

Moderator commentary Unit 2

5DR02 Paper 01 Drama Exploration

General Comments

The session is balanced between a whole group/individual task and exploration in small groups. All groups share their work which is helpful. The completion of notes is part of the session and although this supports students in recording ideas while still fresh in their minds, it is worth considering how helpful this is to the moderation process.

Students are not all on camera for the whole session and although the camera angle does change at times, students' group positions do not change; the back-lit effect does also make some students hard to distinguish from one another. It is worth considering a range of techniques which can be used to support the moderation process in terms of both student identification in centres and the filming of the Sample Session; the Chief Examiner's report for 2012 contains examples of good practice reported by moderators for this series.

The Record of Work is largely detailed and challenging although there are some ambiguous activities were connection to exploring the text is not fully specified, for example annotation task.

Specific Moderator commentary

The comments below include both timings of specific examples of Paper 01 achievement as evidenced by the sample students. There are references to verbal responses/discussion as part of this bank of evidence as these indicate further the level at which candidates are exploring, but no practical marks have been awarded for these comments, as marks awarded for A01 Exploration must be awarded for practical work only.

Paper 01 Sample Session on the explored text: Blood Brothers.

Focus of session: the narrator's opening text

Candidate F / 02

- Offers detailed response to the teacher's initial questioning, highlighting a very good understanding of the text as starting point.
- Engages well with the pair discussion at 15:02
- Offers answer via his hand up - again, demonstrating commitment and engagement, with detailed responses, for example at 19:20
- Physical use of the medium is strong throughout.
- Evidence that this candidate is leading the group at 27:40 as well as being fully engaged in the required task and prepared to experiment.
- Is both exploring the text and directing the other members of his group
- Offers a creative outcome as part of the shared 'Work in progress' section
- Continues to contribute verbally, for example at 56:00 offers a strong comment on the other group's work.

Summative Comment

This is a strong and creative collaborator who is evidenced working at a high level throughout the session. There is a sense of consistency to the work and of real understanding of the text throughout the exploration section of the main task. While the outcome lacks the level of creativity required for Level 1 "Outstanding" the work shown in this session is clearly "Excellent" and meets the requirements for a strong level 2 mark. **22/30**

Candidate G/ 02

- Engaging in the pair discussion at 15:20
- Taking a prominent role in the early group work
- Able to communicate ideas well and to use the physical medium effectively
- Continues to lead the group in rehearsal and exploration but allows other members of the group to voice their own opinions and develop ideas for example helping other members of the group with the text
- Continues to offer practical suggestions throughout the practical group work and works well
- At 52:50 offered an interesting verbal response but needed some teacher guidance
- In the sharing of 'Work in progress' section, responds with a focused piece of exploration

Summative Comment

Overall this is a strong collaborator with a clear sense of working with and understanding the text. While stronger in terms of collaboration than in terms of using the medium in this session, it is clear that this is otherwise a consistently "Excellent" response, meriting a mark at the lower end of Level 2. **19/30**

Candidate H /02

- Passive response to the teacher's initial questions.
- Appears to be listening in the pair discussion but difficult to note full engagement
- At 14:44 offers an adequate response, quite basic content to answer
- Continues to offer answers via hand up
- Good response at 15:10
- Passive in the group work at 19:00, appears to be listening and engaged
- Candidate is then masked for a large section of the DVD
- Allows others to lead in her group at 32:10 but is actively taking part in the exploration
- At 54:56 offers a good comment on another group
- In the sharing of 'Work in progress' responds well and is focused

Summative Comment

Overall this is a willing and reasonably engaged collaborator. There is a tendency to work passively rather than actively and this does limit her ability to demonstrate a grasp of the text, however it is clear that she has some gained some understanding of the play from the work evidenced in the sample session. The work in this session meets the all the criteria for level 4 "Adequate" and the mark awarded is therefore at the top end of this level. **12/30**

5DR02 Paper 02 Evaluation

General Comments

The centre has produced a Controlled Assessment booklet in which students can record their notes regarding the 6 hour exploration. This document supports a clear focus on evaluation and offers students reminders of the need to evaluate their own work and work of others and of the connections between practical tasks with the theme. Like many writing frames, the closed structure of the tasks may not fully encourage the creativity and element of choice for students working securely within the upper levels. It is notable that there is little sense of the whole six hours or of cross-reference between the tasks.

In this case, the centre has chosen to offer students the opportunity to evaluate a live performance of the text explored for the Unit 2 practical. This is not a requirement of the unit but is entirely a centre choice; it is worth considering how far this is supportive of students' responses to one or all sections of the unit.

All the Responses to Live Theatre follow a similar composition style/structure which indicate strong teacher involvement, perhaps in the form of a writing frame. While such resources can be highly supportive of students, it is worth considering how students, especially those working at the higher levels can be offered the scope to explore and evaluate more student led ideas and demonstrate autonomy and/or creativity in the construction of their responses.

