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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**DRAMA  
4153/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the Summer 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## GCSE DRAMA

### SUMMER 2016 MARK SCHEME

#### MACBETH

##### Section A

1. (i) Lady Macbeth appears overly confident and in control of the situation, however, she is also on edge and the façade quickly disappears and is replaced by a nervous, jumpy exterior.

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

- (ii) Award **2 marks** for 2 specific lighting states. This is a dark, tense atmospheric scene. The murder is taking place and Lady Macbeth is waiting for the return of Macbeth. The ideas chosen should reflect this.

Award **1 mark** for a suitable reason linked to lighting.

Award **2 marks** for 2 specific SFX suggestions. Once again, they should reflect the atmosphere of the scene. The scene takes place at night. There are a number of SFX indicated within the scene, e.g. owl.

Award **1 mark** for a suitable reason linked to sound.

**6 marks.**

- (iii) **Indicative Content.**

##### **Motivation.**

Macbeth enters the room having just murdered Duncan, his guilt and horror at having done the deed are his prime motives. He is nervous and on edge, he is paranoid and bordering on hysteria as he relives the killing. He is in a state of despair as he ponders the enormity of his deed.

##### **Voice:**

- Edgy
- Nervous
- Horrified
- Desperate
- Ponderous
- Hysterical
- Questioning
- Determined

##### **Movement/Gesture:**

- Staggering in carrying the daggers.
- Jumpy and on edge as he hears a noise.
- Still as he concentrates on the enormity of his deed, for much of the scene he is holding the daggers.
- Quick and determined as he moves away from Lady Macbeth when he thinks she wants him to place the daggers.
- Jumpy, nervous when he hears the knocking.
- Facial expression should show his horror and despair.

**Interaction:**

Although Macbeth is almost in a trance and caught up in the horror of his deed, there are definite key moments of interaction with Lady Macbeth. He looks to her for reassurance and answers. He is determined and stands firm against her when she wants him to return. She is in control throughout the scene, he is almost like a child.

**LEVELS OF RESPONSE:****9-10**

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

**7-8**

A good understanding of character motivation and of the relationships between characters. Sound analysis of the character in relation to the specified scene. Views will be expressed with reference to the scene. There will be coverage of most of the aspects outlined in the Indicative Content. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

**5-6**

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

**3-4**

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

**1-2**

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

**0**

No response offered.

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

Award **1 mark** for correct stage name.

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

Award **1 mark** for correct entrances and exits.

Award **1 mark for correct audience position.**

(b) **Indicative Content**

Candidates must have close reference to scene and make clear links between action of the scene and design ideas throughout their answer.

**Style of Production**

The answer must reference the specified scene. Candidates might choose a range of styles. Minimalistic, Expressionistic, Naturalistic are all acceptable, as long as there is clear justification.

**Choice of stage**

There would need to be an awareness of the tension within the scene and how this might be reflected in the space/set.

**Set and props**

The original scene is a room in the castle. However, candidates' set ideas may reflect their own style and concept. The daggers and goblet should be acknowledged as key props. Give credit to additional ideas.

**Costume and make-up**

Again, costumes would need to fit in with the overall style of the play with clear justification:

- They have both just had dinner with the King.
- Lady Macbeth is a strong, powerful woman who is very much in troll in this scene.
- Macbeth has just murdered the King, so how would this be reflected in the state of his costume.
- Colour in keeping with the overall concept.
- Make-up is in keeping with character, situation and style. **[16]**

## **LEVELS OF RESPONSE**

### **13-16**

An excellent understanding of production style and choice of stage linked to the selected scenes. Set and props will effectively reflect the setting and enhance the atmosphere. Costume and make-up will show an excellent understanding of the characters within the scene. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10-12**

A good understanding of production style and choice of stage linked to the selected scenes. Set and props will clearly reflect the setting and enhance the atmosphere. Costume and make-up will show a good understanding of the characters within the scene. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7-9**

A sound understanding of production style and choice of stage linked to the selected scenes. Set and props will reflect the setting and enhance the atmosphere. Costume and make-up will show a sound understanding of the characters within the scene. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors, but not noticeably impeding communication.

### **4-6**

Some understanding of production style and choice of stage linked to the selected scenes. A basic use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show some understanding of the characters within the scene. There will be some references to the scene. Expression will be clear most of the time, although there will be errors in spelling and punctuation.

