



# **GCSE MARKING SCHEME**

**SUMMER 2025**

**DRAMA - COMPONENT 3**  
**C690U30-1**

Please be advised that this mark scheme has been updated in October 2025 to reflect the updated question paper released on Portal following the summer exam series.

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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## GCSE DRAMA - COMPONENT 3

### SUMMER 2025 MARK SCHEME

#### SECTION A

#### GCSE Drama – Component 3

**Macbeth**, William Shakespeare

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| 1 | 1 |
|---|---|

 (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **Witch 1** in this extract. [2]

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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                           |
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                            |
| <b>Indicative content</b><br>Two clear techniques such as: <ul style="list-style-type: none"><li>• Levels of exaggeration</li><li>• The animal exercise</li></ul> <i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                                                                                                                                                                           |
| <b>Indicative content</b><br>The witches are on the heath calling up the spirits and are prophesising. They are worshipping Macbeth and pouring good news on him. Ideas for rehearsal techniques in (i) should reflect these aspects. Levels of exaggeration technique to encourage large movements when calling the spirits. The animal exercise to help the actor develop strong movements when worshipping Macbeth.<br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

1 2

(i)

Look at the line:

**‘Good sir, why do you start, and seem to fear  
Things that do sound so fair?’**

Briefly describe **Banquo’s** motivation in this line.

[2]

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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                           |
| Award 2 marks for two clear points regarding Banquo’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.                                                                                                                                            |
| <b>Indicative content</b><br><br>Suitable ideas could include:<br><br>Banquo is surprised at Macbeth’s reaction.<br>He cannot understand why he is fearful.<br>He wants Macbeth to see that the Witches have given him a positive message.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

(ii)

As an actor, describe how you would use emphasis, tone and volume to communicate **Banquo’s** motivation.

[3]

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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                      |
| Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for volume. The suggestions must be linked to the elements of motivation noted in (i).                                                                                                  |
| <b>Indicative content</b><br><br>Suitable explanations could include:<br><br>Emphasising the word ‘Start’ or ‘fear’.<br>Surprised tone. A tone of disbelief.<br>Quietly so that the Witches do not hear. Secretively.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**1 3**

(i) Briefly describe the character of **Macbeth** in this extract.

[3]

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| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                         |
| <p>Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.</p>                                      |
| <p align="center"><b>Indicative content</b></p> <p>In this extract Macbeth is confused by the words spoken. He is in disbelief at the prophecy. He feels that he is dreaming.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) Describe a suitable costume, hair and make-up for **Macbeth** in this extract.[6]

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| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.</p>                                                                                                                                                                                                                                                                                          |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances:</b><br/>Macbeth is a Captain in the army. He is returning from the battlefield.</p> <p><b>Suitable suggestions could include:</b><br/>Military uniform. Trouser, jacket, tunic.<br/>Colours: greens / browns / maroon.<br/>Materials: dependent on choice of period.<br/>Accessories: shield and sword, helmet, boots.<br/>Hair: long, tied back, untidy, unkempt.<br/>Make-up: dark rings around eyes, dirt on face, blood.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- 1 4** As a designer describe in detail your set design for this extract using **theatre in the round**.

In your answer refer to:

- the type of stage used in the original production
- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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| <b>Band 3</b> | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### **Indicative content**

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Type of stage used in the original production (as per resource pack):**

Thrust stage

#### **Shape of stage and audience position**

An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. An appreciation of the challenges of sight lines and limitations for large pieces of set. Consideration of the use of the area behind the audience and the importance of the floor and space above the stage.

#### **Production style**

Candidates must choose a production style for their staging ideas. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

#### **Location and atmosphere**

The scene is set on the heath. The Witches have been weaving their magical powers. They are not far from the battlefields. The atmosphere is eerie where the supernatural is thriving.

#### **Set**

The use of a floor cloth to show the uncultivated ground. Colours such as green / lilac (heather) / browns – linked with nature. Some levels – where the Witches have been conjuring up the spirits. The area around the audience signifying magical powers or battlefields in the distance. The area above the stage could be a star cloth lit up. \*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates could choose to use gobos to suggest woodland, and coloured gels to create atmosphere

#### **Props**

Candidates should think about the Witches and their witchcraft – how they depict their work.

Banquo and Macbeth may have some props to show that they have been at the battlefields.

**1 5**

Choose any **two** contrasting extracts from the play and explain how an actor performing **Lady Macbeth** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation and development/journey
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

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| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                 |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                  |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Indicative content

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Character motivation**

Candidates should choose **TWO** contrasting scenes in order to display their knowledge and understanding of how the character of Lady Macbeth develops throughout the play.

One example is that they could choose A1Sc5 and compare with A5Sc1. Candidates would discuss the demise of Lady Macbeth and chart the fall of the character. They should discuss character motivation in both scenes and explain how the character has developed or changed/different due to what has happened in the play.

Lady Macbeth is depicted as a strong, tough woman and, in her drive to induce Macbeth to murder King Duncan, she appears to be that, but, having succeeded, it does not take long for her to crumble and break down, destroyed by guilt, and she ends up dying by suicide.

#### **Posture and movement**

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to strength of character, pride, nobility, determination at the beginning of the play - all being displayed through strong posture and physical gait.

They could compare this portrayal with the broken women, frail and weak as she reaches the end of her life being displayed through a rounded gait, inward facing body shapes.

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose in order to communicate elements of the character in the contrasting scenes. Also, candidates could refer to the proxemics with other characters.

#### **Gesture**

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror the demise of the character.

#### **Facial expression**

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

Or:

**An Inspector Calls** J.B Priestley

- 2 1** (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **SHEILA** in this extract. [2]

|                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                 |
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                  |
| <b>Indicative content</b><br><br>Two clear techniques such as: <ul style="list-style-type: none"><li>• Hot seating</li><li>• Freeze frames</li></ul><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                                                                                                                                                                                                                   |
| <b>Indicative content</b><br><br>In this scene Sheila is shocked and shaken following the departure of the Inspector and the revelation of the death of the young girl. She is frustrated with her family.<br>Ideas for rehearsal techniques in (i) should reflect these aspects.<br>Hot seating to help the actor understand Sheila's emotional state.<br>Freeze frames to emphasise the isolation that she feels due to her frustration with the family.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**2 2**

(i) Look at the line:

**‘Oh- for God’s sake! What does it matter now whether they give you a knighthood or not?’**

Briefly describe **ERIC’s** motivation in this line.

