



**General Certificate of Secondary Education  
June 2011**

**Drama**

**42401**

**(Specification 4240)**

**Unit 1: Drama Written Paper**

**Final**

***Mark Scheme***

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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 candidates' 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 candidates' 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 candidates' 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 and fluently 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.

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|---|---|
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|---|---|
- Describe what the piece was about; state the style, period and genre of the piece, the performance space and any technical or design elements used and your target audience. You should state whether your contribution was as actor, 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 style, the period and the genre of the piece
  - the performance space used
  - any technical and/or design elements used
  - the target audience
  - the candidate's chosen skill as actor, designer or technician.

Accept the candidate's interpretation of these aspects of theatre.

### Mark Bands

#### Band 1

9-10 marks

Candidates will demonstrate knowledge and understanding through a **very clear** description of the piece of practical work and their role within it. There will be **purposeful** reference to style, period and genre, performance space and design/ technical aspects (where applicable) and the target audience.

#### Band 2

7-8 marks

Candidates will demonstrate knowledge and understanding through a **clear** description of the piece of practical work and their role within it. There will be **useful** reference to style, period and genre, performance space and design/technical aspects (where applicable) and the target audience.

#### Band 3

5-6 marks

Candidates will demonstrate knowledge and understanding through a **reasonable** description of the piece of practical work and their role within it. There will be **some** reference to style, period and genre, performance space and design/ technical aspects (where applicable) and the target audience.

#### Band 4

3-4 marks

Candidates will demonstrate knowledge and understanding through a **limited** description of the piece of practical work and their role within it. There will be **restricted** reference to style, period and genre, performance space and design/ technical aspects (where applicable) and the target audience.

#### Band 5

0-2 marks

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

0	2
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Explain how you developed your creative ideas for this piece of practical work. Give **at least one** specific example of how you applied your skill as actor, designer or technician in preparation for performance. (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 candidates developed their creative ideas for the piece and how they applied their skills in preparation for performance
- methods for developing creative ideas
  - through close reading of the text (if scripted), gaining understanding of the characters, the plot, the theme
  - through research into subject matter, period, location, culture or text (scripted only)
  - through stimulus material
  - through improvisation/experiment
- application of the chosen skill in preparation for performance, through, 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
  - **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
    - use of space/levels

Accept the candidate's interpretation of these aspects of theatre in relation to their piece.

### Mark Bands

#### Band 1 9-10 marks

Candidates will demonstrate knowledge and understanding through a **very clear** explanation of how they developed their creative ideas. There will be **purposeful** reference to at least one example of their preparation work in support of their explanation.

#### Band 2 7-8 marks

Candidates will demonstrate knowledge and understanding through a **clear** explanation of how they developed their creative ideas. There will be **useful** reference to at least one example of their preparation work in support of their explanation.

**Band 3**

**5-6 marks**

Candidates will demonstrate knowledge and understanding through a **reasonable** explanation of how they developed their creative ideas. There will be **some** reference to at least one example of their preparation work in support of their explanation.

**Band 4**

**3-4 marks**

Candidates will demonstrate knowledge and understanding through a **limited** explanation of how they developed their creative ideas. There will be **restricted** reference to at least one example of their preparation work in support of their explanation.

**Band 5**

**0-2 marks**

Candidates will demonstrate a **little** knowledge and understanding of how they developed their creative ideas. There will be a **simple** response to the question set.



0	3
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Analyse the success of your group's ability to work as a team during the rehearsal period. You should refer to **at least one** specific example where teamwork was important in the later stages of your preparation. (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 analysis of the success of the group's ability to work as a team during the rehearsal process
- reference to **at least one** example where teamwork was important in the later stages of the preparation
- reference to the quality of collaboration 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
- reference to the team approach to the resolution of problems or the creation and resolution of ideas

Accept the candidate's interpretation of these aspects of theatre.

## Mark Bands

### Band 1

#### 9-10 marks

Candidates will offer a **very clear** analysis of the success of the group's ability to work as a team during the rehearsal process. There will be **purposeful** reference to specific examples from the later stages of the rehearsal process to support their assessment.

