



*Rewarding Learning*

**General Certificate of Secondary Education**  
**2014**

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**Drama**

Written Paper

**[G9251]**

**FRIDAY 23 MAY, AFTERNOON**

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**MARK  
SCHEME**

### **Levels of Response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited.

Level 2: Quality of written communication is adequate.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

**Level 1 (Limited):** The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Adequate):** The candidate uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 (Good):** The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 4 (High Standard):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

**Play 1 Shakespeare: Romeo and Juliet****AVAILABLE  
MARKS**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Male clerical costume reflecting period, style and religious culture
- Full length cassock of heavy woollen/hessian material
- Dull colour, brown or black, showing wear
- Cassock should have rope girdle/belt and may have hood
- Open leather sandals (Moses sandals) and bare feet
- Tonsure hairstyle with central crown shaven in monastic tradition
- Hands, feet and face may reflect hard work in the open air/garden
- Cross/crucifix or other religious symbol may also feature
- Other appropriate and justified ideas should be credited
- Appropriate justification and reference to text [16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to some of the following:

Different aspects of the character of **Romeo** such as:

- His early feelings for Rosaline
- His first meeting with Juliet at the ball, leading to the balcony scene
- His relationship with Friar Lawrence – wedding/banishment
- Response to death of Mercutio, killing of Tybalt, banishment
- His return to Verona and final death
- Portrayal of character – focusing on voice/ movement and changes of emotions
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

Other appropriate and justified responses should be credited. [40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24

**Play 2 Shaw: Pygmalion****AVAILABLE  
MARKS**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Male, 'robust, vital, appetizing sort of man of 40 or thereabouts', London 1916
- Morning wear (11am), professional-looking, black, frock coat, white linen shirt/collar, black silk tie, grey trousers, braces, waistcoat
- Highly polished black leather shoes
- Cufflinks/watch with chain, handkerchief
- General appearance 'careless about himself', hair may be untidy etc.
- Other appropriate and justified ideas should be credited
- Appropriate justification and reference to text

Other appropriate and justified ideas should be credited.

[16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to some of the following:

- Different aspects of the character of **Pickering** such as:
  - His reunion with Higgins and his cultural/social background, 'elderly gentleman of the amiable military type'
  - His relationship with Higgins and supporting the bet
  - His relationship with Liza at the beginning of the play
  - His character as a gentleman and the part he plays as a go-between
  - His relationship with Liza at the end of the play
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

Other appropriate and justified responses should be credited.

[40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24

**Play 3 O'Casey: Juno and the Paycock****AVAILABLE  
MARKS**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Female, 'well-made and good-looking girl of 22'
- Inner-city, working-class Dublin
- Skirt with buttoned blouse or dress, calf length with woollen jumper/ cardigan
- Poor quality materials but very smart and new
- Stockings and plain leather court shoes with ankle strap
- Hair styled for the period – straight and shoulder length with ribbon worn 'fillet-wise around her head' – either green or blue (quotation)
- Colours to reflect her bright personality
- Other appropriate and justified ideas should be credited
- Appropriate justification and reference to text [16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to some of the following:

- Different aspects of the character of **Joxer** such as:
  - Male, working-class comic character who avoids work, Dublin, 1920s
  - His relationship with his buddy Captain Boyle
  - His use of language, clichés and repetition for comic effect
  - His appearance at the party and attempt to perform
  - His change in attitude when he realises there is no money
  - His final appearance in the play
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

Other appropriate and justified responses should be credited. [40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24



Play 4 Miller: *The Crucible*AVAILABLE  
MARKS

- 1 The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Middle-aged Puritan woman, 1692, in Salem jail wearing the same clothes as in Act Two but now 'her clothes are dirty; her face is pale and gaunt.'
- Overall appearance is dishevelled and unkempt
- Full-length, long sleeved, grey or brown woollen dress in puritan style with white collar and cuffs which have all become worn, dirty and stained
- Coiffe is badly soiled, discoloured and may be missing or misshapen and tied loosely around her neck
- Plain black leather shoes dirty and worn
- Face, hands, legs dirty with dirty finger nails and wedding ring
- Hair unwashed and unkempt
- Other appropriate ideas should be credited
- Appropriate justification and reference to text [16]

