

# Controlled Assessment Exemplar Material

## Unit 1: Drama Exploration

### Excellent/Outstanding

#### **Example 1**

In our first lesson on The Elephant Man we were given photographs of John Merrick and told to freeze as John Merrick. I hunched my back and bent my legs inward. I also bent my elbow in and flicked my wrists in, whilst tilting my head to lean on my raised shoulder. Using freezing at this moment allowed us to interpret ideas from the film and photograph. It also allowed us to present them clearer by making us do individual freezes, helping us with our improvisation skills. I related my freeze to when Merrick was first seen by Treaves in the film because the doctor could then understand and appreciate how severe Merrick's deformities were. I also put myself into his shoes at 'the freak show' scene and kept my head down to represent my shame or fright at being watched by an audience. I imagined how lost and terrified he must have been at the sound of the crowds and tried to build the feeling into my body.

#### **Moderator comment**

Level 1: knowledge and understanding combining personal response to stimuli with perceptive use of drama form.

#### **Example 2**

We were asked to create 5 freezes to show important moments in the life of the elephant man. One was of the time John was in the freak show. Some group members were the audience who had facial expressions of disgust and fright by widening their mouth and eyes, and frowning their lips. We related this back to when he was shown to an audience, out of his owner's greed for money. Freezing was a more effective way of working because it allowed the audience to focus on the main character in the scene and how their body positioning or facial expressions were.

#### **Moderator comment**

Level 2: knowledge of how strategies and medium communicate but does not make in-depth connections between intentions and realisation.

#### **Example 3**

We used still imaging to help develop or improve the freeze. Still imaging or moulding is used to give other classmates to give advice on how they think the scene could be changed. This was a good way of working because it helped us to think on the spot and was a new way of working we hadn't really explored before. We made a distance between Merrick and the townspeople with the 'Owner' closer to him but facing him as they did - only his expression was smiling

and greedy to contrast with the audience and Merrick's frightened, downcast face.

### **Moderator comment**

Level 1: knowledge and understanding of using drama to communicate subtle and complex ideas.

### **Example 4**

If I had to improve in anything it would be my role as Merrick. I felt that sometimes I failed to maintain my posture and my facial expressions looked as the Elephant man. We could have also extended it to show how Merrick's emotions change between when he was with his mother and when the teens appeared. A strong moment I noticed in another group's work was when Merrick was noticed in the train station by a group of young children. It was strong because each person kept in role and some of the facial expressions used, especially by the children were really believable. They used space and levels as well as body language to show different people's attitudes and reactions - some hid their faces, one peeped around its mother to look at him, one person reached forward with a fascinated expression to touch him - representing different kinds of feelings about disability.

### **Moderator comment**

One Level 3 comment but otherwise Level 1 response to the work of others - critical awareness evident in details of characterisation and freeze frame.

### **Example 5**

In another practical lesson we focused on witchcraft and outcasts. We were given the task of creating an individual freeze, either being a citizen accused of witchcraft or a witch finder handling with an accused witch. I chose to freeze as a witch finder checking for teats on an elderly woman's body. We could be creative and improvise anything we wanted to – like facial expressions, body language and even thought tracking. I got the idea for my freeze from the television programme and it made me realise the intensity of being a witch hunter, inspecting bodies of accused witches and accused witches being inspected for evidence of witchery. I held my arms out as if clutching someone to me with one hand and pulling at their clothing with the other, pressing my lips together in a hard, determined line to show effort and intention. As the Witch Finder I was afraid of what the witch could do so my thought aloud was 'Must find the teat before she curses me!'

### **Moderator comment**

Level 1: knowledge of how to create drama - balance of student's understanding, intentions and how they were realised.

### **Example 6**

I thought the other group's work was very good because it covered an area that my, as well as the remaining groups, had not covered. They showed how the accused witches were badly mistreated whilst being held in the prisons. They used their actions to show how badly they had been scarred, with speech and walking difficulties, from the witch hunters trying to get a 'confession' from them. This was good because they used their facial expressions and the way in which they were walking (stumbling and hunching) to show the soreness of the witch hunter's actions. It made us realise how little power they had, that they were guilty because people wanted to believe they were guilty.

### **Moderator comment**

Level 1: evaluation of how drama communicates ideas.

