OCR
Oxford Cambridge and RSA

GCSE

Drama

Unit **A583**: From Concept to Creation

General Certificate of Secondary Education

Mark Scheme for June 2015

Brief 1 and 2– Performer (deviser/text extract)

Descriptor	Max Mark
• Uses voice, language and gesture to create a well-crafted characterisation that demands attention. The actor is working fully within the fiction for the audience. (AO2) • Interaction with other characters is highly effective and matches the needs of the drama. (AO2) • Use of entrances and exits adds to communication and are part of the performance. (AO2) • The performance has strong command of the demands and implications of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting works on both the practical and artistic level, i.e. it would add to an audience's 'reading' of the drama. (AO1)	**52-60**
• Uses voice, language and gesture to create a crafted and engaging performance and characterisation. There is a strong sense the actor is creating a fiction for the audience. (AO2) • Interaction with other characters is effective and matches the needs of the drama. (AO2) • Use of entrances and exits are effective and are integrated into the performance. (AO2) • The performance has command of the demands and implications of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting combines in a unified way to illustrate a clear understanding of how symbols add meaning to inform the audience. (AO1)	**45-51**
• Uses voice, language and gesture to create a crafted performance and characterisation. There is a clear sense the actor is creating a fiction for the audience. (AO2) • Interaction with other characters is strong and matches the needs of the drama. (AO2) • Use of entrances and exits are reasonably effective and assist the connection of the audience with the performance. (AO2) • The performance has some command of the demands and implications of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting works well to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**38-44**

Descriptor	Max Mark
• Uses voice, language and gesture to create a fully controlled performance and appropriate characterisation. It is apparent the actor is in a fiction. (AO2) • Interaction with other characters is productive and is appropriate to the needs of the drama. (AO2) • Use of entrances and exits works to assist the connection of the audience with the performance. (AO2) • The performance works with the demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting works to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**31-37**
• Uses voice, language and gesture to create a controlled performance and appropriate characterisation. It is apparent the actor is mostly in a fiction. (AO2) • Interaction with other characters is mostly productive and is appropriate to the needs of the drama. (AO2) • Use of entrances and exits partially work to assist the connection of the audience with the performance. (AO2) • The performance works with some of the demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: selection of any costume/properties/technical aspects and any setting mostly works to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**24-30**
• Uses voice, language and gesture to create a mostly controlled performance that is appropriate to context. (AO2) • Interaction with other characters takes place at a function level. (AO2) • Use of entrances and exits show some understanding of their relevance to the performance. (AO2) • The performance meets the basic demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: Some selection of any costume/properties/technical aspects and any setting occasionally works to illustrate an understanding of how symbols add meaning to inform the audience. (AO1)	**17-23**
• Use of voice, language and gesture is functional but generally appropriate to context. (AO2) • Some interaction with other characters takes place at points through the drama at a functional level. (AO2) • Use of entrances and exits show a degree of understanding of their relevance to the performance. (AO2) • The performance meets some of the demands of the drama's genre and the adopted performance style. (AO2) • Semiotics: some selection of any costume/properties/technical aspects and any setting shows to a degree how symbols add meaning to inform the audience. (AO1)	**10-16**

Descriptor	Max Mark
• Use of voice, language and gesture is functional. (AO2) • Interaction with other characters is not developed and is minimal. (AO2) • Use of entrances and exits shows limited understanding of their relevance to the performance. (AO2) • The performance has elements of an identifiable performance style. (AO2) • Semiotics: a limited selection of costume/properties/technical aspects and any setting show very little idea of how symbols add meaning to inform the audience. (AO1)	**0-9**

Working Record (AO1 and AO3)

