

Mark Scheme for June 2010

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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.

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Section A	Question No.: 1
Marks available 10	You have been asked to design the set for the extract of Anansi, list five questions you would ask the director before you started work on the design.

NOTES ON THE TASK

Some of the following should be covered:-

- Practical: the budget; time scale for the work; type of performance space; does it have to tour; does scenery change or one fixed or composite set.
- Artistic: genre or artistic conventions of the work; is it set in a specific period; is setting to be open stage, abstract, naturalistic, composite; what levels and entrances/exits are needed; is it to reflect a specific cultural setting or artistic convention; what atmosphere or tone are you striving for; have you any specific dominant colours that you see matching the atmosphere you want; do you want to make any direct political analogies either contemporary or from history.

All the above will not be covered, but good answers should include elements of both practical and the artistic. The questions would test whether the director had thought out their intentions. Candidates may pose relevant questions not listed here

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
10-9	<ul style="list-style-type: none"> • Five factors from Notes covered (or other relevant questions) • Draws on both practical and artistic aspects • At least two questions must be on artistic aspects
8-7	<ul style="list-style-type: none"> • A minimum of four factors from Notes covered (or other relevant questions) • Draws on both practical and artistic aspects • At least two questions must be on artistic aspects
6-5	<ul style="list-style-type: none"> • At least three factors from Notes covered (or other relevant questions) • The questions draw on both practical and artistic aspects
4-3	<ul style="list-style-type: none"> • At least two factors from Notes covered (or other relevant questions) • The questions all come from one aspect, probably the practical aspect
2-1	<ul style="list-style-type: none"> • One or two of the factors from the notes are covered (or other relevant questions) • The questions probably come from the practical aspect

Section A	Question No.: 2
Marks available 10 (5 for physical 5 for vocal)	Use the headings below to describe how you would represent one of the animal roles in <i>The Forest of Stories</i> . Make reference to the text to support your answer.

NOTES ON THE TASK

- Ideas are clear practical and would work to create the right effect
- Imagine you are an actor taking on this role, judge if the ideas would help you
- Specific reference is made to how ideas work with the text
- Physical factors – shaping of body, facial expression, use of hands, steps
- Vocal factors – pitch, dynamic, tone
- Some candidates may make reference to mask/make-up and costume in connection with the use of body and if related to movement this is acceptable.

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
5	<ul style="list-style-type: none"> • the area is very well covered • ideas would create this distinctive animal representation very well • relevant reference made to text for each point
4	<ul style="list-style-type: none"> • the area is well covered • ideas would create this distinctive animal representation well • relevant reference made to text for each point
3	<ul style="list-style-type: none"> • the area is covered • ideas would create some sense of this distinctive animal representation • relevant reference made to text for most points
2	<ul style="list-style-type: none"> • some appropriate ideas • the ideas would create elements of an animal representation • some reference made to the text
1	<ul style="list-style-type: none"> • an appropriate idea • the idea could create elements of an animal representation

Section A	Question No.: 3
Marks available 10	At the end of <i>The Cabin</i> scene page 13, the Director has decided to add Boy reading one of Captain's log entries. Write this log entry; add appropriate stage directions and effects to create a mood that fits the text.

NOTES ON THE TASK

- Best answers will have official detached tone, date, facts figures
- Again best answers will have an artistic undertow, ie works in line with text to make you question whole morality of the slave trade
- Character of Captain as seen in text is maintained
- There may be items included that feed off text or draw on research candidates have done
- Language used and shaping of that language likely to impact on delivery
- Stage directions and effects create mood to match theme

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
10-9	<ul style="list-style-type: none"> • Reads as a believable log entry • Has material that expands effectively on theme of text or creates a strong emotional response in the reader • Stage directions and effects work very well with theme
8-7	<ul style="list-style-type: none"> • An appropriate log entry • Has material that expands well on theme of text or creates an emotional response in the reader • Stage directions and effects work well with theme
6-5	<ul style="list-style-type: none"> • An appropriate log entry • Material that works with theme of text. • Stage directions and effects work with theme
4-3	<ul style="list-style-type: none"> • Elements of an appropriate log entry • Has some material that works with theme of text • Some of stage directions and effects included, some of which work with theme
2-1	<ul style="list-style-type: none"> • Elements that could be used for a log entry

Maximum 4 marks available for writing boys diary instead of Captains.