### **Example 7**

In my group we wanted to show that although we don't hang witches and people like the Elephant Man aren't rejected and made to be in freak shows, there are some things that are the same. So we decided to build on some of the work we had done before - a game called Pass the Squeeze - to show how a rumour spreads through a crowd about a woman being a witch; then froze the scene while the rest of the group acted as a crowd who had misunderstood the word 'paediatrician' and were going to 'get' the person. At first we couldn't decide if it should be about pornography, a missing child or drugs but thought that it showed how people's fear is so powerful that it doesn't matter if the person is innocent or guilty. Then the scene froze and the first group switched to John Merrick being made to strip off his shirt at the freak show. The 'owner' shouted out to the townspeople to come and see the freak' - except Alan used the class as if they were the audience at the fair: then we switched it to a TV programme about 'embarrassing illnesses' - I was the presenter and Jo was a modern Elephant Man. I used my voice to sound kind, and put my hand on Jo's shoulder to show I was nice, but really I was like the 'owner' wanting people to tune in to the programme. We did think of someone with AIDs or Bird Flu but decided that this was a better way of showing that some things don't change. Using cross cutting and freeze frames meant that one image was still there to compare with the active one as it was being shown.

### **Moderator comment**

Level 1. evaluation of the student's understanding of the explored theme and of how dramatic form can communicate complex ideas.

### **Example 8**

Another group showed how a Down's Syndrome child was isolated by people - they chose to show it as a dream. This was good because it meant they could use drama symbolically. They moved away from him, laughing and imitating the way he spoke. Because they used rhythm and pacing with the words and movements it had a powerful effect - as they pointed and spoke they stepped back away from him. He shouted out and they froze in silence. The sudden change from noise and movement to silent stillness was quite shocking.

### **Moderator comment**

Level 2: knowledge of how strategies and medium create strong reactions in an audience but this is not analysed further.

### **Example 9**

By doing the work in both witchcraft and the Elephant man, and studying the story of them both, I find it difficult to decide upon which character or area is worst. I was relieved in the film of the Elephant man when Mr Treaves spoke and cared for John Merrick like a normal human being. It was such a change from how he was usually treated, especially in the circus as some sort of circus freak because we learnt that he was a nice man, underneath all of his abnormal features, he had a personality that nobody took the time to notice because people that met him were scared away by his monstrous appearance. On the other hand, being an accused witch would have been awful because of the shocking revelations we heard about in Witch finder General and the consequence of being unlawfully killed due to accused witchcraft because I don't think either is easier or better because both have serious and life long consequences. Although both were in the past this topic has made me think that perhaps things haven't really changed - TV programmes and magazines are full of freak shows and people being blamed for things.

### **Moderator comment**

Level 1: evaluation of the student's understanding of the explored theme showing how drama has enabled connections to be made between the present and past issues.

### **Final moderator comment**

The evaluation and understanding of the issue explored through drama, and connections with the present world, are outstanding. Excellent use of strategies and medium though depth of analysis doesn't always say why something was done a particular way. Clear signs of perception/collaboration.

## **Adequate/Good**

### **Example 1**

I still imaged myself as John Merrick. I moved my back to the side and bent my spine over. I had one eye closed, my mouth was half shut and half open and my arm was dangling down. After that I walked around with a limp. I imagined there was people around me staring, laughing and shouting things. I said Leave me alone I want to go home. When I spoke I kept stuttering and it was hard to understand. I think still imaging was a good way of working because I could understand how John Merrick felt. He must have been in pain because of his deformity. This image linked to the photo of John Merrick. In the photo he must have been in pain because it hurt me when I imaged myself as John. I think the use of characterisation was good. John Merrick's facial expression linked to the photo of him. The features were obviously not the same but the way the mouth was half shut and half open was the same.

### **Moderator comment**

Level 3: knowledge of how strategies were used to realise sensitive response to stimulus.