<b>Band 2</b> <b>7-8 marks</b>	Candidates will offer a <b>clear</b> analysis of the success of the group's ability to work as a team during the rehearsal process. There will be <b>useful</b> reference to specific examples from the later stages of the rehearsal process to support their assessment.
<b>Band 3</b> <b>5-6 marks</b>	Candidates will offer a <b>reasonable</b> analysis of the success of the group's ability to work as a team during the rehearsal process. There will be <b>some</b> reference to examples from the later stages of the rehearsal process to support their assessment.
<b>Band 4</b> <b>3-4 marks</b>	Candidates will offer a <b>limited</b> analysis of the success of the group's ability to work as a team during the rehearsal process. There will be <b>restricted</b> reference to examples from the later stages of the rehearsal process to support their assessment.
<b>Band 5</b> <b>0-2 marks</b>	Candidates will attempt a <b>simple</b> analysis. There will be <b>little</b> reference to the preparation for performance in support of their assessment.

0	4
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Evaluate how far you achieved your personal aims in the final performance. You should refer to particular moments from the piece to support your answer. (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 expression of personal aim(s)
- an evaluation of the degree to which the aim(s) was achieved 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
  - individual strengths and/or weaknesses
  - intention(s) for the audience/ audience response(s)
  - artistic/aesthetic achievements
  - communication of message(s) or theme(s)
  - interpretation of character
  - creation of mood/atmosphere
  - creation of period/location
  - creative co-operation with other group members
  - originality/invention
- reference to particular moments from the work where personal aims were achieved, partially achieved or not achieved at all

Accept the candidate's interpretation of their selected aspects of theatre.

## Mark Bands

### Band 1

**9-10 marks**

Candidates will offer a **very clear** evaluation of their achievement(s) of their personal aim(s) for their piece with **purposeful** reference to particular moments in support of their answer.

### Band 2

**7-8 marks**

Candidates will offer a **clear** evaluation of their achievement(s) of their personal aim(s) for their piece with **useful** reference to particular moments in support of their answer.

### Band 3

**5-6 marks**

Candidates will offer a **reasonable** evaluation of their achievement(s) of their personal aim(s) for their piece with **some** reference to particular moments in support of their answer.

### Band 4

**3-4 marks**

Candidates will offer a **limited** evaluation of their achievement(s) of their personal aim(s) for their piece with **restricted** reference to particular moments in support of their answer.

### Band 5

**0-2 marks**

Candidates will attempt a **simple** evaluation with **little** reference to the performance in support of their response.

## SECTION B STUDY AND PERFORMANCE OF A SCRIPTED PLAY Question 2

Choose **one** play you have studied and performed during your course. Choose **one** extract from this play. Your answer to both parts of this question should focus on acting **or** design **or** technical skills.

0	5
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 Explain how you used the information provided in the original script to create your character in performance through acting skills **or** to interpret the extract through design **or** technical skills.

You may choose to refer to the stage directions from the original script and/or to what the characters do and say in the text.

(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:

- reference to the information provided in the original script, for example:
  - the playwright’s stage directions
  - the characters actions and/or speech
  - outcomes in performance

### For acting

- identification and 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 research, rehearsal and other preparatory work undertaken:
  - identification of scripted aspects of character and some practical realisation of them
- explanation of the preparation process in terms of the interpretation of the role, for example:
  - development of acting skills:
    - voice – accent, pitch, tone, volume, emphasis
    - movement, gesture, posture
    - facial expressions
    - interaction with other characters on stage
  - decisions about blocking and movement
  - intentions for the audience.

**For design**

- identification and understanding of a specific area of design in terms of the demands of the play/extract
- reference to research, rehearsal and other preparatory work undertaken, for example:
  - identification of scripted aspects relating to design and some practical realisation of them
  - research into the style/genre/period of the play
  - consideration of the function of the specific design role within the play
  - development of design ideas
- explanation of the preparation process in terms of the design skill, for example:
  - development of design skills, for example:
    - set, costume
    - masks, make-up, puppets, props
    - colour, materials, fabrics
    - scale, proportion, construction
    - scenic devices, hydraulics, flies, revolves
    - use of space/levels
- intentions for the audience

**For technical**

- identification and understanding of a specific area of technical skill
- reference to research, rehearsal and other preparatory work undertaken, for example:
  - identification of scripted aspects relating to the chosen technical area and some practical realisation of them
  - research into the style/genre/period of the play
  - consideration of the function of the specific technical role within the play
  - development of ideas in relation to the technical skill
- explanation of the preparation process in terms of the development of technical skills, for example:
  - 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
- 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 aspects taken from the script to realise their character through acting skills or interpret the extract through design or technical skills. There will be **purposeful** reference to the acting, design or technical skills involved in the process of creating a character or interpreting the extract.

### Band 2

**13-16 marks** Candidates will demonstrate knowledge and understanding of the play through a **clear** explanation of the aspects taken from the script to realise their character through acting skills or interpret the extract through design or technical skills. There will be **useful** reference to the acting, design or technical skills involved in the process of creating a character or interpreting the extract.

