

Cambridge IGCSE™ (9–1)

DRAMA**0994/14**

Paper 1 Written Examination

May/June 2025

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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

| Annotation | Meaning |
|------------|--|
| | Tick: correct point |
| | Unclear |
| | Too vague |
| | Benefit of the doubt |
| | Evaluation |
| | Lengthy narrative |
| | Indicates that the point has been noted, but no credit has been given. |

| Question | Answer | Marks | | | | |
|--|--|---|--------|--|--------|---|
| 1 | <p>Suggest a costume for the actor playing the role of BEN SILVERMAN when he enters at line 63. Why would this be appropriate?</p> <p>BEN is WILLIE's nephew as well as his theatrical agent.</p> <p>We are told that BEN SILVERMAN is in his early thirties and is well dressed. Allow credit for any suggestion that can be justified from the text.</p> <table border="1"> <tr> <td>A suggestion of an appropriate costume.</td> <td>1 Mark</td> </tr> <tr> <td>A statement as to why this would be appropriate.</td> <td>1 Mark</td> </tr> </table> | A suggestion of an appropriate costume. | 1 Mark | A statement as to why this would be appropriate. | 1 Mark | 2 |
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| Question | Answer | Marks | | | | | | |
|--|---|---|--------|--|--------|---|--------|---|
| 2 | <p>Read from line 11 ['Into phone'] to line 43 [<i>There is a knock on the door...</i>].</p> <p>Give <u>three different</u> pieces of performance advice to the actor playing the role of WILLIE CLARK.</p> <p>WILLIE's dialogue is directed firstly at the television, which is not working. WILLIE stumbles around the room, quickly becoming irate and smacking the television and the stand. He then calls someone called Sandy (the janitor) to report that his television is not working. This may be a real conversation or an imaginary one, but either way, the timing of the telephone call requires skill and understanding of pauses, breath, vocal inflexions etc.</p> <p>Allow any three appropriate pieces of performance advice for the actor playing WILLIE CLARK.</p> <table border="1"> <tr> <td>A piece of performance advice for the actor playing WILLIE CLARK.</td> <td>1 Mark</td> </tr> <tr> <td>A second piece of performance advice for the actor playing WILLIE CLARK.</td> <td>1 Mark</td> </tr> <tr> <td>A third piece of performance advice for the actor playing WILLIE CLARK.</td> <td>1 Mark</td> </tr> </table> | A piece of performance advice for the actor playing WILLIE CLARK. | 1 Mark | A second piece of performance advice for the actor playing WILLIE CLARK. | 1 Mark | A third piece of performance advice for the actor playing WILLIE CLARK. | 1 Mark | 3 |
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|---------------|---|---------------|---|-----------|---------------|---|-----------|---------------|---|--------|---------------|-------------------------|---------|---|
| 3 | <p>Read the passage from line 324 ['Ben looks at him'] to line 349 ['I'm going.]</p> <p>How would you play the role of BEN SILVERMAN to show his nervousness in the presence of AL LEWIS?</p> <p>BEN has persuaded WILLIE CLARK to work again with AL LEWIS for the CBS programme. Given their history of not speaking for 11 years, BEN is nervous about everything going smoothly. Having reunited such a well-known vaudeville duo, BEN's elation is obvious and he tries hard to ensure it is a success. Once WILLIE and AL meet, the atmosphere is frosty and BEN cannot leave quickly enough.</p> <table border="1" data-bbox="303 680 1287 1115"> <tr> <td data-bbox="303 680 457 803">Band 1</td><td data-bbox="457 680 1140 803">A detailed discussion of how to play the role of BEN SILVERMAN to show his nervousness in the presence of AL LEWIS.</td><td data-bbox="1140 680 1287 803">4–5 marks</td></tr> <tr> <td data-bbox="303 803 457 927">Band 2</td><td data-bbox="457 803 1140 927">A broad explanation of how to play the role of BEN SILVERMAN to show his nervousness in the presence of AL LEWIS.</td><td data-bbox="1140 803 1287 927">2–3 marks</td></tr> <tr> <td data-bbox="303 927 457 1050">Band 3</td><td data-bbox="457 927 1140 1050">A general description of BEN SILVERMAN's character.</td><td data-bbox="1140 927 1287 1050">1 mark</td></tr> <tr> <td data-bbox="303 1050 457 1115">Band 4</td><td data-bbox="457 1050 1140 1115">No creditable response.</td><td data-bbox="1140 1050 1287 1115">0 marks</td></tr> </table> | Band 1 | A detailed discussion of how to play the role of BEN SILVERMAN to show his nervousness in the presence of AL LEWIS. | 4–5 marks | Band 2 | A broad explanation of how to play the role of BEN SILVERMAN to show his nervousness in the presence of AL LEWIS. | 2–3 marks | Band 3 | A general description of BEN SILVERMAN's character. | 1 mark | Band 4 | No creditable response. | 0 marks | 5 |
