



**General Certificate of Secondary Education
June 2012**

Drama

42401

(Specification 4240)

Unit 1: Drama Written Paper

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Assessment Objectives

This paper assesses Assessment Objectives 1 and 3, with relative weightings of 20% and 20% respectively:

AO1: “Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas”

AO3: “Analyse and evaluate their own work and that of others using appropriate terminology”

General guidance on the use of the mark scheme

Questions are marked out of 40 according to the banding provided on the following pages and question-specific mark bands in the mark schemes for individual questions.

Examiners should be positive in their marking, rewarding points that candidates **do** make rather than penalising them for omissions.

All candidates’ work should be marked against the criteria, not against a notional ‘perfect’ answer nor against the last script marked. The different strengths and weaknesses of each script should always be weighed against the generic mark bands and the mark scheme for individual questions.

As well as using all of the five mark bands as appropriate, examiners should use the full range of marks available within any one mark band. If an answer is described exactly by a particular band, it should be placed at the top of that band. When an answer fulfils all the criteria of a mark band and has several qualities of the mark band above, then it should be placed in the next mark band.

Marks will be awarded holistically according to the criteria and not according to an assumed numerical system based on the bullet points given for guidance.

Given the range of scripted plays and productions available for study it will not always be possible for candidates to address all, or in some instances most, of the bullet points given for guidance. In such cases the judgement of examiners should be based on the breakdown of the marks according to Assessment Objective 1 “Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas” and Assessment Objective 3 “Analyse and evaluate their own work and that of others using appropriate terminology.”

AO1 is assessed in Questions 01 and 02 and Questions 05, 07, 09 and 11.

AO3 is assessed in Questions 03 and 04 and Questions 06, 08, 10 and 12.

Quality of Written Communication

Quality of written communication is assessed in all three Sections, A, B and C, and the following criteria should be taken into account alongside those stated in each of the mark bands for questions 1-5:

- Band 1** Information is exceptionally well-organised, presented very clearly, with fluency, in a form that suits its purposes. The text is clearly legible. Candidates spell, punctuate and use the rules of grammar accurately, enabling their meaning to be clearly understood.
- Band 2** Information is well-organised and presented clearly, with some fluency, in a form that suits its purposes. The text is legible. Candidates spell, punctuate and use the rules of grammar accurately enabling their meaning to be understood.
- Band 3** Information is clearly presented in a form that suits its purposes. The text is legible. Candidates generally spell, punctuate and use the rules of grammar accurately. Although there may be some errors, the meaning is clear.
- Band 4** Most of the information is presented in a form that suits its purposes. Generally, the text is legible. Although there are errors in spelling, punctuation and grammar, the meaning can be understood.
- Band 5** Some of the information is presented in a form that suits its purposes. Some of the text is legible. Although there are many errors in spelling, punctuation and grammar, the meaning can be understood.

SECTION A PRACTICAL WORK COMPLETED DURING THE COURSE

Question 1

Choose a piece of practical coursework in which you were involved as actor **or** designer **or** technician. Answer questions 01 - 04 on the same practical work and the same skill.

- | | | |
|---|---|---|
| 0 | 1 | Describe what the piece was about; state the period, the style and genre of the piece, your target audience, the performance space and any technical or design elements used. You should state whether your involvement was as actor or designer or technician. |
|---|---|---|
- (10 marks)

In meeting the demands of AO1 *'to recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas'* expect candidates' answers to include:

- A description of the practical coursework piece, which may be scripted or unscripted
- Identification of:
 - the period, the style and the genre of the piece
 - the target audience.
 - the performance space used
 - any technical and/or design elements used
 - the candidate's chosen skill as actor, designer or technician.

Accept candidate's interpretation of these aspects of drama.