Section: A	Question No.: 4
Marks available 10	Name the most dramatically interesting role that you or others created in your work on the stimulus. Use the five headings below to give details of this role.

NOTES ON THE TASK

- Candidates cover the 5 listed areas being used to define a role
- Valid element for each category ensures one mark, second mark awarded for potential to help develop a strong character

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
10-9	All five areas covered and clear rationale for each
8-7	Four areas covered and clear rationale for each
6-5	Three areas covered and clear rationale for each
4-3	Two areas covered and clear rationale for each
2-1	One area covered with a clear rationale

Section A	Question No.: 5
Marks available 10	Write a monologue and stage directions for one of the roles created during your work on the stimulus, using the headings below.

NOTES ON THE TASK

- A monologue is written ie candidate knows what a monologue is
- The writing illustrates candidate understands what the function of a monologue is, and with top two bands there is a clear dramatic intent
- Language and structure of writing and how this communicates intention provides discrimination
- Setting of context and clear use of stage directions that emphasise dramatic potential

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
10	Communicates clearly an understanding of what a monologue is for. A fully dramatised speech created where ideas, language and stage directions work as a cohesive entity.
9-8	Communicates clearly an understanding of what a monologue is for. A dramatised speech created where ideas, language and stage directions work to create a well crafted monologue.
7-6	Communicates an understanding of what a monologue is for. A dramatised speech created where ideas, language and stage directions create a workable monologue.
5-4	Some understanding of what a monologue is for. A mostly dramatised speech created where ideas, language and stage directions create a basis for a workable monologue.
3-1	Words created which could be used for a monologue. Some parts dramatised or have potential to be dramatised.

Section A	Question No.: 6
Marks available 10	From the stimulus plan one short improvisation (role play) that involves two characters and takes place in one location. Use the heading below for your answer.

Sections marked out of 2

- One mark for each category where a valid response is given
- Two marks where the response has some dramatic resonance ie if a director gave you this instruction it is dramatically helpful to an actor.

Sections marked out of 3

- One mark for valid responses
- Two marks for some potential for dramatic tension/interest
- Three marks where strong potential for dramatic tension/interest

Section: B	Question No.: 1
Marks available 30	As an actor how would you prepare and perform the character of either Anansi or Captain. Make close reference to the text.

NOTES ON THE TASK

- Identify functions of this character in the play.
- Personality and power/status of the character.
- Relationship with other characters.
- How issues/problems are to be practically tackled and what skills will be needed (eg gesture, movement, expression and grouping).
- Possible reference to staging/costume/lights as it relates to the performer.

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
30-25	Candidates cover most of the points in NOTES, which is relevant to the role. Performance style is established and reference made to the specific needs of the text. Likely to enable the creation of a well crafted performance, which would engage and demand attention. Works at an artistic level.
24-19	Most of the points from NOTES are covered. Potential for the creation of an engaging performance, which has a degree of artistry.
18-13	Some of the points from NOTES are covered in detail and there is a sense of a coherent role. Some reference to the text. This consciousness of some key needs of the play and performer are likely to lead to a controlled performance.
12-7	One or two points from NOTES are covered, but not likely to be any relevant conscious connection to the needs of text. Much of response is generalised and relates to craft of acting/improvising generally. This is relevant and would need to be considered by any actor.
6-1	One or two points from Notes are covered. No reference to the text and the needs of the text. A generalised response that focuses on for example description of working in role on the play or other plays. Descriptions relevance often tenuous.

Maximum of 18 marks available for generalisation and no specific reference.

Section: B	Question No.: 2
Marks available 30	The director requires a final scene to be added to the script to emphasise to the audience that this is part of everyone's history. Write a scene that includes the descendants of slaves and the descendants of dockers. They have just finished watching a performance of 'Anansi' and are discussing the play.