### Band 3

**8-12 marks** Candidates will demonstrate knowledge and understanding of the play through a **reasonable** explanation of the aspects taken from the script to realise their character through acting skills or interpret the extract through design or technical skills. There will be **some** reference to the acting, design or technical skills involved in the process of creating a character or interpreting the extract.

### Band 4

**4-7 marks** Candidates will demonstrate knowledge and understanding of the play through a **limited** explanation of the aspects taken from the script to realise their character through acting skills or interpret the extract through design or technical skills. There will be **restricted** reference to the acting, design or technical skills involved in the process of creating a character or interpreting the extract.

### Band 5

**0-3 marks** Candidates will demonstrate a **little** knowledge and understanding of the play and their role as actor, designer or technician within it. There will be a **simple** response to the question set.

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Analyse your personal success in presenting the extract as the playwright intended or as your group interpreted it.

You should refer to particular moments from the performance 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:

- a summary of the playwright's intentions as perceived by the candidates or outline of the group's interpretation
- an analysis of the candidate's success in realising either the playwright's intentions or their group's interpretation in relation to, for example:
  - the communication of the message(s) or theme(s) of the play
  - appropriate interpretation of character(s)
  - the creation of an appropriate mood/atmosphere
  - the creation of an appropriate period and/or location
  - the creation of an appropriate performance style
  - competence in performance skills in relation to physical, vocal and facial expression
- reference to particular moments exemplifying the candidate's personal success or lack of success in realising the playwright's intentions, in relation to, for example:
  - technical competence
    - the application of vocal, physical and facial expression
    - use of space
    - use of props/costume/masks
    - artistic collaboration with other members of the production team - performers and/or design/technical.

## Mark Bands

### Band 1

17-20 marks

Candidates will offer a **very clear** analysis of their personal success in presenting the extract as the playwright or their group intended. There will be **purposeful** reference to particular moments from the performance in support of their analysis.

### Band 2

13-16 marks

Candidates will offer a **clear** analysis of their personal success in presenting the extract as the playwright or their group intended. There will be **useful** reference to particular moments from the performance in support of their analysis.



**Band 3**

**8-12 marks**

Candidates will offer a **reasonable** analysis of their personal success in presenting the extract as the playwright or their group intended. There will be **some** reference to particular moments from the performance in support of their analysis.

**Band 4**

**4-7 marks**

Candidates will offer a **limited** analysis of their personal success in presenting the extract as the playwright or their group intended. There will be **restricted** reference to particular moments from the performance in support of their analysis.

**Band 5**

**0-3 marks**

Candidates will attempt a **simple** analysis with **little** reference to the presentation in their response.

### Question 3

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

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Explain how you developed your chosen skill in rehearsals to communicate the style, period, location and/or culture selected for this extract.

Give clear details of your research, rehearsal and other preparation work that you undertook.

(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)
- identification of the selected style, period, location and/or culture of the chosen extract
- reference to research, rehearsal and other preparation work in relation to aspects of style, period, location or culture selected
- reference to research into the acting or design or technical aspects as appropriate to the play
- reference to selection of materials (as appropriate)
- explanation of the development of the design or technical or acting skill applied to the interpretation of the extract in the style/period/location/culture intended, 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
- health and safety provision
- intentions for the audience.

## 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 they developed their skills in rehearsal to communicate aspects of style, period, location or culture. There will be **purposeful** reference to research, rehearsal and other preparation undertaken to support the interpretation of the extract.

### Band 2

#### 13-16 marks

Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **clear** explanation of how they developed their skills in rehearsal to communicate aspects of style, period, location or culture. There will be **useful** reference to research, rehearsal and other preparation undertaken to support the interpretation of the extract.

### Band 3

#### 8-12 marks

Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **reasonable** explanation of how they developed their skills in rehearsal to communicate aspects of style, period, location or culture. There will be **some** reference to research, rehearsal and other preparation undertaken to support the interpretation of the extract.

### Band 4

#### 4-7 marks

Candidates will demonstrate knowledge and understanding of design or technical or acting skills through a **limited** explanation of how they developed their skills in rehearsal to communicate aspects of style, period, location or culture. There will be **restricted** reference to research, rehearsal and other preparation undertaken to support the interpretation of the extract.

