout the scene is to find out information about Ginger. Throughout the scene he questions Nick, trying to glean something useful. When Toya enters, he is relieved that he has finally found Ginger, only to be disappointed again.

### **Voice**

- ◆ He should shout out Ginger's name.
- ◆ He is annoyed at being woken up.
- ◆ Hopeful when he realises that Nick might be a friend of Ginger.
- ◆ Persuasive as he quickly questions Nick. Pace should be quick.
- ◆ Perhaps a hint of shame when he says about falling asleep.
- ◆ Relieved when he thinks he has found Ginger.
- ◆ Disappointed.
- ◆ Annoyed at the end/mockingly.

### **Movement / gesture**

- ◆ Asleep.
- ◆ Moves and stands quite close to Nick.
- ◆ His movement becomes more animated when he starts to talk about Ginger.
- ◆ His facial expression would look guilty when he talks about falling asleep.
- ◆ He could move away quickly when he sees Toya and point at her when he realises who she is.
- ◆ Facial expression could look disappointed at the end.
- ◆ He could bow mockingly on "ladyship".

### **Interaction**

He doesn't know Nick but the fact that he knows Ginger creates some sort of connection. He needs information and keeps questioning him. They are not friends but the situation brings them together. Similarly with Toya, although they don't know each other, there is an immediate connection. They are not friends but there is empathy there.

## **LEVELS OF RESPONSE**

### **9 - 10**

An excellent grasp of character motivation and of the subtleties of relationships between characters. Detailed analysis of the character in relation to the specified scene. Views will be well expressed with excellent referencing to the scene. Coverage of all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **7 - 8**

A good understanding of character motivation and of some of the subtleties in the relationships between the characters. Quite detailed analysis of the character in relation to the specified scene. Views will be clearly expressed with some detailed referencing to the scene. There will be coverage of all aspects of the Indicative Content. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **5 - 6**

A sound understanding of character motivation and of the relationships between characters. Sound analysis of the character in relation to the specified scene. Views will be expressed with reference to the scene. There will be coverage of most of the aspects outlined in the Indicative Content. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **3 - 4**

Some understanding of character motivation and of the relationship between characters displayed. Some analysis of the character in relation to the specified extract. There will be some references to the scene. There will be discussion of most of the Indicative Content but not developed in any length. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 2**

A rather superficial understanding of character motivation and of relationships between characters. There will be a descriptive approach, sometimes not focussing on the specific extract and with limited textual references. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.



(iv)

- (a) The ground plan will display clearly the shape of the chosen stage, the entrances and exits and the position of the audience in keeping with the production style. Candidates must state a recognised type of stage and the shape must reflect that.

Award 1 mark for correct stage name.

Award 1 mark for correct stage shape. (shape and name must match).

Award 1 mark for correct entrances and exits.

Award 1 mark for correct audience position.

- (b) ***Indicative Content***

**Style of production**

The answer must reference the specified scene. Candidates might opt for a minimalistic/symbolic set. Others may opt for an expressionistic style. The episodic nature of the play should be reflected in the set. The play also lends itself to elements of naturalism. The type of stage will depend on the style chosen and links should be established.

**Set**

The ideas here will reflect the style chosen. Candidates must try to suggest a street, this can be done in a number of ways, e.g. projected images, facades of doorways, etc.

**Atmosphere**

Possibly a run-down area, seedy dark colours to suggest a dark, depressing environment. Lighting and sound would be used to suggest the above environment and must be used in conjunction with the scene.

## **LEVELS OF RESPONSE**

### **13 - 16**

An excellent grasp of atmosphere and colour and the subtleties present in the selected scene, covering all the aspects outlined in the Indicative Content, and development of a number of these in some depth. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10 - 12**

A good grasp of atmosphere and colour and of some the subtleties present in the selected scene, covering all aspects of the Indicative Content. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7 - 9**

A sound understanding of atmosphere and colour demonstrated in the selected scene, covering most of the aspects outlined in the Indicative Content. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors but not noticeably impeding communication.

### **4 - 6**

Some understanding of atmosphere and colour demonstrated in the selected scene, covering most of the Indicative Content but not developed in any length. There will be some references to the scene. Expression will be clear most of the time, though there will be errors in spelling and punctuation.

### **1 - 3**

A rather superficial understanding of atmosphere and colour demonstrated in the selected scene. A number of the aspects outlined in Indicative Content will be covered, though lacking in depth. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## SECTION B

### 6. *Indicative Content*

- Information on the play, scene and character(s) chosen for performance, i.e. What, Where. Who?
- A chronological evaluation for the choice of technical effects OR evaluation for the performance focusing voice, movement, interaction, choice of costume.
- Clear reference to text and/or motivation to justify decision and performance references.
- An evaluation of successes/weaknesses/areas for development of the final performance.

### LEVELS OF RESPONSE

#### **9 - 10**

Displays an excellent understanding of the performance or technical elements within the evaluation. Displays mature evaluative skills, explaining strengths and areas for development. Expresses oneself in a fluent and clear manner, using a very wide range of dramatic terminology. The answer will be well structured with few errors in grammar, punctuation and spelling.

#### **7 - 8**

Displays a very good understanding of the performance or technical elements within the evaluation. Displays very good evaluative skills explaining strengths and areas for development. Expresses oneself in a meaningful way, using a wide range of dramatic terminology. The answer will be quite well structured with a few errors in grammar, punctuation and spelling.

#### **5 - 6**

Shows a good understanding of the use of the performance or technical elements within the evaluation. Displays good evaluative skills explaining strengths and areas for development. Expresses oneself well, using a range of dramatic terminology. The answer will be reasonably well structured with some errors in grammar, punctuation and spelling.

#### **3 - 4**

Shows some understanding of the performance or technical elements within the evaluation. Displays some evaluative skills explaining strengths and areas for development. Expresses oneself using a basic range of dramatic terminology. There will be errors in spelling, punctuation and grammar.

#### **1 - 2**

Shows a basic understanding of the performance or technical elements within the evaluation. Displays minimal evaluative skills, relying heavily on description. Expresses oneself using a limited range of dramatic terminology. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

#### **0**

No response.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)