### **1-3**

A rather superficial understanding of production style and choice of stage linked to the selected scenes. A limited use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show a superficial understanding of the characters within the scene. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## CONFUSIONS

### Section A

2. (i) Mrs Pearce movements would be hesitant and unsure, as she had had to find her own way around. She would have a disdainful look on her face as she looks at the chaos around her.

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

- (ii) Award **2 marks** for 2 specific lighting states. Candidates might suggest bright colours to suggest a sunny day, others might indicate dark colours, foreshadowing the bad weather which appears later on in the play.

Award **1 mark** for a suitable reason linked to lighting.

Award **2 marks** for 2 specific SFX suggestions. Once again, they should reflect the atmosphere of the scene. The SFX should be linked to the fact it is a fete and is outdoors. Some candidates might pick up on the sound of Gosforth on the loud hailer, boys shouting, etc.

Award **1 mark** for a suitable reason linked to sound.

**6 marks**

- (iii) **Indicative Content**

#### **Motivation**

Millie is rushing trying to get things ready for the fete. She shows concern that nobody has met Mrs Pearce and goes out of her way to be friendly and chat to her. She is quite fussy and talkative and is slightly worried about the weather and some of the planned activities. She is also a little bit nosy and indiscreet when she talks about the children she teaches.

#### **Voice**

- Rushed
- Polite
- Concerned
- Hopeful
- Gossipy
- Questioning
- Worried
- Interested

#### **Movement/Gesture**

- Staggering in carrying the tea things
- Rushed
- Busy putting the things out.
- Welcoming
- Over-enthusiastic
- Concerned, e.g. looking up at the sky and the weather.
- Horrified facial expressions when Mrs Pearce tells her about the wolf cubs.
- Determined

### **Interaction**

Milly initially would be concerned with getting things ready for the fete and is quite dismissive towards Mrs Pearce. However, as soon as she realises who Mrs Pearce is, she becomes very friendly and gives a lot of information about the fete and the area. She goes out of her way to make Mrs Pearce feel at home.

## **LEVELS OF RESPONSE**

### **9-10**

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

### **7-8**

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

### **5-6**

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

### **3-4**

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

### **1-2**

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

### **0**

No response offered.



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

Award **1 mark** for correct stage name.

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

Award **1 mark** for correct entrances and exits.

Award **1 mark** for correct audience position.

(b) **Indicative Content**

Candidates must have close reference to scene and make clear links between action of the scene and design ideas throughout their answer.

**Style of Production**

The answer must reference the specified scene. The scene clearly suggests a naturalistic set. However, candidates might choose a range of styles. Minimalistic, Expressionistic are all acceptable as long as there is clear justification.

**Choice of stage**

A summer's day, the set would need to suggest preparation for a fete and areas for Milly to place things.

**Set and props**

The scene is set in a tea tent. However, some candidates might acknowledge that *Gosforth's Fete* is part of five playlets and this might influence their choice of set. The cups, boxes and table are key to the setting and should be acknowledged. Give credit to additional ideas.

**Costume and make-up**

Again, costumes would need to fit in with the overall style of the play with clear justification

- Mrs Pearce is well dressed as she is opening the fete.
- Milly is working and is rather rushed/spinster of the village.
- Colour in keeping with the overall concept.

**[16]**

## **LEVELS OF RESPONSE**

### **13-16**

An excellent understanding of production style and choice of stage linked to the selected scenes. Set and props will effectively reflect the setting and enhance the atmosphere. Costume and make-up will show an excellent understanding of the characters within the scene. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10-12**

A good understanding of production style and choice of stage linked to the selected scenes. Set and props will clearly reflect the setting and enhance the atmosphere. Costume and make-up will show a good understanding of the characters within the scene. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7-9**

A sound understanding of production style and choice of stage linked to the selected scenes. Set and props will reflect the setting and enhance the atmosphere. Costume and make-up will show a sound understanding of the characters within the scene. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors, but not noticeably impeding communication.

### **4-6**

Some understanding of production style and choice of stage linked to the selected scenes. A basic use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show some understanding of the characters within the scene. There will be some references to the scene. Expression will be clear most of the time, although there will be errors in spelling and punctuation.

### **1-3**

A rather superficial understanding of production style and choice of stage linked to the selected scenes. A limited use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show a superficial understanding of the characters within the scene. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## OUR TOWN

### Section A

3. (i) Mrs Webb's movement would be choked, nervous and on edge. She would have a concerned facial expression in case George sees Emily before the wedding.

