



Drama

AS / A Level | Edexcel | 8DR0/9DR0



Live Theatre

Exam Preparation Pack for
AS and A Level Edexcel Drama

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Teacher's Introduction

- Do you want some clear guidance for your students to help them navigate through the Live Theatre Evaluation section of the exam?
- Do you want your students to be able to understand the wording in exam papers, specifications and mark schemes?
- Do you want some guided activities for your students to focus on the key requirements of this exam?
- Do you want resources that you can give directly to students as a class/homework activity or include in their revision packs?
- Do you want additional practice papers to work through in preparation for the exam?

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Then this is the resource for you!

For many students, the often confusing language used by exam boards can affect their belief in themselves and their ability to answer the questions. In this resource, key phrases and requirements are translated into accessible and understandable terms, ensuring all students understand what they *actually* have to do in the exam. The resource also condenses a lot of information into quickly assimilated bullet points, with key features highlighted for quick reference. This will encourage *all* students to focus on the most salient pieces of information.

The tasks provided are designed to suit a range of different abilities and help all students understand the requirements of the exam and how to best organise their thoughts and answers. Tips are given to provide stretch and challenge for every student to achieve the best possible result.

The student activities can be used in response to any performance seen and the exemplar material covers a range of different productions. Links to professional theatre performance clips have been provided, and in some cases used for exemplar material. It is not essential that they are watched before the activities are undertaken, but they can be a useful resource for practising the skills needed in this exam.

The resource focuses mostly on the A Level examination; however, it is completely co-teachable in that reference is made to areas in which AS and A Level criteria differ, and, in some cases, separate AS worksheets are provided. The tasks in both parts – particularly those in the Planning Your Essay, Analysis and Evaluation and Sample Essays sections – will be useful practice for all students regardless of whether they are taking the AS or the A Level exam. In this way, the resource provides additional support beyond what is listed under the individual levels.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Drama resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to [zzed.uk/freeupdates](https://www.zzed.uk/freeupdates)

Exam Overview

Component 3: Theatre Makers in Practice (9DR0/03)

- This is your written exam
- The exam is 2 hours and 30 minutes
- It is worth 80 marks in total
- It counts for 40% of your overall A Level grade
- You take in:
 - 500 words of theatre evaluation notes
 - clean copies of the performance text for Section C

Structure of the Exam

SECTION A: Live Theatre Evaluation (20 marks)

Answer one question based on a production of live theatre that you have seen.

SECTION B: Page to Stage: Realising a Performance Text (36 marks)

Answer two questions: one as a performer and one as a designer based on the text.

SECTION C: Interpreting a Performance Text (24 marks)

Answer one question based on a text studied in light of the work of your chosen playwright.

SECTION A: LIVE THEATRE EVALUATION

- You will answer *one* question from a choice of two.
- You write as an informed member of the audience after having watched during your studies.
- You are able to take in 500 words of notes based on this performance text.
- You are being assessed on AO4 – for this question it means you must be able to evaluate the effectiveness of the performance you have seen.

*20 marks = 25% of Component 3 and 10% of your overall A Level grade

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Component 3 – Section

Live Theatre Evaluation

Instructions

- Answer **one** question
- Respond to the **statement** throughout your answer
- Show a balance between **analysing** moments from the performance...
- ... and **evaluating** their effectiveness at communicating meaning

What to Write in your Answers

- In this section you will have to answer **one** question from a choice of two.
- Both questions will give you a **statement** which will motivate your choice of overall response to the performance you have seen.
- Both questions will ask you to offer a number of examples showing your understanding of *performance elements* and their effectiveness at communicating meaning.
- Your examples of key moments will need to be detailed and specific.
- Your answer needs to show a personal and engaged response to the performance.
- You need to use the appropriate **vocabulary** when answering.

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Structuring Your Essay

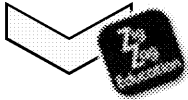
Exam information

- You can take in up to 500 words of notes about the performance you saw.
- You have approximately 40 minutes¹ to answer the Live Theatre Evaluation or 35 minutes² at AS.
- You need to analyse and evaluate key moments in response to the statement given.

Structure of the essay*

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Opening Paragraph



Introduction Summarise the style, plot and impact of the performance and what your opinion is regarding the statement (at AS Level).

Paragraph 2

Example 1

Choose a key moment/element that supports your introduction. Identify what was done on stage and the communicated meaning to you as an audience. *back to the statement.**



Paragraph 3

Example 2

Choose another key moment/element that supports your introduction. **Can you find an example that supports the argument or explores a different relevant element?*



Paragraph 4

Example 3

Choose another key moment/element that supports your introduction. **Ensure you are using examples from the performance**



Paragraph 5

Example 4

Choose another key moment/element that supports your introduction. **Are you including personal responses?*



Paragraph 6

Example 5

Choose another key moment/element that supports your introduction. **Can you link your thoughts to the statement or director?**



Paragraph 7

Conclusion

Using your findings that you have explored in the paragraphs, use the information to reach an overall decision. This should be a statement and connect to your opinion in the introduction.

*This is just a suggested structure, and it is possible to structure answers in a different way.

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¹ This timing refers to the standard amount of time given for the exam. You will need to adjust the extra time in an exam – approx. 27% of the total time allowed.

² This timing refers to the standard amount of time given for the exam. You will need to adjust the extra time in an exam – approx. 33% of your total time allowed.

