

Cambridge IGCSE™ (9–1)

DRAMA

0994/12

Paper 1 Written Examination

October/November 2024

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **10** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer | Marks | | | | | | | | | | | | |
|---|---|--|---|---|---------------|--|-----------|---------------|---|--------|---------------|-------------------------|---------|---|
| 1 | <p>Suggest <u>one</u> feature of the set that would show a classroom in a school and say why it is appropriate.</p> <p>The play is set in a Learning Assistance Classroom in an elementary school. Any feature of a classroom will be acceptable with a reason why it is appropriate.</p> <table border="1" data-bbox="308 483 1326 613"> <tr> <td data-bbox="308 483 1150 548">Identifies one feature of the classroom set.</td> <td data-bbox="1150 483 1326 548">1 Mark</td> </tr> <tr> <td data-bbox="308 548 1150 613">An explanation of why the feature is appropriate.</td> <td data-bbox="1150 548 1326 613">1 Mark</td> </tr> </table> | Identifies one feature of the classroom set. | 1 Mark | An explanation of why the feature is appropriate. | 1 Mark | 2 | | | | | | | | |
| Identifies one feature of the classroom set. | 1 Mark | | | | | | | | | | | | | |
| An explanation of why the feature is appropriate. | 1 Mark | | | | | | | | | | | | | |
| 2 | <p>As an actor, identify <u>three</u> different physical actions BINNIE could use in this extract to show her energetic characteristics.</p> <p>BINNIE is a bright, energetic, athletic joker. Any example of her lively behaviour will be acceptable. This will be shown mainly through her physicality but may also include her inventiveness with the puppets or her quick thinking in talking with the Principal.</p> <table border="1" data-bbox="308 913 1326 1211"> <tr> <td data-bbox="308 913 1150 1014">An appropriate suggestion of a physical action BINNIE could use in this extract.</td> <td data-bbox="1150 913 1326 1014">1 Mark</td> </tr> <tr> <td data-bbox="308 1014 1150 1115">A second appropriate, different suggestion of a physical action BINNIE could use in this extract.</td> <td data-bbox="1150 1014 1326 1115">1 Mark</td> </tr> <tr> <td data-bbox="308 1115 1150 1211">A third appropriate, different suggestion of a physical action BINNIE could use in this extract.</td> <td data-bbox="1150 1115 1326 1211">1 Mark</td> </tr> </table> | An appropriate suggestion of a physical action BINNIE could use in this extract. | 1 Mark | A second appropriate, different suggestion of a physical action BINNIE could use in this extract. | 1 Mark | A third appropriate, different suggestion of a physical action BINNIE could use in this extract. | 1 Mark | 3 | | | | | | |
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| A third appropriate, different suggestion of a physical action BINNIE could use in this extract. | 1 Mark | | | | | | | | | | | | | |
| 3 | <p>Read from line 131[‘<i>She hugs and kisses it.</i>’] to line 174 [‘<i>BINNIE exits and yells into the hall.</i>’]</p> <p>How would you play the role of ROCKY in this passage?</p> <p>ROCKY is quick thinking and inventive. He is sloppily dressed but has that certain something about him and an authority that makes him a good foil for BINNIE particularly. He knows that Mrs Smith is Learning Disabled which she has shared with him. This is information which he now shares with Binnie gleefully.</p> <table border="1" data-bbox="308 1615 1326 1973"> <tr> <td data-bbox="308 1615 443 1715">Band 1</td> <td data-bbox="443 1615 1182 1715">A detailed discussion of how to play the role of ROCKY in this passage.</td> <td data-bbox="1182 1615 1326 1715">4–5 marks</td> </tr> <tr> <td data-bbox="308 1715 443 1816">Band 2</td> <td data-bbox="443 1715 1182 1816">A broad explanation of how to play the role of ROCKY in this passage.</td> <td data-bbox="1182 1715 1326 1816">2–3 marks</td> </tr> <tr> <td data-bbox="308 1816 443 1917">Band 3</td> <td data-bbox="443 1816 1182 1917">A general description of how to play ROCKY in this passage.</td> <td data-bbox="1182 1816 1326 1917">1 mark</td> </tr> <tr> <td data-bbox="308 1917 443 1973">Band 4</td> <td data-bbox="443 1917 1182 1973">No creditable response.</td> <td data-bbox="1182 1917 1326 1973">0 marks</td> </tr> </table> | Band 1 | A detailed discussion of how to play the role of ROCKY in this passage. | 4–5 marks | Band 2 | A broad explanation of how to play the role of ROCKY in this passage. | 2–3 marks | Band 3 | A general description of how to play ROCKY in this passage. | 1 mark | Band 4 | No creditable response. | 0 marks | 5 |