Specific Moderator commentary

Candidate A/ 02

Documentary Response

The opening paragraph of this documentary response is descriptive. The candidate does use subject specific terms accurately, with notably confident references to still image and flashback. The candidate shows a good understanding of the effects of practical decisions in this initial paragraph. There is a good level of understanding of cause and effect through the explanation of students leaving their 'hands out after being separated'. The candidate offers some explanation and evaluation of their own work with phrases such as 'we did this to communicate ... that the two blood brothers had been separated', but there is a lack of evaluative detail as would be seen if a higher level mark had been awarded. There is a secure level of explanation and evaluation of the work of others initially in this documentary response when the candidate discusses the work of "Stacey". This level of evaluation does improve, as the response develops, EG in paragraph four, 'when she became Mickey as a child she had a big fat grin...'. There is good evidence here that the candidate has understood the physical change needed when changing between ages in characterization, although this understanding is not extended further. There is some evidence in this response of the whole six hour workshops although this is not substantive. There is sense of this candidate lacking the opportunity to develop their own ideas; although this candidate begins to demonstrate some ability to deconstruct and evaluate, a more detailed sense of evaluation would be needed for this student to achieve a higher level. **6/10**

Response to Live Performance

There is evidence of subject specific language in this response. This candidate mentions the 'tone of the play', which is a good contextual note. There is also evidence of the role of costume in performance, its significance and what it communicates to the audience. The deconstruction of the costumes worn is a lengthy section but detailed with some excellent observations. There is clear evidence of an understanding of the text.

The class system is discussed in relation to the play. The significance of the "orange doors" in the country is discussed with maturity. There is also evidence of contextualizing the musical in relation to the 1960s and the recession.

There is evidence of a detailed understanding of the lighting within the piece, for example the evaluation of the use of a gobo. The candidate explains the use of colouring terms of communicating to the audience with some confidence, and also successfully deconstructs the role of the Narrator in the performance.

There is reference, albeit momentary, to the merits of recorded versus live sound. The emotive nature of the songs is discussed and how they could have affected the audience. Acting methodologies are briefly discussed in the penultimate paragraph.

QWC is secure and largely very accurate throughout.

This is a very detailed and solid piece of work securely placed within the excellent level. **15/ 20**

Total mark 21/30

Candidate B/ 02

Documentary Response

The influence of the booklet is seen here as two of the Documentary Responses begin with the same opening sentence. The response tends to be descriptive, although there is evidence throughout that the candidate understands subject specific language and uses it appropriately, for example: still image, slow motion, proxemics.

There is some evaluation of the candidate's own work.

Some character development is evident in practice here although this does tend to be implicit. The candidate mentions the drama medium of voice in paragraph 4, 'my tone of voice was confused with long pauses' - There is an understanding of how the medium can be used in practice to explore characterisation.

There is further development of the candidate's understanding of the character intentions, for example in paragraph 4 with the phrase, 'I did this because I wanted the audience to know that I still wanted to be friends with Mickey no matter what'.

There is some sense of the six hour workshop session in this documentary response but also a lack of further development: this candidate has demonstrated good developmental and evaluative abilities in this documentary response although without the attention to detail and specific evaluative examples and signifiers required for a higher level. **6/10**

Response to Live Performance

There is evidence of a good understanding the drama medium in place, for example how costumes communicate significance to the audience, (the comment that Eddie is dressed as a 'nerd'). The contrast of the costumes is also explained here.

There is evidence of knowledge of subject specific language and the application of theatrical elements, namely the use of the gobo and the mesh curtain.

The changes in the lighting are evaluated, for example from 'dull to bright and sunny' and the candidate mentions the red light used for Mrs. Lyons' 'moments' showing an effective understanding of how lighting impacts on performance work.

Comments such as 'set design played a crucial role' show an excellent level of understanding and deconstruction.

Similarly there is an excellent consideration of contrasting ideas within this performance and the use of props is fully deconstructed. There is the occasional moment when an over descriptive phase takes over but this is brief. Largely, the candidate deconstructs the production effectively and with assurance.

QWC - there is an excellent application of written English in place.

An excellent general understanding of the theatre and performance evidenced throughout. **14/20**

Total mark 20/30

Candidate C/ 02

Documentary Response

This is, at times, a descriptive documentary response. The candidate is sometimes engaged with retelling the story of the exploration.

The candidate does use subject specific language in this documentary response, for example: still image, body language, flashback.

There is evidence of some explanation of the work of self and others but there are limited evaluative comments attached.

There is some understanding of the play and the genre evident. Knowledge and appreciation of the audience's viewpoint in relation to the exploration of the play is evident especially with the use of the 'symbolise'.

