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| TASK 1 - LIVE THEATRE SCENE |

Watch the following performance (you should know this well after reading and possibly watching parts of it last year)

<https://www.youtube.com/watch?v=xOZfY66ewdU>

*If you are unable to access this - choose a film to watch instead for TASK 3.*

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| TASK 2 - EXAM CRITERIA - LIVE THEATRE |

READ THE FOLLOWING EXAM MARKING CRITERIA.

LIVE THEATRE Qa

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| Mark | Descriptor |
| 0 | No rewardable material |
| 1-2 | * Limited and uneven analysis demonstrating basic knowledge and understanding of the named elements.
* Basic response which tends to be mainly narrative and reported. Examples are used but are underdeveloped and do not fully support analysis.
* Demonstrates an overall lack of engagement with performance and focus in relation to the specifics of the question. Examples are used but are underdeveloped, with the chosen key moment not sufficiently defined.
* Basic use of technical and subject-specific language which may not always be appropriate.
 |
| 3-4 | * Competent and generally balanced analysis demonstrating appropriate knowledge and understanding of the named elements.
* Response is clearly expressed in some detail. Examples used to clearly support analysis.
* Demonstrates a competent level of engagement with the performance and focus in relation to the specifics of the question.
* Appropriate use of technical and subject-specific language.
 |
| 5-6 | * Confident, balanced and thorough analysis that demonstrates assured knowledge and understanding of the named elements.
* Response is comprehensive and detailed. Examples used are well-developed and fully support analysis.
* Demonstrates a comprehensive level of engagement with the performance and focus relation to the specifics of the question.
* Confident use of technical and subject-specific language.
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LIVE THEATRE Qb

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| Mark | Descriptor |
| 0 | No rewardable material |
| 1-3 | * Basic analysis and uneven evaluation demonstrating basic knowledge and understanding.
* Basic response which tends to be mainly narrative and reported. Examples are used but are underdeveloped and do not fully support the evaluation.
* Demonstrates an overall lack of engagement with the performance and focus in relation to the specifics of the question.
* Basic use of technical and subject-specific language which may not always be appropriate.
 |
| 4-6 | * Competent and generally balanced evaluation based on adequate analysis which presents personal conclusions with some justification, demonstrating appropriate knowledge and understanding.
* Response is clearly expressed in some detail. Examples used clearly support evaluation and conclusions.
* Demonstrates a competent level of engagement with the performance and focus in relation to the specifics of the question.
* Appropriate use of technical and subject-specific language. .
 |
| 7-9 | * Confident, balanced and thorough evaluation based on effective analysis which presents considered personal conclusions that are fully justified, demonstrating comprehensive knowledge and understanding.
* Response is assured and detailed. Examples used are well developed and fully support evaluation and conclusions.
* Demonstrates a comprehensive level of engagement with the production and focus in relation to the specifics of the question.
* Confident use of technical and subject-specific language.
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Write 2 targets for each answer based on the criteria above to ensure you meet the criteria in your practice exam answers

Qa Target 1-

Qa Target 2-

Qb Target 1-

Qb Target 2-

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| TASK 3 - EXAM QUESTION - LIVE THEATRE |

Answer the following practice exam questions.

**SECTION B: LIVE THEATRE EVALUATION**

Answer both questions on the scene you have seen.

(a) Analyse how vocal techniques were used to engage the audience during the opening moments of the performance.

(6 marks)

 (b) Evaluate how costume is used in the performance to create additional meaning and impact for the audience.

(9 marks)

Question (a)

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Question (b)

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