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| Band 4 | No creditable response. | 0 marks | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---------------|--|---------------|--|-----------|---------------|---|-----------|---------------|--|--------|---------------|-------------------------|---------|---|
| 4 | <p>Read from line 300 [<i>'ROCKY grabs VICTOR'S tape recorder.'</i>] to line 477 [<i>'Principal coming.'</i>]</p> <p>How would you direct the actors to bring out the comedy in this passage?</p> <p>The stage directions give a strong steer. The imitation of the dog and undoing the shoelaces are physical theatre comedic actions. Other actions may include the business with the tape recorder and the rapid-fire insults finish.</p> <table border="1" data-bbox="308 584 1321 909"> <tbody> <tr> <td data-bbox="308 584 440 685">Band 1</td> <td data-bbox="440 584 1182 685">A detailed discussion of how to direct the actors to bring out the comedy.</td> <td data-bbox="1182 584 1321 685">4–5 marks</td> </tr> <tr> <td data-bbox="308 685 440 786">Band 2</td> <td data-bbox="440 685 1182 786">An explanation of how to direct the actors to bring out the comedy.</td> <td data-bbox="1182 685 1321 786">2–3 marks</td> </tr> <tr> <td data-bbox="308 786 440 846">Band 3</td> <td data-bbox="440 786 1182 846">A general description of the passage.</td> <td data-bbox="1182 786 1321 846">1 mark</td> </tr> <tr> <td data-bbox="308 846 440 909">Band 4</td> <td data-bbox="440 846 1182 909">No creditable response.</td> <td data-bbox="1182 846 1321 909">0 marks</td> </tr> </tbody> </table> | Band 1 | A detailed discussion of how to direct the actors to bring out the comedy. | 4–5 marks | Band 2 | An explanation of how to direct the actors to bring out the comedy. | 2–3 marks | Band 3 | A general description of the passage. | 1 mark | Band 4 | No creditable response. | 0 marks | 5 |
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| Band 3 | A general description of the passage. | 1 mark | | | | | | | | | | | | |
| Band 4 | No creditable response. | 0 marks | | | | | | | | | | | | |
| 5 | <p>Suggest a design for the three puppets used in the extract: <i>Sponge Beast, Lion and Professor.</i></p> <p>A design question focusing on the three puppets described in the stage direction description. There is still room for some imaginative input from candidates.</p> <p>Some candidates may draw sketches of their designs, though that is not a requirement.</p> <table border="1" data-bbox="308 1245 1321 1570"> <tbody> <tr> <td data-bbox="308 1245 440 1346">Band 1</td> <td data-bbox="440 1245 1182 1346">A practical understanding of design.</td> <td data-bbox="1182 1245 1321 1346">4–5 marks</td> </tr> <tr> <td data-bbox="308 1346 440 1447">Band 2</td> <td data-bbox="440 1346 1182 1447">Some understanding of design, supported by one or two workable suggestions.</td> <td data-bbox="1182 1346 1321 1447">2–3 marks</td> </tr> <tr> <td data-bbox="308 1447 440 1507">Band 3</td> <td data-bbox="440 1447 1182 1507">Generally identifies some aspects of design.</td> <td data-bbox="1182 1447 1321 1507">1 mark</td> </tr> <tr> <td data-bbox="308 1507 440 1570">Band 4</td> <td data-bbox="440 1507 1182 1570">No creditable response</td> <td data-bbox="1182 1507 1321 1570">0 marks</td> </tr> </tbody> </table> | Band 1 | A practical understanding of design. | 4–5 marks | Band 2 | Some understanding of design, supported by one or two workable suggestions. | 2–3 marks | Band 3 | Generally identifies some aspects of design. | 1 mark | Band 4 | No creditable response | 0 marks | 5 |
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| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|---------------|---|---------------|---|---------------|---------------|--|--------------|---------------|---|--------------|---------------|--|--------------|---------------|---|--------------|---------------|------------------------|---------|----|