There is some evidence of a failure to elucidate, for example, in the third paragraph, 'I opened my hands to the audience and was smiling to show I was friendly'. The idea of impact of the exploration is implicit rather than clearly expressed throughout this documentary response.

The response is somewhat brief but is deserving of low level 3 mark. **5/ 10**

Response to Live Performance

There are both some good and some excellent examples in place in this response, for example in the deconstruction of costume elements here. The candidate tries to develop their own ideas a little. There is some evidence of the sign significance of costume, 'Eddie...wore a blazer...made me assume he was from a middle-class background'. This shows an effective understanding of the role of costume within a performance. The candidate also uses secure evaluative statement such as 'Mickey's costume reflected his dark mood'.

Set design is discussed successfully, especially in relation to the design of the exterior of the houses. Lighting design is deconstructed too. The candidate comments on the use of gobos in performance with some confidence. There is evidence here of a very good application of subject specific language. For example, the mention of flashing lights when Mrs. Lyons 'was going mad'.

QWC - generally accurate and secure despite occasional tense/subject issues.

The significant moments in the performance are well evaluated by this candidate, meriting a mark just into Level 2 "Excellent". **13/ 20**

Total mark 18/30

Candidate D/02

Documentary Response

This is a descriptive response at times; the form chosen by the candidate, a personal, a diary-style tone lacks a sense of evaluation when charting this candidate's individual development.

The candidate does use some subject specific language throughout the documentary response; still images, physical theatre. There is also evidence of understanding of text and character in terms of exploration, 'I took hold of Mickey tight to show the audience that I wouldn't let this one go'.

Some evaluative statement were used when discussing the candidate's own work but these statements improved greatly when discussing the work of others, 'I think Cherie played the character very well because she acted very happy when she saw me to show the audience nothing had changed for Eddie'. However there was a lack of detailed evaluative statements in terms of both the student's own work and that of others.

It is noted that this candidate's documentary response does not make full use of the word maximum. Overall, there is evidence of response to the text with some sense of the six hour workshop in place, albeit implicit. A "Good" response overall. **5/10**

Response to Live Performance

The importance of costume is mentioned at the beginning of this response to live theatre. It is a little descriptive at times. There is a lot more scope for more evaluative statements here. There is also some discussion around costume and its interplay with status; this shows a good understanding of performance and the appropriate sign significance. There is a full and detailed deconstruction of costume a little further into this response, if at times, a little descriptive.

Subject specific language is used throughout this response with some success; gobo, body language. There is a good understanding of the significance of cloud gobos in performance and what they portray to the audience. There is also a good understanding of the significance used for the red lights/Mrs. Lyons. There is also some deconstruction of set design. However, the performance as a whole could have been evaluated in more detail.

QWC is secure and largely accurate.

It is noted that this candidate's response does not make full use of the word maximum.

An uneven response, awarded a mark of a secure level 3 "Good". **11/ 20**

Total mark 16/30

Candidate E/ 02

Documentary Response

There is evidence in this documentary response that the candidate has a basic understanding of levels/ the drama medium for example the comment, 'I was on the ground crawling to show the audience that we were babies'. There is good evidence throughout this documentary response that the candidate understands and can use effectively subject specific language; still image, voice, gesture, flashback and unison.

There is evidence in the opening paragraph that the candidate understood the text explored and can choose the appropriate line within a workshop group - 'How one was kept and one given away'.

Unfortunately the candidate fails to offer further concrete examples of how this line was explored.

There is some indication that the candidate understands the use of the drama medium (voice) in practice, 'he said it in a sad tone of voice', but again this understanding is not developed.

There is little sense of the candidate's development throughout the six hour workshop sessions apart from one reference, which is brief. This documentary response is descriptive in the main and lacks successful deconstruction/ evaluation of the workshops.

A secure level 4 "Adequate" response. **4/10**

Response to Live Performance

This response is somewhat descriptive although there is evidence of some understanding of performance elements in place. Slightly confused understanding (or perhaps a mistype) evident: 'the costumes were made in the 1960s'; otherwise there are some good evaluative statements in relation to the costumes. For example, the candidate mentions that Eddie's costume 'shows the audience that Eddie was a wealthy character', although this is not developed.

There is a clear understanding of the establishing nature of the set design especially in relation to the Everton graffiti. The different coloured doors representing the social status were mentioned - evidence of a good understanding here.

The lighting designer and effect is also mentioned; lighting is deconstructed a little especially in relation to marking significant moments. There is evidence of some secure evaluative statements and justifications.

Good understanding and deconstruction of the music within the piece and the specific songs.

QWC is largely "Good" also.

A solid level 3 "Good" evaluation. **10/20**

Total Mark 14/30