Descriptor	Max Mark
• Application of relevant Areas of Study - description of character is very coherent with cogent analysis (i.e. knowing why choices are made, and how they are likely to impact on an audience) of character(s) being played. Understanding and use of the social, historical or cultural elements resonate strongly with the drama's context. (AO1) • Description shows candidate can identify the important essence of the genre of the text and performance style used. (AO1) • Evaluation - Directing, Acting, Design, context of text analysed with perception. It resonates with other observers/readers and has insight. (AO3) • The use of subject specific vocabulary is embedded thoroughly; text is legible with accurate spelling, punctuation and grammar. Meaning is communicated effectively. Information is well presented in a format that is fit for purpose. (AO3)	**17-20**
• Application of Areas of Study - description of character is in clear terms with analysis (i.e. knowing why choices are made, and how they are likely to impact on an audience) of character(s) being played. Makes pertinent comment/use of the social, historical or cultural elements of drama's context. (AO1) • Description shows candidate can identify with the key elements of genre and performance style used. (AO1) • Evaluation - Directing, Acting, Design, context of text analysed with a degree of perception. It resonates with other observers/readers. (AO3) • The use of subject specific vocabulary is clear; text is legible with mostly accurate spelling, punctuation and grammar. Meaning is communicated clearly. Information is presented in a format that is fit for purpose. (AO3)	**13-16**
• Application of relevant Areas of Study- description of character is in clear terms with clear awareness of the relevance of social, historical or cultural elements of drama and character played. (AO1) • Description shows candidate can identify the genre of the drama and performance style used. (AO1) • Evaluation - Directing, Acting, Design, context of text analysed with clear understanding. (AO3) • The use of subject specific vocabulary is apparent; text is mostly legible with largely accurate spelling, punctuation and grammar. Meaning is mostly communicated clearly throughout the working record. Information is mostly presented in a format that is fit for purpose. (AO3)	**9-12**

Descriptor	Max Mark
• Application of relevant Areas of Study- description of character is in simple terms with some awareness of social, historical or cultural elements. (AO1) • Description shows candidate can identify aspects of genre and performance style used. (AO1) • Reflection draws on use of Areas of Study and relevant functions of Performer, Director, Designer. Evaluation is in form of what is good and bad. (AO3) • There is some attempt to use subject specific vocabulary; text is sometimes illegible with mistakes in spelling, punctuation and grammar. There is some communication of meaning in the working record. Some information is presented in a format that is fit for purpose. (AO3)	**5-8**
• Application of relevant Areas of Study - description of character, plot, character function is in simple terms. (AO1) • Is aware and can describe in simple terms one or two attributes of the genre of the drama and performance style used. (AO1) • Reflection is at a simple level. (AO3) • There is little use of subject specific vocabulary; text is often illegible with many mistakes in spelling, punctuation and grammar which often impede communication of meaning. Information is only occasionally presented in a format that is fit for purpose. (AO3)	**0-4**

Brief 3 – Deviser
The Script (AO1 and AO2)

Descriptor	Max Mark
• An excellent script effectively communicating through, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2) • Has very strong potential to engage an audience. (AO2) • Language/script works excellently with context, theme, characters and relationships. (AO2)	**52-60**
• A very good coherent script communicating through, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2). • Has strong potential to engage an audience. (AO2) • Language/script works very well with context, theme, characters and relationships. (AO2)	**45-51**
• A good coherent script communicating through, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2). • Has clear potential to engage an audience. (AO2) • Language/script works well with context, theme, characters and relationships. (AO2)	**38-44**
• A workable coherent script communicating through some good elements, for example choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2). • Has some potential to engage an audience. (AO2) • Language/script works with context, theme, characters and relationships. (AO2)	**31-37**
• A workable mostly coherent script communicating through some elements, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2). • Audience can follow clear plot line/theme and clearly recognise character of protagonist (AO2) • Language/script works with context, theme, characters and relationships. (AO2)	**24-30**
• A mostly workable script communicating through some elements, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2). • Audience could follow clear plot line/theme and recognise character of protagonists. (AO2) • Most of the language/script works with context, theme, characters and relationships. (AO2)	**17-23**
• Some parts of the script are workable communicating through some elements, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of script writing. (AO1 and AO2). • Audience could follow most of the plot line and recognise character of protagonists. (AO2) • Some of the language/script works with context, theme, characters and relationships. (AO2)	**10-16**
• Fragmentary segments have potential to be developed communicating through some elements, for example, choice of language, stage directions, exposition, creating tension, developing atmosphere and using the conventions of scriptwriting. (AO1 and AO2). • Audience could follow parts of the plot line/theme and recognise some character traits. (AO2) • Some of the language matches the context created; some of the lines could be included in a script. (AO2)	**0-9**

Working Record – Context and Evaluation (AO1 and AO3)