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

- (ii) Award **2 marks** for 2 specific lighting states. The scene takes place at seven-o'clock in the morning and it has been raining. The candidate might suggest bright colours to suggest the dawning of a new day, also suggesting one of hope as it is the wedding. The scene then moves inside. Candidates should pick up on this when considering reasons.

Award **1 mark** for a suitable reason linked to lighting.

Award **2 marks** for 2 specific SFX suggestions. Once again, they should reflect the atmosphere of the scene. The SFX should be linked to the fact it is early morning, e.g. cock crowing, etc. Sounds should also suggest interior, e.g. clock ticking to suggest some tension underlying the conversation and one of the play's key theme, time.

Award **1 mark** for a suitable reason linked to sound.

**6 marks**

- (iii) **Indicative Content**

#### **Motivation**

George is excited as it is his wedding day. He is disappointed when Mrs Webb tells him he cannot see Emily because of superstition and is dismissive of the Webbs. He is shocked when he hears Emily is still asleep and the conversation becomes stilted. He is embarrassed and rather thoughtful and, by the end of the scene, he is bewildered and downhearted.

#### **Voice**

- Excited
- Dismissive
- Shocked
- Embarrassed
- Thoughtful
- Curious
- Inquiring
- Disappointed

#### **Movement/Gesture**

- Excited and energetic as he runs to the Webbs' house.
- Arrogant and dismissive.
- Still as he sits at the table drinking coffee
- Embarrassed.
- Thoughtful, as he ponders over Mr Webb's words.
- His movement changes from confident at the beginning of the scene, to unsure as the scene progresses.
- Disappointed and bewildered as he leaves the house.

### **Interaction**

His initial interaction with Mrs Webb is extremely confident and sure of himself. However, as the scene progresses and they give their thoughts on marriage and the future, he becomes more unsure of himself and goes from being a confident young man to a little boy, listening to his elder (Mr Webb).

### **LEVELS OF RESPONSE**

#### **9-10**

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

#### **7-8**

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

#### **5-6**

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

#### **3-4**

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

#### **1-2**

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

#### **0**

No response offered.

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

Award **1 mark** for correct stage name.

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

Award **1 mark** for correct entrances and exits.

Award **1 mark** for correct audience position.

(b) **Indicative Content**

Candidates must have close reference to scene and make clear links between action of the scene and design ideas throughout their answer.

**Style of Production**

The answer must reference the specified scene. Candidates might choose a range of sets/styles. Minimalistic, Expressionistic, Naturalistic are all acceptable as long as there is clear justification.

**Choice of stage**

There would need to be an awareness that the play deals with a number of locations and have to quickly change to keep the flow and structure of the scene.

**Set and props**

There are two separate locations suggested in this scene, interior and exterior candidates should acknowledge this is their response. Some candidates may choose a Brechtian or minimalist style where no props would be used. This is acceptable with justification.

**Costume**

Again, costumes would need to fit in with the overall style of the play with clear justification.

- Although it is George's wedding day he has quickly run over to see his bride, accept casual/wedding clothes.
- The Webbs are both preparing for the wedding.
- Colour in keeping with the overall concept.

**[16]**

## **LEVELS OF RESPONSE**

### **13-16**

An excellent understanding of production style and choice of stage linked to the selected scenes. Set and props will effectively reflect the setting and enhance the atmosphere. Costume and make-up will show an excellent understanding of the characters within the scene. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10-12**

A good understanding of production style and choice of stage linked to the selected scenes. Set and props will clearly reflect the setting and enhance the atmosphere. Costume and make-up will show a good understanding of the characters within the scene. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7-9**

A sound understanding of production style and choice of stage linked to the selected scenes. Set and props will reflect the setting and enhance the atmosphere. Costume and make-up will show a sound understanding of the characters within the scene. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors, but not noticeably impeding communication.

### **4-6**

Some understanding of production style and choice of stage linked to the selected scenes. A basic use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show some understanding of the characters within the scene. There will be some references to the scene. Expression will be clear most of the time, although there will be errors in spelling and punctuation.

### **1-3**

A rather superficial understanding of production style and choice of stage linked to the selected scenes. A limited use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show a superficial understanding of the characters within the scene. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## FACE

### Section A

4. (i) The headmaster feels awkward, embarrassed and is struggling to deal with present Martin's return to school. He is addressing the school.