Mark Bands

- | | |
|------------------------------------|---|
| Band 1
9-10 marks | Candidates' knowledge and understanding will be demonstrated through a very clear description of the piece of practical work together with statements on all of the following; their role within it, period, style, genre, performance space and the target audience, with design / technical aspects where applicable. |
| Band 2
7-8 marks | Candidates' knowledge and understanding will be demonstrated through a clear description of the piece of practical work together with statements on most of the following; their role within it, period, style, genre, performance space and the target audience, with design / technical aspects where applicable. |
| Band 3
5-6 marks | Candidates' knowledge and understanding will be demonstrated through a reasonable description of the piece of practical work. There will be statements on some of the following; their role within it, period, style, genre, performance space and the target audience, with design / technical aspects where applicable. |
| Band 4
3-4 marks | Candidates' knowledge and understanding will be demonstrated through a limited description of the piece of practical work. There will be statements on few of the following; their role within it, period, style, genre, performance space and the target audience, with design / technical aspects where applicable. |
| Band 5
0-2 marks | Candidates will attempt a simple response with little reference to the piece. |

0 2

Explain how you applied your skill as actor **or** designer **or** technician in the early stages of preparing this piece of practical work to help create an engaging piece of drama. Give **at least one** example of your preparatory work.

(10 marks)

In meeting the demands of AO1 *'to recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas'* expect candidates' answers to include:

- an explanation of how the candidate applied their skill to the piece in the early stages of preparation, including reference to, for example:
 - close reading of the text (if scripted), gaining understanding of the characters, the plot, the theme
 - research into the period/location/setting of the piece, whether scripted or devised
 - study of/creation of characters
 - consideration of themes/issues
 - engagement with stimulus material/genesis of ideas
 - use of improvisation
 - focus on the dramatic intentions for the audience
 - identification of design demands/opportunities
 - identification of technical requirements.
- application of aspects of the nominated skill to create an engaging piece of drama, for example:
 - **acting fundamentals**
 - characterisation, physical, vocal and facial expression; interaction with others
 - consideration of pace, pause, rhythm, energy
 - **design fundamentals** –
 - colour, materials, fabrics
 - masks, make-up, puppets, props
 - scale, proportion, construction
 - scenic devices, hydraulics, flies, revolves
 - use of space/levels
 - **technical fundamentals** –
 - lights, choice and use of lanterns, colour, direction, angles, intensities, 'specials'
 - sound, sound effects, music, volume, direction, amplification
 - management of stage, of props, of actors
- focus on at least one example of preparatory work.

Mark Bands

Band 1
9-10 marks

Candidates will demonstrate knowledge and understanding through a **very clear** explanation of how they applied their skill in the early stages of preparation for their piece of practical work. There will be **purposeful** reference to at least one example of the preparation work as actor, designer or technician in support of their explanation.

Band 2
7-8 marks

Candidates will demonstrate knowledge and understanding through a **clear** explanation of how they applied their skill in the early stages of preparation for their piece of practical work. There will be **useful** reference to at least one example of the preparation work as actor, designer or technician in support of their explanation.

Band 3
5-6 marks

Candidates will demonstrate knowledge and understanding through a **reasonable** explanation of how they applied their skill in the early stages of preparation for their piece of practical work. There will be **some** reference to at least one example of the preparation work as actor, designer or technician in support of their explanation.

Band 4
3-4 marks

Candidates will demonstrate knowledge and understanding through a **limited** explanation of how they applied their skill in the early stages of preparation for their piece of practical work. There will be **restricted** reference to at least one example of the preparation work as actor, designer or technician in support of their explanation.

Band 5
0-2 marks

Candidates will demonstrate a **little** knowledge and understanding of their practical work. There will be a **simple** response to the question set.

- 0 3** Analyse how you developed your own skill to tackle problems. You should refer to **at least one** occasion in the preparation period when you used your acting **or** design **or** technical skill to overcome **at least one** specific problem.

(10 marks)

In meeting the demands of AO3 'to analyse and evaluate their own work and that of others using appropriate terminology' expect candidates' answers to include:

- an identification of **at least one** occasion in the preparation period when the candidate used their acting **or** design **or** technical skill to overcome a specific problem
- reference to one or more solutions attempted during rehearsals in relation to, for example:
 - acting
 - characterisation/demands of the role (either scripted or unscripted)
 - vocal skills (accent, volume, pace, pitch), physical skills (energy, gesture, interaction)
 - pace/energy/focus
 - rehearsal strategies and constraints
 - design or technical challenges/problems
 - materials
 - transitions
 - creation of mood and/or atmosphere
 - the creation of specific effects for the audience
 - organisation of rehearsals/monitoring progress
 - sharing decision-making responsibilities
 - shaping, refining, discarding or polishing work in the final stages of preparation
 - compromise.

