

**GCE**

**Drama and Theatre**

**H459/42: Deconstructing texts for performance Cloud Nine**

Advanced GCE

**Mark Scheme for June 2019**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.















This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2019

## Annotations

Annotation	Meaning
	Blank page
	Unclear
	Knowledge
	Knowledge and understanding
	Not answered question
	Lengthy narrative
	Repeat
	Tick
	Cross
	Effective evaluation
	Vague
	Odd or incorrect grammar
	No example
	Relating to question

**Level Descriptors**

Each question is worth **30** marks.

This paper will assess **AO3**: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

<b>Level 5: 25–30 marks</b>	<p>Excellent and highly developed references to any theatrical processes or practices, used in the role of a director, involved with interpreting and performing theatre.</p> <p>Excellent and highly developed demonstration of how a director’s creative and artistic choices can influence how meaning is communicated to an audience.</p> <p>Excellent and highly developed understanding of how the performance text has been constructed and can be performed.</p> <p>Excellent and highly developed understanding of how the social, cultural, historical context of the performance text can affect how the performance text is interpreted and performed for an audience.</p>
<b>Level 4: 19–24 marks</b>	<p>Confident reference to any theatrical processes or practices, used in the role of a director, involved with interpreting and performing theatre.</p> <p>Confident demonstration of how a director’s creative and artistic choices can influence how meaning is communicated to an audience.</p> <p>Confident understanding of how the performance text has been constructed and can be performed.</p> <p>Confident understanding of how the social, cultural, historical context of the performance text can affect how the performance text is interpreted and performed for an audience.</p>
<b>Level 3: 13–18 marks</b>	<p>Clear reference to any theatrical processes or practices, used in the role of a director, involved with interpreting and performing theatre.</p> <p>Clear demonstration of how a director’s creative and artistic choices can influence how meaning is communicated to an audience.</p> <p>Clear understanding of how the performance text has been constructed and can be performed.</p>

	Clear understanding of how the social, cultural, historical context of the performance text can affect how the performance text is interpreted and performed for an audience.
<b>Level 2: 7–12 marks</b>	<p>Basic reference to any theatrical processes or practices, used in the role of a director, involved with interpreting and performing theatre.</p> <p>Basic demonstration of how a director's creative and artistic choices can influence how meaning is communicated to an audience.</p> <p>Basic understanding of how the performance text has been constructed and can be performed.</p> <p>Basic understanding of how the social, cultural, historical context of the performance text can affect how the performance text is interpreted and performed for an audience</p>
<b>Level 1: 1–6 marks</b>	<p>Limited reference to any theatrical processes or practices, used in the role of a director, involved with interpreting and performing theatre.</p> <p>Limited demonstration of how a director's creative and artistic choices can influence how meaning is communicated to an audience.</p> <p>Limited understanding of how the performance text has been constructed and can be performed.</p> <p>Limited understanding of how the social, cultural, historical context of the performance text can affect how the performance text is interpreted and performed for an audience.</p>
<b>0 marks</b>	No response or no response worthy of any credit

Question	Answer	Mark	Guidance
1	<p><b>As a director describe and justify your vision for directing this extract to show its significance within the play as a whole, and annotate how you would bring this out.</b></p> <p>This question asks the candidates to consider.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Their knowledge and understanding of the extract and the play as a whole.</li> <li><input type="checkbox"/> Their role as a director and the methods and techniques they would use in terms of acting, movement, physicality, character relationships, use of voice, lighting, set, costume, sound, music.</li> <li><input type="checkbox"/> How the text has been constructed and how it will be directed.</li> <li><input type="checkbox"/> The actors and how the directorial methods and techniques used in order to highlight significant parts of the play.</li> <li><input type="checkbox"/> The playwright's intentions in terms of narrative arc, character journeys and structure.</li> <li><input type="checkbox"/> Knowledge and understanding of the original performance context or the social, cultural and historical context.</li> </ul>	30	<p><b>30 (AO3)</b></p> <p>Candidates will give a description of their intended ideas on the significance for the extract, with ideas on how this extract affects the rest of the play.</p> <p>They will explain how the extract is important in terms of plot, structure and characters.</p> <p>Candidates will explore the whole play and how they can highlight the importance of the events in this extract in the play.</p> <p>Good answers will explore a full range of directing skills in order to convey significance including staging, character relationships, movement, lighting, sound, music, set.</p> <p>Candidates will annotate the script to highlight the significance of the scene and how they would use different techniques to show this to the audience.</p> <p>Good answers will examine the play as a whole and the relationships that develop through the play.</p> <p>Reference to the social, cultural and historic elements with develop candidate's responses.</p> <p>There are sections in the extract that a director could highlight for specific moments where as directors they would explore the character's relationships, subtext, how to use</p>