Planning Your Essay

For your A Level Live Theatre Evaluation a large proportion of your marks will be considered the performance in light of the statement in the question. Therefore for your essay you need to have a very clear idea of what you want to discuss in response to the statement.

Here are a few different responses to the same statement. Underneath each is your focus for how to organise your notes and what you need to explore.

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'As an audience, it is often more interesting to watch than to listen to a live performance'

- In regard to the production of Hamlet I watched at the RSC, I would say as an audience it was more interesting to watch than listen to the performance.

Your focus is: finding examples that justify your opinion that the visuals were better than the dialogue.

- In regard to the production of Hamlet I watched at the RSC, I feel that to see both elements working together to create an exciting and engaging performance.

Your focus is: finding examples that show where visual and aural elements worked together to communicate meaning to the audience.

- In regard to the production of Hamlet I watched at the RSC, I feel that much on the dialogue and the visual elements did not enhance my experience.

Your focus is: finding examples of moments where the visual elements did not improve understanding/appreciation of the play.

TASK

Using the live performance that you watched, complete the table below to plan your response to the statement.

'As an audience, it is often more interesting to watch than to listen to a live performance'

Your overall opinion:		
Example	Key moment	Impact
1		
2		
3		
4		
5		
6		

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Analysis and Evaluation

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ANALYSIS: *Detailed examination of the elements or structure of something*³

This is where you provide an in-depth study of a moment or element from the play you watched. You try to identify things that were done on stage and the impact they had on you as an audience. You need to give specific information on the detail of how meaning was communicated.

For example:

The lighting at the moment of Cleopatra's death was predominantly a bright white light directly down from above her head. This created dark shadows falling on her features and hid some of her expressions. As she spoke her last line, there was a blue wash which filled the entire stage.

As you can see, the analysis is very detailed and you can picture the moment in your head. Questions have been broken down into smaller parts and they have identified what lighting was used and what that was created.

EVALUATION: *The making of a judgement about the value of something*⁴

This is where you process the information in the analysis and draw a conclusion about whether the lighting was successful. You need to make this judgement based on the statement you have been asked of the question.

For example:

The lighting used at Cleopatra's death was very effective at showing the audience how she felt at this moment and how she mourned the death of Mark Antony. The lighting was very clearly on her and the change of light to blue successfully connoted that she was in pain.

As you can see, the success of the lighting has been judged (words such as 'successful') and linked to the meaning created.

ANALYSIS + EVALUATION: To access more marks you need to link the elements in your response to the statement.

'Lighting is the most important design element used in a live production'

The lighting at the moment of Cleopatra's death was an example of how lighting is an important design element in this production. Predominantly a bright white light directly down from above her head, which successfully created dark shadows falling on her features and hiding some of her expressions. This very effectively created a sense of torture and how much she mourned the death of Mark Antony. As she spoke her last line, there was a blue wash which filled the entire stage. This very obviously connoted that she was in pain. This was a very clever way of highlighting her death and the blue connoted a sombre and dramatic atmosphere. For these reasons I agree with the statement that lighting is the most important design element used in a live production. This helped me understand and engage with this moment.

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³ <https://en.oxforddictionaries.com/definition/analysis>

⁴ <https://en.oxforddictionaries.com/definition/evaluation>

TASKS

Choose an example from the performance you saw and write about it using a balanced evaluation.

This table has been completed using the example above to show you how to do

Example	Detail you want to include	Impact it had on audience / What meaning was communicated
Death of Cleopatra	Spotlights from above	Self sacrifice through dark shadows
	Blue wash of light	Her death / sombre atmosphere

- Now use the table below to help you plan out your thoughts.

'Lighting is the most important design element used in a live performance'

Example	Detail you want to include	Impact it had on audience / What meaning was communicated

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- Now, write out your example in full to practise linking analysis and evaluation

'Lighting was the most important design element used in the I

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Breakdown of Marking Criteria

A Level: Level 1 (marks 1-4) | AS: Level 1 (marks 1-3)

'Too Basic'

- You will only have given very simple descriptions of some things that happened
- You might only be able to give a very general comment on whether it was effective
- You will not have analysed and evaluated each idea in any depth or in enough detail
- You might have included drama/theatre words that are incorrect or used incorrectly
- You will not have shown a good knowledge of the text and how it communicates

To get to the top of this band try to do the following

- * Explain *why* things worked in performance
- * Explain *how well* they communicated meaning to you as a member of the audience
- * When you are choosing your *examples* think about the *statement* in the question
- * When you are choosing your *examples* think about the *focus* of the question

A Level: Level 2 (marks 5-8) | AS: Level 1 (marks 4-6)

'Lacking depth and balance'

- You will have given descriptions of some examples from the performance with why they happened.
- You might have also given a comment on their effectiveness for the audience
- You will have been able to select some examples which are more relevant to the question
- You will have been able to use some drama/theatre words correctly.
- You might have included both analysis and evaluation, but not for every example
- You will have shown some understanding of how theatre communicates ideas

To get to the top of this band try to do the following

- * Make sure you *analyse* and *evaluate* each example
- * When you are choosing your *examples* think about the *statement* in the question
- * When you are choosing your *examples* think about the *focus* of the question
- * Use drama/theatre words correctly

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A Level: Level 3 (marks 9–12) | AS: Level 3 (marks 7–10)**‘Capable but not fully developed’**

- You will have given well-described examples that show you understand how communicated to an audience.
- You will have given sensible comments which evaluate each example.
- You will have chosen relevant examples in response to the statement/question.
- You will have shown appropriate personal judgements in your choice of examples.
- You will have used drama/theatre words correctly throughout your answer.

