

# Commentary on candidate 1 evidence

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

## **Analysing theory and performance examples that explore a chosen performance issue**

The candidate was awarded **10 marks** because the project demonstrates highly detailed examples of features of performance that are used to develop an insightful argument. There is a consistent depth of understanding and the analysis confidently draws out implications. The candidate uses coherent and accurate references.

## **Synthesising by comparing and contrasting different ways the performance issue has been explored**

The candidate was awarded **10 marks** because the selection and organisation of materials draws out contrasts and comparisons, and the development of the insightful argument flows and creative thinking is demonstrated on the performance issue.

## **Expressing an argument leading to an evaluative conclusion**

The candidate was awarded **10 marks** because this is an excellent dissertation focusing firmly on the chosen issue. The argument is consistently clear and lucid and the enquiry is led by a confident and fluent expression of their own opinion. Personal thinking drives the exploration leading to a confident, comprehensive conclusion.

## **Total marks**

The candidate was awarded **30 marks**.

# Commentary on candidate 2 evidence

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

## **Analysing theory and performance examples that explore a chosen performance issue**

The candidate was awarded **7 marks** because the project demonstrated detailed examples of features of performance, particularly on Miss Julie and A Doll's House, making reference to Cracknell's theories. The analysis is also detailed and referencing is used accurately.

## **Synthesising by comparing and contrasting different ways the performance issue has been explored**

The candidate was awarded **7 marks** because the project shows a good understanding of the issue, drawing out contrasts and comparisons through relevant examples leading to a convincing argument. The selection and organisation of the materials could have more clarity to support the argument and thinking on the performance issue. There is effective use of primary and secondary source materials.

## **Expressing an argument leading to an evaluative conclusion**

The candidate was awarded **6 marks** because this is a focused dissertation on the chosen title and performance issue. Analysed material is applied to develop a mainly relevant argument and the dissertation is well structured in the main. Regular reflective comments show the candidate's opinion.

## **Total marks**

The candidate was awarded **20 marks**.

# Commentary on candidate 3 evidence

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

## **Analysing theory and performance examples that explore a chosen performance issue**

The candidate was awarded **2 marks** because the project had limited examples of features of performance. Aspects of theory were used in an attempt to present an issue – but, this was confused. Analysis lacked relevance and the candidate's simply described aspects of performance.

## **Synthesising by comparing and contrasting different ways the performance issue has been explored**

The candidate was awarded **2 marks** because the performance issue was unclear and understanding was confused. The material on Artaud was not well synthesised or relevant and this led to a limited argument.

## **Expressing an argument leading to an evaluative conclusion**

The candidate was awarded **1 mark** because this is a simplistic dissertation with a poor structure with little discernment between relevant and irrelevant point. Basic evaluative comments are made leading to a simplistic conclusion.

## **Total marks**

The candidate was awarded **5 marks**.

# Commentary on candidate 4 evidence

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

## **Analysing theory and performance examples that explore a chosen performance issue**

The candidate was awarded **7 marks** because the dissertation demonstrated detailed examples of features of performance drawn from Zinnie Harris' 'This Restless House' and Arthur Miller's 'A View from the Bridge' in order to frame their argument about the evolution of Tragedy. The candidate, at times throughout the dissertation, does not provide the depth of understanding; however, the candidate uses accurate references.

## **Synthesising by comparing and contrasting different ways the performance issue has been explored**

The candidate was awarded **7 marks** because the dissertation shows a good understanding of the issue, drawing out contrasts and comparisons through relevant examples leading to a convincing argument. The work of both Zinnie Harris and Ivan van Hove is considered, but there were opportunities to develop this further within the context of the evolution of the genre.

## **Expressing an argument leading to an evaluative conclusion**

The candidate was awarded **7 marks**. This is a consistently focused dissertation on the performance issue and it is clear that the candidate has really engaged and enjoyed this enquiry. The title is too broad and far reaching in order to give a comprehensive conclusion as there would need to be more examples of well-analysed examples.

## **Total marks**

The candidate was awarded **21 marks**.

# Commentary on candidate 5 evidence

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

## **Analysing theory and performance examples that explore a chosen performance issue**

The candidate was awarded **9 marks** because the dissertation demonstrated highly detailed examples of features of performance and theory on the development of Chilean Theatre during and after the Pinochet regime, with depth of understanding of a number of performances such as 'The Toothbrush' and 'What's in the Air'. Moreover, referencing is used coherently and accurately.

## **Synthesising by comparing and contrasting different ways the performance issue has been explored**

The candidate was awarded **8 marks** because the dissertation shows a good understanding of the issue, drawing out contrasts and comparisons through relevant examples leading to a convincing argument. Practitioner work is considered, but the 2-year project that the Royal Court undertook on the Chilean Theatre could have been developed further in order to enhance the argument.

## **Expressing an argument leading to an evaluative conclusion**

The candidate was awarded **7 marks** because this is a consistently focused dissertation on the chosen title and performance issue: it is very clear that the candidate has a wealth of knowledge on the topic and feels passionate about it and that is manifested by the way the candidate returns to their own voice and expresses an opinion. Personal thinking to drive the enquiry is lacking in places and therefore does not drive the exploration of the material: it is a very good presentation of the development of Chilean Theatre, but needs more of an integrated approach to lead to comprehensive conclusion.

## **Total marks**

The candidate was awarded **24 marks**.