

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

IGCSE

### IGCSE Drama (4348) Paper 02

### Written Examination

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## 4348 02 Written Examination

Overall the level was high this year, with some centres achieving uniformly high levels of response across all of their candidates. There were more students achieving top band grades and this was in part due to the high levels of marks achieved by centres participating in the examination for the first time. It is a real testament to the skill and dedication of the teachers of such students which undoubtedly aided their candidates achieve so highly on their first entrance to the examination. Only a minority of centres struggled to produce suitable levels of response across the majority of those candidates they had entered for the examination.

Overall, teachers might attempt to give their students a wider command of stage language in order to facilitate their students' ease of explanation whilst answering questions with a more practical focus.

### Question 1

Most students were able to comprehend this question and there were very few students who only attempted to make a response based on only one decision.

Students used the bullet points well and there seemed to be little misunderstanding regarding the actual meaning of the question, although some students found it hard to formulate a response which was little more than superficial or was only fixed on very small, almost insignificant details of the performance.

A small number of students attempted to answer the question with notes they had already prepared on rehearsal technique and consequently found it hard to produce an answer which actually responded to the question in an appropriate way.

### Question 2

A small minority of students seemed unprepared to answer a question of this nature and were compelled to restrict their responses to those focused on small and insignificant details. These students also seemed to have very little grounding in practical theatre work and evidently needed much more experience in this area prior to their examination.

Many students were able to **describe** effective use of non-verbal communication but a much smaller number were actually able to **discuss** it. The suggestion of alternatives to those actually reached during the process and the weighing up of the effectiveness of various possibilities might be one way to achieve higher marks on this type of question.

Students used the bullet points well for the most part and were able to provide details in all areas. Many students were willing to expand upon what effect the positioning on the stage might have on the audience and were actively seeking to bring this into their response. This was most welcome.

### Question 3

Some students did not realise that sound could also include the use of the actor's voice and were restricted to description of imagined sound effects. This limited their ability to respond in some instances.

The overwhelming majority of students were able to provide some clear reasons as to why a particular moment was important in the play they had read.

The more successful responses to this question provided information on tone, volume and speed when discussing music or sound effects. In addition, when discussing voice, the better responses were those which talked about the aforementioned and accent. Those students that were able to combine all of the above with an insightful commentary on how those elements would create an effect on the audience at that particular moment achieved the highest marks.

#### Question 4

Most students seemed to have been prepared to answer this question, certainly in terms of being able to describe an important theme of the play they had read.

Overall, there was slightly less certainty about why the theme might have been important when the play was first written, but most students were prepared to respond in some depth here.

A large number of students had read and researched '*A View From A Bridge*' and were able to provide some insightful commentary on the perceptions of immigrants at the time the play was written and make comparisons with perceptions today. This is one example of the kind of response which was most welcome. '*The Crucible*' and '*Metamorphosis*' (amongst other texts) also provided a strong basis for responses to this question.

In terms of the theme being communicated to audiences today, a larger number of students struggled to provide strong responses to this part of the question and had not considered this in great depth prior to the examination.

Students who scored most highly on this question and on the paper overall, produced meaningful, detailed and intelligent responses which communicated a strong understanding of both the theoretical and practical aspects of making theatre.

## Grade Boundaries

### IGCSE Drama 4348 Paper 2 - Written Examination

Grade	Max Mark	*	A	B	C	D	E	F	G	U
Lower Limit	100	90	80	70	60	50	40	30	20	0

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