To get to the top of this band try to do the following:

- ★ Make sure there is *balance* between analysis and evaluation throughout.
- ★ Make sure you have *captured* about the *statement* or *focus* in the question *examples* to support your opinion.
- ★ Make sure you use drama/theatre words *correctly* and wherever appropriate.

**A Level: Level 4 (marks 13–16) | AS: Level 4 (marks 11–13)****‘Confident but not insightful’**

- You will have chosen examples which are very pertinent to the statement in the question.
- Your analysis will be detailed and accurate, and show an in-depth understanding of how communicated to an audience.
- Your evaluation will link the effectiveness of the performance elements with the production.
- You will use drama/theatre words precisely, showing a high-level understanding of performance.
- You will have used analysis and evaluation in equal measure, providing an interesting argument.

To get to the top of this band try to do the following:

- ★ Really *engage* with the *statement* in the question and choose examples that *explore* your opinion (A Level).
- ★ Look to explore a wide approach to the *focus* of the question and choose examples that allow you to fully explore this (AS).
- ★ Provide thoughtful, accurate detail in your analysis and *link* this to how it affects meaning.
- ★ Use drama/theatre words *correctly* and as part of a balanced argument in your response.

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A Level: Level 5 (marks 17–20) | AS: Level 5 (marks 14–16)

‘Mature, comprehensive and insightful / well argued’

- You will have a very clear sense of what you would like to discuss in response to the performance.
- You will be able to identify interesting and important moments from the performance and discuss your opinion fully.
- You will have noticed subtle features from a range of production elements and be able to show you understand how they have been used to evoke a particular reaction from the audience.
- You will have linked your analysis and evaluation within the examples, enabling you to make an engaging argument.
- Your use of drama/theatre words is flawless and shows a full understanding of the performance.

To reach the top of this band try to do the following:

- ★ True engagement with the *statement* and have real clarity in what you want to say about the impact of the performance (A Level)
- ★ Give clear ideas of how the production has succeeded in response to the *statement*
- ★ Include mature, insightful and personal opinions backed up by detailed analysis
- ★ Ensure balance between analysis and evaluation to create a well-rounded response
- ★ Use your drama/theatre words with confidence and creativity.

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Sample Essays

Sample Essay 1

1. Analyse and evaluate the performance you watched using the statement below: **'Most members of a modern audience concentrate more on the visual aspects than the narrative'**

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

These examples have been written using a video from the Shakespeare's Globe website. If you are doing tasks without a video, you might want to watch the performance. The examples have been translated into an answer.

Act 2, Scene 5 – *Twelfth Night* at the Globe www.shakespearesglobe.com/exhibitions/essays/act-2-scene-5-twelfth-night

Essay A: Middle of Level 3

I think that in the performance of *Twelfth Night* that I saw, the audience focused on the visual aspects rather than the narrative. At the point when Malvolio supposedly from Olivia, the focus was more on the visual aspects creating a scene for itself. The three characters who were hiding in order to overhear Malvolio were covered sleeping bags that they could sit in to suggest a hedge or stars. This was a very inventive idea that was eye-catching for an audience and encouraged a variety of different listening positions on stage. It was used particularly when Malvolio says 'my lady loves me' and petals were thrown from the top of the 'trees' to excite Malvolio. This was very successful at creating comedy but for me as an audience I found that I was focusing far more on the things the trees were doing than to the dialogue.

Essay B: Top of Level 4

In the production of *Twelfth Night* at the Globe, I feel that the visual elements were used effectively as a way of enhancing the narrative and creating a scene for itself. However, in Act 2, Scene 5 when Malvolio reads out the letter, I felt that the delivery of the dialogue was a result I didn't engage with the characters should. The clever use of leaf-covered sleeping bags was an inventive look at a modernised Shakespeare's original idea of the characters hiding to overhear Malvolio embarrassing himself. By the actors switching from lying (resembling a hedge) to standing like topiary trees, the director was able to create high comedy which enhanced the atmosphere of Malvolio making a fool of himself when petals erupted from the top of the trees as Malvolio shouts 'My lady loves me'. As a member of the audience this became distracting and I began to focus on what the 'trees' were going to do next, rather than absorb the depths of Malvolio's ambition which is the intention at this point in the play.

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Sample Essay 2

'As an audience, it is often more interesting to watch than to listen to a live performance'
Act 3, Scene 1 – *Hamlet* at the RSC [zzed.uk/9336-hamlet](http://www.zzed.uk/9336-hamlet)
Act 3, Scene 2 – *Hamlet* at the RSC [zzed.uk/9336-hamlet](http://www.zzed.uk/9336-hamlet)

In regard to the production of *Hamlet* I watched at the RSC, I feel the audience were able to see both visual and aural elements working together in an engaging performance. In particular was the stimulating use of colour and the very high-level quality of the acting.

The production was set in an African country, which became very clear in the play. A huge floor-to-ceiling backdrop in rich gold, purple and blue tones immediately made me think of a faraway country and the size of it also and stated the family. As the lights came up, a ceremonial trumpet connoted royalty and importance. I think the director did this to show that of family *Hamlet* was part of and in this case the visual and aural elements help understand this.