### **Example 2**

We acted out a dream nightmare showing a lady being accused of being a witch. Lots of people were walking into her saying 'Saysooth' as they were coming closer the witch went lower and lower. She screamed and everyone went away. Everyone started banging their feet and saying 'Witch!' The witch was to be hung, as she was hung she jumped back up and wondered why she was not dead. Everyone once again crowded around her and shouted abuse, the accused witch eventually shouted 'I am not a witch!' I think the use o anti climax was used well because when everyone was shouting at the accused witch you would expect something to happen but all she does is shout and everyone stops talking. This dream nightmare increased my understanding of the accused witches in the TV programme. They felt there was nothing they could say or do to make people believe that they're not witches.

### **Moderator comment**

Just into Level 3 for evaluation of the work of others and of explored theme: comment on use of anti-climax has more depth.

### **Example 3**

We used forum theatre by discussing what we were going to do throughout the play. We had a girl skipping down the road and she fell over. An old lady tried to help her but the young girl accused her of being a witch. At this point they froze and we decided that someone should go in and help the young girl. The woman called for witch hunters they froze again and we said there should be two witch hunters taking the old lady away. They dragged her away and threw her on the floor. Everyone froze again and we changed it so that they were in court. The old lady was put on trial and was accused of being a witch. I think the use of tension worked well because as the old lady was being dragged away, everyone was chanting 'witch, witch!' I think this gave the audience a better understanding of what the atmosphere was like when court cases of accused witches were held.

### **Moderator comment**

Level 4: knowledge of use of strategies and medium - comments are undeveloped.

### **Example 4**

In a group we all discussed our feelings as we were accused of being a witch. I think the use of voice was good as I used different levels in my voice. I pretended I was crying and made my voice sound different by using different pitches. It could have been improved by making facial expressions look more emotional. I could have screwed my face up and squinted my eyes to give the class a better understanding of how I was feeling.

### **Moderator comment**

Level 3: knowledge and awareness of how actual and possible use of drama form realise and communicate ideas.

### **Example 5**

The class had to discuss how they were feeling because they had been accused of being a witch. One person used climax when they were talking. As they were talking they got louder and louder and then they just started crying. I thought this was good because it built up tension and you didn't know what reaction the person would have after she had built up all the anger.

### **Moderator comment**

Level 3: response - notable appreciation and awareness of the effect of the use of drama form.

### **Example 6**

Forum theatre was used to show the reaction of someone who had been accused of being a witch. A lady was accused of being a witch because she was standing next to a girl that had fallen over. There was a good use of levels in this part because there was someone on the floor, someone standing up and someone crouching down. You could tell who the characters were because of what levels they were at. To improve this scene we should have considered the use of space. We were all squashed together so you couldn't really see everyone's facial expressions. In the execution scene you could see how the accused witch was feeling by her facial expressions. Her face was looking down and she was frowning to show she was angry and really upset. Characters changed roles so that you could see how different people would react to being a witch.

### **Moderator comment**

Sufficient depth for this to show Level 3: knowledge of how strategies and medium contribute to the creation of dramatic form.

### **Example 7**

Our group worked on different types of outcasts. We done a boy who had Downs Syndrome and how he was left out because he was different. We included a non-naturalistic scene by having the boy with Downs Syndrome having a dream nightmare. He was asleep and everyone was saying why he was an outcast. He couldn't talk clearly so everybody would imitate what he was saying. I think the use of climax was good because the victim was talking and he built his voice up by talking over every-body, then he shouts and everybody goes away. I think the use of levels could have been improved because everybody was at the same level. I think it would have given a better effect if the boy would of gone down whilst everyone was insulting him. This would have shown how low he was feeling.

### **Moderator comment**

Level 4: knowledge of how to create drama - comments are descriptive and undeveloped.

### **Example 8**

Another group's work which I thought was good was when Merrick was put in a cage and he met a girl who was an outcast like him. They both discussed their feelings and they fell in love. I thought this was good because somebody else was in his situation. I think the use of space was good because they were both close together to show how they felt about each other. We worked in groups doing narration. Merrick was walking down the street and was being beaten up by some people. Then it turned into a dream nightmare. Everyone was calling him the Elephant Man. I think the use of contrast was good in this because it

went from loud to quiet, someone would whisper Elephant Man and then stamp their feet, this created a good use of tension.

### **Moderator comment**

Level 3: understanding of identification and discussion of use of form.