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|---------------|--|---------------|--|-----------|---------------|---|-----------|---------------|---|--------|---------------|-------------------------|---------|---|
| 4 | <p>Read the passage from line 189 ['Falls into chair, exhausted'] to line 259 ['I hope this works out'].</p> <p>How could the actors playing WILLIE CLARK and BEN SILVERMAN emphasise their different views about WILLIE working again with AL LEWIS?</p> <p>BEN contacts AL LEWIS to set up a meeting. This would force WILLIE to reengage with his past working partnership with AL LEWIS, which ended without warning when AL LEWIS announced his retirement at the end of a performance.</p> <p>Allow credit for any appropriate suggestions about timing, pacing, vocal intensity, pacing, proxemics, etc.</p> <table border="1"> <tbody> <tr> <td>Band 1</td><td>A detailed discussion of how to emphasise the different views of the two men, supported by close reference to the passage.</td><td>4–5 marks</td></tr> <tr> <td>Band 2</td><td>A broad explanation of how to emphasise the different views of the two men, supported by some reference to the passage.</td><td>2–3 marks</td></tr> <tr> <td>Band 3</td><td>A general description of the differences between the two men.</td><td>1 mark</td></tr> <tr> <td>Band 4</td><td>No creditable response.</td><td>0 marks</td></tr> </tbody> </table> | Band 1 | A detailed discussion of how to emphasise the different views of the two men, supported by close reference to the passage. | 4–5 marks | Band 2 | A broad explanation of how to emphasise the different views of the two men, supported by some reference to the passage. | 2–3 marks | Band 3 | A general description of the differences between the two men. | 1 mark | Band 4 | No creditable response. | 0 marks | 5 |
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| 5 | <p>Describe your set design for the opening of the extract. Justify the creative choices you have made with reference to the extract.</p> <p>We are told in the stage directions at the opening that the play is set in a two-room apartment in an old hotel, with a window looking over Broadway. We also learn that there is an old leather chair and a television in the living area. The set has a prominent bathroom door and the mirror, which are important aspects here.</p> <p>Allow any set design description that can be supported from the passage. Annotated diagrams may be included.</p> <table border="1"> <tbody> <tr> <td>Band 1</td><td>A practical understanding of set design justified by reference to the extract.</td><td>4–5 marks</td></tr> <tr> <td>Band 2</td><td>Some understanding of set design justified by general reference to the extract.</td><td>2–3 marks</td></tr> <tr> <td>Band 3</td><td>Identifies a set design possibility from the extract.</td><td>1 mark</td></tr> <tr> <td>Band 4</td><td>No creditable response.</td><td>0 marks</td></tr> </tbody> </table> | Band 1 | A practical understanding of set design justified by reference to the extract. | 4–5 marks | Band 2 | Some understanding of set design justified by general reference to the extract. | 2–3 marks | Band 3 | Identifies a set design possibility from the extract. | 1 mark | Band 4 | No creditable response. | 0 marks | 5 |
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|---------------|---|---------------|--|------------|---------------|--|-----------|---------------|---|-----------|---------------|---|-----------|---------------|---|-----------|---------------|-------------------------|---------|----|
| 6 | <p>Read the passage from line 350 ['Sooo ... what do you think?'] to line 466 ['... why are we changing it?'].</p> <p>How would you direct this passage to reveal <u>both</u> the tension <u>and</u> the humour of the situation?</p> <p>This is the climax of the extract. WILLIE CLARK and AL LEWIS are brought together again for the first time in eleven years, and they attempt to rehearse their act. The rehearsal is heavily punctuated with petty tensions and attempts to settle old scores, all of which need to be well controlled so that the pacing of the passage is maintained.</p> <p>Allow all directorial suggestions that would maximise the dramatic impact of these. Note: If candidates refer to only one aspect, restrict the mark to a maximum of Band 3.</p> <table border="1"> <tbody> <tr> <td>Band 1</td><td>Offers detailed insight into the passage and provides a perceptive discussion of how to direct it to reveal both the tension and the humour.</td><td>9–10 Marks</td></tr> <tr> <td>Band 2</td><td>Offers insight into the passage and provides a range of practical ideas about how to direct it to reveal both the tension and humour.