Another successful moment where visual and aural elements worked well together was in Scene 1. As *Hamlet* begins his famous speech the lights change to a spot on the audience focus completely on what he was saying. The actor used pauses to show how jumbled his thoughts were and his voice stuttered sometimes, showing how he felt. The combination of his vocal delivery and the spotlight helped the audience understand how confused and upset he was. In this case visual and aural elements were used effectively. Another successful moment was the fight scene between *Hamlet* and *Laertes* as a fight with sticks rather than a traditional duel. The costume design had them in traditional African baggy trousers and no tops which made it feel more tribal. The drumming and shouting which accompanied the fight created a sense of excitement which suited this very important moment. The lights flashed and enhanced the scene making it a very thrilling scene. Again, the director had used both elements to engage the audience.

However, there was one moment where I do agree more with the statement. When *Rosencrantz* and *Guildenstern* come to get *Hamlet* in the play. *Hamlet* was covered in multicoloured paint and he was wearing a cardboard multicoloured mask. This was very effective at showing *Hamlet* going a bit crazy and the unpredictable nature of the play. However, the acting of *Guildenstern* was quite weak and didn't very much which made it hard for me to engage with. At this point I was definitely more interested in watching than listening. I think that the RSC did make the performance interesting to watch and I agree with the statement. There were some moments when I stopped listening but overall I think the audience were very engaged by both things.

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Annotated Model Answer

1. Analyse and evaluate the performance you watched using the statement below

'Live performances are often too heavily focused on the past and ignore the present day'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

It may be helpful to watch the following video before reading this essay: [Zig Zag Education](#)

Please note: At the time of writing it is possible to watch the full performance with guidance notes if you wish. This is due in part to the strong language used throughout. An Introduction to the play 'Black Watch' by Gregory Burke'

'Live performances are often too heavily focused on the past and ignore the present day'

For a variety of reasons I believe the performance of Black Watch that I saw was a perfect example of how theatre can inform us of the past while remaining vital and rooted in the present day. Although the play detailed the history of this iconic Scottish regiment, the use of lighting, sound and movement made it very relevant and interesting to a contemporary audience. It was also very successful at combining, contrasting and juxtaposing moments from past and present to highlight the conflict inherent in the story.

One example where I feel there was an extremely effective symbiosis between past and present was while Cammy was explaining the history of the regiment to the reporter. As he began explaining its conception in the 1700s the ensemble began to dress him in the authentic uniform of the day. This was done with military precision and efficiency not only reflecting the routine present in the army but also the sense of time moving through; e.g. no matter what the era it will always be soldiers fighting.

It was made more relevant and visually interesting by the use of authentic Assembly type moves as the actors interacted with each other to enable the changing of uniform throughout the history. The moves were very masculine strength holds and often required several people to work together, which successfully added a sense of the very physical and ensemble aspects of life in the army. In this way, I feel the audience were able to appreciate the back story of the regiment but in a way that appealed to our more visually inclined audience.

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Another aspect of the performance that I think was very successful was the use of lighting and sound to signal the transitions between flashbacks. As this play continually jumps around in time, it was especially important to be able to indicate both past and present day and by using a combination of senses, John Tiffany was able to make both past and present equally important. The overlapping of sound and lighting was very effective at transporting the audience back in time and also had the added benefit of putting us in the mind of Cammy and the soldiers, e.g. we hear/see what they did. For example at the beginning of the play we move from the pub to being in Iraq. John Farnham's lighting of the pub was a flat whitewash of strip lighting found in working men's clubs across the country. Suddenly, the loud and very realistic sound of gunfire was heard and as the soldiers dived for cover, the lighting changed to darkness on stage apart from low red and blue highlighting only a few sections of the stage. Farnham* had created a blue wash which illuminated the walls surrounding the traverse audience seating, which gave a sense of the world outside the action, and the red light on stage successfully created an intense and dangerous atmosphere. The contrast between these two states, exaggerated by Taylor's* sound effects, quickly transported us from the safe, if not boring pub, to a time gone by that was still obviously vivid within the soldiers' minds.

Correct use of name of director

Correct use of name of lighting designer

Correct use of name of sound designer

Performance style

Range of performance values covered

As a piece of verbatim/documentary theatre based on the Iraq War it is inevitable that contemporary media sources would be used in the performance. This could have become quite dry and like an actual documentary; however, I feel that the way it was done here was very interesting and effective and, although it raised important issues, didn't overshadow the story of the actual people involved. During the first flashback when we are transported back on tour as the soldiers are emerging from the pool table in dim and atmospheric lighting, a news report from the time is played like the soldiers as if they are on watch duty, keenly around for any signs of trouble. We hear a news reporter detailing the story and injuries surrounding Black Watch's tour. The contrast and juxtaposition of these two elements really brought home the difference between what we saw back at home and the reality for soldiers on the front line. It was further enforced when a debate between two politicians was projected on the backdrop, while the soldiers continue their patrol. The lights

had changed to overhead spotlights which meant the audience could not see the soldiers' faces, which was very effective at suggesting that the politicians were not considering the individual soldiers but seeing them as 'faceless entities' that could be manoeuvred from afar. For this reason I think Tiffany found an excellent way to explore the past while still making it relevant and interesting in the present day.

