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|----------------|--|--|--|--|--|-----|------------------|------|---|---|--|--|
| Centre number  |  |  |  |  |  | JAN | JUNE             | Year | 2 | 0 |  |  |
| Centre name    |  |  |  |  |  |     |                  |      |   |   |  |  |
| Candidate name |  |  |  |  |  |     | Candidate number |      |   |   |  |  |
| Title          |  |  |  |  |  |     |                  |      |   |   |  |  |
| Author         |  |  |  |  |  |     |                  |      |   |   |  |  |
| Character      |  |  |  |  |  |     |                  |      |   |   |  |  |

### INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be completed for each candidate.
- 2 Please ensure that the appropriate boxes are completed at the top and bottom of the page.
- 3 Please indicate the assessment band in which you feel your evidence places the candidate for all Assessment Objectives, highlighting, for each objective, **one** of the Limited/Basic/Competent/Skilful/Accomplished **headings** on pages 2, 3 and 4.

|                             | Mark<br>(out of 20) | Location of Evidence<br>in working record and<br>DVD (e.g. page<br>number or<br>chapter/timing) | Teacher observation/supporting<br>evidence of process |
|-----------------------------|---------------------|---|---|
| Assessment<br>Objective 1   |                     |   |   |
| Assessment<br>Objective 2   |                     |   |   |
| Assessment<br>Objective 3   |                     |   |   |
| <b>TOTAL</b><br>(out of 60) |                     |   |   |

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Unit A581 Performance Marking Criteria (AO1)

| Mark                  | Descriptor  |
|-----------------------|---|
| Accomplished<br>17–20 | <ul style="list-style-type: none"> <li>▪ Use and selection of stage space are very effective, integrate with the themes of the text and strongly resonate with what is being communicated.</li> <li>▪ The performance has good command of the demands and implications of the texts genre and the adopted performance style.</li> </ul> |
| Skilful<br>13–16      | <ul style="list-style-type: none"> <li>▪ Use and selection of stage space works strongly with the text and resonates with what is being communicated.</li> <li>▪ The performance has command of the demands and implications of the texts genre and the adopted performance style.</li> </ul>   |
| Competent<br>9–12     | <ul style="list-style-type: none"> <li>▪ Use and selection of stage space works well with the text and adds emphasis to what is being communicated.</li> <li>▪ The performance has some command of the demands of the texts genre and the adopted performance style.</li> </ul>   |
| Basic<br>5–8          | <ul style="list-style-type: none"> <li>▪ Use and selection of stage space works with the text and adds to level of communication.</li> <li>▪ The performance meets the basic demands of the texts genre and the adopted performance style</li> </ul>  |
| Limited<br>0–4        | <ul style="list-style-type: none"> <li>▪ Use of stage space is appropriate to the text and shows positional awareness of audience.</li> <li>▪ The performance meets some of the demands of the texts genre and the adopted performance style.</li> </ul>  |

### Unit A581 Performance Marking Criteria (AO2)

| Mark                  | Descriptor   |
|-----------------------|--|
| Accomplished<br>17–20 | <ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a well-crafted characterisation that demands attention. Works very productively with others.</li> <li>▪ Semiotics: use and selection of any costume/properties/technical aspects works very effectively with the themes of the text. Gives insight into character, creates mood or develops tension, adding layers of meaning for the audience.</li> </ul>                           |
| Skilful<br>13–16      | <ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a crafted and engaging performance and characterisation. Some consistency in working productively with others.</li> <li>▪ Semiotics: use and selection of any costume/properties/technical aspects works effectively with the themes of the text. This adds insight into character, creates mood or develops tension, adding layers of meaning.</li> </ul>                           |
| Competent<br>9–12     | <ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a fully controlled performance and appropriate characterisation. There is evidence of cooperation with others that is often effective.</li> <li>▪ Semiotics: use and selection of any costume/properties/technical aspects works with the themes of the text.</li> </ul>   |
| Basic<br>5–8          | <ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a controlled performance that is appropriate to context. There are occasions when productive co-operation with others occurs.</li> <li>▪ Semiotics: use and selection of any costume/properties is able to communicate something that works with the general context. Most technical aspects used are used in a routine symbolic way, e.g. red light for danger or anger.</li> </ul> |
| Limited<br>0–4        | <ul style="list-style-type: none"> <li>▪ • Uses voice and gesture in a way that is functional but generally appropriate to context. Productive cooperation with others is rare.</li> <li>▪ • Semiotics: use of any costume/properties is functional and appropriate. Any technical aspects used are used in a routine symbolic way.</li> </ul>   |