</td><td>7–8 Marks</td></tr> <tr> <td>Band 3</td><td>Shows understanding of the passage and provides some specific examples of how to direct it.</td><td>5–6 Marks</td></tr> <tr> <td>Band 4</td><td>Shows some understanding of the passage and provides some general suggestions as to how to direct it.</td><td>3–4 Marks</td></tr> <tr> <td>Band 5</td><td>Makes general points about the passage.</td><td>1–2 Marks</td></tr> <tr> <td>Band 6</td><td>No creditable response.</td><td>0 Marks</td></tr> </tbody> </table> | Band 1 | Offers detailed insight into the passage and provides a perceptive discussion of how to direct it to reveal both the tension and the humour. | 9–10 Marks | Band 2 | Offers insight into the passage and provides a range of practical ideas about how to direct it to reveal both the tension and humour. | 7–8 Marks | Band 3 | Shows understanding of the passage and provides some specific examples of how to direct it. | 5–6 Marks | Band 4 | Shows some understanding of the passage and provides some general suggestions as to how to direct it. | 3–4 Marks | Band 5 | Makes general points about the passage. | 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>If you were playing the role of ALICE, how would you show her confusion in Wonderland?</p> <p>Make close reference to specific lines from the extract in your answer.</p> <p>ALICE's actions in Wonderland are all framed by her bewilderment as to what is going on, her belief that everyone she meets is crazy, and the strange things that happen in the croquet match. She takes part in the croquet match in the belief that there is some connection between meeting the QUEEN and being reunited with her MUM, which is reinforced by the other-worldly voice of her MUM at the end of the extract.</p> <p>Allow credit for discussion that explains how this could be achieved through facial expressions, vocal tone, variation of physical proximity, exaggerated gesture and any other appropriate suggestion.</p> <table border="1"> <tbody> <tr> <td>Band 1</td><td>Shows detailed and perceptive insight into how to play the role of ALICE, with close reference to the extract.</td><td>9–10 Marks</td></tr> <tr> <td>Band 2</td><td>Shows understanding of how to play the role of ALICE, with reference to the extract.</td><td>7–8 Marks</td></tr> <tr> <td>Band 3</td><td>Shows broad understanding of how to play the role of ALICE, with some reference to the extract.</td><td>5–6 Marks</td></tr> <tr> <td>Band 4</td><td>Shows moments of understanding of how to play the role of ALICE, with occasional reference to the extract.</td><td>3–4 Marks</td></tr> <tr> <td>Band 5</td><td>Shows limited understanding of how to play the role of ALICE with little or no reference to the extract.</td><td>1–2 Marks</td></tr> <tr> <td>Band 6</td><td>No creditable response.</td><td>0 Marks</td></tr> </tbody> </table> | Band 1 | Shows detailed and perceptive insight into how to play the role of ALICE, with close reference to the extract. | 9–10 Marks | Band 2 | Shows understanding of how to play the role of ALICE, with reference to the extract. | 7–8 Marks | Band 3 | Shows broad understanding of how to play the role of ALICE, with some reference to the extract. | 5–6 Marks | Band 4 | Shows moments of understanding of how to play the role of ALICE, with occasional reference to the extract. | 3–4 Marks | Band 5 | Shows limited understanding of how to play the role of ALICE with little or no reference to the extract. | 1–2 Marks | Band 6 | No creditable response. | 0 Marks | 10 |
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| Question | Answer | Marks | | | | | | | | | | | | |
|---|--|---|------------------------------|---|------------------------------|--|----------------------------|---|----------------------------|--|----------------------------|--------------------------------|--------------------------|----|
| 8 | <p>What challenges would you face in creating a set design for a production of this extract and how would you address them?</p> <p>The setting for the extract is a large croquet pitch outside the palace. This needs to allow space for the mobile commentary box, the players, the commentary area for the COMMENTATORS and the area where the QUEEN is located. Allow credit for creative solutions as to how these can be created in a stage-space.