### **Example 9**

The comparisons between witchcraft and the Elephant man was that they were both outcast. Nobody wanted to know them because they wasn't thought as a normal human being. The fact historical context was used had an influence on all of my work by people not understanding outcasts. I think the belief of witches in the 1600s was connected to the civil war, the belief of right and wrong. People did not understand diseases in the past so they reacted by being horrible.

### **Moderator comment**

Level 4: evaluation - this is confined to the immediate issue explored within the unit.

### **Final moderator comment**

Much of the student's writing is adequate - for example descriptions of what we did and perhaps one sentence to justify/evaluate it. However choices and understanding and use of language are occasionally nudging good - understanding of climax/anti-climax, tension and contrast.



## Unit 2: Exploring Play Texts

### Mostly Level 2 but occasionally nudging Level 1

#### Example 1

In our first lesson on 'The Woman in Black' we worked in groups of 3 and had to show the day that Jennet Humfrye had to give up her baby son to her sister Alice. I played the part of Jennet and Alice's mother. One of the explorative strategies we used was thought tracking. My thought track expressed how I was both confused and angry by Jennet's hesitance to give up her baby. I decided to use this idea as my thought track to show how Jennet's mother was supposed to be her comfort in this situation and failed to be. I felt that this could be the thing that started Jennet's anger and thirst for revenge in the play. This strategy was very effective at this moment because the audience saw the scene through each character's eye. It also helped to emphasise the intensity of each character's individual feelings and make the audience think about the message we were putting across - we wanted to show that this was the moment that started the Woman in Black's rampage. This was also emphasised when we also used marking the moment in our piece. We marked and froze at a point when Alice and her mother were waiting for Jennet to open the door, where she was sitting cradling her baby, showing signs of sadness and tears. This was an emotional moment which we chose because we felt that this could have been the real start of Jennet's rampage because she was rushed reluctantly into giving her baby to her sister. Marking the moment through freezing here was very effective because it not only emphasised a scene but allowed the audience to interpret the character's feelings through body posture and facial expressions.

#### Moderator comment

Gives a clear idea of the activity with excellent reasons for choices made. In marking the moment there is very clear understanding of how to interpret a play, though not quite reaching the outstanding level.

#### Example 2

In the next lesson we were instructed to take on roles as villagers in Crythin Gyfford. We worked individually and had to walk around the space, putting ourselves in the position of the scared and tearful villagers. I decided I was a mother who was accompanied by her daughter. I used one hand to put around her shoulder and one arm to put around her head, placing my hand on her ear. I felt and looked very scared. I used this bodily structure to show how I was keeping my daughter close by me and out of the path of the woman in black. We were then asked to freeze and say a thought track about who we were, define our choice of posture and comment on how we were feeling as that character. I explained how I was protecting and hiding my daughter because I was scared. Everyone was saying similar things and the overall atmosphere was one of dread. I thought it was good that although we were working individually we had created a whole picture of fear of the woman in black.

## **Moderator comment**

Excellent understanding and evaluation though not enough depth and detail of analysis to lift it to outstanding.

### **Example 3**

We then moved on to work with narration and mime in small groups. Our scenario was showing how a family member responds after seeing the woman in black and how they attempt to share it with their family. The narrator was the only person in the group that was allowed to talk whilst the others mimed what they were saying. The only way the actors could convey what they were feeling was by facial expressions, body language and gestures. It was interesting to use narration and we had to work closely as a group, because we had to listen and concentrate hard to correspond to what the narrator was saying and vice versa but we still had to make what we were doing look natural. I think you could feel the concentration in the whole class in this piece of work. We paused and froze to mark the moment when father saw the woman in black because we felt our facial expressions were very strong at this point showing everyone's reactions and because it was really the climax of our scene. This work really focused on the importance of family support and trust whilst living in Crythin Gyfford with the lady in black. It also emphasised the irony of the situation in the difference in family relationships and how Jennet was not allowed to have her family. It also emphasised the fear and dread brought on after sighting the woman in black.

## **Moderator comment**

Clear understanding of drama elements and interpretation of text, but depth of analysis and evaluation falls short of top levels.