16

- 2 The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to some of the following:

- Different aspects of the character **Abigail** such as:
  - Her first appearance to establish a strong, feisty and controlling girl
  - Her power over the other girls and Tituba
  - Her relationship with John Proctor and her meeting with him in the Betty Parris' bedroom
  - Her relationship with Rev. Parris
  - Her appearance in the courtroom scene, use of voice, movement and facial expression
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work.

Other appropriate and justified responses should be credited. [40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text.

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24

**Play 5 Friel: Philadelphia, Here I Come!**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Female costume reflecting a “sweet” and “only child” of a middle class lawyer in 1960s rural Ireland
- Dress/skirt and blouse, cardigan, tights, shoes
- Expensive fabrics/materials. Nicely fitted and pretty in appearance
- Colours reflecting her sincere and feminine personality
- Hairstyle and make-up reflecting period and age of character
- Other appropriate and justified ideas should be credited
- Appropriate justification and reference to text [16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

- Different aspects of the character of **S.B.** such as:
  - His insecurities and how he feels about Gar leaving for Philadelphia
  - His relationship with other characters in the play, e.g. Gar, Madge,
  - The reasons for his lack of communication and coldness
  - Portrayal of character – focusing on voice and movement
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

Other appropriate and justified ideas should be credited.

[40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24

**Play 6 Reid: Tea In a China Cup****AVAILABLE  
MARKS**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Young soldier in crisp new army uniform 1939
- Uniform of trousers, cotton shirt and matching tie, woolen jacket with brass buttons and a brown leather belt around the waist. Shiny leather boots
- Cleanly shaven and well cut hair with a soldier's hat on his head
- Olive colours for service uniform of the Second World War
- Rucksack packed with relevant equipment
- Other appropriate and justified ideas should be credited
- Appropriate justification and reference to text

[16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

Different aspects of the character of **Theresa** such as:

- Her relationship with Beth
- Her character as a child, teenager, young woman and adult
- Her time in London away from Belfast
- Her contribution to the humour of the play
- Her cultural background
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

Other appropriate and justified ideas should be credited.

[40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24

**Play 7 Russell: Blood Brothers**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Middle class woman, late 40s early 50s in 1980s
- Skirt, blouse, or dress, coat, tights, leather court shoes
- Expensive quality materials, however her hair and general appearance reflects her distraught state of mind
- Colours to reflect her personality
- Other appropriate and justified ideas should be justified
- Appropriate justification and reference to text

[16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

Different aspects of the character of **Mrs Johnstone** such as:

- Portraying the working class character over a period of over twenty years
- Mrs Johnstone's decision to give away a baby to Mrs Lyons and how she deals with the consequences
- Mrs Johnstone's relationship with Mickey and Edward
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

Other appropriate and justified ideas should be credited.

[40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

AVAILABLE  
MARKS

24



**Play 8 Neville and Lingard: Across The Barricades**

- 1** The indicative content below should be read in conjunction with the generic mark scheme.

In their sketch, labelling and short paragraph, candidates may refer to some of the following:

- Seventeen year old working class boy, 1980s
- Denim jeans, T-shirt, jumper, trainers/casual shoes, coat/jacket showing he has just entered from outside and it is evening time
- Colours reflect his status and political opinions
- Materials are reflective of his age and status
- Accessories may include the “heavy old gun....”
- Other appropriate and justified ideas should be credited
- Appropriate justification and reference to text

[16]

16

- 2** The indicative content below should be read in conjunction with the generic mark scheme.

