

Candidate 1 evidence

SECTION 1 — 20 marks

Attempt ALL questions

Consider a performance you have taken part in during your course as either an actor or in a production role.

Tick (✓) the box to indicate your role.

Actor

☒

Lighting

☐

Costume

☐

Set

☐

Props and set dressing

☐

Sound

☐

Make-up and hair

☐

1. (a) State the main theme or issue of your drama. Give a reason for your answer. 2

The main theme in my drama, ~~of social~~ the importance of being Earnest is social status. This is because the character of Gwendolen, who is older and of higher status, believed she is better than the younger girl of Cecily Cardew. The two girls are of different social ~~status~~ statuses and this created competition.

- (b) Describe one way you helped to communicate this theme or issue in your final performance. 2

One way I helped to communicate the theme of social status in my final performance was by using an upright posture when sitting at the table with Gwendolen (I played Cecily). This showed my character's upper-class nature and the social expectations women faced in the Victorian era. This also subtly challenged Gwendolen, who thought she was better.

2. Describe one activity you carried out during the rehearsal process to help you prepare for your drama.

2

one activity I carried out during the rehearsal process that helped me prepare for my drama was hot seating. This is when I sat as my character, Cecily, opposite an interviewer and answered questions in role such as 'who do you trust the most?' This allowed me to understand that

(cont. on
back page)

3. Evaluate the effectiveness of your final performance.

If you were an actor, you should include comments on your own performance concepts, using appropriate terminology.

OR

If you were in a production role, you should include comments on your own design concepts, using appropriate terminology.

4

I was very effective in my final performance as I was able to portray my character to the audience successfully. I used a posh RP accent to show that Cecily is a posh, aristocratic girl from England when welcoming Gwendolen into my home. I also used upright posture when sitting at the table with Gwendolen to show Cecily's composed manners and upper class nature. I also managed to show my character's growing unhappiness towards Gwendolen. I used disgusted facial expressions and rolled my eyes when putting sugar in Gwendolen's tea,
(cont. on back page.)

Consider a performance **one** other drama student has taken part in during your course as either an actor or in a production role.

4. (a) Identify the mood **and/or** atmosphere of this student's drama. Justify your answer.

2

The atmosphere in Ula's drama was tense.
this is because there was growing conflict
between the two sisters, with one wanting to
save the town and one wanting to save her status.
this created lots of tension between the two
characters and made the audience feel uneasy.

- (b) Describe **one** way this drama student helped to create this mood **and/or** atmosphere through their acting or production role.

2

one way Ula helped to create the tense atmosphere
was by using close proxemics with her sister to show
how angry she was. This showed Ula's character's
genuine frustration with her sister and created
tension as it made the audience unsure of what
may happen between the two and whether
she may even fight her.

5. Identify **one** reaction an audience could have to this drama. Give a reason for your answer.

2

one reaction an audience could have to Ula's drama is a gasp. This is because it is quite shocking that the mayor does not want to save the town and only cares about her status, compared to her sister, the scientist, who wants to help people. This contrast of moral viewpoints would surprise the audience.

6. Evaluate the effectiveness of this drama student's contribution to the rehearsal process and/or final performance.

If they were an actor, you should include comments on their performance concepts, using appropriate terminology.

OR

If they were in a production role, you should include comments on their design concepts, using appropriate terminology.

4

Ula was very effective in her final performance as she was able to portray her character to the audience successfully. Ula showed her character's stubborn, selfish character by using use of high level when she stood on the treacle to show that she believed she is better than the whole town and can't lose her status. She also used closed body language, folding her arms, to show that she absolutely was not going to change her mind and help the town. ~~that~~ Ula also highlighted the conflict between her character and her

(cont. on back page.)
sister by using a loud volume and

SECTION 2 — 40 marks**Attempt ALL questions based on your chosen stimulus**

Choose **one** of the following stimuli to develop ideas for a drama with **two** or more characters. The drama must be suitable for a live performance.

Stimulus A

DANIELLE reaches for the forms, they are recruitment documents from the army.

DANIELLE: Davey, what are you doing with these?

DAVEY: My dad took me to the recruitment centre.

DANIELLE: Why were you going there, have you been called?

DAVEY: My dad, he's been going on at me for ages and I thought if I'd just hear them out, then maybe

DANIELLE: Davey!

DAVEY: they'd leave me alone.

Beat.

My dad, he's doing most of the talking . . . talking about 'This Great War,' this 'Just war.' How he would be proud.

DANIELLE: He proud when you were fighting in the playground? Did he not pull you off one another and scold you for scrapping like a pair of dogs?

DAVEY: My dad, he's old now —

DANIELLE: You said. Fighting was for dogs.