[2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award 2 marks for two clear points regarding Eric’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.                                                                                                                                                     |
| <b>Indicative content</b><br><br>Suitable ideas could include:<br><br>Eric is shocked and irritated by his father. He is frustrated with his father’s response to the information shared by the Inspector and is deeply scornful of his reaction.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

(ii) As an actor, describe how you would use emphasis, tone and volume to communicate **ERIC’s** motivation.

[3]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for volume. The suggestions must be linked to the elements of motivation noted in (i).                                                                        |
| <b>Indicative content</b><br><br>Suitable explanations could include:<br><br>Emphasising the word ‘God’ or ‘knighthood’.<br>Shocked tone. A scornful tone.<br>Loudly with total disrespect.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**2 3**

(i) Briefly describe the character of **BIRLING** in this extract.

[3]

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| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                    |
| <p>Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.</p>                                                                                 |
| <p align="center"><b>Indicative content</b></p> <p>Birling is angry with Eric and the possibility of the public scandal. He is shocked at his son's actions. Birling is stressed that he may now not get his knighthood.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) Describe a suitable costume, hair and make-up for **Birling** in this extract. [6]

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.</p>                                                                                                                                                                                                                                                                                                                                                                     |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances</b><br/>Birling is a very wealthy businessman and head of the family. He has been hosting a dinner party to celebrate the engagement of his daughter and fiancé.</p> <p><b>Suggestions could include:</b><br/>Dinner suit: trousers, jacket, shirt, dicky bow.<br/>Colours: black / white shirt.<br/>Materials: dependent on choice of period.<br/>Accessories: cufflinks, pocket watch.<br/>Hair: slicked back, perhaps fringe slipped down to show stress.<br/>Make-up: sweating face, flushed cheeks.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

**2 4**

As a designer describe in detail your set design for this extract using **theatre in the round**. You should justify your ideas with reference to the original staging. In your answer refer to:

- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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|---------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 3</b> | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### **Indicative content**

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Type of stage used in the original production (as per resource pack):**

A chamber theatre / Proscenium Arch

#### **Shape of stage and audience position**

An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. Challenges of sight lines and limitations for large pieces of set. Use of the area behind the audience. Importance of the floor and space above the stage.

#### **Production style**

Candidates must choose a production style for their staging ideas. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

#### **Location and atmosphere**

The scene is set in the dining room at the end of the dinner party. The family are wealthy and opulent however there are secrets and hidden truths. The atmosphere is full of tension.

#### **Set**

A floor showing the wealth of the family – shiny oak panelling / plush carpet  
Rich colours such as reds or creams – linked with wealth. A large central dining table with opulent chairs. Full dining table setting – candles / lamps. The area around the audience signifying the dark and deceitful world outside the family. The area above the stage could be a star cloth lit up.

**\*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates could choose to use gobos to suggest shadows and secrets, and coloured gels to create atmosphere**

#### **Props**

Candidates should think about the dining room and the way in which the props communicate the social status of the family.

**2 5**

Choose any two contrasting extracts from the play and explain how an actor performing **Mrs Birling** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

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| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                 |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                  |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Indicative content

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Character motivation**

Candidates should choose any **TWO** contrasting scenes in which Mrs Birling appears in order to display their knowledge and understanding of how the character of Mrs Birling develops throughout the play.

One example is that they could choose the opening scene where the family are celebrating the engagement and compare with the scene where Mrs Birling is being interrogated by the Inspector. Candidates would discuss the contrast in the character and two faces of Mrs Birling showing her love of power and status and her ability to be cold and patronising when her status is threatened. They should discuss character motivation in both scenes and explain how the character has developed / changed or is different.

#### **Posture and movement**

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to strength of character, pride, nobility, determination all being displayed through strong posture and physical gait.

They could compare with the threatened woman, being displayed through a more insecure stance.

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose in order to communicate elements of the character in the contrasting scenes. Also candidates could refer to the proxemics with other characters.

#### **Gesture**

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror the contrast in the character.

#### **Facial expression**

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

Or,

**Find Me** Olwen Wymark

- 3 1** (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **VERITY II** in this extract. [2]

|                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                            |
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                                             |
| <b>Indicative content</b><br><br>Two clear techniques such as: <ul style="list-style-type: none"><li>• Inner thoughts</li><li>• Levels to explore hierarchy and power</li></ul><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                                                                                                                                                                                 |
| <b>Indicative content</b><br><br>In this scene Verity II is oblivious to what is going on around her, her emotions are cold, she appears to blank everything out and seems unresponsive. Ideas for rehearsal techniques in (i) should reflect these aspects<br><br>Inner thoughts to try and understand her mental state<br>Levels to explore hierarchy and power to explore her relationship with the other characters.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**3 2**

(i) Look at the line:

**‘Yesterday afternoon and evening. She broke three windows and locked herself into the bathroom and flooded it. She cut off a lot of her hair.’**

Briefly describe **Edward’s** motivation in this line.

[2]

|                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                           |
| Award 2 marks for two clear points regarding Edward’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.                                                                                                                                                                                            |
| <b>Indicative content</b><br><br>Suitable ideas could include:<br><br>Edward is trying to ensure that the doctor understands the seriousness of the situation with Verity. He wants the doctor to realise how desperate things are with her behaviour; that Verity is a danger to herself.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

(ii) As an actor, describe how you would use emphasis, tone and volume to communicate **Edward’s** motivation.

[3]

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| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                 |
| Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for volume. The suggestions must be linked to the elements of motivation noted in (i).                             |
| <b>Indicative content</b><br><br>Suitable explanations could include:<br><br>Emphasising the word ‘flooded’.<br>Serious tone.<br>Strained volume<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**3 3**

(i) Briefly describe the character of **VERITY I** in this extract.

