



L-Università
ta' Malta

MATSEC
Examinations Board



Specimen Papers

SEC 49 Theatre

2025

Updated March 2023

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Specimen Assessments: Controlled Paper Level 1-2



L-Università
ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE

EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **Theatre**

PAPER NUMBER: II - Level 1-2 (History and Safety)

DATE:

TIME: 1 hour 40 minutes

History

The candidate is to choose **TWO** from the following periods of the History of Theatre and answer all the questions pertaining to the chosen periods.

Greek Theatre

(Total: 45 marks)

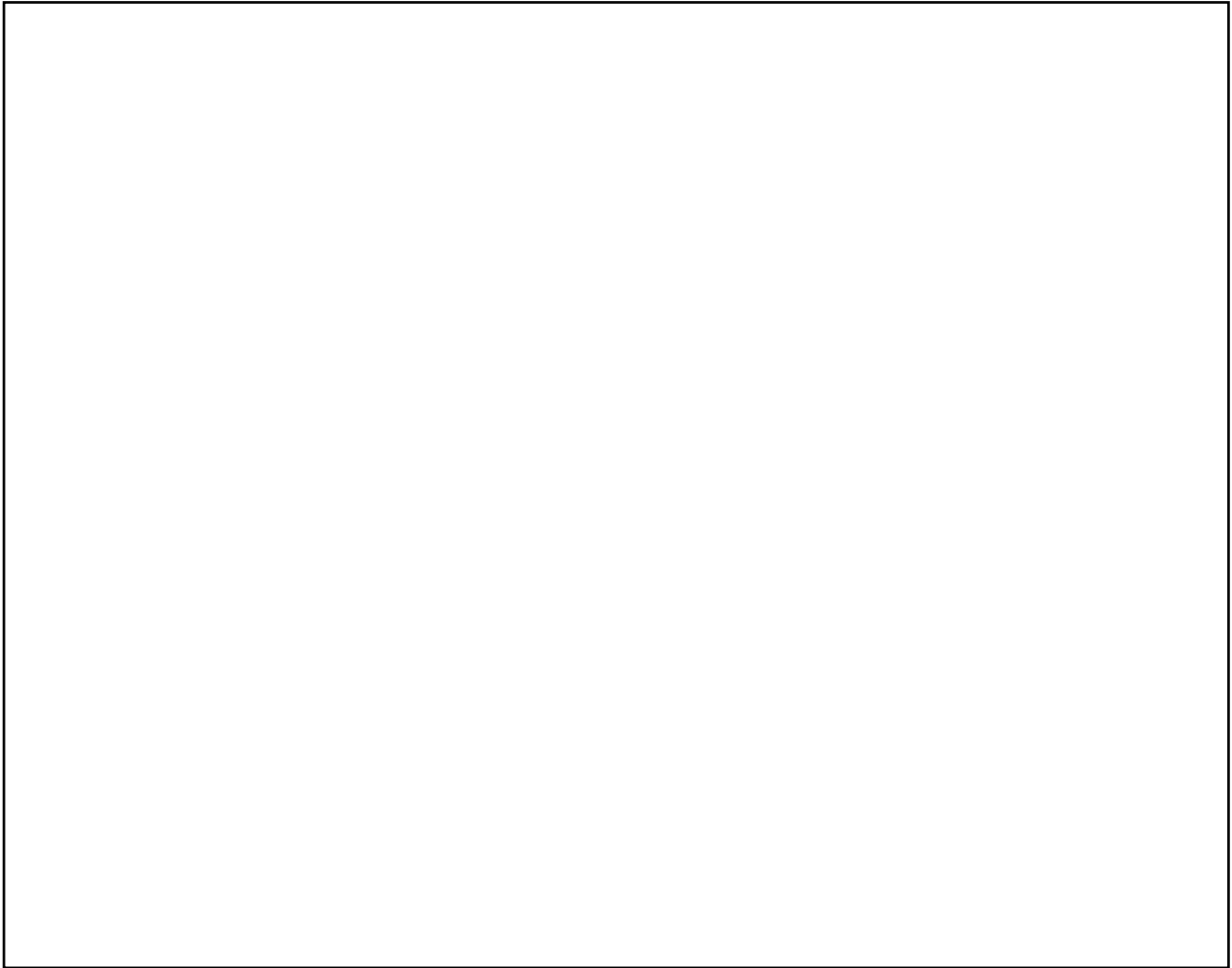
1. a. The Greek god of the theatre was _____ . (2 marks)

b. Why was a Greek theatre festival religious? (3 marks)

c. Mention **THREE** things about going to the theatre in Ancient Greece. (3 marks)

d. Sketch a Greek theatre in pencil. Label the sketch from the words below. (8 marks)

Skene	Theatron	Parodos	Orkestra
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e. Match the correct answers to these Greek Theatre terms: (3 marks)

i.	Skene		The seating area in a Greek Theatre.
ii.	Theatron		The circular area used by the chorus.
iii.	Parodos	i.	The structure at the back of the stage.
iv.	Orkestra		A passage between the seating and the acting area.

f. In which part of the theatre would the actors have acted? Where would the audience be seated? Mention **TWO** Greek Theatres that are still standing. (6 marks)

g. Would you have worn any make-up if you were an actor in Ancient Greece? Explain why. (4 marks)

h. Mention **TWO** important Greek dramatists. (6 marks)

i. Mention **TWO** important Greek plays that are still performed today. (6 marks)

j. In Greek plays we always find a group of actors whose role is to speak and move together, often commenting on the events happening. What was the name of this group of people? (4 marks)

OR

Theatre and Design

(Total: | 45 marks)

2. Read this text carefully. It is from the last scene of Anton Checkov's *The Cherry Orchard*.

- A rich family in late nineteenth century Russia
- Lost all of its wealth and has had to sell its estate
- Very large house with land
- members of the family are about to leave the house for the last time
- Their old servant (Firs) is left behind them.

LUBOV. We go away, and not a soul remains behind.

LOPAKHIN. Till the spring.

VARYA. [Drags an umbrella out of a bundle, and seems to be waving it about. LOPAKHIN appears to be frightened] What are you doing?... I never thought...

TROFIMOV. Come along, let's take our seats... it's time! The train will be in directly.

VARYA. Peter, here they are, your goloshes, by that trunk. [In tears] And how old and dirty they are....

TROFIMOV. [Putting them on] Come on!

GAEV. [Deeply moved, nearly crying] The train... the station.... Cross in the middle, a white double in the corner....

LUBOV. Let's go!

LOPAKHIN. Are you all here? There's nobody else? [Locks the side-door on the left] There's a lot of things in there. I must lock them up. Come!

ANYA. Good-bye, home! Good-bye, old life!

TROFIMOV. Welcome, new life! [Exit with ANYA.]

[VARYA looks round the room and goes out slowly. YASHA and CHARLOTTA, with her little dog, go out.]

LOPAKHIN. Till the spring, then! Come on... till we meet again! [Exit.]

[LUBOV ANDREYEVNA and GAEV are left alone. They might almost have been waiting for that. They fall into each other's arms and sob restrainedly and quietly, fearing that somebody might hear them.]

GAEV. [In despair] My sister, my sister....

LUBOV. My dear, my gentle, beautiful orchard! My life, my youth, my happiness, good-bye! Good-bye!

ANYA'S VOICE. [Gaily] Mother!

TROFIMOV'S VOICE. [Gaily, excited] Coo-ee!

LUBOV. To look at the walls and the windows for the last time.... My dead mother used to like to walk about this room....

GAEV. My sister, my sister!

ANYA'S VOICE. Mother!

TROFIMOV'S VOICE. Coo-ee!

LUBOV. We're coming! [They go out.]

[The stage is empty. The sound of keys being turned in the locks is heard, and then the noise of the carriages going away. It is quiet. Then the sound of an axe against the trees is heard in the silence sadly and by itself. Steps are heard. FIERS comes in from the door on the right. He is dressed as usual, in a short jacket and white waistcoat; slippers on his feet. He is ill. He goes to the door and tries the handle.]