Accept candidate's interpretation of their selected aspects of drama and accept responses that record failure as well as those that record success at meeting their identified specific problem.

Mark Bands

- Band 1**
9-10 marks Candidates will offer a **very clear** analysis of how they developed their own skill to tackle problems. There will be **purposeful** reference to at least one specific occasion where problems were tackled using their acting, design or technical skills.
- Band 2**
7-8 marks Candidates will offer a **clear** analysis of how they developed their own skill to tackle problems. There will be **useful** reference to at least one specific occasion where problems were tackled using their acting, design or technical skills.
- Band 3**
5-6 marks Candidates will offer a **reasonable** analysis of how they developed their own skill to tackle problems. There will be **some** reference to at least one specific occasion where problems were tackled using their acting, design or technical skills.
- Band 4**
3-4 marks Candidates will offer a **limited** analysis of how they developed their own skill to tackle problems. There will be **restricted** reference to at least one specific occasion where problems were tackled using acting, design or technical skills.
- Band 5**
0-2 marks Candidates will attempt a **simple** analysis. There will be **little** reference to problems tackled.

- 0 4** Evaluate your success in creating engaging drama for your audience through the application of your specific skill as actor **or** designer **or** technician. You should support your answer with reference to **at least one** particular moment from the final performance.

(10 marks)

In meeting the demands of AO3 *'to analyse and evaluate their own work and that of others using appropriate terminology'* expect candidates' answers to include:

- some identification of what might constitute 'engaging theatre'
- an evaluation of the degree to which they communicated their skill to the audience in relation to, for example:
 - acting
 - interpretation and creation of believable/appropriate/remarkable character
 - creation of comedy/tension/pathos
 - use of pace/pause/projection
 - audience responses – laughter/tears/applause/attentive silence
 - design
 - contribution to overall stage picture
 - enhancement of acting or other areas of design/technical aspects of the performance
 - effectiveness in use of materials/techniques/textures
 - use of space/scale/proportion/construction
 - technical
 - contribution to mood and/or atmosphere
 - timing/intensity
 - contribution to specific moments in the production
 - combination with other aspects of the production
 - intentions for the audience/audience response(s)
 - laughter/feedback/applause
 - development of personal skill through performance experience
 - individual strengths and/or weaknesses
 - artistic/aesthetic achievements
 - communication of message(s) or theme(s)
 - creation of period/location
 - creative collaboration with other group members
 - originality/invention
- reference to particular moments from the work where personal skills helped to create engaging drama.

Accept candidate's interpretation of their selected aspects of drama.

Mark Bands

- | | |
|------------------------------------|--|
| Band 1
9-10 marks | Candidates will offer a very clear evaluation of their success in creating engaging drama for their audience. There will be purposeful reference to at least one particular moment in support of their answer. |
| Band 2
7-8 marks | Candidates will offer a clear evaluation of their success in creating engaging drama for their audience. There will be useful reference to at least one particular moment in support of their answer. |
| Band 3
5-6 marks | Candidates will offer a reasonable evaluation of their success in creating engaging drama for their audience. There will be some reference to at least one particular moment in support of their answer. |
| Band 4
3-4 marks | Candidates will offer a limited evaluation of their success in creating engaging drama for their audience. There will be restricted reference to at least one particular moment in support of their answer. |
| Band 5
0-2 marks | Candidates will attempt a simple evaluation. There will be little reference to particular moments in their response. |

SECTION B STUDY AND PERFORMANCE OF A SCRIPTED PLAY

Question 2

Choose **one** role from a play you have studied and performed during your course. Your answers to both parts of this question should focus on acting.

- 0 5** Explain how you developed both your vocal and your physical skills during rehearsals to create a character that was appropriate to your group's interpretation of the play script. Give clear details of your research, rehearsal and other preparation work that helped you to understand and perform your character.

(20 marks)

In meeting the demands of AO1 *'to recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas'* expect candidates' answers to include:

- identification and evidence of understanding of a specific role and description of the role in terms of the character's age, gender, status and relationships to other characters
- reference to the group's selected interpretation of the play script
- reference to the development of their own vocal and physical skills as an actor in relation to, for example;
 - voice – accent, pitch, tone, volume, emphasis
 - physicality - movement, gesture, posture, facial expressions
 - interaction with other characters on stage
 - decisions about blocking and movement
- reference to research, rehearsal and other preparatory work undertaken, for example:
 - identification of scripted aspects of character and some vocal and physical realisation of them
 - research into the period of the play as it impacts on vocal and physical acting decisions
 - consideration of the function of the role within the play
 - rehearsal strategies
 - intentions for the audience.