Another example of how Tiffany successfully explored the past while making it relevant to the audience was through the use of traditional songs and dance. At one point the soldiers were suddenly in the middle of an air strike when the sergeant stands up and begins singing a traditional Scottish song. The contrast of this old-fashioned melody sung as a solo was very effective as the lyrics spoke of the glory and honour to serve your clan in battle and spoke of a time when joining the army was seen as an easy decision. As Harry Teal sang, the lighting became a low blue wash and as the other soldiers joined in the song in harmonies they also continued with slow motion poses from battles such as diving for cover. The juxtaposition of this traditional song with the real-life army poses very successfully made the audience think about the history of the army as well as the present-day reality.

These examples show how, in the case of Black Watch, John Tiffany found an excellent balance between the past and the present. Through the play's creative use of lighting, sound and historical elements the audience were able to explore and understand something that has happened in the past but is still very relevant today.

Examiner's comments

This candidate shows an outstanding appreciation for the techniques and form and has clearly linked them to their impact on the audience. The examples are well balanced and show a clear analysis and evaluation. There is a confidence in the way they show a well-justified personal opinion as well as wider knowledge and appreciation. The response is well structured and there is a flawless use of vocabulary.

Level 5 – 19 out of 20

*The names used for the designers and actors in this essay have been invented for the purpose of illustrating how the names of the director and writer are correct.

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Range of performance values covered

Practice Papers

Section A: Live Theatre Evaluation
A LEVEL
ANSWER **ONE** OF THESE QUESTIONS:

1. Analyse and evaluate the performance you watched using the statement below

'Most members of a modern audience concentrate more on the visual aspects than the narrative'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

OR

2. Analyse and evaluate the performance you watched using the statement below

'Most young people are not able to engage with live performance because of the size of the audience'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

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Section A: Live Theatre Evaluation
A LEVEL
ANSWER **ONE** OF THESE QUESTIONS:

1. Analyse and evaluate the performance you watched using the statement below.

'As an audience, it is often more interesting to watch than to listen to a live performance.'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation



OR

2. Analyse and evaluate the performance you watched using the statement below.

'Technology should be at the heart of a live performance in order to engage an audience.'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation



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Section A: Live Theatre Evaluation
A LEVEL
ANSWER **ONE** OF THESE QUESTIONS:

1. Analyse and evaluate the performance you watched using the statement below.

'Young audiences need a more visually stimulating live performance in order to be entertained.'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation



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OR

2. Analyse and evaluate the performance you watched using the statement below.

'Live performances are often too heavily focused on the past and ignore the present.'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation



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Section A: Live Theatre Evaluation
A LEVEL
ANSWER **ONE** OF THESE QUESTIONS:

1. Analyse and evaluate the performance you watched using the statement below.

'Lighting design is the most important design element used in a live performance.'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

(Total 10 marks)



OR

2. Analyse and evaluate the performance you watched using the statement below.

'Live and/or recorded sound are essential to the success of live performance.'

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

(Total 10 marks)



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Appendix – AS

Exam Overview

COMPONENT 2: THEATRE MAKERS IN PRACTICE (8DR0/02)

- This is your written exam
- The exam is 1 hour and 45 minutes
- It is worth 48 marks in total
- It counts for 40% of your overall AS grade
- You take in:
 - 500 words of theatre evaluation notes

STRUCTURE OF THE EXAM

SECTION A: Theatre Evaluation (16 marks)

Answer one question based on a production of a piece of live theatre you have seen during your studies.

SECTION B: Page to Stage: Realising a Performance Text (32 marks)

Answer two questions as a performer and a designer based on the text studied previously.

SECTION A: LIVE THEATRE EVALUATION

- You will answer **one** question from a choice of two.
- You write as an informed member of the audience after having watched a production of a piece of live theatre during your studies.
- You are able to take in 500 words of notes based on this performance to help you answer the question.
- You are being assessed on AO4 – for this question it means you must be able to evaluate the effectiveness of the performance you have seen.

*16 marks = 33% of Component 2 and 11% of your overall AS grade

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Component 2 – Section

AS – Question 1 (Design Elements)

Instructions

- In Question 1 you will be given the opportunity to explore the contribution of a design element to a performance.
This could be one of the following:

SET

COSTUME

LIGHTING

SO

They may also ask you to focus on one element of that design (*e.g. use of colour*).

- Although the focus of the question should be on the impact of that design element on the performance, you may also be asked to evaluate its effectiveness as part of the overall production (*e.g. how it supported the performance*).
- Your job is always to **analyse** how the design element was used...
- ... and **evaluate** its effectiveness in communicating meaning to you as an audience member.

AS – Question 2 (Performance Element)

Instructions

- In Question 2 you will be given the opportunity to explore the contribution of a performance element to a performance.
This could be one of the following:

USE OF SPACE

NON-VERBAL
COMMUNICATION

VOICE

MOV

- Although the focus of the question is the performance element, you need to also consider other aspects of the performance (*e.g. how lighting enhanced the moment*).
- Your job is always to **analyse** how the performer/s used that particular element...
- ... and **evaluate** its effectiveness at communicating character and meaning to you as an audience member.

What to Write in your Answers

- You need to give **examples** of moments where you saw the element being used to communicate meaning to you.
- You need to be **detailed** and specific in your descriptions to show that you recognise how the element has been used for effect.
- You need to focus your response to the demands of the **question**.
- You need to use the appropriate **vocabulary** when analysing.

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Planning Your Essay

For your AS Live Theatre Evaluation it is important that in your answer you cover the focus given in your chosen question. Read the question carefully and ensure you need to focus your answer on.