### **Example 4**

As a piece of off-text work we had to use our creative and improvisational skills to re-enact Kipps' dream nightmare. In the nightmare sequence we decided to start with the heartbeat of the Woman in black sounding through Kipp's dreams. This linked with the heartbeat that is heard through the nursery door. To build up tension, the heartbeat got louder and faster until with one final bang Kipps shot up so he was in a sitting position. There were three people standing over him. This would have been even more effective if we could have had a blackout and then suddenly seeing them in the spotlight. Kipps looked around at the three people standing over him with fear and confusion in his facial expression. There was a silence at first to contrast with the bang of the heartbeat. The first said 'A woman in black with a wasted face', the second said, 'Kekwick will come for you' and the third said, 'Dead, don't you know?' We wanted it said in a sort of chanting, eerie tone. Then the sentences got muddled up so instead they said, 'A woman in black will come for you, Kekwick, dead, don't you know?' We thought this muddling up of the words was a good way of showing the confusion and fear that Kipps felt about the woman in black and also make it seem more like a nightmare. Kipps then shot up to his feet with a strangled yell and the three disbanded. Two went to the side of the stage and one went a few steps ahead of Kipps and stood with their back towards him. Kipps shouted, 'Where am I?

Who are you? Show yourselves!' We wanted his tone gestures here to show that Kipps had no idea what was going on and the dream creatures had complete control of him and I think it was quite effective. As no reply came, he trundled over to the person in front of him, believing it to be Stella. He cried out 'Stella? Stella!' but as he turned the person around he found himself face to face with the woman in black. I thought this was a good climax for our nightmare because it showed how the woman in black could draw Kipps to her by using his emotions to her advantage. It made me realise how much of a hold she had on Kipps as she could even torment him in his dreams. Kipps cried out in fear and fell backwards onto the stage. We did a freeze there but if we could have done a sudden blackout that would have been very effective.

### **Moderator comment**

There is enough depth of analysis in this extract to nudge it into the top level. References to how tension was built and the contrasting silence, showing confusion dramatically and defining the climax, show Level 1 understanding/appreciation of drama elements, and appreciation of the drama medium is also high - in reference to possible use of lighting. However, the style sits more comfortably at the top of Level 2 and this is generally more excellent than outstanding.

### **Example 5**

My overall perception of the play was helped along by participating in the woman in black practical work and my opinion was changed towards Jenet after discovering the truth behind Jenet's aggression and her reputation as the woman in black

### **Final moderator comment**

A concise conclusion summarising experience. This student's analysis and style is more excellent than outstanding. Also these extracts concentrate on personal experience while some reference to/evaluation of the work of others is required in the criteria for this unit.

## Student Bridging Levels 3 and 4

### Example 1

We showed a freeze in groups showing parent and children scared because they could see the woman in black. Our freeze was a mother holding one of her child's hand and had her arm around her other child. The children were crouched down and clinging onto the mother. The woman in black had her hands in the air to show she was more powerful. I think a freeze was a good idea for this scene because people can see how each person was feeling by their facial expression and body structure. You could tell the mother was afraid but she wanted to protect her children because she had her arms around them. The children's facial expressions showed how scared they were. One child had her face screwed up and her eyes squinted. The impression I would have got was that if the child had her eyes closed maybe nothing would happen. Another child had her face hidden in her mother's leg. This showed that the child turned to her mother for protection.

### Moderator comment

Quite descriptive but some development and justification in evaluative comments.

### Example 2

My thought tracking as the mother was "What does she want with my children?" I said this because I imagined that's how any parent would feel in that position. I think thought tracking was a good way of working because not only did the character itself understand the feelings of the character but the audience as well.

### Moderator comment

Adequate but quite limited in development and justification.

### Example 3

We did a still image showing the crash. We used different levels. The woman in black was standing up on a chair with her hands in the air. Stella was lying on the floor, the little girl was up against the tree and the horse was half up and half on the floor. Kipps had his hands reaching out as the crash occurred. This helped me understand how much revenge the woman in black wanted and how upset and caring Kipps was. All the characters were on the floor with their eyes closed to show that they had been in all accident. This scene helped me to understand the play itself. The play was based on revenge and disappointment.

### Moderator comment

Reference to drama elements lifts the description somewhat, and an attempt at linking the scene to theme nudges Level 3.

#### **Example 4**

We used hot seating so that we understood the feelings of the characters. The four characters were Alice, Jennet, Kipps and Stella. This really worked. One of the questions which was asked was Jennet how did you feel when your child died?' She replied by saying 'I was so upset because he's my child and I should never of let my sister take him. This was a good answer and made me understand she lived a guilty and unhappy life because her child was taken away from her.