Descriptor	Max Mark
• Excellent context, all four headings fully covered- the period it is set in, genre, suggested performance style and any social, cultural and historical connections. Intent is communicated with artistry. (AO1) • Description shows candidate can identify the important essence of the genre of the text and performance style to be used. Excellent coherence in terms of structure, character and stage directions. (AO1) • Excellent evaluation – justification of script and matching to context is analysed with perception and insight. Reflection on the potential of script to engage an audience is strongly evident. (AO3) • Ideas communicated effectively. The use of subject specific vocabulary is embedded thoroughly; text is legible with accurate spelling, punctuation and grammar. Meaning is communicated effectively. Information is well presented in a format that is fit for purpose. (AO3)	**17-20**
• A very good context, all four headings fully covered - the period it is set in, genre, suggested performance style and any social, cultural and historical connections. Intent is communicated with some artistry. (AO1) • Description shows candidate can identify the key elements of the genre of the text and performance style to be used. Strong coherence in terms of structure, character and stage directions. (AO1) • A very good evaluation – justification of script and matching to context is analysed with a degree of perception. Reflection on potential of the script to engage an audience is strong. (AO3) • Ideas communicated clearly. The use of subject specific vocabulary is clear; text is legible with mostly accurate spelling, punctuation and grammar. Meaning is communicated clearly. Information is presented in a format that is fit for purpose. (AO3)	**13-16**
• A good context, all four headings adequately covered - the period it is set in, genre, suggested performance style and any social, cultural and historical connections. Intent is communicated with some craft. (AO1) • Description shows candidate can identify the genre of the text and performance style to be used. There is coherence in terms of structure, character and stage directions. (AO1) • A good evaluation – justification of the script and matching to context shows clear understanding. Reflection of the potential of the script to engage an audience is evident and identifies some potential. (AO3) • Ideas mostly communicated clearly. The use of subject specific vocabulary is apparent; text is mostly legible with largely accurate spelling, punctuation and grammar. Meaning is mostly communicated clearly throughout the working record. Information is mostly presented in a format that is fit for purpose. (AO3)	**9-12**
• A relevant context with at least two headings adequately covered - the period it is set in, genre, suggested performance style and any social, cultural and historical connections. Intent is communicated in a workable way. (AO1) • Description shows candidate can identify aspects of the genre of the text and performance style to be used. In terms of structure, character and stage directions these are mostly practical. (AO1) • An evaluation containing some relevant factors. Justification of the script and matching to context identifies what is good and bad. Reflection where present makes some relevant points about the script and its ability to engage an audience. (AO3) • Some of the ideas are communicated clearly. There is some attempt to use subject specific vocabulary; text is sometimes illegible with mistakes in spelling, punctuation and grammar. There is some communication of meaning in the working record.	**5-8**

Some information is presented in a format that is fit for purpose. (AO3)	
• Some relevant context with at least one of the headings adequately covered - the period it is set in, genre, suggested performance style and any social, cultural and historical connections. Intent is communicated in a partially workable way. (AO1) • Description shows candidate is aware of and can describe in simple terms one or two attributes of the genre of the text and performance style to be used. Some elements of structure, character and stage directions are practical.(AO1) • An evaluation with one or two relevant factors. Justification of the script and matching to context is rudimentary and lack total coherence. Reflection of the potential of the script to engage an audience is at a simple level. (AO3) • Ideas are presented with little coherence. There is little use of subject specific vocabulary; text is often illegible with many mistakes in spelling, punctuation and grammar which often impede communication of meaning. Information is only occasionally presented in a format that is fit for purpose. (AO3)	**0-4**

Brief 4 – Designer
Designs Created (AO1 and AO2)

Descriptor	Max Mark
▪ Design ideas for all three areas strongly match the design concept for the text and would help the audience's engagement and understanding. (AO1 and AO2) ▪ Ideas and solutions are very practical, detailed and show clarity of intent. (AO1 and AO2) ▪ Excellently presented, communicating through standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**52-60**
▪ Design ideas for all three areas work very well with the design concept for the text and would help the audience engage with a performance. (AO1 and AO2) ▪ Ideas and solutions are very practical, detailed, with some clarity of intent. (AO1 and AO2) ▪ Very good presentation, communicating by using standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**45-51**
▪ Design ideas for all three areas work well with the design concept for the text and would add to the audience's understanding of a performance (AO1 and AO2) ▪ Ideas and solutions are practical, have detail and some clarity of intent. (AO1 and AO2) ▪ Good presentation, communicating by using standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**38-44**
▪ Design ideas for at least two areas work well with the design concept for the text and would add to the audience's understanding of a performance (AO1 and AO2) ▪ Ideas and solutions are mostly practical and some intent can be identified.(AO1 and AO2) ▪ Well presented, communicating by using standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**31-37**
▪ Design ideas for at least two areas work with the design concept for the text and would add to the audience's understanding of a performance (AO1 and AO2) ▪ Ideas and solutions have the potential to be practically implemented (AO1 and AO2) ▪ Mostly well presented, communicating by using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**24-30**
▪ Design ideas for at least one area work with the design concept for the text and designs could add to the audience's understanding of a performance with some further development (AO1 and AO2) ▪ Ideas and solutions mostly have the potential to be practically implemented (AO1 and AO2) ▪ Adequately presented, communicating by using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**17-23**
▪ Design ideas are potentially workable, little matching to the design concept, much more clarity needed before designs could add to the audience's understanding of a performance (AO1 and AO2) ▪ Ideas and solutions mostly have some potential to be practically implemented (AO1 and AO2) ▪ Some of the designs presented, communicate by using some standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**10-16**
▪ Partial design ideas could be workable, no real matching to the design concept (AO1 and AO2) ▪ Fragments of the ideas have some potential to be practically implemented (AO1 and AO2) ▪ Few if any of the designs presented use standard conventions for work e.g. ground plans, designer briefs, lighting cue sheets (AO1)	**0-9**

