

Drama GCSE

1. All students have 2 revision guides, which they should keep at home and bring into lessons as required.
2. Students have been instructed how to use these books to maximum effect in the event of school being suspended.
3. All students have been set up on the Outlook Teams system.
4. Students have been instructed to check their Drama Team on a daily basis, where I will be setting tasks and scheduling online meetings.
5. Students have been issued with past exam papers and marks schemes to attempt – more will be sent out this week.
6. Students have been directed to the OCR website for more practice tasks. All have had the chance to log onto it and so are familiar with it.

Sarah Carter

16th March 2020

13th March 2020

GCSE Drama students

Dear All

I know you will all be very concerned about your forthcoming practical exam and its possible disruption due to coronavirus.

I have sent an email this morning to the examiner asking her what will happen if the government advice changes and the school is shut down or, which is more likely, one of you has to self-isolate due to displaying symptoms of the virus.

This was her response:

'So far we've received no advice from OCR other than to follow Government advice.

At the moment, I still intend to come to your school next week. I don't expect school closures to be announced for at least another week.

If any of the students are absent then the school can ask for special consideration and they are given the same mark as the student who is predicted to have a similar mark.

For the exam, a substitute (another student or teacher) can stand in for the missing students.

I notice that Shropshire has one of the lowest numbers of infections - 2 by yesterday.

Please reassure your students that I will be sensitive to their concerns.

If I hear any more from OCR I will let you know. If anything changes at your end before Wednesday I assume you'll let me know.

It is worrying but as long as we are sensible then I'm sure next week will be fine.'

In the event of school closure, you can keep preparing for drama by working through your two revision guides (make sure you come to see me TODAY if you think you have lost them). You can be working your way through these.

I am preparing a pack of notes for you about 'Ghost Stories' and I will get this to you as either a hard copy or via Outlook 365 in the next few days, so that you can be practising writing answers on this.

In addition to this, you can go on the OCR website (Drama GCSE 9-1) where you can access past papers, sample assessment materials etc.

Keep calm and carry on!

Miss Carter

INFORMATION FOR CANDIDATES

- The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and grammar and the use of specialist terminology* is assessed.
- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 8.
- The total number of marks may take into account some 'either/or' question choices.

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions, unless your teacher tells you otherwise.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Where space is provided below the question, please write your answer there.
- You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number and question number(s).

Candidate number								Centre number	
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Candidate surname		Candidate forename	
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OCR
Oxford Cambridge and RSA

Duration: 10 mins

Please note that you may see slight differences between this paper and the original.

Candidates answer on the Question paper.

OCR supplied materials:
Additional resources may be supplied with this paper.

Other materials required:
• Pencil
• Ruler (cm/mm)

Drama (GCSE)

Direction of opening
Sarah Carter

END OF QUESTION paper

[8]

Mark scheme

Question	Answer/indicative content	Marks	Guidance
	<p>Level 3 (7–8 marks)</p> <ul style="list-style-type: none"> At this level candidates are showing understanding from various perspectives, giving consideration to the actors and/or designers in detail, discussing the direction decisions made. Candidates will have discussed an approach (or approaches) for only the opening scene and each approach will discuss how this can engage the audience. Candidates will have used examples from the performance text to justify the decisions made. <p>Level 2 (4–6 marks)</p> <ul style="list-style-type: none"> Candidates at this level will have used examples from the performance text to show the ways a director can stage the opening scene. Candidates will have a basic development of how an approach (or approaches) engages the audience though. <p>Level 1 (1–3 marks)</p> <ul style="list-style-type: none"> Candidates at this level will have limited discussion on how the director can stage the opening of the performance text. There will be limited or no attempt to discuss the approach. There will be limited or no argument given as to how the directoral approach will engage the audience. <p>0 marks</p> <p>No response or no response worthy of credit.</p>	8	<p>Candidates should be considering this question from the perspective of a director of their chosen set text.</p> <ul style="list-style-type: none"> Candidates should only be referring to the opening scene. Candidates are not required to link the plot of the opening scene to plot developments in later scenes of the performance text. Candidates need to be thinking of how, as a director, they are going to engage the audience. <p>Candidates may write the following in their answer.</p> <ul style="list-style-type: none"> How the director may direct the actors to use physical and/or vocal techniques to have an impact on the audience. How a director may want the design elements to be created in order to engage the audience. How semiotics can be used to convey meaning to set the scene. <p>Please bear in mind that other content may be equally valid and should be credited.</p>
Total		8	

Drama (GCSE)

Costume Design
Sarah Carter

Oxford Cambridge and RSA

OCR

Duration: 10 mins

Please note that you may see slight differences between this paper and the original.