### Unit A581 Working Record Mark Scheme (AO3)

| Mark                  | Descriptor  |
|-----------------------|---|
| Accomplished<br>17–20 | <ul style="list-style-type: none"> <li>▪ Description of character is very coherent with cogent analysis of character(s) being played. Understanding and use of the social, historical or cultural elements resonate strongly with the text’s context.</li> <li>▪ Ideas for and use of performance space and any setting works on both the practical and artistic level. There is a marked ability to reflect with clear, pertinent analysis on the impact of these decisions on a performance.</li> <li>▪ Description shows candidate can identify and capture the important essence of the genre of the text and performance style used.</li> <li>▪ Semiotics: considers a range of properties or light or sound etc that combine in a unified and resonant way.</li> <li>▪ Evaluation – Directing, Acting, Design, context of text analysed with perception.</li> <li>▪ The use of subject–specific vocabulary is embedded thoroughly; text is legible with accurate spelling, punctuation and grammar. Meaning is communicated effectively. Information is presented in a format that is fit for purpose.</li> <li>▪ References and use of work of others, e.g. use ideas of other practitioners.</li> </ul> |
| Skilful<br>13–16      | <ul style="list-style-type: none"> <li>▪ Description of character is in clear terms with analysis of character(s) being played. Makes pertinent comment/use of the social, historical or cultural elements of text’s context.</li> <li>▪ Ideas for and use of performance space and any setting is well defined and works well with the text. Has ability to reflect with sound analysis on the impact of these decisions on a performance.</li> <li>▪ Description shows candidate can identify and work well with genre of text and performance style used.</li> <li>▪ Semiotics: considers a range of properties or light or sound etc that combine in a unified way.</li> <li>▪ Evaluation – Directing, Acting, Design, context of text analysed with a degree of perception.</li> <li>▪ The use of subject–specific vocabulary is apparent; text is legible with mostly accurate spelling, punctuation and grammar. Meaning is communicated clearly. Information is mostly presented in a format that is fit for purpose.</li> <li>▪ Use of knowledge and understanding gained during the course is apparent throughout.</li> </ul>   |
| Competent<br>9–12     | <ul style="list-style-type: none"> <li>▪ Description of character is in clear terms with clear awareness of relevance of social, historical or cultural elements of text and character played.</li> <li>▪ Ideas for and use of performance space and any setting is well defined, appropriate to text. Has ability to reflect on the impact of these decisions on a performance.</li> <li>▪ Description shows candidate can identify and match genre of text and performance style used. • Semiotics: considers a range of properties or light or sound.</li> <li>▪ Evaluation – Directing, Acting, Design, context of text analysed with clear understanding.</li> <li>▪ The use of subject–specific vocabulary is used most of the time; text is mostly legible with largely accurate spelling, punctuation and grammar. Meaning is communicated clearly throughout most of the working record. Information is mainly presented in a format that is fit for purpose.</li> <li>▪ Some use of knowledge and understanding gained during the course is apparent.</li> </ul>  |
| Basic<br>5–8          | <ul style="list-style-type: none"> <li>▪ Description of character is in simple terms with some awareness of social, historical or cultural elements.</li> <li>▪ Ideas for and use of performance space and any setting is defined and appropriate to text. Description of this is in simple terms and shows awareness of the effect decisions have on the performance.</li> <li>▪ Description shows candidate can identify/work in genre of text and performance style used.</li> <li>▪ Semiotics: considers some appropriate properties or light or sound. • Reflection draws on relevant functions of Performer, Director, and Designer. Evaluation is in form of what is good and bad.</li> <li>▪ There is some use of subject–specific vocabulary; text is sometimes illegible with mistakes in spelling, punctuation and grammar. Meaning is still communicated</li> </ul>   |

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|------------------------|--|
|                        | <p>clearly throughout some of the working record. Some information is presented in a format that is fit for purpose.</p> <ul style="list-style-type: none"> <li>▪ Recognition that the use of knowledge and understanding gained during the course could be applied.</li> </ul>  |
| <p>Limited<br/>0–4</p> | <ul style="list-style-type: none"> <li>▪ Description of character, plot, character function is in simple terms.</li> <li>▪ Ideas for and use of performance space and any setting is appropriate to text and audience.</li> <li>▪ Is aware and can describe in simple terms one or two attributes of genre of text and performance style used.</li> <li>▪ Semiotics: considers properties (stage and personal) for functional purposes; selects items of costume for character that fits context; suggest a colour to suit mood; has simple ideas for actor expression or movement.</li> <li>▪ Reflection is at a simple level, e.g. ‘We added an accent to make it funny’</li> <li>▪ There is little use of subject-specific vocabulary; text is often illegible with many mistakes in spelling, punctuation and grammar which often impede communication of meaning. Some information is presented in a format that is occasionally fit for purpose.</li> <li>▪ Draws on some knowledge and understanding gained during the course.</li> </ul> |