[3]

|                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                      |
| <p>Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.</p>                                                                                                                                   |
| <p align="center"><b>Indicative content</b></p> <p>In this extract Verity I is desperately trying to get help. She is fearful for her safety and she can see how vulnerable she is in the scene which is playing out in front of her. She is vulnerable, alone and scared.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) Describe a suitable costume, hair and make-up for **VERITY I** in this extract.[6]

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| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.</p>                                                                                                                                                                                                       |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances:</b><br/>Verity1 is in a psychiatric hospital as an inpatient. She is mentally unstable and scared.</p> <p><b>Suitable suggestions could include:</b><br/>Hospital gown, ankle socks.<br/>Colours: white<br/>Materials: cotton.<br/>Accessories: nametag.<br/>Hair: long, tied back, untidy, unkempt.<br/>Make-up: dark rings around eyes.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

**3 4**

As a designer describe in detail your set design for this extract using **theatre in the round**. You should justify your ideas with reference to the original staging. In your answer refer to:

- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 Marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>Indicative content</b></p> <p><i>The following are examples only and all valid alternatives should be considered and marked appropriately.</i></p> <p><b>Type of stage used in the original production (as per resource pack):</b><br/>Theatre in the round</p> <p><b>Shape of stage and audience position</b><br/>An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. Challenges of sight lines and limitations for large pieces of set. Use of the area behind the audience. Importance of the floor and space above the stage.</p> |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Production style**

Candidates must choose a production style for their staging ideas. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

**Location and atmosphere**

The scene is set in the hospital. Verity I is positioned in the background. The family move from scene to scene. The atmosphere is cold and clinical.

**Set**

The use of a floor cloth to show the cold and clinical hospital. Colours such as white and pale blue – linked with hospitals. Some levels – where Verity I could be positioned. An ability to move from one setting to another – showing the family being pushed from doctor to doctor. The area around the audience the many sides of Verity – perhaps the various Veritys could be positioned around. The area above the stage could be a star cloth lit up. \*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates could choose to use gobos to suggest shadows and secrets etc.

**Props**

Candidates should think about the hospital setting. Some chairs / flipcharts / letters / bags

- 3 5** Choose any **two** contrasting extracts from the play and explain how an actor performing **JEAN** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

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|---------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                 |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                  |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Indicative content

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

### **Character motivation**

Candidates should choose any TWO contrasting scenes in which JEAN is present in order to display their knowledge and understanding of how the character of Jean develops throughout the play.

Jean is Verity's mother. Jean feels completely hopeless as a mother because she can't support her daughter as she struggles with her behaviour Jean feels unloved and scared of her child. 'She torments me'. She is frightened, and feels inadequate 'other mothers cope' and 'I feel so inadequate'. This suggests that she feels like she should be able to cope and she feels as though she is letting everyone down, especially Verity. She feels un-maternal because her husband has a better relationship with her than she does. Ultimately it becomes so bad Jean feels the only way to cope is to consider alcoholism or to just leave home as all she does is complain to Edward about Verity; she thinks she will go mad and wants to get away from her own child. She feels responsible for the way she has turned out and is scared only she sees her as a monster. Jean is under great stress while trying to maintain the façade of a somewhat normal family to others.

### **Posture and movement**

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to Jean's frustration and anger at the beginning of the play being displayed through posture and physical gait. They could compare with the weaker mother who feels that she has failed at the end of the play displayed through a rounded gait, inward facing body shapes and closed body language

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose in order to communicate elements of the character in the contrasting scenes. Also, candidates could refer to the proxemics with other characters. Candidates could refer to levels of tension in movement and use of space at the beginning compared to the slower and weaker movements towards the end

### **Gesture**

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror Jean's weakening character. Such as fast paced gestures to show she is trying to restrain her frustration at her behaviour. Compared with gentle and soft / almost pointless gestures at the end. The levels of tension would suggest to the audience that her ability to cope with the situation is getting weaker and weaker

### **Facial expression**

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

Or,

**Noughts and Crosses** Malorie Blackman (adapted by Sabrina Mahfouz)

- 4 1** (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **SEPHY** in this extract. [2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                                                                                    |
| <p style="text-align: center;"><b>Indicative content</b></p> <p>Two clear techniques such as:</p> <ul style="list-style-type: none"><li>• Inner thoughts</li><li>• Levels to explore hierarchy and power</li></ul> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                                                                                                                                                                               |
| <p style="text-align: center;"><b>Indicative content</b></p> <p>In this scene Sephy is in a cell. She has been kidnapped by the noughts. Callum betrayed her. Ideas for rehearsal techniques in (i) should reflect these aspects</p> <p>Inner thoughts to try and understand her mental state<br/>Levels to explore hierarchy and power to explore her relationship with the other characters – noughts v crosses.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- 4** **2** (i) Look at the line:

**‘Good work, team, look at that, the first demand has been met, Kamal Hadley is out of office!’**

Briefly describe **JUDE’s** motivation in this line.

[2]

| <p align="center"><b>AO3</b><br/><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Award 2 marks for two clear points regarding Jude’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.</p>                                                                                                                   |
| <p align="center"><b>Indicative content</b></p> <p>Suitable ideas could include:</p> <p>Jude is motivating the gang. He is emphasising that their plan is working. He is celebrating the downfall of Kamal Hadley.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- (ii) As an actor, describe how you would use emphasis, tone and volume to communicate **JUDE’s** motivation.

[3]

| <p align="center"><b>AO3</b><br/><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for volume. The suggestions must be linked to the elements of motivation noted in (i).</p>                                                       |
| <p align="center"><b>Indicative content</b></p> <p>Suitable explanations could include:</p> <p>Emphasising ‘Good work’.<br/>Celebratory tone.<br/>Strong and powerful volume.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

**4 3**

(i) Briefly describe the character of **ANDREW** in this extract.

[3]

|                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                 |
| <p>Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.</p>                                                                                                              |
| <p align="center"><b>Indicative content</b></p> <p>Andrew Dorn is the second in Command in the Liberation Militia. He is keeping control of the unit by establishing his authority. He intimidates the other characters with his cold, calm attitude.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) Describe a suitable costume, hair and make-up for **ANDREW** in this extract.