| 6 | <p>Read from line 515 [‘Well. Okay. Let’s clean up.’] to the end of the extract. How would you direct this passage to show the different personalities of the three children?</p> <p>This is a directing question. Candidates need to demonstrate their understanding of the personalities of the children, but the primary focus is on the director’s approach to presenting these personalities in performance.</p> <ul style="list-style-type: none"> • Directorial approaches might include: • Physicality including proxemics • Mime, non-verbal communication • The surroundings, props • Voices, empathy/hostility • Pauses, pace and timbre of delivery • Lights and effects <table border="1" data-bbox="304 797 1335 1491"> <tbody> <tr> <td data-bbox="304 797 459 965">Band 1</td> <td data-bbox="459 797 1198 965">Offers insight into how to direct the passage and provides a detailed and perceptive discussion of practical ideas and how to show different personalities.</td> <td data-bbox="1198 797 1335 965">9–10 Marks</td> </tr> <tr> <td data-bbox="304 965 459 1099">Band 2</td> <td data-bbox="459 965 1198 1099">Offers some insight into how to direct the passage and provides a range of practical ideas of how to show different personalities.</td> <td data-bbox="1198 965 1335 1099">7–8 Marks</td> </tr> <tr> <td data-bbox="304 1099 459 1234">Band 3</td> <td data-bbox="459 1099 1198 1234">Offers understanding of how to direct the passage and provides some specific examples of how to show different personalities.</td> <td data-bbox="1198 1099 1335 1234">5–6 Marks</td> </tr> <tr> <td data-bbox="304 1234 459 1335">Band 4</td> <td data-bbox="459 1234 1198 1335">Offers some understanding of how to direct the passage and provides some simple suggestions.</td> <td data-bbox="1198 1234 1335 1335">3–4 Marks</td> </tr> <tr> <td data-bbox="304 1335 459 1429">Band 5</td> <td data-bbox="459 1335 1198 1429">Offers basic understanding of the passage and general comments.</td> <td data-bbox="1198 1335 1335 1429">1–2 Marks</td> </tr> <tr> <td data-bbox="304 1429 459 1491">Band 6</td> <td data-bbox="459 1429 1198 1491">No creditable response</td> <td data-bbox="1198 1429 1335 1491">0 Marks</td> </tr> </tbody> </table> | Band 1 | Offers insight into how to direct the passage and provides a detailed and perceptive discussion of practical ideas and how to show different personalities. | 9–10 Marks | Band 2 | Offers some insight into how to direct the passage and provides a range of practical ideas of how to show different personalities. | 7–8 Marks | Band 3 | Offers understanding of how to direct the passage and provides some specific examples of how to show different personalities. | 5–6 Marks | Band 4 | Offers some understanding of how to direct the passage and provides some simple suggestions. | 3–4 Marks | Band 5 | Offers basic understanding of the passage and general comments. | 1–2 Marks | Band 6 | No creditable response | 0 Marks | 10 |
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| Band 6 | No creditable response | 0 Marks | | | | | | | | | | | | | | | | | | |

SECTION B

| Question | Answer | Marks | | | | | | | | | | | | |
|--|---|--|---|--|--|---|--|--|--|---|--|--------------------------------|--------------------------------------|----|
| 7 | <p>As an actor playing JULIA, how would you show the difference between her love for WINSTON and her hatred of BIG BROTHER?</p> <p>Make close reference to specific lines from the extract in your answer.</p> <p>JULIA's feelings are neatly contrasted between growing affection for WINSTON and her increasing revulsion of the regime and her willingness to risk her life to carry out simple acts of rebellion to undermine BIG BROTHER.