'Analyse and evaluate the **impact** achieved by the **set designer** in the performance you have seen'

In this question you are being asked to focus on the work of the set designer.

However, they are also asking you to consider the **impact** it had on you as a member of the audience to explore what effect it had on you and the message it communicated.

TASK

Using the live performance that you watched, complete the table below to plan your essay.

Analyse and evaluate the **impact** achieved by the **set designer** in the performance.

Your overall opinion:			
	Example of key moment/element	Detail – what specific things will you mention?	Impact – what do you think/feel/understand as a result of this?
1	<i>e.g. raised platform at back of stage – Hamlet's death</i>	<i>e.g. scaffolding – industrial. Status through height. Close to 'God'.</i>	<i>e.g. Hamlet in modern context. Lost his moral belief in God.</i>
2			
3			
4			
5			

Highlight the key words in the following questions:

- 'Explore how characterisation was achieved through physicality in the performance you have seen'
- 'Explore how costumes supported the work of the actors on stage in the performance you have seen'
- 'Explore the impact of technology in the performance you have seen'
- 'Explore two of the key performance roles in the performance you have seen'

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Analysis and Evaluation

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ANALYSIS: *Detailed examination of the elements or structure of something*⁵

This is where you provide an in-depth study of a moment or element from the play you watched. You try to identify things that were done on stage and the impact they had on you as an audience. You need to give specific information on the detail of how meaning was communicated.

For example:

The lighting at the moment of Cleopatra's death was predominantly a bright white spot light shining directly down from above her head. This created dark shadows falling on her features and hiding some of her expressions. As she spoke her eyes changed to a dull blue wash which filled the entire stage.

As you can see there is detail and you can picture the moment in your head. The lighting has been broken down into smaller parts and they have identified what lighting was used and what that was created.

EVALUATION: *The making of a judgement about the value of something*⁶

This is where you process the information in the analysis and draw a conclusion on whether it was successful.

For example:

The lighting used at Cleopatra's death was very effective at showing the audience how she felt at this moment and how she mourned the death of Mark Antony. The focus was clearly on her and the change of light to blue successfully connoted a somber mood.

As you can see, the success of the lighting has been judged (words such as 'successful') and linked to the meaning created.

ANALYSIS + EVALUATION: To access more marks you need to link the elements in your analysis to the focus of the question.

'Explore the use of **colour** by the **lighting designer** in the performance.'

The lighting at the moment of Cleopatra's death was an example of how the lighting designer used light and effectively by the designer. Predominantly a bright white spot light from above her head, which successfully created dark shadows falling on her features and hiding some of her expressions. This very effectively created a sense of inner torture and how she mourned the death of Mark Antony. As she spoke the lights changed to a dull blue wash which filled the entire stage. This was a clear example of signifying her death and the blue connoted a somber mood. For these reasons I think that colour was used to great impact as it helped to engage with this moment.

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⁵ <https://en.oxforddictionaries.com/definition/analysis>

⁶ <https://en.oxforddictionaries.com/definition/evaluation>

Sample Essays

Sample Essay 1

'Analyse and evaluate the **impact of technology** in the performance'

In the production of Great Expectations I watched I feel that Neil B. technology, particularly using lighting and sound to create an exciting atmosphere. As the staging was so minimal these other aspects were used very cleverly to bridge between the inner and outer experiences of Pip.

One example that was very engaging was the arrival of the adults into young Pip was sitting on the ground. Pip was played by an adult actor, Rick Fisher, placed the audience in Pip's mind and helped us to understand his age and moment. Directional spots were placed at the front of the stage on the sloped stage to create huge, menacing shadows of the adults which stretched across the stage. This quickly helped us understand how Pip was feeling at that moment. Another successful use of technology was the sound effects created by microphones. Microphones were used to amplify particular sounds, such as a heartbeat, which scared and especially the volume of the clanking chains during the terrifying scene with Magwitch on the moors. In all these cases, the sound effects were used to draw the audience into the main emotion running through Pip at that moment. This resonated with the character and his story.

Sound was also used very effectively with Jagger's washing of his hands. The audience can hear how this sound and ritual had stuck in Pip's mind. Atack had sounds of water dripping and splashing. The audience can see the bucket and the sound effects helped us to understand how Pip remembered it; repetitive and symbolic of a strange atmosphere in the house when it happened. In the end, it had connoted a complex emotion from the story very effectively.

Technology was also used with fantastic effect in Miss Havisham's death scene. The machine blows red, yellow and orange material in unpredictable flurries and while Fisher's lighting gradually shifts from low level yellows to intense reds as the fire reaches its peak. The chilling vocal delivery of the actor playing Miss Havisham was and distorted as the fire developed, which was terrifying to listen to and a cinematic moment on stage. The relatively basic use of equipment to recreate a truly cinematic moment, which reflected the importance of the scene. One moment where technology wasn't used to its full extent was the scene of the boat rowing on the Thames. The set had been used creatively to move from rowing apart to show the danger Magwitch was in. However, I felt the technology could have been used more fully to create the atmosphere and location of this scene. The wash on stage and Atack's sound effects to indicate storm and splash on the river and night-time but, compared to other moments, lacked spectacle. This didn't draw me into the emotion of the scene as I had been at previous times, and this should have been a very exciting moment.

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TASK

Read the examiner's commentaries below and decide which one you think applies.