[6]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.</p>                                                                                                                                                                                                                                                                   |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances:</b><br/>Andrew is second in command in the Liberation Militia. He is in an underground hideaway.</p> <p><b>Suitable suggestions could include:</b><br/>Leather jacket. Trousers. Shirt.<br/>Colours: greens / browns / maroon.<br/>Materials: leather, brown camouflage.<br/>Accessories: boots, thick belt.<br/>Hair: long, tied back, untidy, unkempt.<br/>Make-up: dark rings around eyes, tattoo.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

4 4

As a designer describe in detail your set design for this extract using **theatre in the round**. You should justify your ideas with reference to the original staging.

In your answer refer to:

- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 Marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>Indicative content</b></p> <p><i>The following are examples only and all valid alternatives should be considered and marked appropriately.</i></p> <p><b>Type of stage used in the original production (as per resource pack):</b><br/>End on stage</p> <p><b>Shape of stage and audience position</b><br/>An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. Challenges of sight lines and limitations for large pieces of set. Use of the area behind the audience. Importance of the floor and space above the stage.</p> |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Production style**

Candidates must choose a production style for their staging ideas. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

**Location and atmosphere**

The scene is set in an underground hideaway. The atmosphere is tense as there is an inner conflict between the characters. The characters are stressed and Sephy is confined as she has been kidnapped.

**Set**

The use of a floor cloth to show the hideaway. Candidates could choose to have a chequered floor to symbolise the two opposing groups. Colours such as black and white – linked with central theme. Some levels – where Sephy is confined. The area around the could have screens for use throughout the play. The area above the stage could be a star cloth lit up. \*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates could choose to use gobos to suggest shadows, secrets and deceit, and coloured gels to create atmosphere

**Props**

Candidates should think about the hideaway. Perhaps some basic foods, cups. Bags with basics. Key props such as the scissors.

- 4 5** Choose any two contrasting extracts from the play and explain how an actor performing **CALLUM** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 Marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

|               |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the</li> <li>• physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                            |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                             |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Indicative content

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

### Character motivation

Candidates should choose any TWO contrasting scenes in which CALLUM is present in order to display their knowledge and understanding of how the character of Callum develops throughout the play.

One of the main characters and a nought, the play follows Callum from age 15 to 19. Callum begins the play hopeful, as he's one of the first nought students to integrate Sephy's prestigious Crosses-only school. But as students and staff at school bully Callum, he becomes angry and ashamed—and less willing to put up with Sephy's misguided attempts to help. Callum joins the LM. He agrees to help his cell kidnap Sephy, but things become even more complicated between the couple. Callum helps her escape. When he later hears that Sephy is pregnant with his baby, Callum goes to her and is arrested and charged with rape. Both he and Sephy refuse to give into Mr. Hadley's demands that they publicly state that he raped her. Callum is hanged for the crime.

### Posture and movement

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to strength of character, pride, nobility, determination all being displayed through strong posture and physical gait.

They could compare with the gentle, soft character or the distant and guilt-ridden character and discuss how an actor could use physicality to communicate these aspects

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose in order to communicate elements of the character in the contrasting scenes. Also, candidates could refer to the proxemics with other characters and compare Callum with Sephy in the scene on the beach at the beginning of the play where he is gentle and loving with the scene where Callum helps Sephy escape – a scene full of tension and conflict.

### Gesture

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror the demise of the character.

### Facial expression

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

Or:

**Refugee Boy** Benjamin Zephaniah (adapted by Lemn Sissay)

- 5** **1** (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **Alem** in this extract. [2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                                                            |
| <p style="text-align: center;"><b>Indicative content</b></p> <p>Two clear techniques such as:</p> <ul style="list-style-type: none"><li>• Inner thoughts</li><li>• Freeze frames</li></ul> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                                                                                                                                                   |
| <p style="text-align: center;"><b>Indicative content</b></p> <p>In this scene Alem is with his foster family. Alem is experiencing family structure for the first time. It is difficult for him to feel part of the family. Inner thoughts to understand his feelings in the new environment<br/>Freeze frames to understand the dynamics of the family and Alem's views on his place.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

**5 2**

(i) Look at the line:

**‘When you start losing things it means you’re going senile. Or there’s other things on your mind.’**

Briefly describe **Ruth’s** motivation in this line.

[2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award 2 marks for two clear points regarding Ruth’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.                                                                                                                                        |
| <b>Indicative content</b><br><br>Suitable ideas could include:<br><br>Ruth is trying to make light of the fact that her dad is losing things. She is teasing him. But she is also a little worried that he has too much on his mind.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

(ii) As an actor, describe how you would use emphasis, tone and volume to communicate **Ruth’s** motivation.

[3]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for volume. The suggestions must be linked to the elements of motivation noted in (i).                                            |
| <b>Indicative content</b><br><br>Suitable explanations could include:<br><br>Emphasising the word ‘losing’.<br>Light and joke-like tone.<br>Lightly and gently.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**5 3**

(i) Briefly describe the character of **Mr Fitzgerald** in this extract.

[3]

|                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                     |
| <p>Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.</p>                                                                                                                  |
| <p align="center"><b>Indicative content</b></p> <p>In the extract on the paper Mr Fitzgerald is stressed because he cannot find his keys and wallet. He is anxious and thinks he has been robbed. He is very grateful to Alem for finding his belongings.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) Describe a suitable costume, hair and make-up for **Mr Fitzgerald** in this extract.

[6]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.</p>                                                                                                                                                                                                                                      |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances:</b><br/>Mr Fitzgerald is Alem's foster father. He is a middle-aged man who has just returned home from work.</p> <p><b>Suitable suggestions could include:</b><br/>Trousers, shirt, jumper.<br/>Colours: beige and browns.<br/>Materials: dependent on choice of period.<br/>Accessories: glasses.<br/>Hair: short, tidy.<br/>Make-up: flushed cheeks as he is stressed.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

5 4

As a designer describe in detail your set design for this extract using **theatre in the round**. You should justify your ideas with reference to the original staging.

In your answer refer to:

- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>Indicative content</b></p> <p><i>The following are examples only and all valid alternatives should be considered and marked appropriately.</i></p> <p><b>Type of stage used in the original production (as per resource pack):</b><br/>End on stage</p> <p><b>Shape of stage and audience position</b><br/>An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. Challenges of sight lines and limitations for large pieces of set. Use of the area behind the audience. Importance of the floor and space above the stage.</p> |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Production style**

Candidates must choose a production style for their staging ideas. *Refugee Boy* is structured into 29 scenes set in a range of institutional, home, and outdoor locations which should influence their choice of style. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

**Location and atmosphere**

The scene is set in the Fitzgerald household. It is evening, just before dinner. The atmosphere is warm and welcoming.

