



General Certificate of Secondary Education
2016

Drama

Written Paper

[G9251]

TUESDAY 24 MAY, MORNING

**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

AVAILABLE
MARKSShakespeare: *Romeo and Juliet*

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:

- Upper class teenage female, medieval period, Verona, Italy
- Full-length dress/gown suitable for a ball but simple style and full sleeves
- Possibly white in colour or pale colour reflecting youth and innocence
- Pale-coloured stockings and ornamented soft leather shoes or pumps
- Headdress of period such as circlet of flowers/ribbon/jewels
- Materials reflecting status of upper class wealth
- Accessories may include fan and mask
- Appropriate quotation for the context of Act one Scene five

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 the following:

- Different aspects of the character of **Capulet** such as:
 - His first entrance reflecting his status and protection of Juliet
 - His attitude at the ball
 - His relationship with his wife and his daughter
 - His response to Juliet's refusal to marry Paris
 - His feelings on finding Juliet dead
 - His change of feelings 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
- Application of rehearsal ideas and 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.

AVAILABLE MARKS

Some of the following may be included:

- Justification for choices of rehearsal work
- 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]

24

Total

80

Play 2

AVAILABLE
MARKSShaw: *Pygmalion*

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, middle class woman in London early 1900s
- Dressed for afternoon tea at-home in her drawing room
- Quality, expensive full length Edwardian dress or blouse and skirt with full sleeves and collar
- hair carefully pinned up on her head
- Demure colours for the afternoon reflecting her age and status and rich materials of perhaps silk and satin
- Pale stockings and leather court shoes to match outfit
- Accessories might include, brooch at neck of dress/blouse, wedding ring and watch
- Appropriate quotation for the context of Act V.

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 the following:

- Different aspects of the character of Higgins such as:
 - His very precise and articulate speech and commanding voice, his positive movements and gestures and facial expressions showing at times little concern
 - His initial response to Liza when she arrives at his house
 - His relationship with Pickering
 - His meetings with Doolittle
 - His developing relationship with Liza, through the lessons, the tea-party and his response to Liza's anger on their return from the Embassy
 - His relationship with his mother
 - His impassive and unsympathetic nature and feelings 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 ideas should be credited.

[40]

40

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

AVAILABLE MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Play 3

AVAILABLE
MARKSO'Casey: *Juno and the Paycock*

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:

- Working class, inner city Dublin male in his 40s/early 50s, 1922
- Clear signs of being dishevelled from drunken state
- Dark-coloured heavy trousers with leather belt
- White, colourless shirt with perhaps a muffler around his neck which is untidy
- Dark-coloured woollen or tweed jacket with perhaps some brass buttons and a captain's cap which is at an unusual angle on his head
- Black leather and laced shoes or short boot
- Appropriate quotation for context of end of Act III

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 the following:

- Different aspects of the character of **Mrs Boyle** such as:
 - Her first appearance as a busy, hard-working and concerned woman
 - Her relationship with Boyle, Mary and Johnny
 - Her relationship with Joxer
 - Her change of mood at the party in the house in Act II
 - Her concern for Mrs Tancred in Act II
 - Her understanding and support for Mary when she returns from the doctor
 - Her reaction in hearing about the death of her son
- 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.

AVAILABLE MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Play 4

AVAILABLE
MARKS**Miller: *The Crucible***

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:

- Servant woman in her forties brought from Barbados by Parris
- Salem, Massachusetts, in the spring, 1692, Betty Parris's bedroom
- Full-length woollen dress with long sleeves and buttoned to the neck.
The dress may be more colourful than the other servants – orange/brown/yellow
- White collar, cuffs and apron in the Puritan tradition
- Coiffe may be more turban-like and matching the material of the dress
- White stockings and flat black leather shoes
- Appropriate quotation for context of Act One.

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 the following:

- Different aspects of the character **Proctor** such as:
 - His first appearance in Act One and his conversation with Abigail
 - His relationship with his wife Elizabeth at opening of Act Two
 - His treatment of Mary Warren, his reactions to the arrest of Elizabeth at the end of Act Two, his appearance in court in Act Three, response to questions, Elizabeth's testimony and the girls screaming
 - Meeting his wife in prison, signing his name and then tearing up the paper
- 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.

AVAILABLE
MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Play 5

AVAILABLE
MARKSFriel: *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:

- Parish Priest/Canon, 1960s Co. Donegal
- Full length black soutane cassock with possible red trim and buttons to indicate status or black suit with possible status indications
- Clerical collar
- Black trousers and leather shoes
- Materials reflecting status and shape reflecting his lean shape
- Accessories may include glasses and a biretta square cap
- Appropriate quotation for the context of Episode III.

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 the following:

- Different aspects of the character of **Kate** such as:
 - Her first entrance as an attractive girl, interested in Gar's affections
 - Her reactions to Gar's responses to her questions
 - Her delivery of lines in relation to her changing feelings towards Gar
 - Her confused feelings of liking Gar and pleasing her father
 - Her change of mood when she meets Gar again before he leaves for Philadelphia
- 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.