NOTES ON THE TASK

Quality of script will be judged in terms of:

- language selected being appropriate to context, theme and character
- level of potential for engaging an audience
- working to the 'director's' brief, to connect the issues to the audience
- using conventions of script writing eg stage directions, laid out as a play

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
30-25 Accomplished	Candidate covers the points in Notes and scene works with director's intent. There is a clear sense of artistic intent and understanding of the conventions of script writing.
24-19 Skilful	Candidate covers the points in Notes and scene works with director's intent. Artistic intent is tangible, but not clear. The conventions of script writing are applied.
18-13 Competent	The script has a clear focus and meaning, fulfilling the function of communicating to the audience. Appropriate language that matches theme. A workable script .
12-7 Basic	The script is appropriate to the situation set – content matches theme, language matches the context. Some understanding of the conventions of script writing.
6-1 Limited	Some understanding of the conventions of script writing. Some of lines could be included in a script.

Section: B	Question No.: 3
Marks available	<p>How did you develop a drama on the stimulus 'The Slave Trade'? Use the four headings below to structure your answer:</p> <ul style="list-style-type: none"> • the link to the stimulus and intention of the drama • the genre(s) and/or performance style(s) used • a detailed outline of one part of the drama that worked best • how would you develop this drama further – developing plot line or design aspects.

NOTES ON THE TASK

- The major themes arising from the stimulus are established with their influence on intent.
- Genre and/or performance style identified with higher scoring candidates also justifying use.
- Analysis of what works and what doesn't.
- Higher scoring candidates will justify decisions made.

Each candidate's response to be judged on its merits. It will be necessary to apply the mark scheme by judging the overall merits of each answer.

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
30-25	Candidates cover the majority of the points above. The link between stimulus and the chosen intent/theme is strong and works with chosen genre and/or performance style. Likely to lead to the creation of a well focused drama with potential for artistic interpretation. Decisions creating potential for layers of meaning.
24-19	Most of the points above covered. Link between stimulus and chosen intent/theme is clear and mostly works with chosen genre and/or performance style. Likely to lead to a focused drama with some potential for artistic interpretation.
18-13	There is a link between stimulus and chosen theme with some connection to a genre and/or performance style. A clear sense that the decisions made would lead to a workable drama.
12-7	There is some link between the stimulus and drama outlined, little connection made to genre and/or performance style. Decisions would lead to a partially focused and workable drama. The answer tends to generalise rather than being specific, little analysis.
6-1	Link between stimulus and theme of drama is not apparent. Any decisions made tend to be disconnected rather than having any overall dramatic focus, although partially workable. No relevant analysis evident. The answer is likely to be very generalised.

Section: B	Question No.:4
Marks available 30	From work on the stimulus item write about two roles created that would be interesting for both actor to act and audience to watch. Note: you can use characters created by groups other than your own working group.

NOTES ON TASK

- Two roles listed 15 marks available for each
- Dramatic potential of each is established, possible mention of genre and performance style
- Interest for actor may be a personal set of factors and/or dramatic challenges/interest
- Interest for audience identifies factors that connect audience and actor eg humour, pathos, shock, novelty, intrigue

Marking Criteria	**Be prepared to use the FULL range**
MARK	DESCRIPTOR
15-13	<ul style="list-style-type: none"> • A full range of dramatic possibilities the role offers the actor stated • Performance style stated or inherent • Significance of character for audience identified • Overall answer identifies the artistic potential of the role
12-10	<ul style="list-style-type: none"> • A range of dramatic possibilities the role offers the actor stated • Performance style stated or inherent • Significance of character for audience identified • Overall answer identifies most of the artistic potential of the role
9-7	<ul style="list-style-type: none"> • A range of dramatic possibilities the role offers the actor stated • Performance style inherent in answer but probably not stated • Significance of character for audience partially identified • Overall answer creates sense of a role with clear purpose in the drama
6-4	<ul style="list-style-type: none"> • Some dramatic possibilities the role offers the actor stated • Some elements of performance style may be inherent in answer • Overall answer identifies what could be a workable role
3-1	<ul style="list-style-type: none"> • Some dramatic possibilities the role offers the actor stated • Overall answer creates sense of a role

Section A :	Question 1	Objective B (Designer)
	Question 2	Objective C (Actor)
	Question 3	Objective B (Deviser)
	Question 4	Objective C (Actor/Deviser)
	Question 5	Objective B (Deviser)
	Question 6	Objective B (Deviser)
Section B :	Question 1	Objective C (Actor))
	Question 2	Objective B (Deviser)
	Question 3	Objective B,C,D (Deviser/Director)
	Question 4	Objective C (Actor)

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