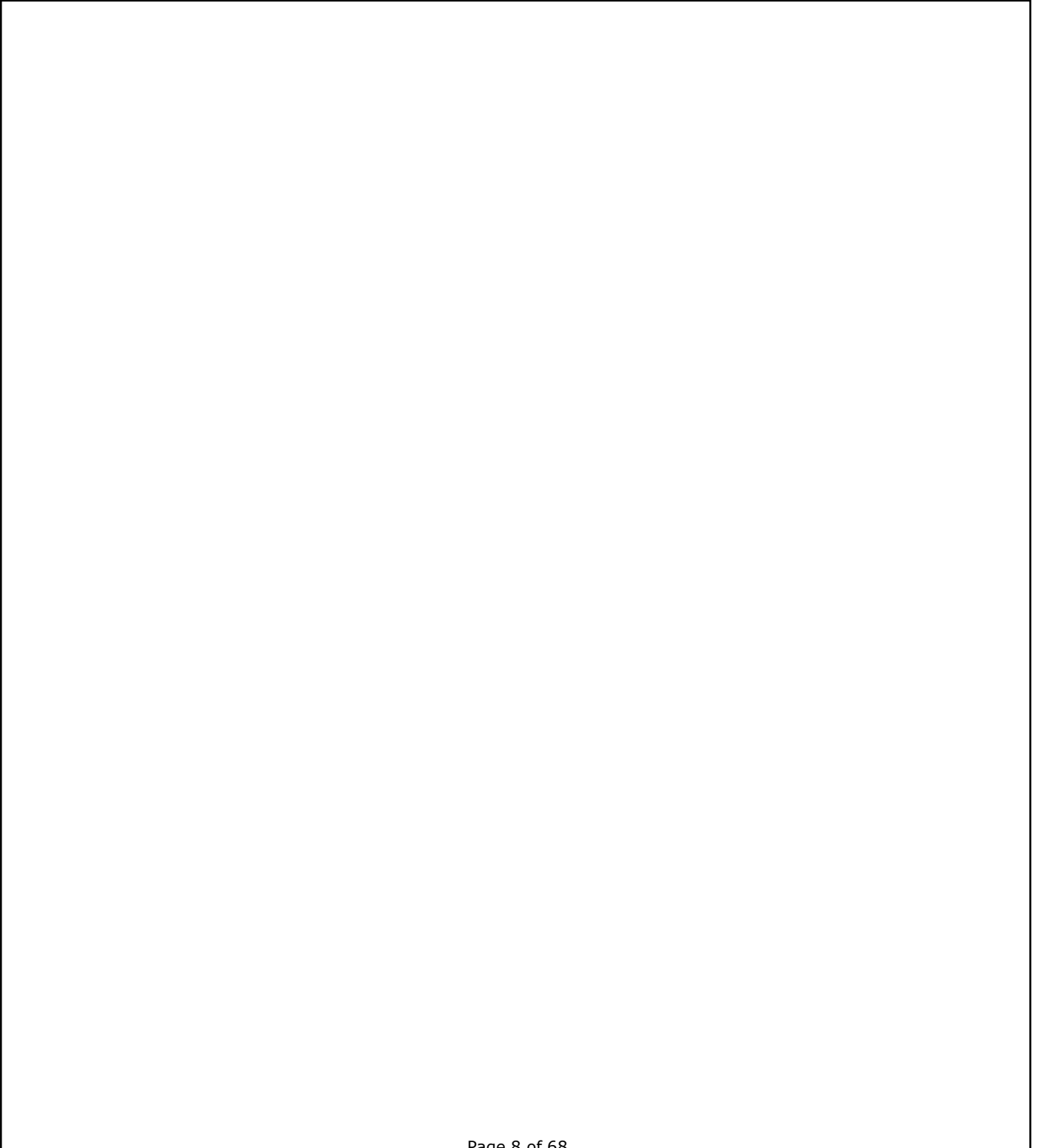
FIERS. It's locked. They've gone away. [Sits on a sofa] They've forgotten about me.... Never mind, I'll sit here.... And Leonid Andreyevitch will have gone in a light overcoat instead of putting on his fur coat.... [Sighs anxiously] I didn't see.... Oh, these young people! [Mumbles something that cannot be understood] Life's gone on as if I'd never lived. [Lying down] I'll lie down.... You've no strength left in you, nothing left at all.... Oh, you... bungler!

[He lies without moving. The distant sound is heard, as if from the sky, of a breaking string, dying away sadly. Silence follows it, and only the sound is heard, some way away in the orchard, of the axe falling on the trees.]

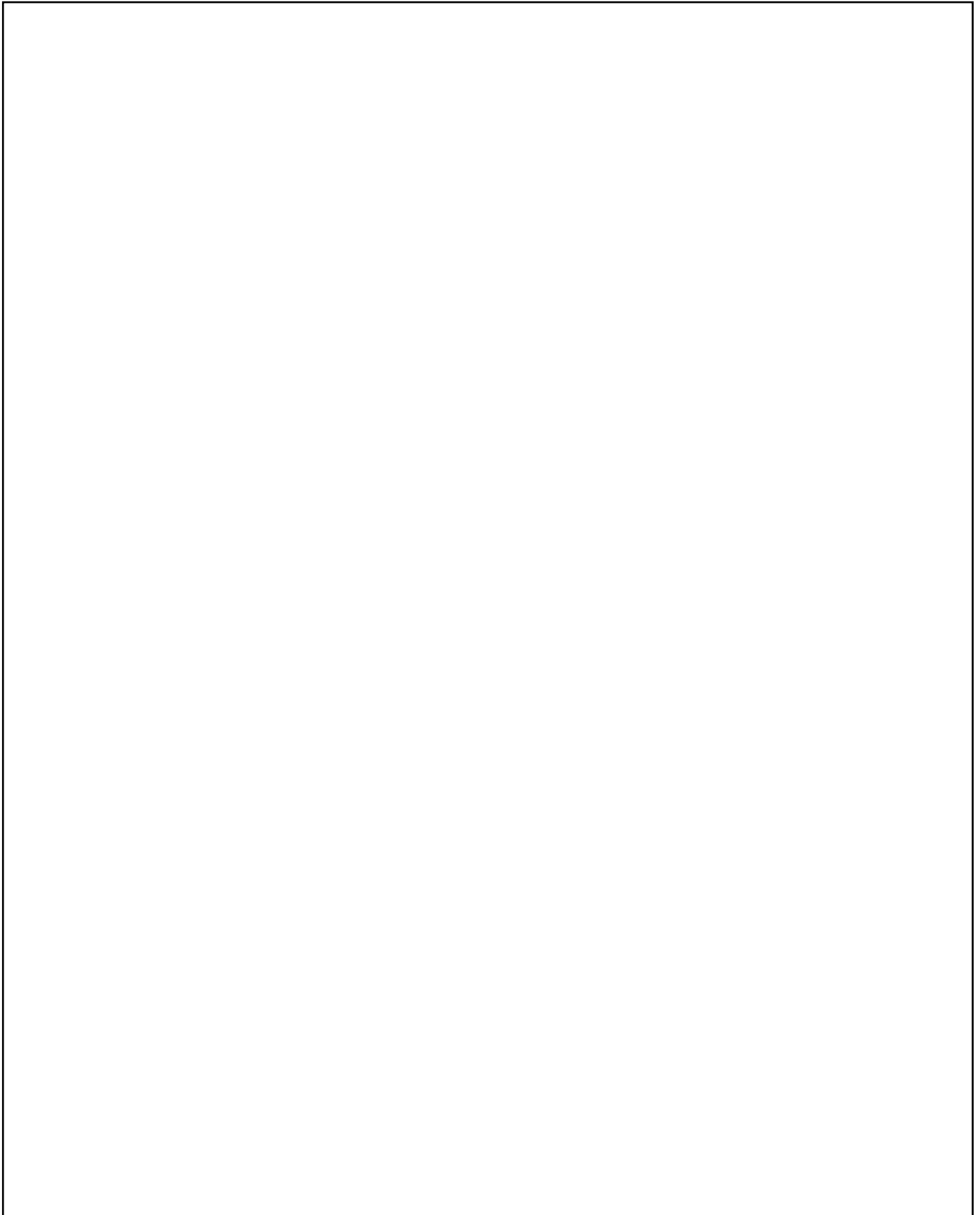
Curtain.

a. Sketch the set design for this scene. Label the items in your diagram.

(25 marks)



- b. Sketch how you would design Fiers's costume. We know from the play that he is an 87-year-old footman and has always been employed in this household. (20 marks)



OR

Commedia dell'Arte

(Total: | 45 marks)

Travelling troupes of actors throughout Renaissance Italy were creating a new form of entertainment.




1. What characteristics come to mind when mentioning Commedia dell'Arte performers? Mark the 10 correct answers with an **X**. (10 marks)




a. Use of Script	
b. Improvisation	X
c. Naturalism	
d. Realism	
e. Circus Skills	
f. Static	
g. Use of Musical Instruments	
h. Singing	
i. Method Acting	
j. Technology	
k. Grotesque Characters	
l. Dancing	
m. Disguises	
n. Acrobatics	
o. Juggling	
p. Dull Costumes	
q. Masks	
r. Poking fun at high status occupations	

2. Mention **THREE** props that are usually associated with different commedia dell'arte characters of your own choice. (5 marks)

3. Match the **FIVE** correct Commedia dell'Arte stock characters from the table below and mention **TWO** characteristics (one appearance and one behaviour) related to each character. (30 marks)

Arlecchino	Pantalone	Capitan Spaventa	Il Dottore	Isabella
Columbina	Scaramuccia	Pulcinella	Ruffiana	Pedrolino

a.		<p><u>Pantalone</u></p> <ul style="list-style-type: none"> • <u>He is often shown as having a hooked nose.</u> • <u>He is often over protective of his daughter Columbina.</u>
b.		<p>Name: _____</p> <p>Apperance: _____</p> <p>_____</p> <p>Behaviour: _____</p> <p>_____</p>
c.		<p>Name: _____</p> <p>Apperance: _____</p> <p>_____</p> <p>Behaviour: _____</p> <p>_____</p>

d.		<p>Name: _____</p> <p>Apperance: _____ _____</p> <p>Behaviour: _____ _____</p>
e.		<p>Name: _____</p> <p>Apperance: _____ _____</p> <p>Behaviour: _____ _____</p>
f.		<p>Name: _____</p> <p>Apperance: _____ _____</p> <p>Behaviour: _____ _____</p>

OR

Elizabethan

(Total: | 45 marks)

Underline the correct answer, the first one is an example.