					<p>voice, movement and staging to have an effect on the audience.</p> <p>Reference could be made to different techniques or directors /practitioners to show how they would bring out the significance of the scene.</p> <p>This indicative content is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers and implicit as well as explicit responses to questions.</p> <p>This guidance should be used in conjunction with the Level Descriptors.</p>
--	--	--	--	--	--

Question	Answer	Mark	Guidance
2	<p><b>As a director explain and justify how you could stage a performance of Cloud Nine using both traditional and contemporary techniques.</b></p> <p>This question asks the candidates to consider.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An understanding of the role of director in the interpretation of the stage space and its use.</li> <li><input type="checkbox"/> The director's vision for the staging of the text and its potential impact.</li> <li><input type="checkbox"/> The creative and artistic choices which the director will need to make.</li> <li><input type="checkbox"/> The rehearsal, directorial and performance techniques used by the director.</li> <li><input type="checkbox"/> A blend of traditional techniques of Stanislavski based work / Brechtian theatre combined with more contemporary practices of companies like Complicite, Frantic Assembly in creating physical theatre.</li> <li><input type="checkbox"/> The performance text and how it could be staged in a production with a blend of techniques.</li> <li><input type="checkbox"/> What the stage space will be and where the audience is.</li> <li><input type="checkbox"/> The creative and artistic choices which the director will need to make - how as directors they would use staging, character, voice, movement, props, setting, costume, physical theatre etc.</li> </ul>	30	<p style="text-align: right;"><b>(AO3)</b></p> <p>Staging can cover the following aspects: stage style, stage space, the actors, setting, using language, movement, voice, mise en scene, lighting, sound, levels, costume, makeup, special effects, video, physical theatre elements.</p> <p>Candidates can explain and justify any of these within their answer.</p> <p>Candidates may focus on any of the above areas and how they would combine traditional and contemporary techniques within the play.</p> <p>Comments on staging, mise en scene and character movement may all reflect how the candidate would integrate different techniques when directing the play.</p> <p>Answers might cover a blend of Stanislavskian based character work, Brechtian techniques with physical theatre and use of video as an example.</p> <p>Candidates may well opt for answers that reflect a combination of physical theatre, use of props, lighting, sound, masks, special effects etc. Answers in the higher bands will justify their use in depth.</p>



		<ul style="list-style-type: none"> <li>□ The methods and techniques of staging in order to create the vision</li> <li>□ The playwright's intentions and original performance context.</li> </ul> <p>The social, cultural and historical context of the play</p>	<p>Higher band candidates may identify the differences in staging scenes and locations using directorial techniques to clarify different perceptions of events for the characters.</p> <p>Knowledge and understanding of Churchill / Stafford-Clark's rehearsal techniques and staging should be credited and candidates might explore these in relation to the staging of a modern production.</p> <p>References to the social, cultural and historic element of the play and how they determine the changes in setting are to be rewarded.</p> <p>Good answers may include analysis of cross gender casting and doubling of actors.</p> <p>Candidates are to be rewarded for original concepts based on staging, use of actor /characters, physical theatre and mise en scene. Challenging the theatrical norm to experiment with ideas should also be rewarded.</p> <p>Good answers will highlight how specific rehearsal and directorial techniques have been used to stage the performance.</p> <p>Good answers will highlight specific scenes in detail to help explain their staging of the performance text from one setting to the next. Throughout this candidates will explain and justify the characters and where they will be positioned and moved. Good answers may consider proxemics and how close/far apart characters should stand and be aware</p>
--	--	---	--

					<p>of how to use this to create effect when moving settings.</p> <p>This indicative content is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers and implicit as well as explicit responses to questions.</p> <p>This guidance should be used in conjunction with the Level Descriptors</p>
--	--	--	--	--	---

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2019

