



2009 Drama

Advanced Higher

Finalised Marking Instructions

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Advanced Higher Drama

Grade related criteria

Candidates must answer two questions, one from section A and one from section B. Candidates must answer on a different practitioner in each response.

40 marks are allocated to this paper: each question is worth 20 marks.

If a candidate answers two questions from section A *or* two from Section B *or* answers on the same practitioner in both sections markers should mark both essays but award the candidate only the higher of the two marks for the whole paper.

Responses should be marked holistically and according to the grade-related criteria described below. *As such candidates will be awarded according to the quality of thought demonstrated in their answers. They will not solely be rewarded for the quantity of the knowledge conveyed.*

“Quality of thought” should be taken as including the extent to which, in response to a given question, the candidate –

- *provides an answer which is relevant to the question and relates explicitly to the terms of the question posed*
- makes the various distinctions demanded by the questions
- responds to all the elements demanded by the question
- explains, analyses, discusses and assesses rather than simply describes or narrates
- argues a case when requested to do so
- takes account of criticism and interpretations
- answers with clarity and fluency and in language appropriate to critical writing at this level

Particular attention is drawn to the first bullet point, as responses that fail to meet this criterion and do not answer the question posed will necessarily be returned with a fail mark.

In addition work that is found to be plagiarised will be returned with a mark of “0”.

A note on plagiarism

Plagiarism is essentially copying others’ work and passing it off as your own. It can involve:

- copying out passages from books or articles without clearly indicating that this is what is being done ie without using quotation marks and acknowledging the source;
- copying out sentences or passages, using an author’s particular form of expression of ideas (with or without modification of certain words to try to “disguise” what has been done);
- copying from another student's work.

Copying material from websites is also plagiarism and will be treated in the same way as copying from books.

A reminder

Outcome 1

The candidate will demonstrate knowledge and understanding of the theories of acting and directing of two leading C20 practitioners.

Performance criteria

- (a) Describes correctly and in some detail the influences and key events that mark the emergence of two leading C20 theatre practitioners.
- (b) Analyses in some detail alternative acting/production methodologies adopted/developed by two leading C20 theatre practitioners.
- (c) Describes correctly and in some detail alternative directorial theories and practices of the two C20 theatre practitioners.
- (d) Uses texts appropriately to exemplify the performance theories of two C20 theatre practitioners.

Note on range for the outcomes

All the performance criteria apply to the overall context in which the practitioner worked and include – the developing role of the director, influences (creative, political, historical and social), innovative acting and directing methodologies, innovative staging concepts, innovative playhouse architecture and actor-audience relationships.

Outcome 2

The candidate will explore aspects of theatre practice in one or two recent productions that they feel reflect the theories and/or practices of one C20 practitioner.

Performance criteria

- (a) Analyses in detail one or two contemporary performances.
- (b) Discusses the ways in which, within the candidate's interpretation, these performances may be related to the theories and/or practice of one of the C20 theatre practitioners specified in the course of study.

The exam rubric makes it clear that candidates must refer to a different set C20 practitioner in each of their responses.

It is further recommended that, in Section B, candidates focus on one or two productions in significant detail rather than try to comment on too many productions with limited detail or analysis.

The following descriptions provide some additional guidelines on the features of essays that might be judged "Excellent", "Good", "Fair", "Fail", and "Fail (very poor)".

An essay judged "Fair", "Good" or "Excellent" – that is marked at 10 or above – can be taken to demonstrate achievement of the Outcomes of the Unit and within this to demonstrate or imply achievement of its related performance criteria.

An essay which fails to answer the question posed can only be awarded a grade of "Fail" and "Fail" (very poor) – that is marked at less than 10.

Excellent – 17-20

A piece of work at this level will demonstrate –

- a thorough understanding of the topic and its implications – there will be a considerable body of evidence, selected appropriately and used to provide a coherent response to the question posed
- robust thinking on the majority of the issues discussed
- a wide knowledge and appropriate use of critical responses to the topic – there will be awareness of alternative interpretations
- a consistent ability to organise material to support an argument
- an ability to express the argument in a fluent and lucid manner
- the line of argument will be well developed, clearly and coherently throughout the essay – there will be a fluent presentation of the conclusion, supported by and arising in a logical manner from a well-structured argument.

Good – 14-16

A piece of work at this level will demonstrate –

- a good understanding of the topic and its implications – a substantial quality of accurate, relevant knowledge will have been presented
- a competent knowledge and use of critical contributions on the topic – there will be convincing use of the evidence presented and of the critical and historical interpretations available
- a consistent ability to organise material to support an argument
- an ability to express the argument in a fluent and lucid manner – there will be a rigorous structure leading to a relevant and well-supported conclusion.

However, such a piece of work will generally show less independence of thought and mastery of detail than one judged to be “Excellent”. There may be some errors or misjudgements with regard to issues that are not central to the argument. A low mark within this band indicates more such failings than a high one. A high mark indicates that the work is close to the kind of quality needed for an “Excellent” mark but has fallen down on a few points.

Fair – 10-13

A piece of work at this level will demonstrate –

- a reasonable or adequate understanding of the topic and its implications – there will be a reasonable quality of accurate, relevant knowledge that will have been applied to address the terms of the question posed
- some knowledge of critical responses to the topic – there will be valid analysis supported by evidence which takes account of critical and historical interpretations
- some ability to formulate and state an argument – there will be a structured argument leading to relevant supported conclusions.

However, it will also be less clearly organised than those in higher bands, and there may be some significant errors, misjudgements or omissions of important details. At the lower end of the category the response may be lacking in detail and include significant errors, omissions and misunderstandings or irrelevancies. The grasp shown of critical and interpretative points will probably be sketchy, and the organisation of material and argument weak.

The response will, nevertheless, be an answer to the question actually posed.

Fail – 5-10

A piece of work at this level will demonstrate –

- a basic understanding of the topic and its implications
- a basic ability to formulate and state an argument.

However, there will be important deficiencies in such a piece of work, both in terms of adequate detail and critical understanding. There will be pronounced errors and misunderstandings, and the answer may be so badly organised as to be difficult to follow. The response may not answer the question posed.

Note that a response that does not answer or respond in a clear manner to the question posed can achieve a grade no higher than “Fail”. Such a grading must be given irrespective of the *amount* of material the candidate presents.

Fail (very poor) – 1-5

A piece of work at this level will show very serious weaknesses. Understanding of critical issues will be poor, and the answer may be so badly organised as to be difficult to follow. If there is any attempt at critical or interpretative discussion it will be inappropriate or confused. The response may not answer the question posed.

[END OF MARKING INSTRUCTIONS]