Candidates may refer to the following:

Different aspects of the character **Sadie** such as:

- Her relationship and love for Kevin
- Her cultural background including her relationship with her mother and father
- The emotional and physical difficulties she encounters maintaining her relationship with Kevin
- Her relationship with Linda Mullet
- Her reasons for deciding to join Kevin and leave Belfast
- Improvisation work, both spontaneous and polished, appropriate to the development of the chosen aspects of character
- One rehearsal idea used to develop specific aspects of character
- Appropriate and detailed text references
- Justification for choices of rehearsal work

[40]

40

- 3 (a) Candidates are expected to describe the influences on the style of their scripted performance.

Title of play, playwright and role.

Some of the following may be included:

- Background information on the play with reference to social, cultural and historical detail
- Information about the playwright including other plays and/or relevant background information
- Influences about the style of the play, e.g. comedy, tragedy, naturalism, realism, issue-based, social, cultural
- Staging influences, e.g. minimalistic, box set, in the round, traditional

Other appropriate and justified ideas should be credited. [8]

- (b) Candidates are expected to explain how they used **voice** to portray their character.

Some of the following may be included:

- Details about the character they played
- Details of the character's status and personality
- Specific details of how they used voice and the effect they were trying to achieve in performance
- Details of different specific moments in the performance in relation to their character
- Voice linked to moments of action in the play
- Specific and appropriate references to the text

Other appropriate and justified ideas should be credited. [16]

**Total**

**AVAILABLE  
MARKS**

24

**80**

Section A Question 1 16 marks	Costume
[0]	Work not worthy of credit.
<b>Band 1</b> [1]–[4]	<p>The candidate's sketch and its labelling will be simplistic and will convey a limited sense of the status of the character and of the period in which the play is set and the given context.</p> <p>There will be limited and straightforward reference to colour, shape and materials. No text reference included.</p> <p>Reasons given for choices will demonstrate limited knowledge and understanding of how costume can be used to contribute to the portrayal of character.</p> <p>The candidate will make only a limited attempt to present information in an appropriate form. Spelling, punctuation and grammar will have limited accuracy.</p>
<b>Band 2</b> [5]–[8]	<p>The candidate's sketch and its labelling will convey some of the sense of the status of the character and of the period in which the play is set and the given context.</p> <p>There will be some appropriate references to colour, shape and materials. Some text reference included which may not be appropriate.</p> <p>Reasons given for choices will demonstrate some knowledge and understanding of how costume can be used to contribute to the portrayal of character.</p> <p>The candidate will make only a reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar will have adequate accuracy.</p>
<b>Band 3</b> [9]–[12]	<p>The candidate's sketch and its labelling will convey a clear sense of the status of the character and of the period in which the play is set and the given context.</p> <p>There will be clear and appropriate references to colour, shape and materials. Appropriate text reference included with comment.</p> <p>Reasons given for choices will demonstrate a clear and full understanding of how costume can be used to contribute to the portrayal of character.</p> <p>The candidate will present relevant information in a form that is appropriate to the task. Spelling, punctuation and grammar will be mostly accurate.</p>
<b>Band 4</b> [13]–[16]	<p>The candidate's sketch and its labelling will convey a highly developed sense of the status of the character and of the period in which the play is set and the given context.</p> <p>There will be imaginative, perceptive and detailed references to colour, shape and materials which establish the character as an individual and which take into account the practical need of the actor in the extract. Appropriate text reference included with detailed comment.</p> <p>Reasons given for choices will demonstrate an imaginative and perceptive understanding of how costume can be used to contribute to the portrayal of character.</p> <p>The candidate will present highly relevant information in a form that is very appropriate to the task. Spelling, punctuation and grammar will have consistent accuracy.</p>