	Descriptor	Max Mark
Working Record - Design Concept and Evaluation (AO1 and AO3)		
	▪ Excellent design concept, all five headings well covered - performance space, period it is set in, performance style, colour scheme and any social, cultural and historical connections. A fully coherent matching of concept to the needs of the text. Choices are practical, elegant and would enhance any production of the text. (AO1) ▪ Excellent evaluation with reflection very strongly evident. Justification of matching choices made to the needs of the text are analyzed with perception and insight. Reflection shows clarity of intent in relation to performance style, performance space and audience.(AO3) ▪ Ideas communicated effectively. The use of subject specific vocabulary is embedded thoroughly; text is legible with accurate spelling, punctuation and grammar. Meaning is communicated effectively. Information is well presented in a format that is fit for purpose. (AO3)	**17 -20**
	▪ A very good design concept, all five headings well covered - performance space, period it is set in, performance style, colour scheme and any social, cultural and historical connections. A mostly coherent matching of concept to the needs of the text. Choices are practical and some would enhance any production of the text. (AO1) ▪ A very good evaluation with reflection very strongly evident. Justification of matching choices made to the needs of the text are analyzed with a degree of perception and insight. Reflection shows some clarity of intent in relation to performance style, performance space and audience.(AO3) ▪ Ideas communicated clearly. The use of subject specific vocabulary is clear; text is legible with mostly accurate spelling, punctuation and grammar. Meaning is communicated clearly. Information is presented in a format that is fit for purpose. (AO3)	**13-16**
	▪ A good design concept, with at least four headings adequately covered - performance space, period it is set in, performance style, colour scheme and any social, cultural and historical connections. Some clear matching of concept to the needs of the text. Choices are mostly practical and some would mostly support any production of the text. (AO1) ▪ A good evaluation with reflection clear in the work. Justification of matching choices to the needs of the text show clear understanding. Reflection shows a degree of clarity of intent in relation to performance style, performance space and audience.(AO3) ▪ Ideas are mostly communicated clearly. The use of subject specific vocabulary is apparent; text is mostly legible with largely accurate spelling, punctuation and grammar. Meaning is mostly communicated clearly throughout the working record. Information is mostly presented in a format that is fit for purpose. (AO3)	**9-12**
	▪ A mostly workable design concept, with at least three headings covered - performance space, period it is set in, performance style, colour scheme and any social, cultural and historical connections. Some matching of concept to the needs of the text. Some choices are practical and some would require further development to support any production of the text. (AO1) ▪ Evaluation has some valid reflection identifying possible improvements. Some justification of the choices made shows some understanding of what is good and bad. Reflection where present makes some relevant points about intent in relation to performance style, performance space and audience.(AO3) ▪ Some of the ideas are communicated clearly. There is some attempt to use subject specific vocabulary; text is sometimes illegible with mistakes in spelling, punctuation and grammar. There is some communication of meaning in the working record. Some information is presented in a format that is fit for purpose. (AO3)	**5-8**
	▪ Some elements of the design concept are workable. At least one area has some coverage - performance space, period it is set in, performance style, colour scheme and any social, cultural and historical connections. Any matching of concept to the needs of the text is cursory. Some choices are potentially practical but would require further development to support a production. (AO1) ▪ Evaluation is at a very simple level. Justification of choices made identifies what they thought worked and what didn't. Very limited reference to how these work in relation to performance style, performance space and audience.(AO3)	**0-4**

- Ideas are presented with little coherence. There is little use of subject specific vocabulary; text is often illegible with many mistakes in spelling, punctuation and grammar which often impede communication of meaning. Information is only occasionally presented in a format that is fit for purpose. (AO3)

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