

**GCSE (9–1)**  
*Candidate Style Answers*

# DRAMA

J316  
For first teaching in 2016

## Section B – Live theatre evaluation exemplar 3 with commentary

Version 2



# INTRODUCTION

This resource has been produced by senior members of the GCSE 9-1 Drama examining team to offer teachers an insight into how the assessment objectives are applied.

Please note that as these responses have not been through full moderation, this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

The sample assessment material for these answers and commentary can be found on the GCSE 9-1 Drama web page: <http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/>

## QUESTION 9 - LIVE THEATRE EVALUATION

### EXEMPLAR 3

- 9 Evaluate the visual impact a live production had on you as an audience member.

You must include examples from the live performance you have seen in your answer. At the start of your answer state the name, venue and date (month and year) of the live performance you have seen. [30]

#### SAMPLE ANSWER

When I went to see blood at the XXXX theatre. the impact it has on me was a shocked and suprised feeling. What gave me this impact was the actors costumes, body language, staging props and lighting. The costumes used/worn were a kind of street style. This made me think that the characters were quite young, still in their teen years. The body language made me think that the character Sully was a really, cool, laid back character who try's to act really macho around the character canezie. The staging was not very big however the actors used all of the stage space and even went off stage for a small part of the play. What was really good about the staging was there was not a time where everything went dark and the curtin had to be drawn so backstage crew could change the seenary. Everything for the different scenes was already on stage but just tucked away in different parts of the stage. Props made the different scenes really clear. One scene Sally and Canezie were in a restarant. How the props made this clear was the dimed lighting and table light which set a romantic mood. When Sally was in canezie's bedroom the props that showed this was the read curtain over the window block, the duffule bag under her bed and the laptop on a table. The gave me the impression that they were in canezie's bedroom. The lighting used in blood was very good. When an actor was speaking a spot light would be shon on him/her and the actor would say their line. There was a scene that showed Sully and Canezie on a subway, the lighting used was a blue light that went on and across the right then went off. What was really good with the lighting at one point Sully was listening to music so he played his phone into a block and a blue light went on to show that music was being played for his phone.

## COMMENTARY

The candidate has demonstrated a basic response to the question with some basic justification of how the production impacted on them personally. This is completed mainly from a positive perspective. The question requires the candidate to evaluate the visual impact of the production and the impact it had on the performance as a whole. There is some response in relation to key visual elements, however very few have been considered in relation to the audience. There is a basic demonstration offered by the candidate in relation to the communication of theatrical ideas, with basic examples given to justify their evaluative statements. However, this is mainly from a personal perspective and the candidate demonstrates a basic understanding of the impact of the visual elements in the production on them, as an audience member. Their discussion of the lighting aspects within the performance, sometimes displays a more competent knowledge and understanding of the productions visual elements. There is a clear sense that the candidate has engaged in the performance. The candidate also demonstrates a basic insight towards the use of staging, however, there is little distinction between how the actor and the character utilised this for dramatic effect. Throughout the response, the candidate rarely offers any distinction between the actor and character. The candidate does sometimes demonstrate a basic understanding of how the meaning of the production was communicated to the audience. There is also evidence of some structure throughout their response in relation to some of the key visual elements, but they are always evaluated and justified in a basic manner. This is exemplified further by the candidate's lack of use of specialist drama and theatre terminology, which in general, demonstrates a basic knowledge and understanding of visual dramatic elements/impacts, throughout their response.

The candidate has failed to fully complete the initial information required - 'At the start of your answer state the name, venue and date (month and year) of the live performance you have seen'. All candidates must ensure that this aspect is completed fully before starting their response. The candidate has demonstrated some basic evaluation of the positive impacts on them as an audience member. However, the potential mark is restricted as the examples they offer to justify their opinions, describe rather than evaluate the impact. To gain additional marks, the candidate should evaluate rather than describe the examples they offer of key moments. This would reveal a deeper understanding of audience impacts and improve their overall mark. The candidate also fails to recognise any negative impacts or points for potential improvements within their response. This prevents them from gaining a mark from the top two bands of the Mark Scheme. Candidates must offer a fully rounded evaluation which presents both positive and negative impacts on them, and the audience, in order to achieve a mark from the higher end of the Mark Scheme.

The candidate's response would also improve if they demonstrated a knowledge and understanding of several key visual elements within the production. For example, the candidate demonstrates a mainly competent understanding of the use of lighting within their response. However, their analysis of most other key visual aspects is not as detailed or as clear. The evaluation is also restricted as the candidate tends to be descriptive rather than analytical. To gain additional marks, the candidate must clearly discuss, evaluate and justify the key aspect of the visual impact on them and the audience. The candidate's use of specialist drama and theatre terminology is basic throughout and is often implied rather than being specific. To gain additional marks, the candidate should apply the use of specialist terminology throughout their response. The candidate's understanding of how meaning is communicated to an audience and their overall line of reasoning, is basic also. By demonstrating the use and understanding of drama and theatre terminology and justifying how the visual elements of the performance impacted on them, and the audience, with detailed examples embedded within their response, would significantly improve the candidates overall mark.



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