Section A Question 2 40 marks	Rehearsal Work (whole play)	
<b>[0]</b>	Work not worthy of credit.	
<b>Band 1</b> <b>[11]–[10]</b>	Candidates will demonstrate limited knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will reveal limited understanding of how they can be used to develop specific aspects of the character. Reference to text and justification for choices of rehearsal work will be sketchy. Limited attempt to present information in an appropriate form. Spelling, punctuation and grammar may lack sufficient accuracy to ensure that the meaning is clear. The structure and style of writing may not be appropriate to the task.	
<b>Band 2</b> <b>[11]–[20]</b>	Candidates will demonstrate some knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will demonstrate some understanding of how they can be used to develop specific aspects of the character. Reference to text and justification for choices will be generally appropriate. Reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar are sufficiently accurate to ensure that the meaning is clear. The structure and style of the writing are suitable to the task.	
<b>Band 3</b> <b>[21]–[30]</b>	Candidates will demonstrate clear and detailed knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will demonstrate clear and detailed understanding of how they can be used to develop specific aspects of the character. Reference to text and justification for choices of rehearsal work will be well-chosen and appropriate in support. Relevant information appropriate to the task. Spelling, punctuation and grammar make intended meaning clear. The structure and style of writing are well adapted to the task.	
<b>Band 4</b> <b>[31]–[40]</b>	Candidates will demonstrate comprehensive, detailed and perceptive knowledge and understanding of the character. Their choice of improvisation work and rehearsal ideas will demonstrate a perceptive and creative understanding of how they can be used to develop specific aspects of the character. Reference to the text and justification for choices of rehearsal work will be well-chosen, detailed and clear. Highly relevant information appropriate to the task. Spelling, punctuation and grammar are of a sufficiently high standard to make meaning extremely clear. The structure and style of writing are highly suitable to the task.	

Section B Question 3(a) 8 marks	Scripted Performance
[0]	Work not worthy of credit.
<b>Band 1</b> [1]–[2]	Candidates will make limited reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will make only a limited attempt to present information in an appropriate form. Spelling, punctuation and grammar will have limited accuracy.
<b>Band 2</b> [3]–[4]	Candidates will make some reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will make only a reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar will have adequate accuracy.
<b>Band 3</b> [5]–[6]	Candidates will make clear reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will present relevant information in a form that is appropriate to the task. Spelling, punctuation and grammar will be mostly accurate.
<b>Band 4</b> [7]–[8]	Candidates will make highly effective reference to the background of the play, the style of acting, staging and information about the playwright. The candidate will present highly relevant information in a form that is very appropriate to the task. Spelling, punctuation and grammar will have consistent accuracy.

Section B Question 3(b) 16 marks	Scripted Performance	
<b>[0]</b>	Work not worthy of credit.	
<b>Band 1</b> <b>[1]–[4]</b>	Candidates will make limited reference to the text and will demonstrate limited knowledge and understanding of the action of the play. They will demonstrate limited ability to explain how they used voice to portray their character in a way appropriate to the action, setting and period of the play. The candidate will make only a limited attempt to present information in an appropriate form. Spelling, punctuation and grammar will have limited accuracy.	
<b>Band 2</b> <b>[5]–[8]</b>	Candidates will make some reference to the text and will demonstrate some knowledge and understanding of the action of the play. They will demonstrate some ability to explain how they used voice to portray their character in a way appropriate to the action, setting and period of the play. The candidate will make only a reasonable attempt to present information in an appropriate form. Spelling, punctuation and grammar will have adequate accuracy.	
<b>Band 3</b> <b>[9]–[12]</b>	Candidates will make clear and detailed reference to the text and will demonstrate clear knowledge and understanding of the action of the play. They will demonstrate appropriate ability to explain how they used voice to portray their character in a way appropriate to the action, setting and period of the play. The candidate will present relevant information in a form that is appropriate to the task. Spelling, punctuation and grammar will be most accurate.	
<b>Band 4</b> <b>[13]–[16]</b>	Candidates will make highly effective and perceptive reference to the text and will demonstrate clear and detailed knowledge and understanding of the action of the play. They will demonstrate effective ability to explain how they used voice to portray their character in a way appropriate to the action, setting and period of the play. The candidate will present highly relevant information in a form that is very appropriate to the task. Spelling, punctuation and grammar will have consistent accuracy.	