1. William Shakespeare is best known for:

a. Composing music for theatre

b. Writing plays

2. William Shakespeare is the best known English playwright of the: (1 mark)

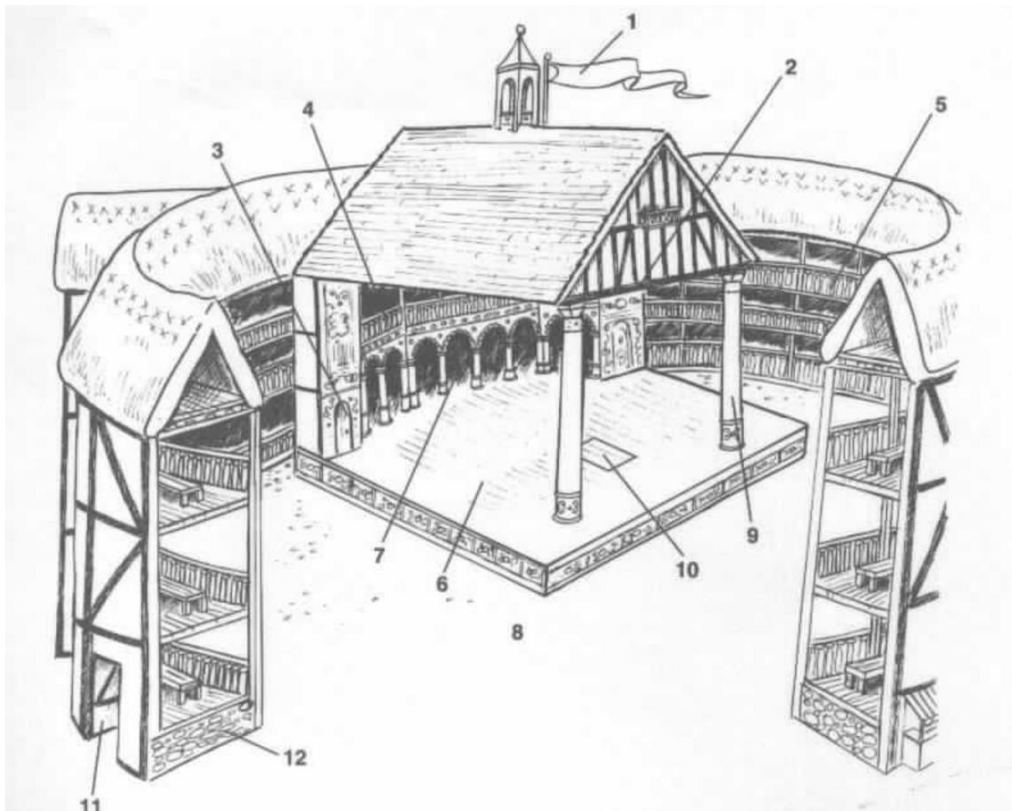
a. Elizabethan age

b. Victorian age

3. Shakespeare is known for writing **THREE** different genres of plays. Mark the other **TWO** correct genres with an 'X', 'a.' is an example: (2 marks)

a. Tragedies	X	b. Musical		c. History Plays	
d. Miracle Plays		e. Pantomime		f. Comedies	

4. The picture below shows **ONE** of the theatres Shakespeare performed in.



(Source: http://ilovethebard.blogspot.com/2013/04/the-globe-theatre_14.html)

a. Give the name of the theatre.

(2 marks)

b. In the diagram above there are 12 numbers that indicate the different parts of the theatre. Choose **FOUR** numbers and write down both the number and what the part is called, 'i.' is an example. (8 marks)

- i. **1. Flag**
- ii. _____
- iii. _____
- iv. _____
- v. _____

c. From the parts chosen in the previous answer, choose **TWO** parts and write **TWO** sentences on each part. (10 marks)

5. a. Give the name of a play by William Shakespeare you like. (1 mark)

b. In 20-30 words explain what happens in the play chosen. (11 marks)

c. Choose a character from this play. Write down **FOUR** adjectives to describe the character. (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

d. In **THREE** different sentences mention **THREE** things this character does in the play. (6 marks)

- i. _____
- ii. _____
- iii. _____

Health and Safety

(Total: | 10 marks)

A young stagehand is part of a backstage crew at work during a technical rehearsal on a theatre production. It is important to keep safety regulations standards.

1. During a technical rehearsal, the stagehand notices that a painted wooden board which forms part of the scenery is not secured. Underline the action that should be taken. (2 marks)
 - a. Get a hammer and some nails and secure it to the stage floor.
 - b. Inform the stage manager immediately.

2. During a performance strobe lighting is used to create slow-motion effect. Underline the action that should be taken. (2 marks)
 - a. For dramatic effect, the audience should not be advised that strobe lighting will be used.
 - b. A warning must be issued to the attending audience through a public announcement.

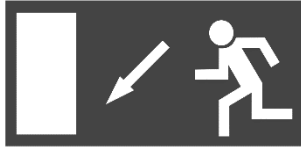
3. A box full of props marked "Heavy" needs to be carried to the backstage area. (4 marks)
 From the following pairs, mark with an **X** the more appropriate action:

a	Push the box across the floor.	
	Request one of your colleagues to help.	X
b	Make sure the box is not damaged while you are carrying it.	
	Check that all necessary props are in the box	
c	Place the props directly behind the curtain, left to right according to the order they will be used in the performance.	
	Place the box in a way that its labelling is clearly visible.	
d	Inform the stage manager where the box has been placed.	
	Place the box where it can be found by everyone (preferably in the middle of the space).	
e	Ensure that left nothing has been left on which people can trip.	
	Switch off all the lights.	

4. Circle the correct name for this safety sign, 'a.' is an example:

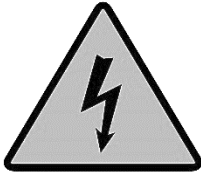
(2 marks)

a.



Emergency Exit	Running	Opening the Door
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b.



Thunderbolt	Turn to the right	Danger electricity
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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD
SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER

SUBJECT: **Theatre**
PAPER NUMBER: II - Level 1-2 (Performance)
DATE:
TIME: 20 minutes

Examiner's Paper

Performance

(Total: 100 marks)

Monologue, Improvisation based on a choice from the List + Interview.

A set monologue of 2-3 minutes, in English or Maltese, from a theatre play is to be performed. Vocal control will include diction and projection. The candidate is expected to fully immerse oneself in the world of the character being portrayed, bringing out characterization, physicality and all the emotional range the piece might offer.

The candidate is also expected to present a journal related to this monologue. This should include researched material related to the process of discovery whilst working on the piece, as well as a substantial knowledge of the world the entire theatrical piece emerges from - including significant historical, political or social landmarks.

Monologue, Improvisation, Interview and Journal:

The candidate is required to introduce him/herself.

The candidate is to hand over the journal to the examiners for their perusal.

The candidate will be given 2 minutes to set up.

The candidate is to briefly introduce the chosen role and title of play, and the context from which the monologue is taken.

The monologue is performed.

The examiner will give an improvisation task of 1-2 minutes based on the monologue performance given by the candidate.

The candidate will be given 2 minutes to prepare themselves for the improvisation.

The examiner will conduct a short interview of circa 5 minutes about the performance that can include questions related to the candidate's performance choices regarding interpretation and understanding of the context of the monologue in the play.



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE

EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **Theatre**

PAPER NUMBER: II - Level 1-2 (Performance)

DATE:

TIME: 20 minutes

Candidate's Paper

Performance

(Total: | 100 marks)

Monologue, Improvisation based on a choice from the List + Interview.

A set monologue of 2-3 minutes, in English or Maltese, from a theatre play is to be performed. Vocal control will include diction and projection. The candidate is expected to fully immerse oneself in the world of the character being portrayed, bringing out characterization, physicality and all the emotional range the piece might offer.

The candidate is also expected to present a journal related to this monologue. This should include researched material related to the process of discovery whilst working on the piece, as well as a substantial knowledge of the world the entire theatrical piece emerges from - including significant historical, political or social landmarks.

Monologue, Improvisation, Interview and Journal:

The candidate is required to introduce him/herself.

The candidate is to hand over the journal to the examiners for their perusal.

The candidate has 2 minutes to set up.

The candidate is to briefly introduce the chosen role and title of play, and the context from which the monologue is taken.

The monologue is to be performed.

The examiner will give an improvisation of 1-2 minutes task based on the monologue performance given by the candidate.

The candidate will be given 2 minutes to prepare oneself for the improvisation.

The examiner will conduct a short interview of circa 5 minutes about the performance that can include questions related to the candidate's performance choices regarding interpretation and understanding of the context of the monologue in the play.

Marking Schemes

Question 1:

	Question 1 Greek Theatre	Level 1 - 40%	Level 2 - 60%	45 Marks								
a	Give the name to the Greek god of the theatre.	Correct name.										
		2 mark										
b	Why was a Greek theatre festival religious?	Repeats God's name.	Mentioning of prizes and competition.									
		1 mark	2 marks									
c	Mention THREE things about going to the theatre in Ancient Greece.		Relevant answer e.g. civic duty for male audience.									
			3 marks									
d	Sketch a Greek theatre in pencil. Label the sketch from the words below.	Mark per sketch	Mark per label									
		4 marks	4 marks									
e	Match the correct answers to these Greek Theatre terms.	Correct matching of term to definition. <table border="1" data-bbox="427 1227 895 1339"> <tr> <td>i. Skene</td> <td>ii. The seating area in a Greek Theatre.</td> </tr> <tr> <td>ii. Theatron</td> <td>iv. The circular area used by the chorus.</td> </tr> <tr> <td>iii. Parodos</td> <td>i. The structure at the back of the stage.</td> </tr> <tr> <td>iv. Orkestra</td> <td>iii. A passage between the seating and the acting area.</td> </tr> </table>	i. Skene	ii. The seating area in a Greek Theatre.	ii. Theatron	iv. The circular area used by the chorus.	iii. Parodos	i. The structure at the back of the stage.	iv. Orkestra	iii. A passage between the seating and the acting area.		
i. Skene	ii. The seating area in a Greek Theatre.											
ii. Theatron	iv. The circular area used by the chorus.											
iii. Parodos	i. The structure at the back of the stage.											
iv. Orkestra	iii. A passage between the seating and the acting area.											
		3 marks										
f	In which part of the theatre would the actors have acted? Where would the audience be seated? Mention TWO Greek Theatres that are still standing.	If answering in a correct way mentioning correctly the use of proskene and orchestra.	Mentioning correct 2 Greek Theatres.									
		2 marks	4 marks									
g	Would you have worn any make-up if you were an actor in Ancient Greece? Explain why.	Stating 'yes' or 'no' only.	Mentioning masks.									
		2 marks	2 marks									

h	Mention TWO important Greek dramatists.	One dramatist	Two dramatists	
		3 marks	3 marks	
i	Mention TWO important Greek plays that are still performed today.	One play	Two plays	
		3 marks	3 marks	
j	In Greek plays we always find a group of actors whose role is to speak and move together, often commenting on the events happening. What was the name of this group of people?		Correct answer	
			4 marks	
				Total:

Question 2:

	Question 2 Modern Theatre	Level 1 - 40% - 18 marks	Level 2 - 60% - 27 marks	45 marks
Sketch the set design for this scene. Label the items in your diagram.	Ability to organize his ideas in terms of design and present a neat sketch that could be easily understood.	Design done with support and not as clear as expected.	Design shows a rough idea of what the set should look like.	
	5 marks	2 marks	3 marks	
	Ability to create a well spaced set indicating the possibility of different levels in it and all the entrances and exits without confusion of ideas.	Basic elements taken for granted without being indicated.	Entrance and exits are indicated but lack planning to where they lead.	
	5 marks	2 marks	3 marks	
	Ability to bring onto the stage what lies beyond the area represented and therefore makes the stage look larger and extended.	The design is very bare making no statements at all.	A confined space which does not indicate what lies beyond.	
	5 marks	2 marks	3 marks	
	Ability to design a style-line that the furniture, furnishings and set should follow to make the set unique.	Basic furnishing elements are missing or non-existent.	Indicates the furniture and other items present on stage as part of the set and organization of the area.	
5 marks	2 marks	3 marks		
Ability to neatly label the design and shows understanding of the points presented.	The design done with support is wrongly or not labelled.	Labelling is poorly presented and very minimal.		
5 marks	2 marks	3 marks		
25 marks		10 marks	15 marks	
Sketch how you would design Fiers's costume. We know from	Creativity and originality of the costume in context.	Costume is designed in sketch format.	A simple costume lacking context.	
	5 marks	2 marks	3 marks	

the play that he is an 87-year-old footman and has always been employed in this household.	How accessible (easy to wear and easy to use) is the costume.	Lacks even the basics and makes little sense of things.	Is not easy to use and may hinder the actor.	
	5 marks	2 marks	3 marks	
	How much does the costume tell about the character wearing it?	Designed costume not somehow connected to the scene.	Costume tells only main thing about the character wearing it.	
	5 marks	2 marks	3 marks	
	The style and colour used for the costume.	Relevance of sketch to what the character is doing in the scene.	Some labelling.	
	5 marks	2 marks	3 marks	
20 marks		8 marks	12 marks	
Total:				

Commedia Dell'arte

Level 1-2	Question	Level 1 40% 18 marks	Level 2 60% 27 marks	45 marks
1		Mark each skill		
	10 marks	10 marks		
2		Mentioning of props only	Mentioning characters	
	5 marks	3 marks	2 marks	
3			Correct matching - two marks per character	
	10 marks		10 marks	
		Appearance	Behaviour	
	4 marks	1 mark	3 marks	
		Appearance	Behaviour	
	4 marks	1 mark	3 marks	
		Appearance	Behaviour	
	4 marks	1 mark	3 marks	
		Appearance	Behaviour	
	4 marks	1 mark	3 marks	
Total:				

Elizabethan England

Underline the correct answer, the first one is done as an example.

1. William Shakespeare is best known for:

a. Composing music for theatre

b. Writing plays

2. William Shakespeare is the best known English playwright of the:

(1 mark)

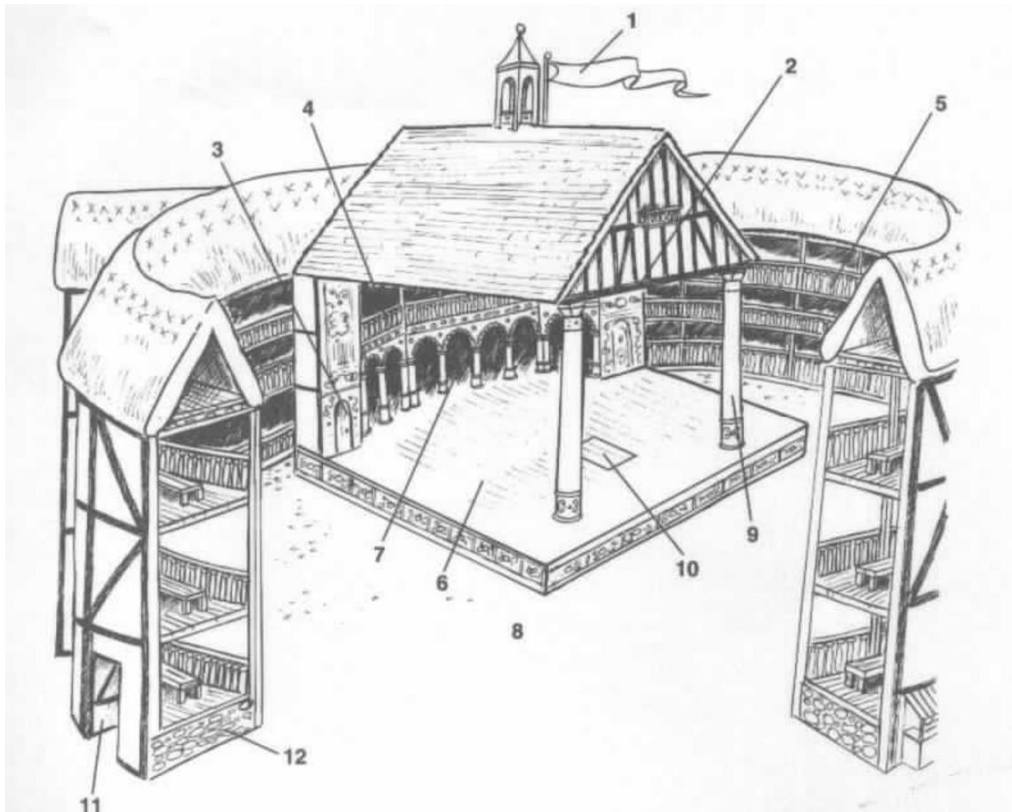
a. Elizabethan age

b. Victorian age

3. Shakespeare is known for writing three different genres of plays. Fill in the blanks with the correct letters. Mark with an 'X' the **THREE** correct genres: (2 marks)

Tragedies	x	Musical		History Plays	x
Miracle Plays		Pantomime		Comedies	x

4. The picture below shows one of the theatres Shakespeare performed in:



(Source: http://ilovethebard.blogspot.com/2013/04/the-globe-theatre_14.html)

a. Give the name of the theatre.

(2 marks)

The Globe Theatre

- b. In the diagram above, there are 12 numbers that are showing different parts of the theatre. Choose **FOUR** numbers and write down both the number and what the part is called, number 'i.' is done as an example. (8 marks)

- i. **1. Flag**
- ii. 2. The Heavens/The Gods
- iii. 3. Tiring House
- iv. 4. Upper Stage
- v. 5. Galleries
- vi. 6. Main Stage
- vii. 7. Inner Stage
- viii. 8. Open yard
- ix. 9. Support Pillars/Columns
- x. 10. Trap Door
- xi. 11. Entrance
- xii. 12. Brick Foundation

- c. From the parts chosen in the previous answer, choose **TWO** parts and write **TWO** sentences on each part. (10 marks)
- i. Flag – Used to show that there was a performance on that day. The different colours marked different genres of performance.
 - ii. The Heavens/ The Gods – This was the ceiling that protected the performers from the weather. It represented the sky and was therefore painted blue and was from where actors performing as angels or spirits came down to the main stage.
 - iii. Tiring House – This was the “backstage” where actors rested between scenes and changed costumes. It was also used for storing large props.
 - iv. Upper stage – This was used for scenes taking place in balconies and bedrooms. This was also where musicians played.
 - v. Galleries – These were the seated areas reserved for richer or higher class spectators. Here, you had the relative comfort of sitting on a bench, being sheltered from the rain, and for an extra penny, you could rent a cushion to sit on.
 - vi. Main stage – Most of the acting happened here, especially for outdoor scenes. Spectators would stand on three sides of the stage, which was just high enough so that they could not jump up.
 - vii. Inner stage – This was where many indoor scenes were performed. It had a curtain that was used for scene changes.
 - viii. Open yard – Also referred to as the pit, this was where the poorer spectators or ‘groundlings’ stood to watch the performance. The entrance ticket to this area was very cheap, and this made the theatre a very popular form of entertainment.
 - ix. Support pillars – These were made of wood but were painted to mimic marble, and their primary function was to support the roof. They were incorporated in the staging as actors used them to hide from the other actors while still in full view of the audience.
 - x. Trap door – This was used by actors playing ghosts or witches to appear on stage and disappear from it. Some special effects, such as smoke, were possible with the use of the trapdoor.
 - xi. Entrance – The Globe had only one entrance. Spectators waited outside to be let in and they paid a penny at the door.
 - xii. Brick foundation – This was the only part of the theatre that was built in brick, as the site was close to the river and therefore wet. The foundation gave the theatre its elliptical shape.
5. Give the name of a play by William Shakespeare. (1 mark)
- a. E.g. Midsummer Night’s Dream or Macbeth or any other suitable answer.

b. Explain what happens in the play in 20-30 words. (11 marks)

c. Choose a character from this play. Write down **FOUR** adjectives to describe the character. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

d. In **THREE** different sentences mention **THREE** things this character does in the play. (6 marks)

i. _____

ii. _____

iii. _____

	Level 1 40% 18 marks	Level 2 60% 27 marks	45 marks
Question 2	Correct Answer given.		
	1 marks		
Question 3	Correct Answers given.		
	2 marks		
Question 4a	Correct Answer given.		
	2 marks		
Question 4b	2 Marks for every correct answer.		
	8 marks		
Question 4c	Limited description of the TWO chosen theatre parts.	Correct and detailed description of the TWO chosen theatre parts.	
	2 marks	8 marks	
Question 5a	Correct answer given.		
	1 mark		
Question 5b	Shows limited knowledge of plot.	Detailed answer given in description of plot.	
	2 marks	9 marks	
Question 5c		4 correct adjectives given.	
		4 marks	
Question 5d		2 marks for each correct quality	
		6 marks	
Total:			

Health and Safety

Health and Safety Controlled Assessment Levels 1-2

A young stagehand is part of a backstage crew at work during a technical rehearsal on a theatre production. It is important to keep safety regulations standards.