</p> <table border="1" data-bbox="303 547 1283 1670"> <tr> <td data-bbox="303 547 1144 781"> <p><i>Shows a sophisticated practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A comprehensive and effective explanation of how to approach the challenges of creating set design. • Excellent, practical suggestions, applied with sustained and detailed reference to the extract. </td><td data-bbox="1144 547 1283 781"> Band 1 13–15 Marks </td></tr> <tr> <td data-bbox="303 781 1144 992"> <p><i>Shows detailed practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • An assured and mainly effective explanation of how to approach the challenges of creating set design. • Practical suggestions with detailed references to the extract. </td><td data-bbox="1144 781 1283 992"> Band 2 10–12 Marks </td></tr> <tr> <td data-bbox="303 992 1144 1225"> <p><i>Shows broad practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A generalised explanation of how to approach issues of the challenges of creating set design. • Some practical suggestions with some appropriate reference to the extract. </td><td data-bbox="1144 992 1283 1225"> Band 3 7–9 Marks </td></tr> <tr> <td data-bbox="303 1225 1144 1409"> <p><i>Shows some practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A variable explanation of how to approach the challenges of creating set design. • A few practical suggestions with occasional reference to the extract. </td><td data-bbox="1144 1225 1283 1409"> Band 4 4–6 Marks </td></tr> <tr> <td data-bbox="303 1409 1144 1571"> <p><i>Shows limited practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A confused, incomplete or narrative description of one or more aspects of set design. • Minimal suggestions as to how to approach the extract. </td><td data-bbox="1144 1409 1283 1571"> Band 5 1–3 Marks </td></tr> <tr> <td data-bbox="303 1571 1144 1670"> <p>No creditable response.</p> </td><td data-bbox="1144 1571 1283 1670"> Band 6 0 Marks </td></tr> </table> | <p><i>Shows a sophisticated practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A comprehensive and effective explanation of how to approach the challenges of creating set design. • Excellent, practical suggestions, applied with sustained and detailed reference to the extract. | Band 1 13–15 Marks | <p><i>Shows detailed practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • An assured and mainly effective explanation of how to approach the challenges of creating set design. • Practical suggestions with detailed references to the extract. | Band 2 10–12 Marks | <p><i>Shows broad practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A generalised explanation of how to approach issues of the challenges of creating set design. • Some practical suggestions with some appropriate reference to the extract. | Band 3 7–9 Marks | <p><i>Shows some practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A variable explanation of how to approach the challenges of creating set design. • A few practical suggestions with occasional reference to the extract. | Band 4 4–6 Marks | <p><i>Shows limited practical understanding of design challenges</i></p> <ul style="list-style-type: none"> • A confused, incomplete or narrative description of one or more aspects of set design. • Minimal suggestions as to how to approach the extract. | Band 5 1–3 Marks | <p>No creditable response.</p> | Band 6 0 Marks | 15 |
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| Question | Answer | Marks | | | | | | | | | | | | |
|--|---|--|------------------------------|--|------------------------------|--|----------------------------|--|----------------------------|--|----------------------------|-------------------------|--------------------------|----|
| 9 | <p>How would you direct the actors playing COMMENTATOR 1 and COMMENTATOR 2 to achieve dramatic impact on the audience? Make close reference to specific lines from the extract in your answer.</p> <p>The COMMENTATORS are a dramatic means for building up the tension, commenting on the action, and moving it along. They are allocated a 'mobile commentary box', which allows a great deal of scope for the style of performance, but they need not be bound by that. There is also considerable potential for the two actors to build on each other's performance in pacing, pick-up of lines, physical proximity, etc. Allow any workable suggestions that can be justified from the text.</p> <table border="1" data-bbox="303 653 1287 1730"> <tr> <td data-bbox="303 653 1129 889"> <i>Shows a sophisticated practical understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A comprehensive and effective explanation of how to direct the two actors. • Excellent, practical suggestions, with sustained and detailed reference to the extract. </td><td data-bbox="1129 653 1287 889"> Band 1 13–15 Marks </td></tr> <tr> <td data-bbox="303 889 1129 1124"> <i>Shows detailed practical understanding of how to direct the actors</i> <ul style="list-style-type: none"> • An assured and mainly effective explanation of how to direct the two actors. • Practical suggestions, with consistently appropriate reference to the extract. </td><td data-bbox="1129 889 1287 1124"> Band 2 10–12 Marks </td></tr> <tr> <td data-bbox="303 1124 1129 1293"> <i>Shows broad understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A competent