Examiner Commentary 1

This is a well-structured essay which is easy to read and interesting. It uses correct vocabulary and shows a basic level of understanding of how technology is used. There are examples given but they lack detail and do not always link between analysis and evaluation. The answer does not focus enough on how only some examples address the use of technology. It is quite short and lacks detail. The language used is appropriate but not impressive.

Examiner Commentary 2

This is a well-structured essay which gives a range of detailed examples of technology used in the production. The candidate writes confidently about technical elements and shows a high level of understanding of the audience. The names of the designers have been used informatively to show understanding of how the roles have all worked together to create the production. The vocabulary is accurate and used to support their personal opinion. There is a clear link between analysis and evaluation which shows the candidate has understood how the technology has been created and how effective it was. There is a focus on the quality of the production.

Now decide what mark *you* would give this essay.

Another student wrote about the same moment from the play and had the same idea that technology had been used effectively throughout the production.

What is missing in this example?

At one point in the performance of Great Expectations that I saw, the use of technology was particularly effectively. When Jagger is washing his hands, we see the actor places his hands in the bucket the audience can hear the water dripping from his hands. A microphone had been used to amplify and overlap these sounds and dripping.

What is missing in this example?

I thought the use of sound effects in Great Expectations was brilliant. I loved the scene where Jagger was washing his hands. It was so effective because what Pip had felt about the time in time. Jagger had this ritual between clients and the audience have heard him do it again and again so good use of technology.

What is missing in this example?

I loved the moment when Jagger was washing his hands in the performance of Great Expectations that I saw. The actor was staring into the bucket with his shoulders were hunched over as though he were obsessed with trying to solve problems he was suffering from. The actor was very convincing and engaged the audience.

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Sample Essay 2

'Analyse and evaluate the impact achieved by the **actors'** use of **movement** in the Act 2, Scene 2 – *Romeo and Juliet* at the RSC' zzed.uk/93

In the production of *Romeo and Juliet* I saw at the RSC, movement was used to show the characters and the story.

In the balcony scene, Romeo is waiting nervously underneath Juliet's balcony. When he has not been heard, he runs quickly downstage and crouches down, hiding his head. It was the sort of thing that anyone would do so it was easy for the audience to see what was happening. I think this was really effective at showing me how nervous Romeo was at the Capulets' house and how he doesn't want to get caught.

Another moment that movement was used was when Juliet called for Romeo to come out. The actor moved slowly while always looking up at her. I think how important she was. It was clear to the audience that Romeo was impressed by Juliet's movement and by him sitting in front of the balcony, showing the audience that he was seeing it with his eyes.

Whenever Romeo was talking about Juliet he would wave his hands around. This was because he was comparing her to lots of things in nature like a bird. This was effective for the actor to do this because it showed the audience how much he loved her and how much he wanted to show that.

Another successful use of movement was when he decided to respond to Juliet. He knew he was actually there. The actor jumps up and shouts his line, surprising her. Juliet is so shocked that she leaps up and runs away from the balcony. This was a great moment for the audience as you could clearly see that Juliet was startled and didn't know how to answer.

Another funny moment was when Juliet tells Romeo that she loves him. Romeo jumps up on the balcony, and Romeo leaps and punches the air like a football celebration. This was a great moment to recognise as an audience and it meant we could understand how happy he was about her.

Overall, I think the movement in *Romeo and Juliet* helped bring the characters to life and helped the audience understand more about what was happening in the story. The actors were very good at using their movements which made it easier for the audience to see what was happening.

TASK

What mark would you give this essay, and why?

Level	/16
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⁷ For the purposes of this resource, the examples are taken only from the video extracts and not from across the whole performance.

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Annotated Model Answer

1. Analyse and evaluate the **use of two design elements** in the performance you have seen.
In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

It may be helpful to watch the following video before reading this essay: [Zig Zag Education](#)

Please note: At the time of writing it is possible to watch the full performance on YouTube but there is an age restriction of 16+ due in part to the strong language used throughout. Alternatively, you could conduct an Internet search for the play 'Black Watch' by Gregory Burke'

Performance style

In the production of Black Watch that I saw I feel that the lighting and sound design had the greatest impact. This play was a piece of verbatim/documentary theatre based on diary extracts and interviews with soldiers in the regiment and it was very important to create a sense of what the soldiers experienced. Also, the plot jumps around in time so lighting and sound were a key way to help the audience understand the story as well as involve them fully in the emotional aspects of the story. Throughout the play, these two design elements were used in conjunction to achieve the desired impact on the audience.

Correct use of designer's name

The first moment where lighting and sound were used very effectively was in the opening scenes. Sammy Taylor* had created an almost talent-show like introduction using cheery music and a voice-over with heavy reverb reminiscent of a boxing match or awards ceremony. The enthusiastic music had the effect of hyping up the crowd to expect great things and this was enhanced by John Farnham's* spotlights swinging backwards and forwards along the traverse staging like something was about to happen. The effect of this was heightened significantly when the door opened and a single tight spotlight shone on Cammy, a single soldier tentatively appearing from behind the door. The effect of this instantly highlighted the differences between the general public's sense of the army being an amazing thrill and the reality of an individual person and the sacrifices they make.