#### **Moderator comment**

Some justification of evaluation but quite limited analysis of exercise.

#### **Example 5**

In our dream nightmare we had Mr Kipps asleep, a child showing fear and two Woman in Blacks showing death and adoption. As Mr Kipps was asleep the other characters was showing themselves killing Mr Kipps. As we woke up he saw the Woman in Black giving her child away. Every time Mr Kipps went to touch someone they moved away, he was puzzled by this. The other characters would say nasty comments to Mr Kipps. As he woke up he shouted 'No' and everyone disappeared. The use of convention worked really well in our dream nightmare as Mr Kipps woke up he saw two people having their child taken away in slow motion. The use of levels worked well because Mr Kipps was up higher than everyone else to show he was watching the action This gave me a better understanding of how Mr Kipps felt. He was scared of what the Woman in Black wanted with him.

#### **Moderator comment**

Very descriptive with an attempt to evaluate but with little depth and justification.

#### **Final moderator comment**

This is an example of a student bridging two bands. Occasional 'goods' but mostly adequate, mainly because it is so descriptive and narrowly focused. It reads as story rather than analysis of performance although there are attempts at evaluation throughout.

## Unit 2: Response to Live Performance

### Level 1/2 review

#### **Example 1**

'The Woman in Black was a chilling horror play about the ghost of a young woman haunting an old mansion. The play had many good scenes with some very scary moments and kept the audience on the edge of their seats.'

#### **Moderator comment**

Succinct and coherent opening - style suggesting top levels.

#### **Example 2**

At the start, the actor playing old Mr Kipps was centre stage reading from a script. His tone of voice was steady and unbroken, really boring. He kept making small half gestures suggesting he wasn't comfortable on stage. The other actor then spoke from in front of the stage and out of sight, and walked onto the stage. His voice was much louder and more confident than Mr Kipps, the actor then read the same lines as Mr Kipps but with more emotion and more feeling. This was an excellent contrast and it immediately showed that these two people were in an acting studio, and Mr Kipps was there to get help from the actor. This told the audience what Kipps' agenda was and gets them interested when he says loudly 'It must be told, It must be told.'

#### **Moderator comment**

Using understanding of elements and media to make informed judgements - suggesting Level

#### **Example 3**

Another excellent scene was when the young Kipps was pulling Spider the dog out of the marshes outside the haunted house. This was one of the scenes that the older Kipps narrated from the side of the stage. The older Kipps was in a spotlight with the rest of the stage lit with a soft grey light. A smoke machine was used to create a mist being blown around the stage giving an eerie and foggy atmosphere. This really made it feel like it was in the marshes. The younger Kipps was struggling to pull an imaginary Spider out of the mud. Kipps was shouting desperately for Spider to hold on. This scene was good as it built up tension even though there was not a real dog on the stage. The actor playing Kipps had to improvise and use his voice and movement to make it believable, which he did.

#### **Moderator comment**

Clear understanding of how atmosphere was built and conventions used - judgements well justified suggesting at least a Level 2.

#### **Example 4**

The children's nursery was referred to numerous times in relation to the woman in black. The actors created a lot of tension when the room came into the plot because it was the only locked door in the house. The lighting was also very effective here because it was always lit by a spotlight when the rest of the stage was dark. They also used the sound of a heart beat coming from behind the door which created tension and mystery. Each time they opened the door the way they did it varied which increased the mystery behind the room. For example, when Kipps saw the door illuminated in a red spotlight for the second time the rest of the stage was in darkness to show that it was night. The basket which was used for Kipps' bed was at the far left of the stage, whereas the door in the red light was to the far right. Kipps slowly walked up to the door, and just when he reached for the doorknob the door flew open and a blood curdling shriek came from within. This

was an excellent scene because it kept building up suspense from the moment the red spotlight came on, to the moment of the climax, which was the shriek.

### **Moderator comment**

Clear understanding of drama elements and medium allows well-justified evaluation.