explanation of how to direct the two actors. • Some practical suggestions, with some appropriate reference to the extract. </td><td data-bbox="1129 1124 1287 1293"> Band 3 7–9 Marks </td></tr> <tr> <td data-bbox="303 1293 1129 1461"> <i>Shows partial understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A variable explanation of how to direct the two actors. • A narrow range of practical suggestions, with occasional reference to the extract. </td><td data-bbox="1129 1293 1287 1461"> Band 4 4–6 Marks </td></tr> <tr> <td data-bbox="303 1461 1129 1629"> <i>Shows little understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A confused, incomplete, or narrative description of how to direct the two actors. • Minimal reference to the extract. </td><td data-bbox="1129 1461 1287 1629"> Band 5 1–3 Marks </td></tr> <tr> <td data-bbox="303 1629 1129 1730"> No creditable response. </td><td data-bbox="1129 1629 1287 1730"> Band 6 0 Marks </td></tr> </table> | <i>Shows a sophisticated practical understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A comprehensive and effective explanation of how to direct the two actors. • Excellent, practical suggestions, with sustained and detailed reference to the extract. | Band 1 13–15 Marks | <i>Shows detailed practical understanding of how to direct the actors</i> <ul style="list-style-type: none"> • An assured and mainly effective explanation of how to direct the two actors. • Practical suggestions, with consistently appropriate reference to the extract. | Band 2 10–12 Marks | <i>Shows broad understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A competent explanation of how to direct the two actors. • Some practical suggestions, with some appropriate reference to the extract. | Band 3 7–9 Marks | <i>Shows partial understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A variable explanation of how to direct the two actors. • A narrow range of practical suggestions, with occasional reference to the extract. | Band 4 4–6 Marks | <i>Shows little understanding of how to direct the actors</i> <ul style="list-style-type: none"> • A confused, incomplete, or narrative description of how to direct the two actors. • Minimal reference to the extract. | Band 5 1–3 Marks | No creditable response. | Band 6 0 Marks | 15 |
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| No creditable response. | Band 6 0 Marks | | | | | | | | | | | | | |

SECTION C

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|---------------|---|---------------|--|------------|---------------|--|-----------|---------------|--|-----------|---------------|---|-----------|---------------|---|-----------|---------------|-------------------------|---------|----|
| 10 | <p>Explain the challenges that you faced in developing your stimulus for your devised piece and how you addressed them.</p> <p>The focus of this question is on the <u>devising process</u>.</p> <p>There are many challenges in creating a stimulus from an idea on paper or an image. This question focuses on the way in which the group engaged in the process of developing the piece to the point of performance.</p> <p>Allow credit for discussing challenges and offering solutions.</p> <table border="1"> <tbody> <tr> <td>Band 1</td><td>A detailed and perceptive explanation of the challenges and how they addressed them; a wide range of appropriate examples.</td><td>9–10 Marks</td></tr> <tr> <td>Band 2</td><td>An explanation of the challenges and how they addressed them; a range of appropriate examples.</td><td>7–8 Marks</td></tr> <tr> <td>Band 3</td><td>An explanation of some challenges and how they addressed them; some supporting examples.</td><td>5–6 Marks</td></tr> <tr> <td>Band 4</td><td>Comments on the challenges involved; a few simple examples.</td><td>3–4 Marks</td></tr> <tr> <td>Band 5</td><td>Identifies one or two challenges and/or examples.</td><td>1–2 Marks</td></tr> <tr> <td>Band 6</td><td>No creditable response.</td><td>0 Marks</td></tr> </tbody> </table> | Band 1 | A detailed and perceptive explanation of the challenges and how they addressed them; a wide range of appropriate examples. | 9–10 Marks | Band 2 | An explanation of the challenges and how they addressed them; a range of appropriate examples. | 7–8 Marks | Band 3 | An explanation of some challenges and how they addressed them; some supporting examples. | 5–6 Marks | Band 4 | Comments on the challenges involved; a few simple examples. | 3–4 Marks | Band 5 | Identifies one or two challenges and/or examples. | 1–2 Marks | Band 6 | No creditable response. | 0 Marks | 10 |
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| Band 3 | An explanation of some challenges and how they addressed them; some supporting examples. | 5–6 Marks | | | | | | | | | | | | | | | | | | |