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • Physicality, movement, facial expression • Gesture, mime, non-verbal communication • Proxemics, in relation to others • Use of eye contact / avoidance of eye contact • Vocal tones and dramatic use of silence • Dramatic use of silence • Use of the given props <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td data-bbox="304 931 1193 1171"> <p><i>Offers a sophisticated practical understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A sophisticated and effective discussion of how to play Julia in her contrasting feelings. • Excellent and practical suggestions applied with sustained and detailed reference to the extract. </td> <td data-bbox="1193 931 1326 1171" style="text-align: center; vertical-align: top;"> <p>Band 1 9–10 Marks</p> </td> </tr> <tr> <td data-bbox="304 1171 1193 1375"> <p><i>Offers a detailed practical understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A detailed and mainly effective discussion of how to play Julia to show her contrasting feelings. • Confident practical suggestions with consistently appropriate reference to the extract. </td> <td data-bbox="1193 1171 1326 1375" style="text-align: center; vertical-align: top;"> <p>Band 2 7–8 Marks</p> </td> </tr> <tr> <td data-bbox="304 1375 1193 1579"> <p><i>Offers a broad understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A broad explanation of how to play Julia with some reference to her feelings. • Some practical suggestions with some appropriate references to the extract. </td> <td data-bbox="1193 1375 1326 1579" style="text-align: center; vertical-align: top;"> <p>Band 3 5–6 Marks</p> </td> </tr> <tr> <td data-bbox="304 1579 1193 1749"> <p><i>Offers a partial understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A partial explanation of how to play Julia. • A narrow range of practical suggestions, with occasional reference to the extract. </td> <td data-bbox="1193 1579 1326 1749" style="text-align: center; vertical-align: top;"> <p>Band 4 3–4 Marks</p> </td> </tr> <tr> <td data-bbox="304 1749 1193 1919"> <p><i>Offers undeveloped understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • An undeveloped, incomplete or narrative description of how to play Julia. • Minimal suggestions of how to approach the extract. </td> <td data-bbox="1193 1749 1326 1919" style="text-align: center; vertical-align: top;"> <p>Band 5 1–2 Marks</p> </td> </tr> <tr> <td data-bbox="304 1919 1193 2051"> <p>No creditable response.</p> </td> <td data-bbox="1193 1919 1326 2051" style="text-align: center; vertical-align: top;"> <p>Band 6 0 Marks</p> </td> </tr> </tbody> </table> | <p><i>Offers a sophisticated practical understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A sophisticated and effective discussion of how to play Julia in her contrasting feelings. • Excellent and practical suggestions applied with sustained and detailed reference to the extract. | <p>Band 1 9–10 Marks</p> | <p><i>Offers a detailed practical understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A detailed and mainly effective discussion of how to play Julia to show her contrasting feelings. • Confident practical suggestions with consistently appropriate reference to the extract. | <p>Band 2 7–8 Marks</p> | <p><i>Offers a broad understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A broad explanation of how to play Julia with some reference to her feelings. • Some practical suggestions with some appropriate references to the extract. | <p>Band 3 5–6 Marks</p> | <p><i>Offers a partial understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • A partial explanation of how to play Julia. • A narrow range of practical suggestions, with occasional reference to the extract. | <p>Band 4 3–4 Marks</p> | <p><i>Offers undeveloped understanding of how to play JULIA.</i></p> <ul style="list-style-type: none"> • An undeveloped, incomplete or narrative description of how to play Julia. • Minimal suggestions of how to approach the extract. | <p>Band 5 1–2 Marks</p> | <p>No creditable response.</p> | <p>Band 6 0 Marks</p> | 10 |
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| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|---------------|--|---------------|---|-------------|---------------|--|-------------|---------------|---|-----------|---------------|---|-----------|---------------|--|-----------|---------------|-------------------------|---------|----|