1. During a technical rehearsal, the stagehand notices that a painted wooden board which forms part of the scenery is not secured. Underline the action that should be taken. (2 marks)
 - a. Get a hammer and some nails and secure it to the stage floor.
 - b. Inform the stage manager immediately.**

2. During a performance strobe lighting is used to create slow-motion effect. Underline the action that should be taken. (2 marks)
 - a. For dramatic effect, the audience should not be advised that strobe lighting will be used.
 - b. A warning must be issued to the attending audience through a public announcement.**

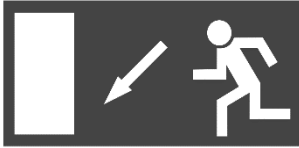
3. A box full of props marked "Heavy" needs to be carried to the backstage area. (4 marks)
From the following pairs, mark with an **X** the more appropriate action:

a	Push the box across the floor.	
	Request one of your colleagues to help.	X
b	Make sure the box is not damaged while you are carrying it.	
	Check that all necessary props are in the box	X
c	Place the props directly behind the curtain, left to right according to the order they will be used in the performance.	
	Place the box in a way that its labelling is clearly visible.	X
d	Inform the stage manager where the box has been placed.	X
	Place the box where it can be found by everyone (preferably in the middle of the space).	
e	Ensure that left nothing has been left on which people can trip.	X
	Switch off all the lights.	

4. Circle the correct name for this safety sign, 'a.' is an example:

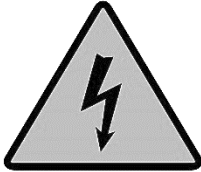
(2 marks)

a.



Emergency Exit	Running	Opening the Door
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b.



Thunderbolt	Turn to the right	Danger electricity
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Performance Controlled Monologue

Question Number		LEVEL 1 40%	LEVEL 2 60%	100 marks
Controlled Monologue	8 marks	With support, recite a text in a comprehensible way	Ability to recite a text in a comprehensible and clear way.	
		3	5	
	8 marks	With support, recite a text using basic diction according to the language I am using.	Ability to recite a text using standard diction according to the language I am using.	
		3	5	
	8 marks	With support, recite a text using fair voice projection.	Ability to recite a text using good voice projection.	
		3	5	
8 marks	With support, communicate a limited amount of emotions, through facial expressions.	Ability to communicate a fair amount of emotions, through facial expressions.		
	3	5		
8 marks	With support, interpret the main aspects of a character.	Ability to interpret different aspects of a character.		
	3	5		
40 marks		15	25	
Improvisation on Controlled Monologue	15 marks	With support, express myself through body language, in basic situations and emotions, with and/or without the use of text.	Ability to express myself through body language, in moderately complex situations and emotions, with and/or without the use of text.	
		6	9	
	15 marks	With support react to suggestions in a respectful manner.	Ability to listen to instructions and respond instantly to them.	
		6	9	
30 marks		12	18	
Interview on Controlled Monologue	7 marks	With support, identify the main characteristics of the different characters in a text.	Ability to identify the interrelation of the characters, their emotions and intentions in a text.	
		3	4	
	8 marks	Answer simple questions about myself in the rehearsal process/during the lessons.	Ability to self-reflect by answering questions about myself in the rehearsal process/during the lessons.	
		3	5	
15 marks		6	9	
Journal of Controlled Monologue	15 marks	With support, produce project material and articles relating to specific genre, style or playwright.	Ability to produce project material and articles relating to specific genre, style and playwright.	
15 marks		6	9	
Total:				

Specimen Assessments: Controlled Paper Level 2-3



L-Università
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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD
SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER

SUBJECT: **Theatre**
PAPER NUMBER: II - Level 2-3 (History and Safety)
DATE:
TIME: 1hr 40 minutes

History

The candidate is to choose **TWO** from the following periods of the History of Theatre and answer all the questions pertaining to the chosen periods.

Greek Theatre

(Total: 45 marks)

1. a. In Athens, plays were written and put up for a festival. In honour of which god? (1 mark)

- b. Describe in 40-50 words what happened at such a festival. (5 marks)

- c. Think about the layout of a Greek theatre. Sketch it in pencil and label the following terms on the sketch: Skene, Parodos, Theatron, Orkestra, Thymele, Priest's Throne, Paraskenion, Proskenion. (9 marks)



- d. Explain in about 20 words what happened in each area. (9 marks)

i. Skene _____

ii. Parodos _____

iii. Theatron _____

iv. Orkestra _____

- e. In about 30-50 words describe why were masks used for these plays. What other items might the actor have worn? (7 marks)

- f. List **THREE** famous tragedians and **ONE** noted comic playwright. (4 marks)

- g. Name at least **ONE** famous Greek tragic play, and **ONE** famous comic play. (2 marks)

- h. In about 30 words, describe what the chorus was, and what the function of a chorus was in a Greek play. (4 marks)

- i. Give **ONE** example of the role of the Chorus in a Greek play of your choice. Describe this role in 30 words by mentioning points from the plot of the play. (4 marks)

OR

Theatre and Design(Total: | 45 marks)

1. Read this text carefully. It is from the last scene of Anton Checkov's *The Cherry Orchard*.

- A rich family in late nineteenth century Russia
- Lost all of its wealth and has had to sell its estate
- Very large house with land
- members of the family are about to leave the house for the last time
- Their old servant (Firs) is left behind them.

LUBOV. We go away, and not a soul remains behind.

LOPAKHIN. Till the spring.

VARYA. [Drags an umbrella out of a bundle, and seems to be waving it about. LOPAKHIN appears to be frightened] What are you doing?... I never thought...

TROFIMOV. Come along, let's take our seats... it's time! The train will be in directly.

VARYA. Peter, here they are, your goloshes, by that trunk. [In tears] And how old and dirty they are....

TROFIMOV. [Putting them on] Come on!

GAEV. [Deeply moved, nearly crying] The train... the station.... Cross in the middle, a white double in the corner....

LUBOV. Let's go!

LOPAKHIN. Are you all here? There's nobody else? [Locks the side-door on the left] There's a lot of things in there. I must lock them up. Come!

ANYA. Good-bye, home! Good-bye, old life!

TROFIMOV. Welcome, new life! [Exit with ANYA.]

[VARYA looks round the room and goes out slowly. YASHA and CHARLOTTA, with her little dog, go out.]

LOPAKHIN. Till the spring, then! Come on... till we meet again! [Exit.]

[LUBOV ANDREYEVNA and GAEV are left alone. They might almost have been waiting for that. They fall into each other's arms and sob restrainedly and quietly, fearing that somebody might hear them.]

GAEV. [In despair] My sister, my sister....

LUBOV. My dear, my gentle, beautiful orchard! My life, my youth, my happiness, good-bye! Good-bye!

ANYA'S VOICE. [Gaily] Mother!

TROFIMOV'S VOICE. [Gaily, excited] Coo-ee!

LUBOV. To look at the walls and the windows for the last time.... My dead mother used to like to walk about this room....

GAEV. My sister, my sister!

ANYA'S VOICE. Mother!

TROFIMOV'S VOICE. Coo-ee!

LUBOV. We're coming! [They go out.]

[The stage is empty. The sound of keys being turned in the locks is heard, and then the noise of the carriages going away. It is quiet. Then the sound of an axe against the trees is heard in the silence sadly and by itself. Steps are heard. FIERS comes in from the door on the right. He is dressed as usual, in a short jacket and white waistcoat; slippers on his feet. He is ill. He goes to the door and tries the handle.]

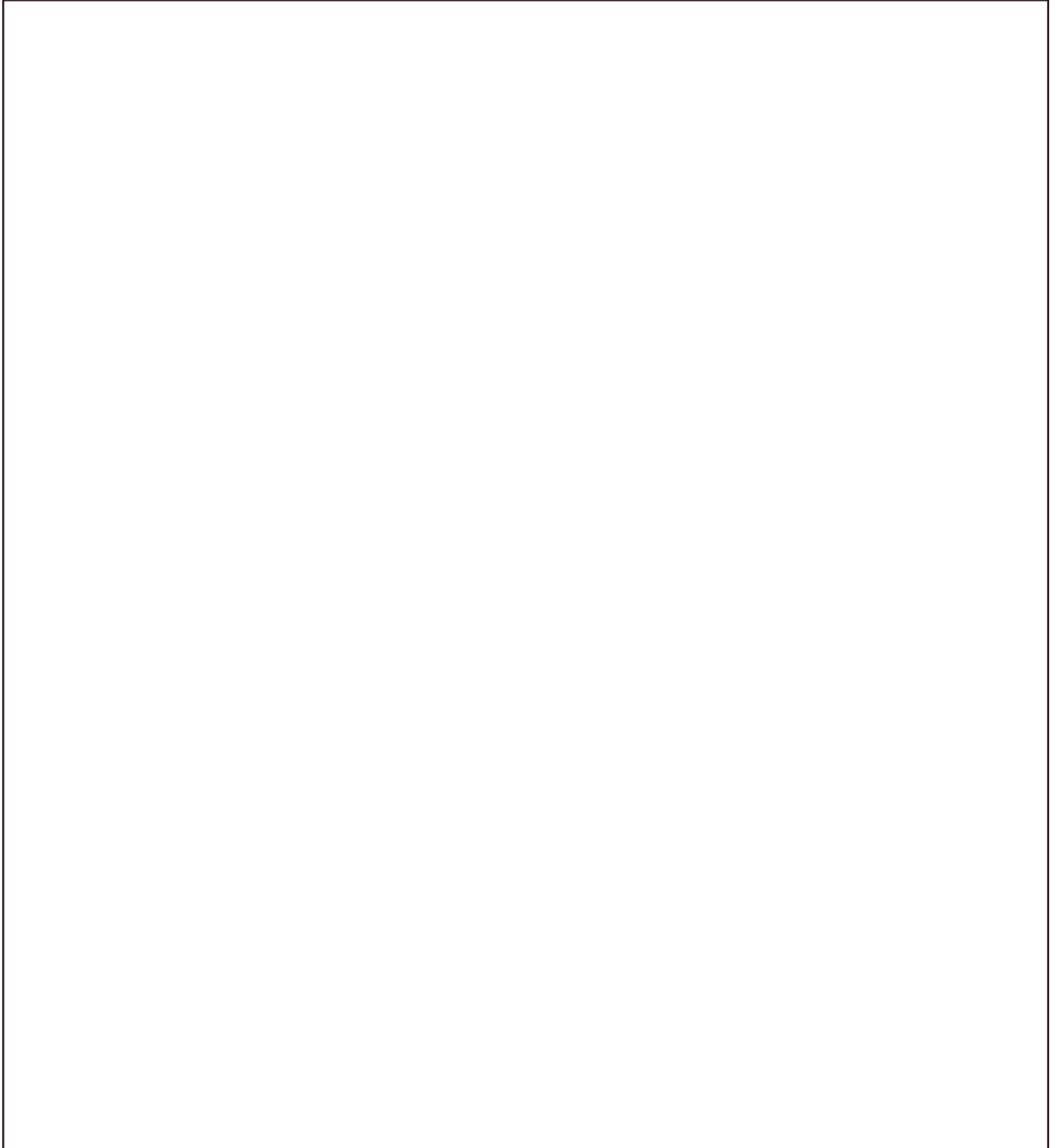
FIERS. It's locked. They've gone away. [Sits on a sofa] They've forgotten about me.... Never mind, I'll sit here.... And Leonid Andreyevitch will have gone in a light overcoat instead of putting on his fur coat.... [Sighs anxiously] I didn't see.... Oh, these young people! [Mumbles something that cannot be understood] Life's gone on as if I'd never lived. [Lying down] I'll lie down.... You've no strength left in you, nothing left at all.... Oh, you... bungler!