### **Example 5**

'When Kipps finally walked through the door he found himself in a warmly lit nursery. He noticed a small cot in the centre, a cupboard full of toys and baby clothes to the right and a rocking chair to the left, rocking violently back and forth. Kipps dashed round to it in a panic and stopped the chair. He then looked around the room saying to himself how he could have been afraid of something like this. He then left the room. This was good because just after the audience have been scared by the door opening and the shriek, they were scared by the chair rocking with no-one in it. This made the audience feel the same panic that Kipps must have been feeling. It was also an anti-climax when he realised it was just a nursery and he felt stupid and ashamed.

### **Moderator comment**

Good understanding of elements and some well-justified evaluation but style not really coherent enough for Level 1.

### **Example 6**

I thought the choice to end the play on a disequilibrium because it added to the overall suspense and eeriness of 'The Woman in Black. It was also very believable because of the actor's reactions when Kipps told him there was no actress to play Jennet Hymfrye, yet he still saw her. As well as this, the actress did not take a bow at the end. I think this was so that the audience was left wondering if they too had seen a ghost, and I think that if the audience were left analysing and discussing what they had seen it meant the play was a real success.

### **Moderator comment**

Good conclusion suggesting the atmosphere very well, and justifying the play's impact coherently in a style that is good Level 2.

### **Final moderator comment**

Although this occasionally touches elements of Level 1, it is more securely based in Level 2 - being more excellent than outstanding. OWC suggests Level 2 throughout.

## **Level 3 /4 Review**

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### **Example 1**

In the first scene of the woman in black a man came on the stage to tell the audience the story of the woman in black. The props which were shown were a brown basket, which was used for lots of scenes, a coat holder, a bucket and a book. The setting on the stage was well spaced out and only a few props were used. I think this worked well and I liked how the basket could be lots of different things. Also the props and the costume were old fashioned which told the audience the play was set in the past.

### **Moderator comment**

Style is narrative/descriptive but concentrates on performance elements rather than story which lifts it above Level 4.

#### **Example 2**

First of all the spotlight shone on the man who was telling the story and as another character arrived the floodlights came on lighting the whole stage. I think the setting worked well because it was dull to give a scary atmosphere The curtains were tatty, ripped and brown to emphasise the dull scary atmosphere.

### **Moderator comment**

Evaluation is supported but not in great depth. Focus is still on performance elements not story so that there are elements of Level 3 and 4 here.

#### **Example 3**

When Kipps was telling the story about the woman in black he used characterisation by crouching over to show he was an old man. The voice used by Kipps was old and wary, he did this to show his age.

### **Moderator comment**

While certainly concentrating on performance elements, the comments are somewhat mediocre and lacking in imagination.

#### **Example 4**

The sound effects which was used whilst telling the story of the woman in black at the start was a clock ticking. This made it look as if time was going slowly. This gave a good and realistic effect.

### **Moderator comment**

More detail and justification needed to bring this up to a Level 3.

#### **Example 5**

In the scene on the train characterisation was used well. The two men were moving from side to side to show where they were. The wooden basket which was used for the horse was also used for the seat on the train, the lights dimmed and the train went through the tunnel. The light shone on the gauze to show another train going past. I thought this was really good because it was really realistic. Sound effects were also used to show where they were. The sound of the train was used and a voice said where each stop was.

### **Moderator comment**

More narrative detail gives a clearer picture of the scene while identifying performance elements, though evaluation is rather arbitrary there is Level 3 appreciation here.

#### **Example 6**

As the man went into the nursery we saw the chair rocking by itself. This left the audience in shock and in fright. The way the chair was rocking by itself was good because the audience knew that the woman in black was there and it left us in suspense.

### **Moderator comment**

Again rather brief narrative context but some understanding of effect in justification/evaluation.



**Example 7**

The man ran about after he saw the woman in black. He sat down and shone the torch around the room. He shone it above his head and the woman in black was there. He used a torch because he was scared and wanted to see what was there. This was good because the pace was fast and all of a sudden there was the woman in black.

**Moderator comment:**

Mostly description of action but with some sense of drama process in the rather brief evaluation.

**Example 8**

At the end you heard children screaming and the sound effects of the car crash. The spotlight shone on the Woman in black with her arms in the air. This was good because it showed you she was still getting her revenge. The two men walked on the stage backwards with their arms out. This looked as if they were pushing the woman in black away. The last thing we saw was the woman in black's head appear behind the gauze. I think this was a good idea because it left the audience in shock and suspense.