**Set**

As the play is set in multi- locations, candidates should think about the practicalities of the set. A dining table is central, however they may or may not include more naturalistic furniture. They may use suitcases as chairs to emphasise the theme of migrants/asylum/refugees; they may choose a more naturalistic setting to emphasise the warm family that Alem has joined. The ideas must work on an 'in the round' stage. Choice of colours will reflect the atmosphere and the ideas behind the design. \*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates will refer to gobos / lighting to create setting and atmosphere.

**Props**

Candidates should think about the fact that Alem has just joined the family – his suitcase is important also the coat / bag and keys.

5 5

Choose any two contrasting extracts from the play and explain how an actor performing **Mr Kelo** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

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|---------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                 |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                  |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### **Indicative content**

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Character motivation**

Candidates should choose TWO contrasting scenes in order to display their knowledge and understanding of how the character of Mr Kelo develops throughout the play.

Mr Kelo is Alem's father. He is a caring and loving man who will do anything for his family. He is a patient and gentle man who has suffered persecution in his home country of Eritrea. Candidates could discuss scenes between Mr Kelo and Alem where he is teaching his son as a patient, caring, and loving father and compare with scene where he is scared for his future in the UK.

#### **Posture and movement**

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to gentleness of character, loving and tender all being displayed through open posture and physical gait.

They could compare with the scared man, anxious and fearful for his future being displayed through a tense and inward facing body shapes.

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose, in order to communicate elements of the character in the contrasting scenes. Also candidates could refer to the proxemics with other characters.

#### **Gesture**

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror the development of the character.

#### **Facial expression**

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

Or:

**I Love You, Mum - I Promise I Won't Die** Mark Wheeler

- 6 1** (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **Bridget** in this extract. [2]

| AO3<br>Demonstrate knowledge and understanding of how drama and theatre is developed and performed                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                  |
| <b>Indicative content</b><br><br>Two clear techniques such as: <ul style="list-style-type: none"><li>• Hot seating</li><li>• Freeze frames</li></ul><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

| AO3<br>Demonstrate knowledge and understanding of how drama and theatre is developed and performed                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                              |
| <b>Indicative content</b><br><br>In this scene Bridget is narrating the incident where Mark was rushed to the hospital<br>Hot seating to understand her thoughts and feelings during the incident<br>Freeze frames to understand the relationships of the characters.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**6 2**

(i) Look at the line:

**‘His name’s Daniel! I’m Jack! What’s happened?’**

Briefly describe **Jack’s** motivation in this line.

[2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award 2 marks for two clear points regarding Jack’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.                                                                                                                                         |
| <b>Indicative content</b><br><br>Suitable ideas could include:<br><br>Jack wants to ensure that everybody knows who is who. He wants to know what happened. He is trying to help the doctors revive Daniel by giving key information.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

(ii) As an actor, describe how you would use emphasis, tone and volume to communicate **Jack’s** motivation.

[3]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for volume. The suggestions must be linked to the elements of motivation noted in (i).                                                                                                    |
| <b>Indicative content</b><br><br>Suitable explanations could include:<br><br>Emphasising the word ‘Daniel.’<br>Matter of fact / informative tone.<br>Clearly and strongly to ensure everybody can hear the information.<br><br><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i> |

**6 3**(i) Briefly describe the character of **Bridget** in this extract.

[3]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.                                                                                                |
| <p align="center"><b>Indicative content</b></p> <p>In this extract Bridget is explaining the incident at the club. She wants to ensure that all the facts are clear. She is explaining her role in the response to the 999 call.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) Describe a suitable costume, hair and make-up for **Bridget** in this extract. [6]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.                                                                                                                                                                                                                                           |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances:</b><br/>Bridget is a paramedic. She is recalling the incidents on the evening of 18th January</p> <p><b>Suitable suggestions could include:</b><br/>Paramedic uniform: trouser, jacket, tunic, black boots.<br/>Colours: green, yellow.<br/>Materials/quality: smart, well presented.<br/>Accessories: hat, notebook.<br/>Hair: tied back, neat.<br/>Make-up: flushed.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

6 4

As a designer describe in detail your set design for this extract using **theatre in the round**. You should justify your ideas with reference to the original staging.

In your answer refer to:

- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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| <b>Band 3</b> | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

#### **Indicative content**

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Type of stage used in the original production (as per resource pack):**

End on stage.

#### **Shape of stage and audience position**

An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. Challenges of sight lines and limitations for large pieces of set. Use of the area behind the audience. Importance of the floor and space above the stage.

**Production style**

Candidates must choose a production style for their staging ideas. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

**Location and atmosphere**

The scene is set in multi locations – the rave, the hospital, Bridget narrating. It is a highly charged and emotional scene juxtaposed with the factual narration.

**Set**

Candidates should show an understanding of the style of the play in their choice of set. A multi-location play which moves very quickly. The floor could represent messages from the play as a whole. It could be linked to the current scene with reference to the rave. The area around the audience could have TV screens in order to communicate information in various scenes. The area above the stage could be a star cloth lit up.

\*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates could choose to use gobos to suggest the rave, the blue lights of the police / coloured gels to create atmosphere

**Props**

Candidates should think about the hoodie – how they depict the character of Dan.

All characters may have simple props to signify where they are and what they are doing e.g. the rave / police etc.

- 6 5** Choose any two contrasting extracts from the play and explain how an actor performing **Fiona** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

|               |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts /</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                   |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                    |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

### Indicative content

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Character motivation**

Candidates should choose TWO contrasting scenes in order to display their knowledge and understanding of how the role of Fiona develops throughout the play.

Fiona is Dan's Mum, throughout the play we see the impact of the death of her son on her as she deals with the tragedy. Candidates could refer to the opening scene where Fiona talks lightly and lovingly about Dan dying his hair. Here she is reflecting on his wicked nature and the funny incidents which formulated his character. This could be compared with Section 2 of I Promise I won't Die where Fiona is discussing the funeral arrangements

#### **Posture and movement**

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to warmth of character, gentleness and fun all being displayed through confident posture and physical gait.