| 8 | <p>As a director, how would you show the constant dangers surrounding JULIA and WINSTON's relationship?</p> <p>Make close reference to specific lines from the extract in your answer.</p> <p>The focus of the question is on the threat of discovery, exposure and betrayal. This endangers JULIA and WINSTON's shared moments of happiness. Their carefree abandonment defies the brutal reality of what happens when they are inevitably caught.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • Directorial approach/ interpretation • The use of proxemics, positioning and movement • Character interactions and relationship between the actors • Use of voice/dramatic use of silence • Use of eye contact / avoidance of eye contact • Use of props • Use of lighting/shadow/effects to support the acting. <table border="1" data-bbox="304 898 1286 2007"> <tbody> <tr> <td data-bbox="304 898 443 1205">Band 1</td> <td data-bbox="443 898 1150 1205"> <p><i>Offers a sophisticated practical understanding of how to direct the extract.</i></p> <ul style="list-style-type: none"> • A sophisticated and effective discussion of how to direct the extract. • Excellent, practical suggestions to show the dangers surrounding the relationship, with consistent reference to specific lines from the extract. </td> <td data-bbox="1150 898 1286 1205">13–15 Marks</td> </tr> <tr> <td data-bbox="304 1205 443 1473">Band 2</td> <td data-bbox="443 1205 1150 1473"> <p><i>Offers a detailed practical understanding of how to direct the extract.</i></p> <ul style="list-style-type: none"> • Detailed and mainly effective discussion of how to direct the extract. • Several practical suggestions to show the dangers surrounding the relationship with references to specific lines from the extract. </td> <td data-bbox="1150 1205 1286 1473">10–12 Marks</td> </tr> <tr> <td data-bbox="304 1473 443 1742">Band 3</td> <td data-bbox="443 1473 1150 1742"> <p><i>Offers a broad understanding of how to direct the extract.</i></p> <ul style="list-style-type: none"> • A competent explanation of how to direct the extract. • Practical suggestions to show the dangers surrounding the relationship, with some appropriate reference to the extract. </td> <td data-bbox="1150 1473 1286 1742">7–9 Marks</td> </tr> <tr> <td data-bbox="304 1742 443 1843">Band 4</td> <td data-bbox="443 1742 1150 1843">Offers a partial understanding of how to direct the extract to show some aspects of the relationship.</td> <td data-bbox="1150 1742 1286 1843">4–6 Marks</td> </tr> <tr> <td data-bbox="304 1843 443 1944">Band 5</td> <td data-bbox="443 1843 1150 1944">Offers basic understanding of some directing techniques.</td> <td data-bbox="1150 1843 1286 1944">1–3 Marks</td> </tr> <tr> <td data-bbox="304 1944 443 2007">Band 6</td> <td data-bbox="443 1944 1150 2007">No creditable response.</td> <td data-bbox="1150 1944 1286 2007">0 Marks</td> </tr> </tbody> </table> | Band 1 | <p><i>Offers a sophisticated practical understanding of how to direct the extract.</i></p> <ul style="list-style-type: none"> • A sophisticated and effective discussion of how to direct the extract. • Excellent, practical suggestions to show the dangers surrounding the relationship, with consistent reference to specific lines from the extract. | 13–15 Marks | Band 2 | <p><i>Offers a detailed practical understanding of how to direct the extract.</i></p> <ul style="list-style-type: none"> • Detailed and mainly effective discussion of how to direct the extract. • Several practical suggestions to show the dangers surrounding the relationship with references to specific lines from the extract. | 10–12 Marks | Band 3 | <p><i>Offers a broad understanding of how to direct the extract.</i></p> <ul style="list-style-type: none"> • A competent explanation of how to direct the extract. • Practical suggestions to show the dangers surrounding the relationship, with some appropriate reference to the extract. | 7–9 Marks | Band 4 | Offers a partial understanding of how to direct the extract to show some aspects of the relationship. | 4–6 Marks | Band 5 | Offers basic understanding of some directing techniques. | 1–3 Marks | Band 6 | No creditable response. | 0 Marks | 15 |
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| Band 4 | Offers a partial understanding of how to direct the extract to show some aspects of the relationship. | 4–6 Marks | | | | | | | | | | | | | | | | | | |
| Band 5 | Offers basic understanding of some directing techniques. | 1–3 Marks | | | | | | | | | | | | | | | | | | |