Mark Bands

Band 1
17-20 marks Candidates will demonstrate knowledge and understanding of the play through a **very clear** explanation of the vocal and physical skills developed during rehearsals to create an appropriate character. There will be **purposeful** reference to their research, rehearsal and preparation work.

Band 2
13-16 marks Candidates will demonstrate knowledge and understanding of the play through a **clear** explanation of the vocal and physical skills developed during rehearsals to create an appropriate character. There will be **useful** reference to their research, rehearsal and preparation work.

Band 3
8-12 marks Candidates will demonstrate knowledge and understanding of the play through a **reasonable** explanation of the vocal and physical skills developed during rehearsals to create an appropriate character. There will be **some** reference to their research, rehearsal and preparation work.

Band 4
4-7 marks Candidates will demonstrate knowledge and understanding of the play through a **limited** explanation of the vocal and physical skills developed during rehearsals to create an appropriate character. There will be **restricted** reference to their research, rehearsal and preparation work.

Band 5
0-3 marks Candidates will demonstrate a **little** knowledge and understanding of the play. There will be a **simple** response to the question set.

0 6

Analyse your success in demonstrating your character's attitude(s) to and/or relationships with other characters on stage at particular moments. You should refer to **at least one** specific section of the play and give clear reasons to support your answer.

(20 marks)

In meeting the demands of AO3 '*to analyse and evaluate their own work and that of others using appropriate terminology*' expect candidates' answers to include:

- an analysis of the success of the performance in relation to the demonstration of the chosen character's attitude(s) and/or relationships in relation to, for example:
 - the identification and expression of the character's attitude in terms of their state of love, anger, malevolence, despair, amusement or any acceptable and justified state of mind
 - the identification of the character's relationships on stage in terms of their perceived interaction with others
 - competence in performance skills in relation to physical, vocal and facial expression
- reference to at least one specific section
- reference to particular moments exemplifying the candidate's success in demonstrating the character's attitudes and/or relationships in relation to, for example:
 - technical accomplishment; the application of vocal, physical and facial expression
 - use of space; spatial relationships
 - use of props/costume/masks
 - audience reaction and/or intended audience response
 - realisation of the playwright's or the group's intentions
 - the candidate's success in realising either the playwright's intentions or their own interpretation
 - the performance style of the play.

Mark Bands

Band 1
17-20 marks

Candidates will offer a **very clear** analysis of their success in demonstrating their character's attitude and/or relationships with other characters on stage. There will be **purposeful** reference to at least one specific section in support of their analysis.

Band 2
13-16 marks

Candidates will offer a **clear** analysis of their success in demonstrating their character's attitude and/or relationships with other characters on stage. There will be **useful** reference to at least one specific section in support of their analysis.

Band 3
8-12 marks

Candidates will offer a **reasonable** analysis of their success in demonstrating their character's attitude and/or relationships with other characters on stage. There will be **some** reference to at least one specific section in support of their analysis.

Band 4
4-7 marks

Candidates will offer a **limited** analysis of their success in demonstrating their character's attitude and/or relationships with other characters on stage. There will be **restricted** reference to at least one specific section in support of their analysis.

Band 5
0-3 marks

Candidates will attempt a **simple** analysis. There will be **little** reference to the performance in their response.

Question 3

Choose **one** play you have studied and worked on practically during your course. Your answers to both parts of this question should focus on your skills as designer **or** technician **or** actor.

- 0 7** Explain how you developed your chosen skill as designer **or** technician **or** actor between your first reading of the script and the performance of it. Give clear details of your personal research, the rehearsal process and any other preparation work that helped you demonstrate your understanding of the play.