### 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
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Analyse your success in applying what you have learnt about your chosen skill in the presentation of this extract. You should refer to particular moments from the performance 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 what the candidate has learnt about the design or technical or acting skill in the presentation of the extract, with reference, for example, to:
  - characterisation, physical, vocal and facial expression; interaction with others
  - consideration of pace, pause, rhythm, energy
  - the technical demands of the skill
  - the artistic opportunities of the skill
  - the practical challenges of the skill
  - the collaborative nature of drama and the need for creative collaboration between all production team members
  - the potential of the skill to create specific effects for the audience
  - the potential of the skill to contribute to the creation of style
  - the potential of the skill to realise the playwright's intentions
  - the potential of the skill to realise the group's intentions
- an analysis of the success of the candidate in applying what has been learnt about the chosen skill in the presentation
- 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 applying what they have learnt about their chosen skill in relation to the presentation of the extract with **purposeful** reference to particular moments of the performance in support of analysis.

### Band 2

**13-16 marks** Candidates will offer a **clear** analysis of their success in applying what they have learnt about their chosen skill in relation to the presentation of the extract with **useful** reference to particular moments from the performance in support of their analysis.

**Band 3**

**8-12 marks** Candidates will offer a **reasonable** analysis of their success in applying what they have learnt about their chosen skill in relation to the presentation of the extract with **some** reference to particular moments from the performance in support of their analysis.

**Band 4**

**4-7 marks** Candidates will offer a **limited** analysis of their success in applying what they have learnt about their chosen skill in relation to the presentation of the extract with **restricted** reference to particular moments from the performance in support of their analysis.

**Band 5**

**0-3 marks** Candidates will attempt a **simple** analysis with **little** reference to the presentation 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 where you saw two actors working well together in **at least two** scenes or sections.

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 Describe in detail the skills used by these two actors in **one** scene or section from this live theatre production where they appeared together. You should include reference to the actors' voices, movement and facial expressions, and to their interaction together in this **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 a specific scene where two actors worked well together in a live production  
  
(accept the candidate's interpretation of a scene or section)
- description of the roles played by the chosen actors, in terms of, for example, the characters' age, gender, status, relationship with each other
- 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 characters/creation of appropriate roles
  - 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
- the nature of the interaction of the actors in the scene or section, for example:
  - dialogue, use of pause and pace, cueing
  - physical contact, knockabout comedy, violence, romantic physical attachment
  - eye contact
  - use of space, use of stage
  - creation of a believable relationship.

## Mark Bands

### Band 1

**17-20 marks** Candidates will demonstrate knowledge and understanding of the live production through a **very clear** description of the skills used by the two actors in one scene where they appear together. There will be **purposeful** reference to the actors' voices, movement and facial expression and interaction with each other.

### Band 2

**13-16 marks** Candidates will demonstrate knowledge and understanding of the live production through a **clear** description of the skills used by the two actors in one scene where they appear together. There will be **useful** reference to the actors' voices, movement and facial expression and interaction with each other.

### Band 3

**8-12 marks** Candidates will demonstrate knowledge and understanding of the live production through a **reasonable** description of the skills used by the two actors in one scene where they appear together. There will be **some** reference to the actors' voices, movement and facial expression and interaction with each other.

### Band 4

**4-7 marks** Candidates will demonstrate knowledge and understanding of the live production through a **limited** description of the skills used by the two actors in one scene where they appear together. There will be **restricted** reference to the actors' voices, movement and facial expression and interaction with each other.

### 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.

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Evaluate the success of these actors in engaging the audience through their creative co-operation in **at least one** further scene or section from this production.

(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 Q9
- an evaluation of the success of the actors' engagement of the audience in relation to, for example:
  - the creation of moments of effective interaction with each other and/or the audience
  - further demonstration of competence in performance skills including voice, movement, facial expression
  - appropriate interpretation of characters
  - use of costume and/or mask; use of space and/or props
  - actors' creation of mood and atmosphere
  - audience reaction
  - the communication of the playwright's message(s) or theme(s)
  - the creation of an appropriate performance style
  - expectations from prior study, workshops or performance of the play/scene; playwright's intentions, personal understanding, congruity with themes/issues
- reference to particular moments from the performance 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 actors' engagement of the audience and there will be **purposeful** reference to at least one further section of the production to support this evaluation.

### Band 2

**13-16 marks** Candidates will offer a **clear** evaluation of the success of the actors' engagement of the audience and there will be **useful** reference to at least one further section of the production to support this evaluation.

### Band 3

**8-12 marks** Candidates will offer a **reasonable** evaluation of the success of the actors' engagement of the audience and there will be **some** reference to at least one further section of the production to support this evaluation.