| Band 6 | No creditable response. | 0 Marks | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---|--|---|--|--|--|---|--|--|--|--|--|--------------------------------|----------------------------------|----|
| 9 | <p>Suggest a suitable set design for the antique shop including the room at the back.</p> <p>Make close reference to specific lines from the extract in your answer. You may include a labelled sketch if you wish.</p> <p>There are stark contrasts between the moments where the lovers are happy, almost relaxed and their arrest at the end as guards crash into their haven. These contrasts may be referenced in the answer but the question does not specify it.</p> <p>Candidates should focus on set design but may mention other design elements including lighting, sound effects, amplified vocal noises and props, though these are not directly part of the question.</p> <table border="1" data-bbox="304 752 1307 1935"> <tbody> <tr> <td data-bbox="304 752 1165 1021"> <p><i>Offers a sophisticated practical understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A comprehensive and effective discussion of how to use set design. • Excellent, practical suggestions for a set design for the antique shop including the room at the back with detailed reference to specific lines from the extract </td> <td data-bbox="1165 752 1307 1021"> <p>Band 1 13–15 Marks</p> </td> </tr> <tr> <td data-bbox="304 1021 1165 1290"> <p><i>Offers detailed practical understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • An assured and mainly effective discussion of how to use set design. • Practical suggestions for a set design for the antique shop including the room at the back with consistently appropriate reference to specific lines in the extract. </td> <td data-bbox="1165 1021 1307 1290"> <p>Band 2 10–12 Marks</p> </td> </tr> <tr> <td data-bbox="304 1290 1165 1462"> <p><i>Offers broad understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A competent explanation of how to use set design. • Several practical suggestions for a set design, with some appropriate reference to the extract. </td> <td data-bbox="1165 1290 1307 1462"> <p>Band 3 7–9 Marks</p> </td> </tr> <tr> <td data-bbox="304 1462 1165 1666"> <p><i>Offers partial understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A variable, sometimes unconvincing, explanation of how to use set design. • A narrow range of practical suggestions, with occasional reference to the extract. </td> <td data-bbox="1165 1462 1307 1666"> <p>Band 4 4–6 Marks</p> </td> </tr> <tr> <td data-bbox="304 1666 1165 1839"> <p><i>Offers limited understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A confused, incomplete or narrative description of how to use set design. • Minimal suggestions of how to approach the design. </td> <td data-bbox="1165 1666 1307 1839"> <p>Band 5 1–3 Marks</p> </td> </tr> <tr> <td data-bbox="304 1839 1165 1935"> <p>No creditable response.</p> </td> <td data-bbox="1165 1839 1307 1935"> <p>Band 6 0 Marks</p> </td> </tr> </tbody> </table> | <p><i>Offers a sophisticated practical understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A comprehensive and effective discussion of how to use set design. • Excellent, practical suggestions for a set design for the antique shop including the room at the back with detailed reference to specific lines from the extract | <p>Band 1 13–15 Marks</p> | <p><i>Offers detailed practical understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • An assured and mainly effective discussion of how to use set design. • Practical suggestions for a set design for the antique shop including the room at the back with consistently appropriate reference to specific lines in the extract. | <p>Band 2 10–12 Marks</p> | <p><i>Offers broad understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A competent explanation of how to use set design. • Several practical suggestions for a set design, with some appropriate reference to the extract. | <p>Band 3 7–9 Marks</p> | <p><i>Offers partial understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A variable, sometimes unconvincing, explanation of how to use set design. • A narrow range of practical suggestions, with occasional reference to the extract. | <p>Band 4 4–6 Marks</p> | <p><i>Offers limited understanding of how to use set design.</i></p> <ul style="list-style-type: none"> • A confused, incomplete or narrative description of how to use set design. • Minimal suggestions of how to approach the design. | <p>Band 5 1–3 Marks</p> | <p>No creditable response.</p> | <p>Band 6 0 Marks</p> | 15 |