Correct use of designer's name

Another example of where lighting and sound were used very effectively was to effect the transitions between scenes of flashbacks. They used an overlapping of sound and lighting which was very effective at transporting the audience back in time and also put us in the mind of Cammy and the soldiers. We hear/see what they did. For example, towards the beginning of the play we move from the soldiers and reporter talking in a pub to being on tour in Iraq. Farnham's* lighting state in the pub was a flat whitewash. Suddenly, the loud and very realistic sound of gunfire was heard and as the soldiers dove for cover, the lighting changed to dark on stage apart from low red and blue highlighting only a few sections of the stage. Farnham* had created a blue wash which illuminated the world surrounding the audience, which gave a sense of the world outside the action, and the red light on stage successfully created an intense and

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dangerous atmosphere which reflected the atmosphere in Iraq. The contrast between these two states, exaggerated by Taylor's* sound effects, quickly and effectively transported us from the safe, if not boring, time gone by that was still obviously vivid within the soldiers' minds.

Specific and detailed examples

Another moment that was particularly successful was when they began the story of the IED when they were in the jeep. This was the beginning of another flashback and the soldiers had climbed onto the pool table and around the edge as if in the back of an army truck. Farnham* had a low green wash that filled the stage and suggested the view through night vision goggles. This was enhanced by several of the soldiers with flashing lights on the back of their helmets, which very effectively pulled the audience into the experience of the drama as we were seeing what they saw. Taylor's believable sound effects of a truck driving filled the auditorium with sound and the actors began to bump and jostle as if going over this rough terrain. The impact of this immediately ensured the audience understood the scary location and situation the soldiers were in. Farnham* created a similar effect and atmosphere to that of a film which was important as at this point it is the beginning of the terrible situation where Black Watch lost some of their team.

Supporting evidence, e.g. use of mime

The final example of where lighting and sound worked extremely well was the death scene towards the end of the play. Our focus is drawn to the centre of the stage through a pool of low orange light to simulate the lights inside the truck. Suddenly there is a loud explosion and simultaneously the backdrop is blown down revealing three figures suspended in the air. Farnham* used a bright yellow wash behind the three figures to represent the explosion and also it stopped the audience being able to see the faces clearly.

I think this was a very good effect as I concentrated on the overall emotional impact of the explosion, rather than looking specifically at the actors' faces. The stage lights had reduced to a low red/orange wash which picked up the slow-motion reaction of the other soldiers perfectly and created a very visually effective moment. As the three suspended soldiers began their slow-motion fall through the air, Taylor* created an effect of information being shared on a walkie-talkie which detailed ZAP codes for the soldiers and that they had been killed. The juxtaposition of dramatic lighting and the unemotional information which could be heard made the audience understand the tragic consequences in a very intuitive way.

Outstanding use of vocabulary

It is for these reasons that I think Taylor* and Farnham* did an excellent job of bringing the story of Black Watch to life. The use of lighting and sound not only helped the audience understand the time changes within the play but they also created very impactful atmospheres which made us feel some

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Examiner's comments

This is a very well structured essay which gives a number of well-developed examples from the performance. Each example has analysed the lighting and sound contribution and explained the impact of these choices for the audience.

There is an outstanding use of vocabulary and ideas are linked to style of performance. The names of the designers/director are used correctly. The candidate shows a high level of understanding of how performances are created and a wider knowledge and appreciation of theatre. **Level 5 – 15 out of 16**

*The names used for the designers and actors in this essay have been invented for the purpose of illustrating how names should be used. The names of the director and writer are correct.



Practice Papers

Section A: Live Theatre Evaluation AS ANSWER **ONE** OF THESE QUESTIONS:

1. Analyse and evaluate the **impact** achieved by the **set designer** in the performance.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

OR

2. Analyse and evaluate the impact achieved by the **actors' use of movement** in the performance.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

1. Analyse and evaluate the use of **colour** by the **lighting designer** in the performance.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

OR

2. Analyse and evaluate how **characterisation** was achieved through **physicality** in the performance you watched.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

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Section A: Live Theatre Evaluation
AS
ANSWER **ONE** OF THESE QUESTIONS:

-
1. Analyse and evaluate how **costume** supported the work of the **actors** on stage in the performance you watched.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

OR

2. Analyse and evaluate the **impact** of **technology** in the performance you watched.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

-
1. Analyse and evaluate **two** of the key **performance roles** in the performance you watched.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

OR

2. Analyse and evaluate the **use** of **two design elements** in the performance you watched.

In your answer:

- you need to assess the ways the production communicated ideas to you
- you need to investigate how successful you thought these ideas were
- you need to give examples from the performance to support your opinion
- you need to provide a balance between analysis and evaluation

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Answers

Page	Answers
p. 14	The example at the bottom of the page (A Level): Suggest that this perceptive and interesting detail and an equal balance between an
p. 15/16	Full essay example (A Level): This is a top of Level 4 response; 14, 1 appropriate mark for this essay. It is confident, full of examples and the points made, while being accurate, are not particularly percep
pp. 29/30	Full essay example (AS): Suggest this is just a level 5 response 14/1 excellent use of vocabulary and balance between analysis and evaluation full marks as there could have been a better example and also the overall use of technique which is fitted in to the style and impact whole.
p. 31	Full essay example (AS): Suggest that this response is top of Level 3. The points of the essay are in place but the analysis and evaluation comments – they are not incorrect but don't show a great depth of thought is made and the ways it can have an impact on the audience.
p. 30	Example 1 – missing evaluation. Example 2 – missing detail. Example 3 – missing a link to the question.

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