They could compare with the broken mother, sorrow and loss being displayed through a rounded gait, inward facing body shapes.

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose in order to communicate elements of the character in the contrasting scenes. Also candidates could refer to the proxemics with other characters.

#### **Gesture**

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror the breaking of the character.

#### **Facial expression**

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

Or:

The IT Vivienne Franzmann

- 7 1** (i) Name two rehearsal techniques that a director could use to prepare an actor for the role of **MS JARVIS** in this extract. [2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award a maximum of 2 marks. 1 Mark for <b>each separate</b> rehearsal technique                                                                                                                                                                                                                                   |
| <p style="text-align: center;"><b>Indicative content</b></p> <p>Two clear techniques such as:</p> <ul style="list-style-type: none"><li>• Hot seating</li><li>• Levels of exaggeration.</li></ul> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- (ii) Explain how these two techniques would help to prepare the actor for this role in performance. [2]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award up to 2 marks for 2 clear explanations of how the techniques mentioned in (i) would be suitable. Award 1 mark for 1 explanation. Award 0 marks if explanation is unclear or does not link to the ideas noted in (i), or if no response is offered.                                                                                                                                                                                                                |
| <p style="text-align: center;"><b>Indicative content</b></p> <p>In this scene Ms Jarvis is teaching the class. She is described as a scary teacher whose eyes pop out of her head.</p> <p>Hot seating will help to understand the inner thoughts of the character<br/>Levels of exaggeration will help create the larger elements of the character.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

|   |   |
|---|---|
| 7 | 2 |
|---|---|

(i) Look at the line:

**‘Grace was in my maths class. I liked her. I think she liked me too.’**

Briefly describe **STUDENT 8’s** motivation in this line.

[2]

|                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                         |
| <p>Award 2 marks for two clear points regarding Student 8’s motivation in this line. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set line.</p>                                                                                                         |
| <p align="center"><b>Indicative content</b></p> <p>Suitable ideas could include:</p> <p>Student 8 wants to show that she knew Grace. She wants us to know that she liked her and that the feeling was mutual.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

(ii) As an actor, describe how you would use emphasis, tone and volume to communicate **Student 8’s** motivation.

[3]

|                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                         |
| <p>Award up to 3 marks for a detailed explanation linked to the use of voice in the set line. Award 1 mark for emphasis, 1 mark for tone, 1 mark for tempo. The suggestions must be linked to the elements of motivation noted in (i).</p>                                                        |
| <p align="center"><b>Indicative content</b></p> <p>Suitable explanations could include:</p> <p>Emphasising the word ‘liked’.</p> <p>Gentle tone.</p> <p>Pure and soft volume.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

**7 3**

- (i) Briefly describe the character of
- STUDENT 9**
- in this extract.

**[3]**

|                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                           |
| <p>Award up to 3 marks for a brief description of the character in the extract. 3 marks for three clear suggestions. 2 marks for two clear suggestions. Award 1 mark for one clear suggestion. 0 marks if suggestions are not linked to the set extract.</p>                        |
| <p align="center"><b>Indicative content</b></p> <p>In this extract Student 9 is full of attitude. She hates Geography and is more interested in phones and fun.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

- (ii) Describe a suitable costume, hair and make-up for
- STUDENT 9**
- in this extract.

**[6]**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><b>AO3</b></p> <p align="center"><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Award a total of 6 marks for a description of a full costume hair and make-up. Award 4 marks for costume (garment(s)) which includes details such as colour / materials / quality / hat / accessories. 1 mark for hair and 1 mark for make-up. All ideas must link with the given circumstances. No response award 0 marks.</p>                                                                                                                                                                                                                                                                                                  |
| <p align="center"><b>Indicative content</b></p> <p><b>Given circumstances:</b><br/>Student 9 is a pupil in the school. She comes across as a rebellious character who is arty.</p> <p><b>Suitable suggestions could include:</b><br/>School uniform. Trouser/skirt, shirt, tie.<br/>Colours: black bottoms, white shirt, striped green and blue tie.<br/>Materials / quality: ideas will vary.<br/>Accessories: jumper, earrings, phone.<br/>Hair: long, tied back, trendy.<br/>Make-up: eye make-up, lipstick.</p> <p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> |

7 4

As a designer describe in detail your set design for this extract using **theatre in the round**. You should justify your ideas with reference to the original staging.

In your answer refer to:

- shape of stage, audience position and production style
- location and atmosphere
- set and props (including use of colour)

[12]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• Reference to the type of stage used in the original production</li> <li>• Excellent, perceptive and detailed explanation of production style, with excellent understanding of staging in the round</li> <li>• Location and atmosphere are fully explored demonstrating a high level of knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Excellent, highly detailed description of the set</li> <li>• Excellent, highly detailed description of how set and props would be used to communicate meaning within the set extract</li> <li>• Highly appropriate references to the text</li> <li>• Highly appropriate knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>8-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with good understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a good knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• Good, detailed description of the set</li> <li>• Detailed description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Appropriate references to the text</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                              |

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| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>6-7 marks</b> | <ul style="list-style-type: none"> <li>• Reference to a relevant production style, with some understanding of staging in the round</li> <li>• Location and atmosphere are explored demonstrating a knowledge and understanding of how the play can be designed for theatre in the round</li> <li>• A reasonable description of the set</li> <li>• Reasonable description of how set and props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Reasonably appropriate references to the text</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>4-5 marks</b> | <ul style="list-style-type: none"> <li>• Some reference to a production style, with little understanding of staging in the round</li> <li>• Some references to location and atmosphere in the extract to support the choice of set and props</li> <li>• Some description of the set</li> <li>• Some description of how set and/or props (including use of colour) would be used to communicate meaning within the set extract</li> <li>• Some knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                               |
| <b>Band 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited description of how set would be used to communicate meaning within the extract, no understanding of staging in the round</li> <li>• Limited references to location and atmosphere in the extract to support the choice of set and/or props</li> <li>• Limited description of how set and/or props would communicate meaning within the set extract</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>Indicative content</b></p> <p><i>The following are examples only and all valid alternatives should be considered and marked appropriately.</i></p> <p><b>Type of stage used in the original production (as per resource pack):</b><br/>End On stage</p> <p><b>Shape of stage and audience position</b><br/>An understanding that the audience is positioned all around the stage with entrances through the audience. No backdrop to the stage. Challenges of sight lines and limitations for large pieces of set. Use of the area behind the audience. Importance of the floor and space above the stage.</p> |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Production style**

Candidates must choose a production style for their staging ideas. Candidates could choose from a range of styles; however, the chosen style must work in the round. They must justify their ideas.