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| <p>No creditable response.</p> | <p>Band 6 0 Marks</p> | | | | | | | | | | | | | |

SECTION C

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|---------------|--|---------------|---|---------------|---------------|---|--------------|---------------|---|--------------|---------------|--|--------------|---------------|---|--------------|---------------|-------------------------|---------|----|
| 10 | <p>Explain how you used and adapted your stimulus to devise your piece. Support your answer with examples.</p> <p>The focus of this question is on the devising process, not the performance itself. Candidates need to engage with the concept of devising from a stimulus. They should identify how the stimulus and other ideas were used and review how the stages of their devising process were changed and adapted as they gradually created an effective piece.</p> <table border="1" data-bbox="304 584 1329 1243"> <tbody> <tr> <td data-bbox="304 584 448 719">Band 1</td> <td data-bbox="448 584 1190 719">A detailed and perceptive explanation of how the devising process was used to create their piece, supported by a range of well-chosen examples.</td> <td data-bbox="1190 584 1329 719">9–10 Marks</td> </tr> <tr> <td data-bbox="304 719 448 853">Band 2</td> <td data-bbox="448 719 1190 853">A clear discussion of how the devising process was used to create their piece, supported by a range of relevant examples.</td> <td data-bbox="1190 719 1329 853">7–8 Marks</td> </tr> <tr> <td data-bbox="304 853 448 987">Band 3</td> <td data-bbox="448 853 1190 987">A variable explanation of how the devising process was used to create a piece, with some supporting examples.</td> <td data-bbox="1190 853 1329 987">5–6 Marks</td> </tr> <tr> <td data-bbox="304 987 448 1077">Band 4</td> <td data-bbox="448 987 1190 1077">General comments about the devising process.</td> <td data-bbox="1190 987 1329 1077">3–4 Marks</td> </tr> <tr> <td data-bbox="304 1077 448 1167">Band 5</td> <td data-bbox="448 1077 1190 1167">Identifies an aspect of the devising process.</td> <td data-bbox="1190 1077 1329 1167">1–2 Marks</td> </tr> <tr> <td data-bbox="304 1167 448 1243">Band 6</td> <td data-bbox="448 1167 1190 1243">No creditable response.</td> <td data-bbox="1190 1167 1329 1243">0 Marks</td> </tr> </tbody> </table> | Band 1 | A detailed and perceptive explanation of how the devising process was used to create their piece, supported by a range of well-chosen examples. | 9–10 Marks | Band 2 | A clear discussion of how the devising process was used to create their piece, supported by a range of relevant examples. | 7–8 Marks | Band 3 | A variable explanation of how the devising process was used to create a piece, with some supporting examples. | 5–6 Marks | Band 4 | General comments about the devising process. | 3–4 Marks | Band 5 | Identifies an aspect of the devising process. | 1–2 Marks | Band 6 | No creditable response. | 0 Marks | 10 |
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| Band 2 | A clear discussion of how the devising process was used to create their piece, supported by a range of relevant examples. | 7–8 Marks | | | | | | | | | | | | | | | | | | |
| Band 3 | A variable explanation of how the devising process was used to create a piece, with some supporting examples. | 5–6 Marks | | | | | | | | | | | | | | | | | | |
| Band 4 | General comments about the devising process. | 3–4 Marks | | | | | | | | | | | | | | | | | | |
| Band 5 | Identifies an aspect of the devising process. | 1–2 Marks | | | | | | | | | | | | | | | | | | |
| Band 6 | No creditable response. | 0 Marks | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|--|--|---|--|--|--|---|--|---|--|---|--|--------------------------------|----------------------------------|----|
