

2004 Drama

Higher Paper 1

The Study of a Text in its Theatrical Context

Finalised Marking Instructions

Drama Higher – Paper 1

Marking Instructions

Section A

The Study of a Text in its Theatrical Context

1 Explain how the playwright uses one or more characters to explore important themes and issues in your prescribed text. How would you direct these characters to communicate the themes and issues in your intended production?

The question is in two parts:

- (a) Firstly the candidate requires to identify the main themes and issues in the text. Then they should identify the character(s) who the playwright used to explore these themes and issues and examine how this is done. They may comment on the character's actions, attitudes/opinions, key relationships, key scenes and key moments in the text.
- (b) Secondly the candidate requires to describe how they would direct these characters to communicate the themes and issues. They may consider the direction of the characters in terms of voice and movement techniques, actor/audience relationship and the use of costumes and props for the character(s). They may also refer to visual pictures created through other design elements if the description of the character in the image is integral in communicating themes and issues.

A good response would be:

- (a) Detailed description of character(s) and how they are used to explore themes and issues, justified through a range of highly appropriate textual references;
- (b) Clear and detailed explanation of how they would communicate these themes and issues by directing the characters through a range of highly appropriate concepts.

A fair response would be:

- (a) Fairly detailed description of character(s) and how they are used to explore themes and issues, justified through a range of mainly appropriate textual references;
- (b) Fairly detailed explanation of how they would communicate these themes and issues by directing the characters through a range of mainly appropriate concepts.

A poor response would be:

- (a) Limited description of character(s) and how they are used to explore themes and issues justified through some appropriate textual references;
- (b) Limited explanation of how they would communicate these themes and issues by directing the characters through directorial concepts which may or may not be appropriate.

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|-----|--------------|---------------|--------------|--------------|
| (a) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |
| (b) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |

2 You have been asked to direct your prescribed text. Explain and justify the influences which will inform your directorial concept.

The question requires the candidate to identify what they consider to be the influences that would inform their direction of their set text. Candidates could make comment on the social, political and/or historical time frame of when the play was written or set. They could refer to previous productions, central themes, the genre or any other relevant influence and make use of appropriate textual exemplification, as required. They should then explain how these influences would inform their overall directorial concept and make reference to a range of performance concepts as appropriate.

A good response would be:

Clear and detailed explanation of highly relevant influences with clear and full justification as to how these influences would inform a range of highly appropriate performance concepts.

A fair response would be:

Fairly clear and detailed explanation of mainly relevant influences with fairly clear justification as to how these influences would inform a range of mainly appropriate performance concepts.

A poor response would be:

Brief explanation of influences with limited justification as to how these influences would inform performance concepts, which may or may not be appropriate.

(a) has 20 marks (15 – 20 good) (10 – 14 fair) (0 – 9 poor)

3 Discuss the extent to which the historical and social conditions depicted in your prescribed text influence the action of the play. As a director how would you highlight these historical and social influences in a performance of the play?

The question is in two parts:

- (a) Firstly the candidate requires to identify accurately the historical and social conditions depicted in the play and explain how these conditions influence the action in the play using appropriate textual exemplification. They may comment on the playwright's intention and how the conditions effect the attitudes and actions of the characters and act as a catalyst for the events of the play contributing to overall themes/issues
- (b) Secondly the candidate requires to explain how these conditions would influence their performance concepts. Reference may be made to acting style, characterisation, actor/audience relationship, staging and a range of design concepts and theatrical effects.

A good response would be:

- (a) Clear and detailed description of the historical and social conditions depicted in the play and how they influence the action of the play;
- (b) Clear and detailed explanation of how these conditions would influence their direction of the play through a range of highly appropriate directorial concepts.

A fair response would be:

- (a) Fairly clear and detailed description of the historical and social conditions depicted in the play and how they influence the action of the play;
- (b) Fairly clear and detailed explanation of how these conditions would influence their direction of the play through a range of mainly appropriate directional concepts

A poor response would be:

- (a) Brief description of the historical and social conditions depicted in the play and how they influence the action of the play;
- (b) Limited explanation of how these conditions would influence their direction of the play through directorial concepts which may or may not be appropriate

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|-----|--------------|---------------|--------------|--------------|
| (a) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |
| (b) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |

4 Choose a character from your prescribed text and explain his/her importance in the play. As an actor, how would you develop the importance of the character through rehearsal and/or performance concepts?

The question is in two parts:

- (a) Firstly the candidate requires to identify a character and explain their importance in the play. They may refer to the character's function and importance in terms of communication of themes/issues, relationship to and influence on other characters, their importance in the plot, their development throughout the play – using textual exemplification
- (b) Secondly the candidate requires to describe how they would develop the importance of the character through rehearsal and/or performance concepts – they may refer to textual study, acting workshops and improvisation work, voice and movement techniques, relationship with other characters, actor/audience relationship, use of costume/make-up and props.

A good response would be:

- (a) Detailed description of the importance of the character in the play with detailed justification and appropriate textual exemplification;
- (b) Clear and detailed description of how they would develop the importance of the character through a range of highly appropriate rehearsal and/or performance concepts.

A fair response would be:

- (a) Fairly detailed description of the importance of the character in the play with fairly detailed justification and appropriate textual exemplification;
- (b) Fairly clear and fairly detailed description of how they would develop the importance of the character through a range of mainly appropriate rehearsal and/or performance concepts.