Candidates answer on the Question paper.

OCR supplied materials:

Additional resources may be supplied with this paper.

Other materials required:

• Pencil

• Ruler (cm/mm)

INSTRUCTIONS TO CANDIDATES

INFORMATION FOR CANDIDATES

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 - Read each question carefully. Make sure you know what you have to do before starting your answer.
 - Where space is provided below the question, please write your answer there.
 - You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number and question number(s).
- INFORMATION FOR CANDIDATES**
- The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and grammar and the use of specialist terminology* is assessed.
 - The number of marks is given in brackets [] at the end of each question or part question.
 - The total number of marks for this paper is 8.
 - The total number of marks may take into account some 'either/or' question choices.

Centre number				Candidate number			

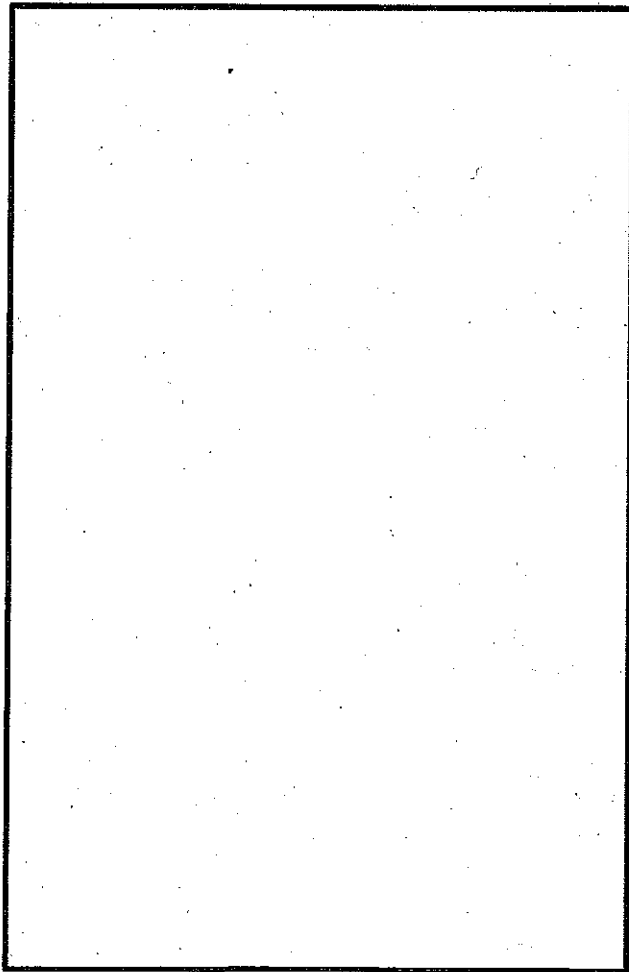
Candidate forename		Candidate surname	

You may use this page for a sketch and annotations. No marks are available for the quality of the sketch.

[8]

A series of horizontal dashed lines for sketching, consisting of 12 lines spaced evenly down the page.