| 11 | <p>Evaluate how effectively your group’s performance engaged the audience.</p> <p>Make close reference to your piece to support your evaluation.</p> <p>The focus of the question is on the performance itself and evaluating the effectiveness of engaging the audience’s attention.</p> <table border="1" data-bbox="308 517 1326 1765"> <tbody> <tr> <td data-bbox="308 517 1182 786"> <p><i>Offers a sophisticated practical evaluation of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A comprehensive and detailed discussion of audience engagement. • Excellent, practical evaluation of the success of the performance in engaging the audience’s attention; sustained and detailed references to the performance. </td> <td data-bbox="1182 517 1326 786"> <p>Band 1 13–15 Marks</p> </td> </tr> <tr> <td data-bbox="308 786 1182 1055"> <p><i>Offers a detailed practical evaluation of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A fairly comprehensive discussion of audience engagement. • Well-formulated practical evaluation of the success of the performance in engaging the audience’s attention although there may be scope for further refinement. There are consistent and appropriate references to the performance. </td> <td data-bbox="1182 786 1326 1055"> <p>Band 2 10–12 Marks</p> </td> </tr> <tr> <td data-bbox="308 1055 1182 1290"> <p><i>Offers a broad understanding of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A broad understanding of audience engagement. • Some evaluation of the success of the devised piece in engaging the audience’s attention; occasional, appropriate references to the performance. </td> <td data-bbox="1182 1055 1326 1290"> <p>Band 3 7–9 Marks</p> </td> </tr> <tr> <td data-bbox="308 1290 1182 1496"> <p><i>Offers a partial understanding of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A partial understanding of audience engagement. • An attempt to evaluate the success of engaging the audience with occasional references to the performance. </td> <td data-bbox="1182 1290 1326 1496"> <p>Band 4 4–6 Marks</p> </td> </tr> <tr> <td data-bbox="308 1496 1182 1671"> <p><i>Offers a limited understanding of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A limited understanding of audience engagement. • Minimal evaluation; little or no reference to the performance. </td> <td data-bbox="1182 1496 1326 1671"> <p>Band 5 1–3 Marks</p> </td> </tr> <tr> <td data-bbox="308 1671 1182 1765"> <p>No creditable response.</p> </td> <td data-bbox="1182 1671 1326 1765"> <p>Band 6 0 Marks</p> </td> </tr> </tbody> </table> | <p><i>Offers a sophisticated practical evaluation of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A comprehensive and detailed discussion of audience engagement. • Excellent, practical evaluation of the success of the performance in engaging the audience’s attention; sustained and detailed references to the performance. | <p>Band 1 13–15 Marks</p> | <p><i>Offers a detailed practical evaluation of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A fairly comprehensive discussion of audience engagement. • Well-formulated practical evaluation of the success of the performance in engaging the audience’s attention although there may be scope for further refinement. There are consistent and appropriate references to the performance. | <p>Band 2 10–12 Marks</p> | <p><i>Offers a broad understanding of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A broad understanding of audience engagement. • Some evaluation of the success of the devised piece in engaging the audience’s attention; occasional, appropriate references to the performance. | <p>Band 3 7–9 Marks</p> | <p><i>Offers a partial understanding of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A partial understanding of audience engagement. • An attempt to evaluate the success of engaging the audience with occasional references to the performance. | <p>Band 4 4–6 Marks</p> | <p><i>Offers a limited understanding of how effectively their performance engaged the audience.</i></p> <ul style="list-style-type: none"> • A limited understanding of audience engagement. • Minimal evaluation; little or no reference to the performance. | <p>Band 5 1–3 Marks</p> | <p>No creditable response.</p> | <p>Band 6 0 Marks</p> | 15 |
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