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

- (ii) Award **2 marks** for 2 specific lighting. This is a flashback scene in the school. The colours should reflect daylight in a school setting.

Award **1 mark** for a suitable reason linked to lighting.

Award **2 marks** for 2 specific SFX. Once again, they should reflect the atmosphere of the scene. The scene takes place in the school yard.

Award **1 mark** for a suitable reason linked to sound.

**6 marks**

- (iii) **Indicative Content**

#### **Motivation**

Martin present faces his first day in school following the accident. He is angry with the way in which the pupils respond to him and is frustrated with their reaction. We see his bitterness and his reaction to the various ways in which individuals treat him.

#### **Voice**

- Bitter
- Angry
- Incredulity
- Questioning
- Humility
- Determined
- Cruel

#### **Movement/Gesture**

- Moves from character to character and uses the space to show the different experiences.
- Aggressive stance.
- Strong gestures displaying his dissatisfaction with the situation.
- A gentler image of his apology to Vikki.
- The build-up in physical tension before he thumps Simon.
- His strong, cruel and sarcastic approach to Margaret.

#### **Interaction**

Martin interacts slightly differently with each school pupil. He treats Vikki with anger as he feels that she is being totally insensitive to his situation. He attacks her verbally but regrets his actions and changes his approach to become apologetic. He finds Simon's approach totally incredulous and wastes no time in thumping him, whilst Margaret brings out the cruellest side of Martin. He appears totally cold and clinical as he belittles her in response to her cruelty.

## **LEVELS OF RESPONSE**

### **9-10**

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

### **7-8**

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

### **5-6**

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

### **3-4**

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

### **1-2**

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

### **0**

No response offered



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

Award **1 mark** for correct stage name.

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

Award **1 mark** for correct entrances and exits.

Award **1 mark** for correct audience position.

(b) **Indicative Content**

Candidates must have close reference to scene and make clear links between action of the scene and design ideas throughout their answer.

**Style of Production**

The answer must reference the specified scene. Candidates might choose a range of styles. Minimalistic, Expressionistic, are all acceptable as long as there is clear justification.

**Choice of stage**

There would need to be an awareness of the requirements of the scene and how this might be reflected in the use of space/set.

**Sets and props**

Some candidates may choose a Brechtian or minimalistic style where no props would be used. This is acceptable with justification.

**Costume and make-up**

Again costumes would need to fit in with the overall style of the play with clear justification.

- Martin and the others are in school.
- Martin the Narrator should be differentiated from the others.
- Colour in keeping with the overall concept.

**[16]**

## **LEVELS OF RESPONSE**

### **13-16**

An excellent understanding of production style and choice of stage linked to the selected scenes. Set and props will effectively reflect the setting and enhance the atmosphere. Costume and make-up will show an excellent understanding of the characters within the scene. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10-12**

A good understanding of production style and choice of stage linked to the selected scenes. Set and props will clearly reflect the setting and enhance the atmosphere. Costume and make-up will show a good understanding of the characters within the scene. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7-9**

A sound understanding of production style and choice of stage linked to the selected scenes. Set and props will reflect the setting and enhance the atmosphere. Costume and make-up will show a sound understanding of the characters within the scene. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors, but not noticeably impeding communication.

### **4-6**

Some understanding of production style and choice of stage linked to the selected scenes. A basic use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show some understanding of the characters within the scene. There will be some references to the scene. Expression will be clear most of the time, although there will be errors in spelling and punctuation.

### **1-3**

A rather superficial understanding of production style and choice of stage linked to the selected scenes. A limited use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show a superficial understanding of the characters within the scene. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## BURNING MONKEY

### Section A

5. (i) Monkey enters in an energetic way boxing his shadow. He soon changes as he addresses the audience. He would be punching the air with a determined intense look on his face.

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

- (ii) Award **2 marks** for 2 specific lighting states. This is the opening scene of the play. It is set on a street on a Monday night. Award marks for creative interpretations.

Award **1 mark** for a suitable reason linked to lighting.

Award **2 marks** for 2 specific SFX suggestions. Once again they should reflect the atmosphere of the scene. Award marks for creative interpretations.