AVAILABLE MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Play 6

AVAILABLE
MARKSReid: *Tea in a China Cup*

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:

- **Grandfather** Sam, working class man in his fifties in his own home in 1939 Belfast
- Dressed for his son Samuel leaving to go and fight for 'King and country' in the Second World War
- Trousers, shirt, tie/bowtie, waistcoat, cardigan/jacket, socks and leather shoes
- Materials reflect his status but also show that he is dressed for an occasion as a proud father
- Colours muted but with a splash of a colour to show his sense of pride
- Hair neat and tidy, waxed and combed in parting to one side
- Accessories include handkerchief and possibly braces, a stick and/or a pocket watch
- Appropriate quotation for the context of this scene in Act One.

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 the following:

- Different aspects of the character of **Sarah** such as:
 - Her relationship as a mother to Beth and a daughter to the Grandmother
 - Her reaction to the fortune teller
 - The contrast in her portrayal of Sarah as a young woman and as an older, 'very ill' lady in her fifties
 - Her cultural identity and background
 - Her final scene with Beth capturing the emotion of her final farewell
- 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.

AVAILABLE
MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Play 7

AVAILABLE
MARKSRussell: *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:

- Working class woman 1980s
- Rather dowdy in appearance reflecting her mundane and disillusioned life
- Inexpensive materials and rather dull colours
- Trousers/skirt, blouse/t-shirt, baggy cardigan, flat shoes
- Coat
- Appropriate accessories
- Hair tied back, possibly rather dishevelled showing her frustration
- Appropriate quotation for context of Act Two.

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 the following:

- Different aspects of the character of **Mrs Lyons** such as:
 - Her motivation and reasons for asking Mrs Johnstone for one of the twins
 - Her relationship with Edward and her growing concerns to protect him
 - Her relationship with Mrs Johnstone and reactions to her in the various scenes of the play
 - Her struggle with the guilt and worry of having a son who is not her 'own' child
 - Her "madness" and the consequences of dealing with her demons
 - 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.

AVAILABLE MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Play 8

AVAILABLE
MARKSNeville 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:

- Teenage working class girl 1970s outside on street in the early morning.
- Appropriate and justified clothing coat/jacket, trousers/skirt, blouse/shirt, jumper/cardigan or dress
- Colours indicate softness and “peace loving” character
- Inexpensive shoes or sandals
- Appropriate accessories
- Appropriate quotation for context of scene 5

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 the following:

- Different aspects of the character **Kevin** such as:
 - His relationship with Sadie as a young Catholic teenager living in Belfast during the troubles
 - His cultural background including his dealings with Brian Rafferty and Kate Kelly
 - His stubborn nature and his drive to move forward despite the politics and bigotry that surrounds him
 - His sensitive and caring side when speaking to Mr Blake
 - His reasons for leaving 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.

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.

AVAILABLE MARKS

Some of the following may be included:

- Justification for choices of rehearsal work.
- 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]

24

Total

80

Section A Question 1 16 marks	Costume	Costume
[0] Work not worthy of credit.	<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>	<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>
Band 1 [1]–[4]		<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>
Band 2 [5]–[8]		<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>
Band 3 [9]–[12]		
Band 4 [13]–[16]		

Section A Question 2 40 marks		Rehearsal Work (whole play)
[0]	Work not worthy of credit.	<p>Candidates will demonstrate limited knowledge and understanding of the character.</p> <p>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.</p> <p>Reference to text and justification for choices of rehearsal work will be sketchy.</p> <p>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.</p>
Band 1 [1]-[10]		<p>Candidates will demonstrate some knowledge and understanding of the character.</p> <p>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.</p> <p>Reference to text and justification for choices will be generally appropriate.</p> <p>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.</p>
Band 2 [11]-[20]		<p>Candidates will demonstrate clear and detailed knowledge and understanding of the character.</p> <p>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.</p> <p>Reference to text and justification for choices of rehearsal work will be well-chosen and appropriate in support.</p> <p>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.</p>
Band 3 [21]-[30]		<p>Candidates will demonstrate comprehensive, detailed and perceptive knowledge and understanding of the character.</p> <p>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.</p> <p>Reference to the text and justification for choices of rehearsal work will be well-chosen, detailed and clear.</p> <p>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.</p>
Band 4 [31]-[40]		

Section B Question 3(a) 8 marks	Scripted Performance
[0] Work not worthy of credit.	
Band 1 [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.	
Band 2 [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.	
Band 3 [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.	
Band 4 [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
[0]	Work not worthy of credit.
Band 1 [1]–[4]	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.
Band 2 [5]–[8]	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.
22	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.
Band 3 [9]–[12]	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.
Band 4 [13]–[16]	