END OF QUESTION paper



Mark scheme

Question	Answer/indicative content	Marks	Guidance
	<p>Level 3 (7–8 marks)</p> <ul style="list-style-type: none"> At this level the candidate will have a developed concept of the costume for a character from their chosen performance text; the period, garments and colour will all have been described with justification why, as interpreted from the performance text. <p>Level 2 (4–6 marks)</p> <ul style="list-style-type: none"> The candidate at this level has clearly given a description of the period, garments and colours for the character's costume. They will also have competently selected how the costume emphasises the character with basic reasons given. References to the performance text should be used at the higher end of the band to justify the comments made. <p>Level 1 (1–3 marks)</p> <ul style="list-style-type: none"> At this level a candidate will have listed costume ideas, e.g. a blazer, but this makes no reference to the performance text studied and why the character would wear this. At the higher end of this band the candidate may have expanded on the list by deciding on a choice of colour for a garment and/or a time period or style for example, but they will make limited or no reference to the performance text or give a limited reason to justify this choice. <p>0 marks</p> <p>No response or no response worthy of credit.</p>	8	<p>Candidates may write the following in their answer:</p> <ul style="list-style-type: none"> The question is asking the candidates to describe a suitable costume for a character of their choice from the performance text they have studied. Candidates must make it clear which character they are describing and justifying the costume choices for. The costume should be considered in relation to the knowledge and understanding they have developed about the character and the performance text itself. It is possible that the answer could include sketches of a design, with annotations outlining justifications for ideas. Clear annotations should be rewarded as if written in prose. Sketches may be considered as a means of exemplification of the written answer. No credit is available or should be given for the quality of design work as this is not within the scope of the question. <p>Candidates may write the following in their answer:</p> <ul style="list-style-type: none"> Examples should be given to support any decisions made, this will help to show that it is 'suitable' and give the justification for the choice. Candidates should only describe the costume for one character. Candidates may consider the visual communication of costume and how theatre makers (costume designers) communicate through their design choices in a broader sense. The most successful responses will consider the genre, style and/or content from the performance text to create their costume suggestions. The answer could also comment on makeup and hair if this is appropriate, e.g. a hat that signifies status which means a certain hairstyle would need to be designed to fit/sit with that hat. <p>Please bear in mind that other content may be equally valid and should be credited.</p>
	Total	8	

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- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 6.
- The total number of marks may take into account some 'either/or' question choices.

INSTRUCTIONS TO CANDIDATES

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- Use black ink. HB pencil may be used for graphs and diagrams only.
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- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Where space is provided below the question, please write your answer there.
- You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number and question number(s).

Centre number				Candidate number			

Candidate forename		Candidate surname	

Please note that you may see slight differences between this paper and the original.

Candidates answer on the Question paper.

OCR supplied materials:
Additional resources may be supplied with this paper.

Other materials required:
• Pencil
• Ruler (cm/mm)

Drama (GCSE)
Stage directions
Sarah Carter

Mark scheme

Question	Answer/indicative content	Marks	Guidance
	<p>At this level the candidate will show an excellent understanding of stage directions and the impact this has on actors and the audience.</p> <ul style="list-style-type: none"> They will give developed examples from the script they have studied from the point of view of actors and/or designers/technicians. <p>Answers at this level show that the candidate can explain the relevance of stage directions in relation to the performance text they have studied, and what the audience will see.</p> <ul style="list-style-type: none"> The examples given will be clear but may be lacking depth with basic connection to the audience. <p>At this level the answer will state examples of stage directions and describe how the actor will use them.</p> <ul style="list-style-type: none"> At the higher end of this band the candidate may have given a generic reasoning for why stage directions are written and/or why they support an actor but with limited connection to their performance text. <p>0 marks No response or no response worthy of credit.</p>	6	<p>The question is asking the candidate to explain why stage directions are used in a script to support the actors.</p> <ul style="list-style-type: none"> The candidate should also be considering how stage directions have an impact on the actor-audience relationship. Examples should relate to the text. Candidates at the higher end may use their practical work from their set text to explain and/or justify how the stage directions have impacted on an audience. The answer should allow candidates to explore the meaning/interpretation of text. Candidates may make reference to how stage directions also give circumstances/information to designers and operators if this has an impact on the audience's relationship with the actors. <p>Candidates may write the following as ways to explain how stage directions can support actors:</p> <ul style="list-style-type: none"> To know where to stand, e.g. upstage or downstage. When to enter and exit the stage. When an aside is needed the stage directions need to state this so that it is portrayed correctly and so that the audience connect with that. Any dramatic irony is important to be given to the actors in the stage directions so this is known when being performed otherwise the understanding of this irony for the audience will be lost. Gives guidance within the blocking to help develop a character. Informs actors, designers about the setting and any props and furniture that are within the scene. Informing an actor of how to interpret lines given to them or that they are giving for example: Before the delivery of a line it might state in brackets (with sarcasm) this would have a different meaning when said. Stage directions set a scene, if it is night time, at winter, outside you are going to be acting a lot different to day time, indoors, summer with the heating on. All of the above naturally has an impact on the understanding and interpretation of the performance text for the audience and

		Total			6
candidates should make reference to how they create that relationship.	Please bear in mind that other content may be equally valid and should be credited.				