Award **1 mark** for a suitable reason linked to sound. **6 marks**

- (ii) **Indicative Content**

#### **Motivation**

Old enters the stage and immediately established his authority. He challenges Monkey in a military fashion, questioning his actions and challenging his behaviour. Old takes no nonsense from Monkey and stands his ground despite the lack of respect and belittling attitude from the youth.

#### **Voice**

- Determined.
- Authoritative.
- Strong.
- Threatening.
- Questioning.
- Powerful.

#### **Movement/Gesture**

- Enters in a quiet and unobtrusive manner.
- Immediately establishes his military background through his soldier-like stance.
- He might use military gestures.
- He shows his authority through his physicality.
- His movements would be conservative and efficient.
- His movements become more aggressive towards the end of the scene

#### **Interaction**

In this opening scene Old is establishing his authority over Monkey and challenging his behaviour. He questions and threatens the young man. He becomes increasingly irritated by Monkey's flippancy and lack of respect for an older person. At the end of the scene he becomes threatening and orders Monkey to leave.

## **LEVELS OF RESPONSE**

### **9-10**

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

### **7-8**

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

### **5-6**

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

### **3-4**

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

### **1-2**

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

### **0**

No response offered

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

Award **1 mark** for correct stage name.

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

Award **1 mark** for correct entrances and exits.

Award **1 mark** for correct audience position.

- (b) **Indicative Content**

**Style of Production**

The answer must reference the specified scene. Candidates might choose a range of styles. Minimalistic, Expressionistic, Naturalistic are all acceptable as long as there is clear justification.

**Choice of stage**

There would need to be an awareness of the tension within the scene and how this might be reflected in the space/set.

**Set and props**

Some candidates may choose a Brechtian or minimalistic style where no props would be used. This is acceptable with justification.

**Costume and make-up**

Again costumes would need to fit in with the overall style of the play with clear justification.

- The age difference.
- Aspects of Monkey's character-youth, rebel, difficult young man.
- Old-military background.
- Colour in keeping with the overall concept.

**[16]**

## **LEVELS OF RESPONSE**

### **13-16**

An excellent understanding of production style and choice of stage linked to the selected scenes. Set and props will effectively reflect the setting and enhance the atmosphere. Costume and make-up will show an excellent understanding of the characters within the scene. Views will be well expressed with excellent referencing to the scene. Expression will be clear and fluent and the answer will be well structured. There will be few errors in grammar, punctuation and spelling.

### **10-12**

A good understanding of production style and choice of stage linked to the selected scenes. Set and props will clearly reflect the setting and enhance the atmosphere. Costume and make-up will show a good understanding of the characters within the scene. Views will be clearly expressed with some detailed referencing to the scene. Expression will be mainly clear and fluent and the answer will be quite well structured. There may be a few errors in spelling or punctuation.

### **7-9**

A sound understanding of production style and choice of stage linked to the selected scenes. Set and props will reflect the setting and enhance the atmosphere. Costume and make-up will show a sound understanding of the characters within the scene. Views will be expressed with reference to the scene. Expression will be reasonably clear and fluent and the answer will have a reasonable structure. Grammar, punctuation and spelling will contain errors, but not noticeably impeding communication.

### **4-6**

Some understanding of production style and choice of stage linked to the selected scenes. A basic use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show some understanding of the characters within the scene. There will be some references to the scene. Expression will be clear most of the time, although there will be errors in spelling and punctuation.

### **1-3**

A rather superficial understanding of production style and choice of stage linked to the selected scenes. A limited use of set and props to reflect the setting and enhance the atmosphere. Costume and make-up will show a superficial understanding of the characters within the scene. Errors in grammar, punctuation and spelling are likely to impede communication on occasions.

### **0**

No response offered.

## **Section B**

### **Indicative Content**

#### **Acting**

- Candidates should note the title of the chosen play and role
- Candidates should analyse and evaluate 3 moments
- A focus on evaluation of use of voice
- A focus on evaluation of use of movement
- If candidates have referenced more than 3 moments, mark the whole answer and choose the 3 best.

#### **Design/Technical**

- Candidates should state the title of the chosen play
- Candidates should state design role/area
- Candidates should analyse and evaluate the whole performance
- Specific examples should be referenced
- Responses must focus on the effectiveness of the design and its contribution to the whole performance

### **LEVELS OF RESPONSE**

#### **9-10**

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

#### **7-8**

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

#### **5-6**

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

#### **3-4**

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

#### **1-2**

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

#### **0**

No response.