[He lies without moving. The distant sound is heard, as if from the sky, of a breaking string, dying away sadly. Silence follows it, and only the sound is heard, some way away in the orchard, of the axe falling on the trees.]


Curtain.

a. Sketch the set design for this scene. Label the items in your diagram.

(25 marks)



- b. Sketch how you would design Fiers' costume. We know from the play that he is an 87-year-old footman and has always been employed in this household. (20 Marks)



OR

Commedia dell'Arte

(Total: | 45 marks)

Travelling troupes of actors throughout Renaissance Italy were creating a new form of entertainment.

1. a. Where did these performers usually put up their shows? (5 Marks)

b. Mention **FIVE** skills these performers were trained in. (5 Marks)

c. If the commedia dell'arte actors did not have full scripts, how did they build their performance? (5 Marks)

d. In Commedia Dell'Arte the performer always played the same stock character. Describe the **THREE** characters you find most interesting, giving examples of typical situations they would have usually found themselves in. (30 Marks)

Elizabethan England

(Total: | 45 marks)

1. William Shakespeare is the best known English playwright of the _____ age. (1 mark)

2. Shakespeare is known for writing **THREE** different genres of plays. They are: (3 marks)

- a. T_____
- b. C_____
- c. H_____ plays.

3. His plays were performed in court theatres and in public theatres. In 50-70 words write a paragraph about **ONE** of the theatres that we know that Shakespeare performed in. Describe where it was, its shape and the main areas it had. (10 marks)

4. Which is your favourite play by William Shakespeare? (1 mark)

5. In 40-50 words describe what happens in the play. (10 marks)

6. Choose **ONE** of the main characters of the play. In 50-70 words write about the qualities that this character possesses.

(10 marks)

7. If you had to perform this character on stage, in 50-70 words discuss which qualities you would like to emphasise and why.

(10 marks)

Health and Safety(Total: | 10 marks)

A young stagehand on a school production is part of a backstage crew at work during a technical rehearsal. It is important to keep safety regulations standards.

1. During a technical rehearsal, the stagehand notices that a painted wooden board which forms part of the scenery is not secured. Underline the action that should be taken. (2 marks)
 - a. Stand behind it to make sure it does not move or fall during the performance.
 - b. Get a hammer and some nails and secure it to the stage floor.
 - c. Inform the stage manager immediately.

2. During a rehearsal, one of the boards on which a scene is painted becomes loose and needs to be secured again, what should the young stagehand do? (2 marks)
 - a. Climb on a ladder and fix the board
 - b. Ask for assistance from an adult stagehand to secure the board, and watch from a safe distance.
 - c. Ask another stagehand to hold the ladder, while climbing to fix the board.

3. Mark with an 'X' another **TWO** items that should be expected to be available in the backstage area.

(2 marks)

a.	List of personal props	
b.	Emergency exit signs	X
c.	Fire fighting equipment	
d.	Ghost light	
e.	Lighting board	
f.	Emergency lighting	

4. A box full of props needs to be carried backstage. Mark with an 'X' another **FOUR** correct actions that need to be taken: (4 marks)

a.	Check that there is a clear and safe path to walk toward the backstage area.	X
b.	Check that all necessary props are in the box.	
c.	Make sure that the load can be carried safely. Seek assistance if in doubt.	
d.	Place the box where it can be found by everyone (preferably in the middle of the space)	
e.	Place the items directly behind the curtain, left to right according to the order they will be used in the performance.	
f.	Store the box where it is out of the way of people using the backstage area.	
g.	Switch off all the lights when you have completed your task.	
h.	Carry the box in a way that you can see what is in front of you and at floor level.	
i.	Inform the stage manager where you have placed the box.	



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE

EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **Theatre**

PAPER NUMBER: II - Level 2-3 (Performance)

DATE:

TIME: 20 minutes

Examiner's Paper

Performance

(Total: 100 Marks)

Monologue Improvisation based on a choice from the List + Interview.

A set monologue of 2-3 minutes, in English or Maltese, from a theatre play is to be performed. Vocal control will include diction and projection. The candidate is expected to fully immerse oneself in the world of the character being portrayed, bringing out characterization, physicality and all the emotional range the piece might offer.

The candidate is also expected to present a journal related to this monologue. This should include researched material related to the process of discovery whilst working on the piece, as well as a substantial knowledge of the world the entire theatrical piece emerges from - including significant historical, political or social landmarks.

Monologue, Improvisation, Interview and Journal:

The candidate is required to introduce him/herself.

The candidate is to hand over the journal to the examiners for their perusal.

He/She will be given 2 minutes to set up.

The candidate is to briefly introduce the chosen role and title of play, and the context from which the monologue is taken.

The monologue is performed.

The examiner will give an improvisation task of 1-2 minutes based on the monologue performance given by the candidate.

He/She will be given 2 minutes to prepare themselves.

The examiner will conduct a short interview of circa 5 minutes about the performance that can include questions related to the candidate's performance choices regarding interpretation and understanding of the context of the monologue in the play.



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE

EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **Theatre**

PAPER NUMBER: II - Level 2-3 (Performance)

DATE:

TIME: 20 minutes

Candidate's Paper

Performance

(Total: | 100 marks)

Monologue Improvisation based on a choice from the List + Interview.

A set monologue of 2-3 minutes, in English or Maltese, from a theatre play is to be performed. Vocal control will include diction and projection. The candidate is expected to fully immerse oneself in the world of the character being portrayed, bringing out characterization, physicality and all the emotional range the piece might offer.

The candidate is also expected to present a journal related to this monologue. This should include researched material related to the process of discovery whilst working on the piece, as well as a substantial knowledge of the world the entire theatrical piece emerges from - including significant historical, political or social landmarks.

Monologue, Improvisation, Interview and Journal:

The candidate is required to introduce him/herself.

The candidate is to hand over the journal to the examiners for their perusal.

The candidate has 2 minutes to set up.

The candidate is to briefly introduce the chosen role and title of play, and the context from which the monologue is taken.

The monologue is to be performed.

The examiner will give an improvisation of 1-2 minutes task based on the monologue performance given by the candidate.

The candidate will be given 2 minutes to prepare oneself.

The examiner will conduct a short interview of circa 5 minutes about the performance that can include questions related to the candidate's performance choices regarding interpretation and understanding of the context of the monologue in the play.

Marking Schemes

History

Question on Greek Theatre

	Question 1	Level 2 - 40% 18 marks	Level 3 - 60% 27 marks	45 marks
a	In Athens, plays were written and put up for a festival. In honour of which god?	Giving correct name.		
	1 mark	1 mark		
b	Describe in 40-50 words what happened at such a festival.	Contest, Prizes and Celebration.	Mentioning of the Festival aspect, ritualistic aspect and Tragedy/Comedy.	
	5 marks	2 marks	3 marks	
c	Think about the layout of a Greek theatre. Sketch it in pencil and label the following terms on the sketch: Skene, Parodos, Theatron, Orkestra, Thymele, Priest's Throne, Paraskenion, Proskenion.	Poorly done sketch and incomplete labelling.	Correct Sketch and Labelling.	
	9 marks	4 marks	5 marks	
d	Explain in about 20 words what happened in each area: Skene, Parodos, Theatron, Orkestra.	One word/ incomplete definition.	A concise explanation of the item in the area.	
	9 marks	4 marks	5 marks	
e	In about 30-50 words describe why were masks used for these plays. What other items might the actor have worn?	Genre (comic/tragic), for an actor to be able to play more than one part.	Mentioning to magnify the actor, magnify the voice and easily recognisable by audience, boots/cothurni.	
	7 marks	3 marks	4 marks	
f	List THREE famous tragedians and ONE noted comic playwright.		Correct answer.	
	4 marks		4 marks	

g	Name at least ONE famous Greek tragic play, and ONE famous comic play.	Correct mentioning of example.		
	2 marks	2 marks		
h	In about 30 words, describe what the chorus was, and what the function of a chorus was in a Greek play.	Definition of Chorus.	Explanation of the function of the chorus.	
	4 marks	1 mark	3 marks	
i	Give ONE example of the role of the Chorus in a Greek play of your choice. Describe this role in 30 words by mentioning points from the plot of the play.	Mentioning a correct play.	A correct explanation of the chorus' role in a play: e.g. Addressing the protagonist, warning him of pending tragedy, making fun of the Gods when it comes to Greek comedy, etc.	
	4 marks	1 mark	3 marks	
				Total:

Theatre and Set Design

Question	Question 2	Level 2 - 40% 18 marks	Level 3 - 60% 27 marks	45 marks
Sketch the set design for this scene. Label the items in your diagram.	Ability to organize his ideas in terms of design and present a neat sketch that could be easily understood.	Design shows a vague idea of what the set should look like.	Design neatly presented and well organized.	
	5 marks	2 marks	3 marks	
	Ability to create a well spaced set indicating the possibility of different levels in it and all the entrances and exits without confusion of ideas.	Entrance and exits are indicated but lack planning to where they lead to.	Shows good knowledge of which exits lead to where and can even indicate which character uses which exit.	
	5 marks	2 marks	3 marks	
	Ability to bring onto the stage what lies beyond the area represented and therefore makes the stage look larger and extended.	A confined space which indicates nothing about what lies beyond.	Here and there are indications what lies beyond the point on stage.	
	5 marks	2 marks	3 marks	
	Ability to design a style-line that the furniture, furnishings and set should follow to make the set unique.	Indicates the furniture and other stage elements but just as part of the set and organization of the area.	Creates a unique stylized set which looks complete or with a style that shows more than just a style.	
5 marks	2 marks	3 marks		
Ability to neatly label the design and shows understanding of the points presented.	Labelling is poorly presented and very minimal.	Well labelled sketch indicating entrances, exits, backstage, audience, etc.		
Total	5 marks	2 marks	3 marks	
25 marks		10 marks	15 marks	
Sketch how you would design Fiers' costume.	Creativity and originality of the costume in context	A simple costume lacking context.	Detail in structuring the costume.	
	5 marks	2 marks	3 marks	

We know from the play that he is an 87-year-old footman and has always been employed in this household.	How accessible (easy to wear and easy to use) is the costume.	Is not easy to use and may hinder the actor.	Can be actually done and can be used effectively.	
	5 marks	2 marks	3 marks	
	How much does the costume tell about the character wearing it?	Costume tells only main thing about the character wearing it.	Detailed costume tell us about the character and its history.	
	5 marks	2 marks	3 marks	
	The style and colour used for the costume.	Partially labelled sketch.	Detailed labelling and intuitive choices for colour and textiles.	
Total	5 marks	2 marks	3 marks	
20 marks		8 marks	12 marks	

Commedia Dell'Arte

Level 2-3		Level 2 (40%)	Level 3 (60%)
1a		Reference to Public Squares	Mention of Court theatres etc.
	5 marks	2	3
b		2 skills	3 skills
	5 marks	2	3
c		Reference to Improvisation only	Reference to Canovatcio and Lazzi
	5 marks	2	3
d		Costume and mask	Situations
	10 marks	4	6
d		Costume and mask	Situations
	10 marks	4	6
d		Costume and mask	Situations
	10 marks	4	6
	Total: 45 marks	18 marks	27 marks

Elizabethan England

- 1. William Shakespeare is the best known English playwright of the Elizabethan age. (1 mark)
- 2. Shakespeare is known for writing **THREE** different genres of plays. They are: (3 marks)
 - a. Tragedy
 - b. Comedy
 - c. History plays.

- 3. His plays were performed in court theatres and in public theatres. In 50-70 words write a paragraph about **ONE** of the theatres that we know that Shakespeare performed in. Describe where it was, its shape and the main areas it had. (10 marks)

Shakespeare performed many of his plays in a theatre called the Globe. This was on the south bank of the river Thames. This was an area outside the city as theatre at the time was not very respectable. The theatre could accommodate up to 3000 people, most of them standing in the pit. Richer people sat in galleries and actors performed from a fixed main stage and used other parts of the theatre according to the setting of the different scenes and any other suitable answer.

- 4. Which is your favourite play by William Shakespeare? (1 mark)
E.g. Midsummer's night Dream or Macbeth or any other suitable answer.

- 5. In 50-70 words describe what happens in the play. (10 marks)

- 6. Choose **ONE** of the main characters of the play. In 50-70 words write about the qualities that this character possesses. (10 marks)

7. If you had to perform this character on stage, in 50-70 words discuss which qualities you would like to emphasise and why. (10 marks)

	Level 2 (40%) 18 marks	Level 3 (60%) 27 marks	45 marks
Question 1	Correct answer given		
	1 mark		
Question 2	Correct answer given		
	3 marks		
Question 3	Correct name of theatre and limited description of theatre.	Detailed answer given in description of theatre.	
	3 marks	7 marks	
Question 4	Correct Answer given		
	1 mark		
Question 5	Skeletal description of plot.	Detailed description of plot.	
	4 marks	6 marks	
Question 6	Correct character given and limited description of qualities	Detailed answer given in description of character's qualities.	
	3 marks	7 marks	
Question 7	Limited response given.	Creative and informed response given.	
	3 marks	7 marks	
Total:			

Health and Safety**(10 marks)**

A young stagehand on a school production is part of a backstage crew at work during a technical rehearsal. It is important to keep safety regulations standards.

1. During a technical rehearsal, the stagehand notices that a painted wooden board, which forms part of the scenery, is not secured. Underline the action that should be taken. (2 marks)
 - a. Stand behind it to make sure it does not move or fall during the performance.
 - b. Get a hammer and some nails and secure it to the stage floor.
 - c. Inform the stage manager immediately.**

2. During a rehearsal, one of the boards on which a scene is painted becomes loose and needs to be secured again, what should the young stage hand do? (2 marks)
 - a. Climb on a ladder and fix the board
 - b. Ask for assistance from an adult stagehand to secure the board, and watch from a safe distance.**
 - c. Ask another stagehand to hold the ladder, while climbing to fix the board.

3. Mark with an **X** another **TWO** items that should be expected to be available in the backstage area. (2 marks)

a.	List of personal props	
b.	Emergency exit signs	X
c.	Firefighting equipment	X
d.	Ghost light	
e.	Lighting board	
f.	Emergency lighting	X

4. A box full of props needs to be carried backstage. Mark with an **X** another **FOUR** correct actions that need to be taken: (4 marks)

a.	Check that there is a clear and safe path to walk toward the backstage area.	X
b.	Check that all necessary props are in the box.	
c.	Make sure that the load can be carried safely. Seek assistance if in doubt.	x
d.	Place the box where it can be found by everyone (preferably in the middle of the space)	
e.	Place the items directly behind the curtain, left to right according to the order they will be used in the performance.	
f.	Store the box where it is out of the way of people using the backstage area.	x
g.	Switch off all the lights when you have completed your task.	
h.	Carry the box in a way that you can see what is in front of you and at floor level.	x
i.	Inform the stage manager where you have placed the box.	x

Performance Controlled Monologue

Question Number		LEVEL 2 40%	LEVEL 3 60%	100 marks	
Controlled Monologue	7 marks	Ability to recite a text in a comprehensible and clear way.	Ability to recite a text in a comprehensible, clear and sustained manner, communicating it with the right emotion.		
		3	4		
	7 marks	Ability to recite a text using standard diction according to the language I am using.	Ability to recite a text using excellent diction according to the language I am using.		4
		3	4		
	7 marks	Ability to recite a text using good voice projection.	Ability to vary my use of voice with reference to space and context.		4
		3	4		
	7 marks	Ability to communicate a fair amount of emotions, through facial expressions.	Ability to clearly communicate a wide range of emotions through facial expressions.		4
3		4			
4 marks		Ability to recite a text from memory.	4		
8 marks	Ability to interpret different aspects of a character.	Ability to interpret a character in detail showing various aspects of their whole background.	4		
	4	4			
40 marks					
Improvisation on Controlled Monologue	12 marks	Ability to express myself through body language, in moderately complex situations and emotions, with and/or without the use of text.	Ability to clearly express myself through body language in any given situation, with and/or without the use of text.		
		6	6		
	12 marks	Ability to listen to instructions and respond instantly to them.	Ability to listen to instructions and respond creatively to them delivering a credible improvisation.		6
		6	6		
6 marks		Ability to create an improvised piece that is well structured and has a beginning and an ending.	6		
30 marks					

Interview on Controlled Monologue	4 marks	Ability to identify the interrelation of the characters, their emotions and intentions in a text.	Ability to discuss the function of the interrelation of characters in a text and the conflict/s that the plot presents.		
		2	2		
	3 marks		Ability to justify my choices in relation to learnt practice, in a coherent and logical manner.		
		3			
	8 marks	Ability to self-reflect by answering questions about myself in the rehearsal process/during the lessons.	Ability to self-reflect by answering questions accurately and confidently about myself in the rehearsal process/during the lessons.		
4		4			
15 marks					
Journal of Controlled Monologue		Ability to produce project material and articles relating to specific genre, style and playwright.	Ability to produce well researched project material and articles relating to specific genre, style or playwright.		
	10 marks	6	4		
	5 marks		Ability to document and reflect on the rehearsal process.		
5					
15 marks					
Total:					

Specimen Assessments: Controlled Paper Level 1-2-3

Private Candidates



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD
SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER

SUBJECT: **Theatre**

PAPER NUMBER: I - Level 1-2-3 (Performance Analysis)

DATE:

TIME: 1 hour 40 minutes

Performance Analysis 1

(Total: 50 marks)

Candidates are reminded to insert the following information:

• **Title of Performance:**

• **Venue of Performance:**

• **Date of Performance:**

In this section, candidates will have two questions to choose **ONE**. In the chosen question, candidates are expected to answer each section (a-d) in short paragraphs. Here the candidate will comment on whether the performance is text based or a devised one and the subject matter it deals with, describing plot, theme, structure and setting. Candidates should also be able to relate the piece to a genre or style, and where relevant, a particular playwright, and show some knowledge of this background. Ultimately, the candidate is expected to comment on the quality of the performers in terms of voice, movement and interpretation.