(20 marks)

In meeting the demands of AO1 *'to recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas'* expect candidates' answers to include:

- identification of the selected skill of either acting, design or technical skill(s)
- development of the chosen skill for example:
 - characterisation, physical, vocal and facial expression; interaction with others
 - consideration of pace, pause, rhythm, energy
 - decisions about construction, scale, proportions, use of space and levels (as appropriate)
 - decisions about colours, fabrics, materials, trimmings, cut, fit, style, accessories (as appropriate)
 - decisions about intensity, angles, fade speeds, volume, amplification, technical equipment, special effects (as appropriate)
 - decisions about properties and their management
- aspects of the script researched and developed in rehearsal, for example:
 - moments of comedy/tension/pathos
 - the style/genre of the play
 - period and/or culture of the original material
 - reference to research, rehearsal and other preparatory work in relation to performance style, period, location or culture
 - reference to research into the acting or design or technical aspects as appropriate to the play
- reference to selection of materials (as appropriate)

Mark Bands

- Band 1**
17-20 marks Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **very clear** explanation of how the skills were developed in preparation for performance. There will be **purposeful** reference to how research, rehearsal and other preparation, undertaken in their role as designer **or** technician **or** actor, helped them to demonstrate understanding of the play.
- Band 2**
13-16 marks Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **clear** explanation of how the skills were developed in preparation for performance. There will be **useful** reference to how research, rehearsal and other preparation, undertaken in their role as designer **or** technician **or** actor, helped them to demonstrate understanding of the play.
- Band 3**
8-12 marks Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **reasonable** explanation of how the skills were developed in preparation for performance. There will be **some** reference to how research, rehearsal and other preparation, undertaken in their role as designer **or** technician **or** actor, helped them to demonstrate understanding of the play.
- Band 4**
4-7 marks Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **limited** explanation of how the skills were developed in preparation for performance. There will be **restricted** reference to how research, rehearsal and other preparation, undertaken in their role as designer **or** technician **or** actor, helped them to demonstrate understanding of the play.
- Band 5**
0-3 marks Candidates will demonstrate a **little** knowledge and understanding of design **or** technical **or** acting skills. There will be a **simple** response to the question set.

- 0 8** Analyse your success as designer **or** technician **or** actor in **one** scene or section from the play where you felt your skills were best appreciated by the audience. You should refer in detail to your own skills and give clear reasons to support your answer.

(20 marks)

In meeting the demands of AO3 'to analyse and evaluate their own work and that of others using appropriate terminology' expect candidates' answers to include:

- an identification of moments that were well received by the audience in the opinion of the candidate, with reference, for example, to:
 - Acting
 - characterisation, physical, vocal and facial expression; interaction with others
 - consideration of pace, pause, rhythm, energy
 - moments of humour/pathos/tension received well by the audience
 - design
 - the design idea or concept
 - the integration and complementary nature of the skill with other aspects of performance
 - appropriateness of material, texture, colour
 - technical
 - the lighting opportunities for mood/atmosphere
 - the way sound enhanced specific moments
 - special effects created
 - the practical challenges of the skill as perceived by the audience
 - the potential of the skill to create specific effects for the audience
 - the potential of the skill to contribute to the enhancement of style
- an analysis of the success of the candidate in applying their specific skill to the performance
- reference to particular moments from the performance to support the analysis

Mark Bands

- Band 1**
17-20 marks Candidates will offer a **very clear** analysis of their success in the performance of a scene or section of the play where they felt their skills were best appreciated by the audience. There will be **purposeful** reference to their own skills as designer or technician or actor.
- Band 2**
13-16 marks Candidates will offer a **clear** analysis of their success in the performance of a scene or section of the play where they felt their skills were best appreciated by the audience. There will be **useful** reference to their own skills as designer or technician or actor.
- Band 3**
8-12 marks Candidates will offer a **reasonable** analysis of their success in the performance of a scene or section of the play where they felt their skills were best appreciated by the audience. There will be **some** reference to their own skills as designer or technician or actor.
- Band 4**
4-7 marks Candidates will offer a **little** analysis of their success in the performance of a scene or section of the play where they felt their skills were best appreciated by the audience. There will be **restricted** reference to their own skills as designer or technician or actor.
- Band 5**
0-3 marks Candidates will attempt a **simple** analysis. There will be **little** reference to the performance in their response.

SECTION C STUDY OF A LIVE THEATRE PRODUCTION SEEN

Question 4

Choose **one** live theatre production you have seen during your course that had visual impact.