A poor response would be:

- (a) Limited description of the importance of the character in the play with detailed justification and appropriate textual exemplification;
- (b) Clear and detailed description of how they would develop the importance of the character through rehearsal and/or performance concepts which may or may not be appropriate.

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|-----|--------------|---------------|--------------|--------------|
| (a) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |
| (b) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |

5 Describe and justify what you consider to be the climax of your prescribed text. As a director how would you build towards and realise this climax in performance?

The question is in two parts:

- (a) Firstly the question requires the candidate to identify, describe and justify the moment or scene which they consider to be the climax of the play: reference may be made to storyline/plot/action of the play, to character development/motivation/interaction and theme/issues/message – using appropriate textual exemplification.
- (b) Secondly the question requires the candidate to explain how they would build towards and realise this climax in performance, reference may be made to acting in terms of character interaction, use of voice/movement, stage positioning, use of silence/pause/freeze and pacing and a range of design concepts.

A good response would be:

- (a) Clear and detailed description and justification of the climax of the text with appropriate textual exemplification;
- (b) Clear and detailed description of how they would build towards and realise this climax in performance through a range of mainly appropriate directorial concepts.

A fair response would be:

- (a) Fairly clear and fairly detailed description and justification of the climax of the text with appropriate textual exemplification;
- (b) Fairly clear and fairly detailed description of how they would build towards and realise this climax in performance through a range of mainly appropriate directorial concepts.

A poor response would be:

- (a) Brief description and justification of the climax of the text with textual exemplification which may or may not be appropriate;
- (b) Limited description of how they would build towards and realise this climax in performance through directorial concepts which may or may not be appropriate.

- (a) has 10 marks (8 – 10 good) (5 – 7 fair) (0 – 4 poor)
- (b) has 10 marks (8 – 10 good) (5 – 7 fair) (0 – 4 poor)

6 Explain the significance of the setting and/or stage directions of your prescribed text. As a director how would you communicate this significance through a range of staging and design concepts?

The question is in two parts:

- (a) Firstly the candidate requires to explain the significance of the setting and or/stage directions. Reference may be made to period, social context and how this influences plot and character, mood/atmosphere and how this contributes to communicating dramatic meaning.
- (b) Secondly the candidate requires to explain how this would communicate this significance through a range of staging and design concepts. Reference may be made to staging/set design, lighting/sound and music, costume and make-up and drama media.

A good response would be:

- (a) Clear and detailed explanation of the significance of the setting and/or stage directions with highly appropriate textual exemplification;
- (b) Clear and detailed description of how they would communicate this significance through a range of highly appropriate staging and design concepts.

A fair response would be:

- (a) Fairly clear and fairly detailed explanation of the significance of the setting and/or stage directions with mainly appropriate textual exemplification;
- (b) Fairly clear and fairly detailed description of how they would communicate this significance through a range of mainly appropriate staging and design concepts.

A poor response would be:

- (a) Brief explanation of the significance of the setting and/or stage directions with textual exemplification which may or may not be appropriate;
- (b) Limited description of how they would communicate this significance through staging and design concepts, which may or may not be appropriate.

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|-----|--------------|---------------|--------------|--------------|
| (a) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |
| (b) | has 10 marks | (8 – 10 good) | (5 – 7 fair) | (0 – 4 poor) |

Section B
Dramatic Commentary

7 Produce a dramatic commentary on the extract of your prescribed text.

(a) Draw a ground plan to show how you would want the extract to be staged.

A good response would be:

A ground plan clearly showing all of the following:

Logical staging

a key

positioning of the audience in relationship to the acting area

entrances and exits

opening positions of characters in the extract.

A fair response would be:

A ground plan which shows fairly clearly three or four of the above criteria.

A poor response would be:

A ground plan which lacks clarity in most of the above criteria.

Question 7 (a) has 5 marks (5 good) (3-4 fair) (0-2 poor)

For “Antigone” the chorus must be placed on stage.

7 Produce a dramatic commentary on the extract of your prescribed text.

(b) Using the text itself and the blank page opposite, indicate your direction to your actors.

These should include:

- **moves and interpretative notes for actors**
- **justification**
- **any important technical effects.**

It is important that there is a clear correlation with section (a) of the paper.

A good response would be:

Clear notes on moves and positioning using correct stage terminology

Interpretative notes for actors with clear advice given on – voice
moves
relationship with other characters.

Full justification should be given in terms of – motivation of characters within the extract
moods and tensions
justifications of any important technical effects.

The technical effects used need not be complicated but should be entirely appropriate and justified for the scene being staged.

A fair response would be:

Fairly clear notes on moves and positioning but not always using stage terminology, interpretative notes for actors will give some advice on moves and relationships with other characters but may not mention an area such as voice,

Reasonable justification should be given,

The lighting state may be quite simplistic but should be justified and should logically match what is happening in the scene. For example the candidate should be aware of the time of day of the extract.

Some reference may also be given to sound effects. On the other hand the candidate may try to notate a complicated lighting plot which may not be entirely appropriate.

A poor response would be:

Notes of limited clarity on moves and interpretative notes for actors, with no specific advice on stage directions using correct terminology

Little or no advice given on voice, moves and positioning and relationships with other characters

Limited justification offered if at all

No justification of lighting state.

Question 7(b) has 20 marks. There are 8 marks for moves and interpretative notes, 8 marks for justification, 4 marks for technical effects.

(7 – 8 is good) (4 – 6 is fair) (0 – 3 is poor)

4 marks is good, 2-3 marks is fair, 0-1 marks is poor.

[END OF MARKING INSTRUCTIONS]