**Location and atmosphere**

The scene is set in the classroom and it is a flashback or a memory. The students are re-telling an incident in the lesson where Ms Jarvis was teaching Geography and Grace was on her phone. In the background the Chorus are interjecting with comments on beauty. The atmosphere is energetic with the students having fun in the memory. The Chorus builds on the energy with advertisement type punctuation.

**Set**

The play is multi location. Candidates should show an understanding of this in their design. They may have a symbolic floor with images which highlight the central theme of mental health / social media etc. The play allows for creativity. Perhaps some levels – where Ms Jarvis could be central and the students use the levels. Perhaps chairs. The area around the audience signifying pressures on Grace. The area above the stage could be a star cloth lit up.

\*\* Remember some candidates will have been taught to use lighting/projections/effects to create set, therefore some candidates could choose to use gobos to suggest inner thoughts / mental stress and coloured gels to create atmosphere

**Props**

Candidates should think about the classroom – how they communicate the setting within a very episodic play.

7 5

Choose any two contrasting extracts from the play and explain how an actor performing **Grace** could use physical skills to communicate the character to the audience.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

| <b>AO3</b><br><b>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b>                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• An excellent, perceptive understanding of character development/journey within the chosen extracts</li> <li>• Excellent explanation of character motivation within the chosen extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how posture and movement are used to communicate the character in the two contrasting extracts</li> <li>• Excellent, detailed and discerning knowledge and understanding of how gesture and facial expressions are used to communicate the character in the two contrasting extracts</li> <li>• Highly appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Highly relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• A well-informed explanation of character motivation within the chosen extracts</li> <li>• Good, detailed knowledge and understanding of how posture and movement are used to communicate character in the two contrasting extracts</li> <li>• Good, detailed knowledge and understanding of how gesture and facial expressions are used to communicate character in the two contrasting extracts</li> <li>• Appropriate references to the 2 contrasting extracts to support the physical skills suggested</li> <li>• Relevant knowledge, understanding and use of drama terminology</li> </ul>                                                                                                                                                                       |

|               |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• A reasonable explanation of character motivation within the chosen extract/extracts</li> <li>• A reasonable knowledge and understanding of how posture and movement are used to communicate character</li> <li>• A reasonable knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Reasonably appropriate references to the extract/extracts to support the physical skills suggested</li> <li>• Reasonably relevant knowledge, understanding and use of drama terminology</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some explanation of character motivation within the chosen extract/extracts</li> <li>• Some knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Some knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Some references to the extract/extracts to support the physical skills suggested</li> <li>• Some relevant knowledge, understanding and use of drama terminology</li> </ul>                                                 |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited explanation of character motivation within the chosen extract/extracts</li> <li>• Limited knowledge and understanding of how posture and movement are used to communicate character</li> <li>• Limited knowledge and understanding of how gesture and facial expressions are used to communicate character</li> <li>• Limited references to the extract/extracts to support the physical skills suggested</li> <li>• Limited relevant knowledge, understanding and use of drama terminology</li> </ul>                                  |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Indicative content

*The following are examples only and all valid alternatives should be considered and marked appropriately.*

#### **Character motivation**

Candidates should choose any TWO contrasting scenes in which GRACE is present in order to display their knowledge and understanding of how the character of Grace develops throughout the play.

Grace is a teenage girl who has something growing inside her. She doesn't know what it is, but she knows it's not a baby. It expands in her body. It starts in her stomach, but quickly outgrows that, until eventually it takes over the entirety of her insides. It has claws. She feels them. Does it have teeth, skin, and hair as well, or is that feathers, or spikes she can feel, butting up against her organs? What is it? It makes a noise, like a lizard or a snake. No one must know about it. She has to keep its presence, its possession of her, concealed. She pulls away from her friends. She refuses to speak in case The It is heard. Then The It tries to escape from her body. She can't let that happen. She cuts an isolated weird figure at school, trying to live her life 'normally'; but battling to keep The It inside. Candidates could choose a variety of contrasting extracts

#### **Posture and movement**

**Posture:** Candidates could discuss the way in which an actor would use their body to display elements of the character – referring to the gentleness and stillness of the character, all being displayed through soft posture and physical gait.

They could compare with the girl who is petrified and can feel The It, being displayed through a cramped gait, inward facing body shapes.

**Movement:** Candidates could refer to the use of the acting space and discuss how the actor could vary the pace and purpose in order to communicate elements of the character in the contrasting scenes. Also candidates could refer to the proxemics with other characters.

#### **Gesture**

Candidates should refer to any physical communication through arms, hands, shoulders, head in order to express an idea or meaning. Again, the contrast in gestures should mirror the demise of the character.

#### **Facial expression**

Candidates could discuss the characters feelings through focussing on facial expressions. Discussion of eye contact / focus, eyebrows, mouth and lips in the contrasting scenes to display understanding of the character in contrasting moments in the play.