0 9 Describe an aspect of design, technical and/or acting skill that contributed to the visual impact in one scene or section

(20 marks)

In meeting the demands of AO1 *'to recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas'* expect candidates' answers to include:

- identification of the selected scene where design, technical and/or acting contributed to the production's visual impact
- description of the contribution made to the visual impact, with regard to, for example;
 - the visual impact of the set; colour, scope, scale, use of space, use of images
 - the visual impact of costume; colour, style, scope, a singular vision, period
 - the visual impact of lights; intensity, pace, use of colour, use of shadow and/or silhouette
 - The visual impact of the acting; physical acting, ensemble organisation, crowd work, specific moments that created visual impact
 - the complementary impact of a number of identified performance elements
 - the skills of performance, design and/or technical skills to achieve shock, excitement, engagement
 - the contribution to a coherent style to complement the playwright's/director's/company's intentions or vision in terms of visual impact
 - the creation or evocation of a specific period and/or location where this contributed to visual impact
 - the creation of an appropriate atmosphere as a context for the visual impact
- reference to at least one scene or section, where some of the following design/technical elements were used:
 - colour, materials, fabrics
 - light, angles, intensities, 'specials'
 - masks, make-up, puppets, props
 - scale, proportion, construction
 - scenic devices, hydraulics, flies, revolves
 - use of space/levels
 - visually effective aspects of a physical approach to the acting.

Mark Bands

- | | |
|-------------------------------------|---|
| Band 1
17-20 marks | Candidates will demonstrate knowledge and understanding of the live production through a very clear description of an aspect of design, technical and/or acting skill that contributed to the visual impact of the play. There will be purposeful reference to the visual impact in one scene or section selected by the candidate. |
| Band 2
13-16 marks | Candidates will demonstrate knowledge and understanding of the live production through a clear description of an aspect of design, technical and/or acting skill that contributed to the visual impact of the play. There will be useful reference to the visual impact in one scene or section selected by the candidate. |
| Band 3
8-12 marks | Candidates will demonstrate knowledge and understanding of the live production through a reasonable description of an aspect of design, technical and/or acting skill that contributed to the visual impact of the play. There will be some reference to the visual impact in one scene or section selected by the candidate. |
| Band 4
4-7 marks | Candidates will demonstrate knowledge and understanding of the live production through a limited description of an aspect of design, technical and/or acting skill that contributed to the visual impact of the play. There will be restricted reference to the visual impact in one scene or section selected by the candidate. |
| Band 5
0-3 marks | Candidates will demonstrate a little knowledge and understanding of the live production. There will be a simple response to the question set. |

1 0

Analyse why the visual effect you describe was so successful at this moment in the production. You should refer to particular design, technical and/or acting skills from the production and give clear reasons to support your answer.

(20 marks)

In meeting the demands of AO3 'to analyse and evaluate their own work and that of others using appropriate terminology' expect candidates' answers to include:

- an analysis of the success of the visual effect described in 09 in terms of, for example
 - the specific skills of the designers, technicians and/or actors
 - the context for the impact in relation to adjacent scenes, prevailing mood, the style and genre of the play
 - expectations from prior study, workshops or performance of the play/scene; playwright's intentions, personal understanding, congruity with themes/issues
 - relative intensity of component elements
 - appropriateness of the visual elements
 - competence/proficiency displayed in the application of the company's design, technical and/or performance skills in creating the visual impact
 - audience reaction
- reference to the importance of this scene in the context of the play as a whole with regard to, for example;
 - Influencing the mood/atmosphere for the remainder of the play
 - introducing specific special effects
 - creation of contrast or consonance with the rest of the play
 - contribution to the overall tone of the play, for example tense, serious, comic, frantic
 - audience reaction in terms of their shock, tension, suspense, or perhaps humour

Mark Bands

Band 1
17-20 marks

Candidates will offer a **very clear** analysis of the success of the visual effect at the selected moment in the production. There will be **purposeful** reference to the relevant design, technical and/or acting skills to support this analysis.

Band 2
13-16 marks

Candidates will offer a **clear** analysis of the success of the visual effect at the selected moment in the production. There will be **useful** reference to the skills of the relevant design, technical and/or acting skills to support this analysis.

Band 3
8-12 marks

Candidates will offer a **reasonable** analysis of the success of the visual effect at the selected moment in the production. There will be **some** reference to the skills of the relevant design, technical and/or acting skills to support this analysis.