**Band 4**

**4-7 marks**

Candidates will offer a **limited** evaluation of the success of the actors' engagement of the audience and there will be **restricted** reference to at least one further section of the production to support this evaluation.

**Band 5**

**0-3 marks**

Candidates will offer a **simple** evaluation of the success of the actors' engagement of the audience and there will be **little** reference to at least one further section of the production to support this evaluation.

### Question 5

Choose **one** live theatre production you have seen during your course where **one** area of design or technical skill was used in an inventive way.

1	1
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Describe in detail what the designer or technician produced and how it was used in **at least one** scene or section to demonstrate inventiveness, in your opinion.

(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 area of design or technical skill that the candidate considered inventive
- description of how the chosen design or technical skill was used in an inventive way in one scene or section
- the nature of the inventiveness of the selected design or technical element, for example:
  - the contribution to a coherent style to complement the playwright's/director's/company's intentions or vision
  - the creation of a specific period and/or location
  - the creation of an appropriate atmosphere
  - the establishment of a specific social status or character through the application of design or technical style
  - clarification of the meaning of the play through a complementary style
  - communication of themes/issues through the application of a consistent style
- reference to at least one scene or section, where some of the following design/technical elements were used inventively:
  - colour, materials, fabrics
  - light, angles, intensities, 'specials'
  - sound, music, volume, direction, amplification
  - masks, make-up, puppets, props
  - scale, proportion, construction
  - scenic devices, hydraulics, flies, revolves
  - use of space/levels
  - management of stage, of props, of actors.

Credit answers that demonstrate the candidate's recognition of inventiveness.

## Mark Bands

### Band 1

**17-20 marks** Candidates will demonstrate knowledge and understanding of the play in production through a **very clear** description of the inventiveness of their chosen design or technical skill in the selected scene or section. There will be **purposeful** reference to at least one scene or section from the production to support this description.

### Band 2

**13-16 marks** Candidates will demonstrate knowledge and understanding of the play in production through a **clear** description of the inventiveness of their chosen design or technical skill in the selected scene or section. There will be **useful** reference to at least one scene or section from the production to support this description.

### Band 3

**8-12 marks** Candidates will demonstrate knowledge and understanding of the play in production through a **reasonable** description of the inventiveness of their chosen design or technical skill in the selected scene or section. There will be **some** reference to at least one scene or section from the production to support this description.

### Band 4

**4-7 marks** Candidates will demonstrate knowledge and understanding of the play in production through a **limited** description of the inventiveness of their chosen design or technical skill in the selected scene or section. There will be **restricted** reference to at least one scene or section from the production to support this description.

### 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 this design or technical skill in combining with other aspects of the performance at particular moments. Give clear reasons to support your answer. (20 marks)
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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:

- a personal evaluation of the success of the selected area of design or technical skill in combining with other aspects of the production in relation to, for example:
  - actors' interaction with the selected design/technical area
  - evaluation of the complementary quality of the selected area with other design/technical aspects of the performance
  - communication of the playwright's intentions to the audience
  - meeting the demands of the style and genre of the play
  - creating specific effects
  - competence/proficiency displayed in the application of the selected area of design or technical skill
  - provision of support for the wider production
  - expectations from prior study, workshops or performance of the play/scene; playwright's intentions, personal understanding, congruity with themes/issues
- reference to particular moments from the performance to support the reasons that form the basis of the evaluation.

### Mark Bands

<b>Band 1</b> <b>17-20 marks</b>	Candidates will offer a <b>very clear</b> evaluation of the success of their chosen design or technical skill in combining with other aspects of the performance and there will be <b>purposeful</b> reference to particular moments from the production to support this evaluation.
<b>Band 2</b> <b>13-16 marks</b>	Candidates will offer a <b>clear</b> evaluation of the success of their chosen design or technical skill in combining with other aspects of the performance and there will be <b>useful</b> reference to particular moments from the production to support this evaluation.
<b>Band 3</b> <b>8-12 marks</b>	Candidates will offer a <b>reasonable</b> evaluation of the success of their chosen design or technical skill in combining other aspects of the performance and there will be <b>some</b> reference to particular moments from the production to support this evaluation.
<b>Band 4</b> <b>4-7 marks</b>	Candidates will offer a <b>limited</b> evaluation of the success of their chosen design or technical skill in combining with other aspects of the performance and there will be <b>restricted</b> reference to particular moments from the production to support this evaluation.

**Band 5**

**0-3 marks**

Candidates will offer a **simple** evaluation of the success of their chosen design or technical skill in combining with other aspects of the performance and there will be **little** reference to particular moments from the production in their evaluation.