## SECTION B

Answer either question 

|   |   |
|---|---|
| 8 | 1 |
|---|---|

 or question 

|   |   |
|---|---|
| 9 | 1 |
|---|---|

*You should base your answer on **one live theatre** production seen during the course.  
You must use a **different** text from the one used in Section A.*

*At the beginning of your answer, you should state the name of the production, the company and the venue.*

**Either,**

|   |   |
|---|---|
| 8 | 1 |
|---|---|

 Analyse and evaluate how the use of set and props in **two** moments made an impact on you as a member of the audience

In your answer refer to:

- production style
- how the set and props were used to communicate meaning and create impact
- your response to set and props as an audience member [15]

| AO4                                                                                                                                                                                                                                                                                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyse and evaluate (their own work and) the work of others                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>Excellent, perceptive analysis and evaluation of the production style and use of set and props in two moments to communicate meaning and create impact on the audience</li> <li>Excellent, perceptive analysis and evaluation of their own response to the use of set and props in performance as a member of the audience</li> <li>Excellent focused examples from the chosen moments</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>Good analysis and evaluation of the production style and use of set and props in two moments to communicate meaning and create impact on the audience</li> <li>Good analysis and evaluation of their own response to the use of set and props in performance as a member of the audience</li> <li>Good examples from the chosen moments</li> </ul>                                                |

|               |                  |                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Band 3</b> | <b>7-9 marks</b> | <ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the production style and use of set and props in two moments to communicate meaning and create impact on the audience</li> <li>• Reasonable analysis and evaluation of their own response to the use of set and props in performance as a member of the audience</li> <li>• Reasonably appropriate examples from the chosen moments</li> </ul> |
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some analysis and evaluation of the production style and use of set and props in two moments to communicate meaning and create impact on the audience</li> <li>• Some analysis and evaluation of their own response to the use of set and props in performance as a member of the audience</li> <li>• Some appropriate examples from the chosen moments</li> </ul>                   |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the production style and use of set and props in two moments to communicate meaning and create impact on the audience</li> <li>• Limited analysis and evaluation of their own response to the use of set and props in performance as a member of the audience</li> <li>• Limited appropriate examples from the chosen moments</li> </ul>          |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted.</li> </ul>                                                                                                                                                                                                                                                                                                                                      |

### **Indicative content**

Answers should analyse and evaluate the use of set and props within a production of their choice.

#### ***Answers may include:***

- Reference to two clear moments from the production
- Use of set and props to create effect / define acting area / atmosphere / communicate meaning
- Use of colours / textures to create atmosphere and communicate meaning
- Use of levels / shapes to create atmosphere and communicate meaning
- Use of symbols to create atmosphere and communicate meaning

\*\* Candidates could / may refer to the use of LX / projections to create 'setting'. However the focus must be on how these were used as 'set'.

#### ***Candidates could refer to***

- How the performance style influenced the set and prop choices

#### ***Response as an audience member:***

- Individual response to the set and prop choices which may include a preference for one moment
- Clear ideas and opinion on various uses of set and props in the two moments identified
- How the set and props contributed to the overall production
- Responses should present context of the chosen moments and how set and prop choices are presented and developed
- Responses could suggest a preference for one moment.

Or,

**9 1**

Analyse and evaluate how the performance of **one** character/role in **two** moments made an impact on you as a member of the audience.

In your answer refer to:

- acting / performance style
- how performance skills were used to communicate meaning and create impact
- your response to the actor's performance as an audience member [15]

| AO4                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyse and evaluate (their own work and) the work of others                                                                                                                                                                                                                                                                                                                                                             |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Where the candidate's work <b>completely</b> meets the descriptors, the highest mark should be awarded.</li> <li>• Where the candidate's work <b>mostly</b> meets the descriptors, the most appropriate mark in the middle range should be awarded.</li> <li>• Where the candidate's work <b>partially</b> meets the descriptors, the lowest mark should be awarded.</li> </ul> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Band 5</b>                                                                                                                                                                                                                                                                                                                                                                                                            | <b>13-15 marks</b> | <ul style="list-style-type: none"> <li>• Excellent, perceptive analysis and evaluation of the chosen acting/performance style</li> <li>• Excellent, perceptive references to performance choices by one actor in two moments to communicate meaning and create impact on the audience</li> <li>• Excellent, perceptive analysis and evaluation of their own response to the performance choices as a member of the audience</li> <li>• Detailed and focused examples from the chosen moments</li> </ul> |
| <b>Band 4</b>                                                                                                                                                                                                                                                                                                                                                                                                            | <b>10-12 marks</b> | <ul style="list-style-type: none"> <li>• Good analysis and evaluation of the chosen acting style.</li> <li>• Good references to performance choices by one actor in two moments to communicate meaning and create impact on the audience</li> <li>• Good analysis and evaluation of their own response to the performance choices as a member of the audience</li> <li>• Purposeful examples from the chosen moments</li> </ul>                                                                         |
| <b>Band 3</b>                                                                                                                                                                                                                                                                                                                                                                                                            | <b>7-9 marks</b>   | <ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the chosen acting style.</li> <li>• Reasonable references to performance choices by one actor in two moments to communicate meaning and create impact on the audience</li> <li>• Reasonable analysis and evaluation of their own response to the performance choices as a member of the audience</li> <li>• Reasonably appropriate examples from the chosen moments</li> </ul>                                           |

|               |                  |                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 2</b> | <b>4-6 marks</b> | <ul style="list-style-type: none"> <li>• Some analysis and evaluation of chosen acting style.</li> <li>• Some references to performance choices to communicate meaning and create impact on the audience</li> <li>• Some analysis and evaluation of their own response to the performance choices as a member of the audience</li> <li>• Some examples from the chosen moments</li> </ul> |
| <b>Band 1</b> | <b>1-3 marks</b> | <ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the performance choices to communicate meaning to the audience including reference to acting style</li> <li>• Limited analysis and evaluation of their own response to the performance choices as a member of the audience</li> <li>• Limited examples from the chosen moments</li> </ul>                     |
|               | <b>0 marks</b>   | <ul style="list-style-type: none"> <li>• Response not worthy / not attempted.</li> </ul>                                                                                                                                                                                                                                                                                                  |

### **Indicative content**

Answers should analyse and evaluate the use of vocal skills by one actor in two moments to communicate meaning to the audience.

#### ***Answers may include:***

- Use of performance skills (movement / voice) to communicate character motivation
- Use of performance skills (movement / voice / interaction) to communicate relationship
- Use of performance skills (movement / voice / interaction) to interact with other performers/audience
- Use of performance skills (movement / voice / interaction) to communicate atmosphere

#### ***Candidates could refer to***

- How the acting style influenced the performance skills (movement / voice / interaction)

#### ***Response as an audience member***

- Individual response to the performance skills (movement / voice / interaction) which may include a preference for one moment
- Reference to two moments by the same actor
- Responses should present context of the chosen moments and how performance skills (movement / voice / interaction) are presented and developed
- Responses could suggest a preference for one moments.