Band 4
4-7 marks

Candidates will offer a **limited** analysis of the success of the visual effect at the selected moment in the production. There will be **restricted** reference to the skills of the relevant design, technical and/or acting skills to support this analysis.

Band 5
0-3 marks

Candidates will attempt a **simple** analysis but will offer **little** reference to the performance in support of their assessment.

Question 5

Choose **one** live theatre production you have seen during your course. Choose **one** actor who impressed you with their ability to create a character.

1 1 Describe in detail how your chosen actor used vocal and physical skills to establish a character through their first appearance in the play.

(20 marks)

In meeting the demands of AO1 'to recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas' expect candidates' answers to include:

- identification of and clear reference to the character's first appearance in the play
- The acting should be described in relation to, for example;
 - the role played by the chosen actor, in terms of, for example, the character's age, gender, status, relationship with others
 - description of the actors' skills used in the scene, for example:
 - voice – pace, pause, accent, pitch, tone, emphasis
 - movement, gesture, posture
 - facial expressions
 - use of space and/or props
 - interpretation of character/creation of appropriate role
 - interaction with other characters and/or with the audience
 - application of comic method, timing, physical theatre skills or other specialist skills (as appropriate)
 - creation of empathy, sympathy or distancing from the audience.

Mark Bands

- Band 1**
17-20 marks Candidates will demonstrate knowledge and understanding of the live production through a **very clear** description of their selected actor's creation of character in their first appearance. There will be **purposeful** reference to the vocal and physical skills of the actor in the selected scene or section.
- Band 2**
13-16 marks Candidates will demonstrate knowledge and understanding of the live production through a **clear** description of their selected actor's creation of character in their first appearance. There will be **useful** reference to the vocal and physical skills of the actor in the selected scene or section.
- Band 3**
8-12 marks Candidates will demonstrate knowledge and understanding of the live production through a **reasonable** description of their selected actor's creation of character in their first appearance. There will be **some** reference to the vocal and physical skills of the actor in the selected scene or section.
- Band 4**
4-7 marks Candidates will demonstrate knowledge and understanding of the live production through a **limited** description of their selected actor's creation of character in their first appearance. There will be **restricted** reference to the vocal and physical skills of the actor in the selected scene or section.
- Band 5**
0-3 marks Candidates will demonstrate a **little** knowledge and understanding of the live production. There will be a **simple** response to the question set.

- 1 2** Evaluate the success of the same actor in maintaining or developing their character in a later part of the play.

(20 marks)

In meeting the demands of AO3 'to analyse and evaluate their own work and that of others using appropriate terminology' expect candidates' answers to include:

- identification of at least one further scene or section which may extend or contrast with the qualities of the scene discussed in 11
- sustained focus on the actor identified in 11
- Acting
 - an evaluation of the success of the actor's ability to maintain or develop their character in relation to, for example:
 - the creation of moments of effective interaction with others and/or the audience
 - appropriate interpretation/development of character
 - use of costume and/or mask; use of space and/or props
 - actor's creation of mood and atmosphere
 - audience reaction
 - the maintaining of an appropriate performance style
 - further demonstration of competence in characterisation including voice, movement, facial expression
- expectations from prior study, workshops or performance of the play/scene; playwright's intentions, personal understanding
- reference to particular moments from the later part of the play to support the reasons that form the basis of the evaluation

Mark Bands

Band 1
17-20 marks Candidates will offer a **very clear** evaluation of the success of the selected actor in maintaining or developing their character in a second scene. There will be **purposeful** reference to specific details of the skills used by the actor in this scene.

Band 2
13-16 marks Candidates will offer a **clear** evaluation of the success of the selected actor in maintaining or developing their character in a second scene. There will be **useful** reference to specific details of the skills used by the actor in this scene.

Band 3
8-12 marks Candidates will offer a **reasonable** evaluation of the success of the selected actor in maintaining or developing their character in a second scene. There will be **some** reference to specific details of the skills used by the actor in this scene.

Band 4
4-7 marks Candidates will offer a **limited** evaluation of the success of the selected actor in maintaining or developing their character in a second scene. There will be **restricted** reference to specific details of the skills used by the actor in this scene.

Band 5
0-3 marks Candidates will attempt a **simple** analysis. There will be **little** reference to the performance in support of their assessment.