| Band 4 | Comments on the challenges involved; a few simple examples. | 3–4 Marks | | | | | | | | | | | | | | | | | | |
| Band 5 | Identifies one or two challenges and/or examples. | 1–2 Marks | | | | | | | | | | | | | | | | | | |
| Band 6 | No creditable response. | 0 Marks | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | |
|--|--|--|------------------------------|--|------------------------------|--|----------------------------|--|----------------------------|--|----------------------------|-------------------------|--------------------------|--|----|
| 11 | <p>Evaluate the effectiveness of your use of the performance space in communicating your devised piece to the audience.</p> <p>The focus of this question is on the <u>performance of the devised piece</u>.</p> <p>Some candidates may have had little choice as to where they performed their devised piece. The question is not about the suitability of the performance space, but the opportunities and challenges it presented. Candidates should evaluate how the use of the performance space helped them to communicate with the audience.</p> <table border="1" data-bbox="303 624 1267 1836"> <tr> <td data-bbox="303 624 1140 855"> <i>Shows a sophisticated evaluation of their use of the performance space</i> <ul style="list-style-type: none"> • A comprehensive and detailed evaluation of the use of the performance space. • Excellent, practical evaluation of performance; sustained and detailed reference to the devised piece. </td><td data-bbox="1140 624 1298 855"> Band 1 13–15 Marks </td></tr> <tr> <td data-bbox="303 855 1140 1162"> <i>Shows detailed evaluation of their use of the performance space</i> <ul style="list-style-type: none"> • An effective evaluation of the use of the performance space. • Well-formulated practical evaluation of performance, although there may be scope for further refinement; consistent and appropriate reference to the devised piece. </td><td data-bbox="1140 855 1298 1162"> Band 2 10–12 Marks </td></tr> <tr> <td data-bbox="303 1162 1140 1409"> <i>Shows competent evaluation of their use of the performance space</i> <ul style="list-style-type: none"> • An adequate evaluation of the use of the performance space. • Competent practical evaluation of performance; some appropriate reference to the devised piece. </td><td data-bbox="1140 1162 1298 1409"> Band 3 7–9 Marks </td></tr> <tr> <td data-bbox="303 1409 1140 1567"> <i>Shows limited evaluation of the use of the performance space</i> <ul style="list-style-type: none"> • A limited evaluation of the use of the performance space. • An attempt at evaluation of performance; occasional reference to the devised piece. </td><td data-bbox="1140 1409 1298 1567"> Band 4 4–6 Marks </td></tr> <tr> <td data-bbox="303 1567 1140 1746"> <i>Reviews the use of the performance space</i> <ul style="list-style-type: none"> • A review of how the performance space was used. • Minimal evaluation of performance; little or no reference to the devised piece. </td><td data-bbox="1140 1567 1298 1746"> Band 5 1–3 Marks </td></tr> <tr> <td data-bbox="303 1746 1140 1836"> No creditable response. </td><td data-bbox="1140 1746 1298 1836"> Band 6 0 Marks </td><td></td></tr> </table> | <i>Shows a sophisticated evaluation of their use of the performance space</i> <ul style="list-style-type: none"> • A comprehensive and detailed evaluation of the use of the performance space. • Excellent, practical evaluation of performance; sustained and detailed reference to the devised piece. | Band 1 13–15 Marks | <i>Shows detailed evaluation of their use of the performance space</i> <ul style="list-style-type: none"> • An effective evaluation of the use of the performance space. • Well-formulated practical evaluation of performance, although there may be scope for further refinement; consistent and appropriate reference to the devised piece. | Band 2 10–12 Marks | <i>Shows competent evaluation of their use of the performance space</i> <ul style="list-style-type: none"> • An adequate evaluation of the use of the performance space. • Competent practical evaluation of performance; some appropriate reference to the devised piece. | Band 3 7–9 Marks | <i>Shows limited evaluation of the use of the performance space</i> <ul style="list-style-type: none"> • A limited evaluation of the use of the performance space. • An attempt at evaluation of performance; occasional reference to the devised piece. | Band 4 4–6 Marks | <i>Reviews the use of the performance space</i> <ul style="list-style-type: none"> • A review of how the performance space was used. • Minimal evaluation of performance; little or no reference to the devised piece. | Band 5 1–3 Marks | No creditable response. | Band 6 0 Marks | | 15 |
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