**Moderator comment**

Narrative again focused on drama elements and medium although evaluation continues to be quite brief with limited support. However there are more than token references to production elements throughout which puts this generally above Level 4.

**This paper should be given to the teacher for confidential reference AS SOON AS IT IS RECEIVED in the centre in order to plan for the candidates' performance preparation. The paper will also be available on the Edexcel website each year in the Autumn.**

### Instructions

The paper may be given to candidates as soon as it is received, at the centre's discretion. Candidates should be given the opportunity to explore the potential of the assignment brief and consider which of the options they wish to pursue.

Candidates can be examined in one of the following options.

- Performance devised by the candidates from a stimulus chosen by the centre and related to the assignment brief
- Performance of a complete short published play.
- Performance of an extract from a full length published play.
- Performance of an adaptation of a selection of scenes from a full length published play.
- Performance based on a full length published play using some of the original text with additional devised work based on the situations and roles in the original text.
- Performance of a Theatre in Education piece to a target audience.
- Performance based on the assignment brief that can include devised work plus existing play texts, poetry, song lyrics and factual material.

Candidates may offer **either** performing skills or performance support skills.

## **The Externally Set Assignment is worth 40% of the total mark.**

All students will present their work as either performers or performance support students in a single performance to an examiner appointed by Edexcel.

The examiner will visit the performance venue chosen by the centre. The examination will take place between 1 st February and 31 st May at a date and time agreed by the centre and the examiner.

Students must work collaboratively as members of a performance group taking the role of either a performer or performance support student. The group size must be between three and nine performers. Performances must be between 15 and 45 minutes dependent on the size of group.

### **Performers**

Candidates offering performing skills will be assessed on four elements of performance:

- voice and movement
- roles and characterisation
- communication
- content, style and form

### **Performance support**

Candidates offering performance support skills will be assessed on four elements of support skills:

- justification of design decisions
- documentation
- realisation of design
- support skill in performance

Candidates offering performance support skills **must** offer **one** of the following options:

- lighting
- sound
- setting/props
- costume
- make-up/masks

## **The assignment brief**

The assignment brief for this year is:

### **LOSS**

Discuss the theme with your teacher and make sure that you produce evidence within the performance that covers the four elements of the assessment requirements.

You will need to organise yourself into a performance group that must be no less than three students and no more than nine students.

Your final performance piece must be no less than 15 minutes long and no more than 45 minutes long, e.g. a group of 3 or 4 students will perform for approximately 15-20 minutes and a group of 7-9 students approximately 30-45 minutes.

You should reflect on the knowledge, skills and understanding that you have learned during your experience of the Programme of Study and apply this to your preparation and rehearsal period for the final performance of your examination piece.

## Teacher guidance

Teachers should advise their students as to which performance options to adopt in order for their performance skills or performance support skills to be demonstrated to advantage.

Teachers should offer guidance concerning relevant research and appropriate rehearsal techniques.

Teachers should offer guidance on the application of relevant aspects of the Programme of Study.

Teachers are expected to guide and/or direct their students during the rehearsal process.

## Interpretation of the assignment brief

The interpretation of the assignment brief should be approached in a flexible and imaginative manner. For example, where performance groups choose to work on a published play text the following might be considered.

Susan Hill	The Woman in Black	loss of a child
Willy Russell	Blood Brothers	loss of brotherly contact
William Shakespeare	King Lear	loss of sanity
Mark Wheeler	Dan Nolan	loss of a son
Oscar Wilde	The Importance of Being Earnest	loss of a handbag

Where a performance group has opted for the devised option then examples of possible approaches might be:

- loss of hope
- loss of money
- loss of youth
- loss of movement
- loss of enthusiasm

A performance piece that includes both devised work and some published play text material might contain predominantly devised dialogue but may include lines and/or speeches from play texts where the dialogue can be infused within the context of the devised form. Equally, it may be useful to consider a play where scenes can be devised demonstrating a character's life prior to the action of the scripted play, e.g. 'loss of movement' could be satisfied by scrutiny of the character Ken Harrison in Brian Clark's *Whose life is it Anyway?*