1. Having watched a play:

a. Describe the plot. (22 marks)

b. Comment on the theme. (12 marks)

c. Discuss the structure. (12 marks)

d. Where and when do the actions shown in the play take place? (4 marks)

OR

2. You have watched a specific theatrical performance.

a. Describe the performance, by going into some detail about the plot, theme and setting.

(22 marks)

b. Discuss the quality of the performance in terms of voice.

(11 marks)

c. Discuss the quality of the performance in terms of movement.

(7 marks)

d. Discuss the qualities of one or more of the performers in terms of interpretation.

(10 marks)

Performance Analysis 2

(Total: | 50 marks)

Candidates are reminded to insert the following information:

• **Title of Performance:**

• **Venue of Performance:**

• **Date of Performance:**

In this section, candidates are required to choose **ONE** question to write an essay of approx. 300 words. Following the viewing of a live theatre performance, candidates are expected to comment on the different departments that make up a theatre production - the direction, lighting, sound, set, costume and props. The candidate is to comment on the quality of the work seen, and the validity of the different choices made to make up the final product as watched by an audience. The candidate might also express opinions that agree or disagree with choices made for this production, but should consistently back up opinions with knowledge of the particular style/genre of the piece, and possibly offer alternatives for a better outcome.

- 1. Discuss the performance you watched, highlighting aspects that you appreciated and others that you appreciated less, by making reference to costumes, props and stage design. (50 marks)

L-Università
ta' Malta**SECONDARY EDUCATION CERTIFICATE LEVEL****SAMPLE PAPER**

SUBJECT:	Theatre
PAPER NUMBER:	I - Level 1-2-3 (Performance)
DATE:	
TIME:	20 minutes

Examiner's Paper**Solo Performance****(Total: 100 marks)**

- **Devised Puppet/Mask Performance** (40 marks)
- **Improvisation with the use of puppet/mask** (30 marks)
- **Interview** (15 marks)
- **Journal** (15 marks)

Candidates must perform a devised piece. They should make use of a puppet or mask of their own making. Through the use of voice variations and movement, candidates are expected to give physicality and character to the puppet/mask. The piece should include social and political issues presented in a respectful and aesthetically acceptable way. The candidate will be asked to improvise on the devised piece, making use of the mask/puppet. The candidate will engage in a discussion to support the ideas and choices made. The journal presented should document the different experimentation and their evaluation during the process of exploring the possibilities of the use of puppet/mask.

Devised Performance, Improvisation, Interview and Journal:

The candidate is required to introduce him/herself (2 minutes).

The candidate is to hand over the journal to the examiners for their perusal.

The candidate will be given 2 minutes to set up.

The candidate is to briefly introduce the performance prepared (2 minutes).

The devised piece is performed (2 minutes).

The examiner will give an improvisation task of 1-2 minutes based on the performance given by the candidate.

The candidate will be given 2 minutes to prepare themselves.

The examiner will conduct a short interview of circa 5 minutes about the performance that can include questions related to the candidate's performance choices regarding interpretation and understanding of the context of the devised performance and even the making of the puppet or mask.

L-Università
ta' Malta**SECONDARY EDUCATION CERTIFICATE LEVEL****SAMPLE PAPER**

SUBJECT: **Theatre**

PAPER NUMBER: I - Level 1-2-3 (Performance)

DATE:

TIME: 20 minutes

Candidate's Paper**Solo Performance****(Total: | 100 marks)**

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Marking Schemes

Performance Analysis 1 – Level 1-2-3

Question Number		LEVEL 1 (30%)	LEVEL 2 (30%)	LEVEL 3 (40%)	50 marks
1a		List events in order of occurrence.	Giving attention to sequence of events.	Showing ability to choose important aspects.	
22 marks	0 marks	7 marks	7 marks	8 marks	
1b		Identify the main theme.	Identifying themes in relative order of importance.	Giving detailed commentary on the theme/s, giving examples from the plot.	
12 marks	0 marks	3 marks	4 marks	5 marks	
1c		Show some knowledge of the terms 'act' and 'scene'.	Describe the structure briefly	Discuss the structure making reference to keywords, such as scene, act, duration, interval etc.	
12 marks	0 marks	3 marks	4 marks	5 marks	
1d		Correctly state the time and place where the play is set.		Link aspects of the actual theatre set to the setting.	
4 marks	0 marks	1 marks		3 marks	
OR	OR	OR	OR	OR	OR
2a		Write a short paragraph about plot	Describe the plot in a paragraph	Write a detailed paragraph about plot, theme and setting.	
22 marks	0 marks	7 marks	7 marks	8 marks	
2b		Showing basic knowledge of the term 'voice projection'.	Mention the quality of diction and voice projection.	Discuss the quality of projection, articulation, tone of voice.	
11 marks	0 marks	3 marks	3 marks	5 marks	
2c			Discuss the performer/s' movement on stage.	Discuss the performers' movement related to the context.	
7 marks	0 marks		3 marks	4 marks	
2d		Show basic awareness of how the performer/s expressed themselves on stage.	Discuss how the characterization was brought out by the performer/s.	Discuss which qualities in the performer/s were credible and linked to the content.	
10 marks	0 marks	3 marks	3 marks	4 marks	
Total mark:					

Performance Analysis 2 – Level 1-2-3

Question Number		LEVEL 1 (30%)	LEVEL 2 (30%)	LEVEL 3 (40%)	50 marks
1		Listing three positive and three negative aspects of a performance.	Discuss the different positive and negative aspects of a performance.	Detailed reponse with justification.	
20 marks	0 marks	6 marks	6 marks	8 marks	
		Provide a basic description or sketch of a costume.	Written/drawn description of costumes used in the performance.	Detailed description with relevance to the context.	
10 marks	0 marks	3 marks	3 marks	4 marks	
		List of 3 props used in the performance.	Written/drawn description of props used in the performance.	Detailed description with relevance to the context.	
10 marks	0 marks	3 marks	3 marks	4 marks	
		Provide a brief written description or simple sketch of the set.	Written/drawn description of the stage set up used in the performance.	Detailed description with relevance to the context.	
10 marks	0 marks	3 marks	3 marks	4 marks	
OR	OR	OR	OR	OR	OR
2		Mention basic technical aspects of the performance.	Discuss the different technical aspects of a performance.	Detailed reponse with justification.	
20 marks	0 marks	6 marks	6 marks	8 marks	
		Provide a basic description or sketch of lighting.	Correctly describing lighting referring to colour, intensity, contrast etc.	Correctly explaining the mood created by the lighting in relation to the overall production.	
10 marks	0 marks	3 marks	3 marks	4 marks	
		Identifying sound effects or music used in the scene.	Correctly describing the sound effects and music.	Correctly explaining how the mood was created in an effective manner.	
10 marks	0 marks	3 marks	3 marks	4 marks	
		Mention any changes you would make to sound and/or light.	Discuss briefly any changes you would make to sound and/or light	Give a detailed description of any changes you would make to sound and/or light.	
10 marks	0 marks	3 marks	3 marks	4 marks	
Total marks:					

Solo Performance Controlled Level 1-2-3

Question Number		LEVEL 1 (30%)	LEVEL 2 (30%)	LEVEL 3 (40%)	100 marks	
Controlled Devised Performance	10 marks	Can use limited voice variation.	Ability to use some voice variation with intention.	Ability to use voice modulation to show emotion and emulate character.		
		3 marks	3 marks	4 marks		
	10 marks	Can recite a text using basic comprehensible diction according to the language being used with a fair voice projection.	Ability to recite a text using standard and comprehensible diction according to the language I am using with good voice projection	Ability to recite a text using excellent diction according to the language I am using and with good voice projection		
		3 marks	3 marks	4 marks		
	10 marks	Can give voice to the puppet/mask the candidate created in a basic synchronised performance.	Ability to give a consistent voice in sync to a puppet/mask the candidate created.	Ability to give voice to the puppet/mask, showing an understanding of its possible expressive range.		
		3 marks	3 marks	4 marks		
	10 marks	Can use a mask/puppet and create its character.	Ability to use a mask/puppet and create appropriate physicality and character.	Ability to use a mask/puppet and create appropriate physicality and character independently from the puppeteer.		
		3 marks	3 marks	4 marks		
	40 marks		12 marks	12 marks	16 marks	
	Improvisation on Controlled Devised Performance	15 marks	Can express myself by using a mask/puppet in basic situations and emotions.	Ability to express myself by using a mask/puppet, in moderately complex situations and emotions.	Ability to clearly express myself by using a mask/puppet in any given situation.	
			4 marks	5 marks	6 marks	
		15 marks	Can react to suggestions in a respectful manner.	Ability to listen to instructions and respond instantly to them.	Ability to listen to instructions and respond creatively to them delivering a credible improvisation.	
4 marks			5 marks	6 marks		
30 marks		8 marks	10 marks	12 marks		

Interview on Controlled Devised Performance	10 marks	Can identify two different types of puppets or masks.	Ability to identify the difference between different types of puppets or masks.	Ability to discuss some different characteristics between different puppets or masks.	
		3 marks	3 marks	4 marks	
	5 marks	Answer simple questions about the rehearsal process.	Ability to self-reflect by answering questions about the rehearsal process.	Ability to self-reflect by answering questions accurately and confidently about myself in the rehearsal process/during the lessons.	
		1 mark	2 marks	2 marks	
15 marks		4 marks	5 marks	6 marks	
Journal of Controlled Devised Performance	10 marks	Shows limited information describing the process of the making of a simple mask/puppet.	Shows substantial information describing the process of the making of a simple mask/puppet.	Gives detailed description of the process in creating the puppet/mask.	
		3 marks	3 marks	4 marks	
	5 marks	Shows limited information describing the process of working with a simple mask/puppet.	Shows substantial information describing the process of working with a simple mask/puppet.	Ability to document and reflect on the rehearsal process.	
		1 mark	2 marks	2 marks	
15 marks		1 mark	2 marks	2 marks	
Total marks:					