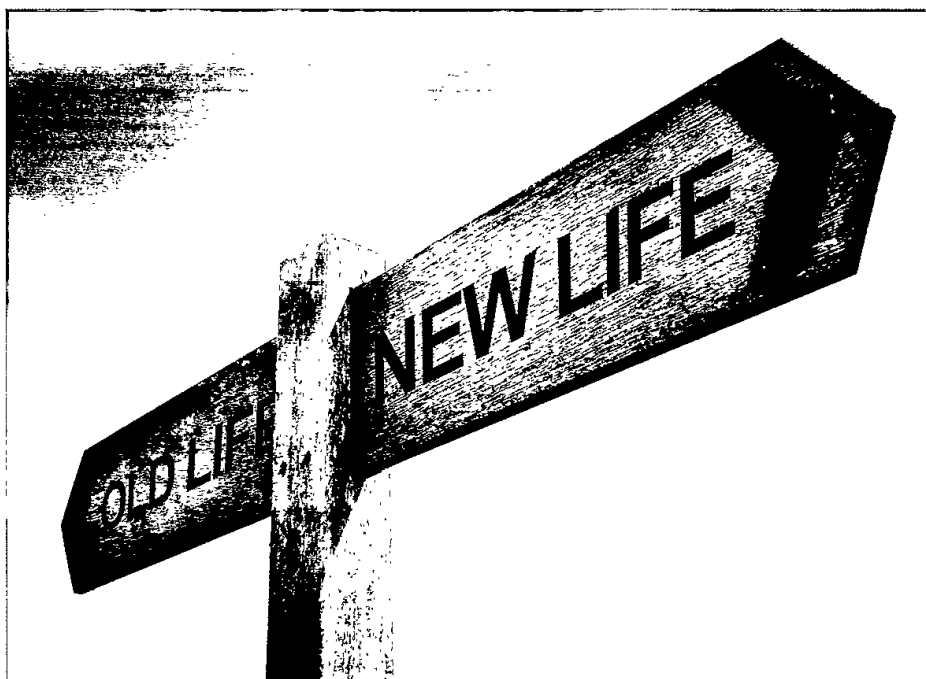
DAVEY: But he says if he was young. And strong. And Fearless.

DANIELLE: What's a dog to fear but death?

DAVEY: I'm no coward Danielle.

Cockroach, Sam Holcroft

Stimulus B



Stimulus C

'Yesterday I was clever, so I wanted to change the world, today I am wise, so I am changing myself'.

Rumi

Tick (✓) the box to indicate which stimulus you have chosen to write about.

Stimulus A

☐

Stimulus B

☒

Stimulus C

☐

You should now READ ALL of the following questions to guide your answers on your chosen stimulus.

You may use drawings and/or diagrams to illustrate any of your answers if you wish.

The space below is provided for any rough working and will not be marked.

Plot: Four teenagers have just finished their Duke of Edinburgh hike in the Pentlands and are at the bus stop, but have missed the last bus home. Everyone starts to get really angry with each other and soon, Margot, who was supposedly friends with Jake, reveals his biggest secret that only she knows - he is gay. This makes Jake feel incredibly hurt and betrayed, as he now feels he has been pressured to come out when he didn't want to.

Time period: A ~~spring~~ spring evening in June 2010.

Setting: a bus stop near the Pentland hills in Edinburgh.

characters:

- Jack - very kind, 15 years old, quiet, holding a big secret that he is gay, feels like he does not fit in.
- Callum
- Monica
- Margot - loud and outgoing, 15, can be a bit rude, exposes Jake (used to be friends)

7. State the form of your drama.

1

The form of my drama is a scripted play.

8. Identify the genre of your drama.

1

The genre of my drama is a slice of life.

9. (a) Identify the time period(s) in which your drama is set. Give a reason for your answer.

2

The time period in which my drama is set is 2010. This is because the LGBTQ+ community was not as widely accepted in society as it is today, and so Jake felt it was really hard to express himself and tell people he was gay.

- (b) Explain one way the time period would be communicated to the audience in the opening scene.

2

One way the time period would be communicated to the audience in the opening scene is through the bus stop timetable displaying the date of 07/06/2010. This would allow the audience to see what the time period is through the set design.

10. (a) Identify a character you consider to be important in your drama. Justify your answer.

2

A character I consider to be important in my drama is Jake. This is because the play focuses on him being betrayed by who ~~is~~ he thought was his friend, and how he is struggling to fit in and express himself amongst others his age - he feels alone.

- (b) Describe the ways in which you would use two of the following rehearsal activities to help an actor develop the character identified in (a). Justify your answer.

4

Improvisation

Hot seating

Research

Thought tunnel

Activity 1 I would have an actor use hot seating to develop the character of Jake. I would have the actor sit and answer questions, in role, as Jake, such as 'do you feel like you fit in?' This would allow the actor to understand how different Jake feels because he is gay and how alone he feels amongst others.

Activity 2 I would also use thought tunnel. This is where I would have the actor of Jake walk through a tunnel of actors shouting things at him like 'everyone knows that you are gay.' This would allow the actor to understand how exposed Jake feels when Margot reveals he is gay, and how hurt he feels because he really did not want anyone to know.

10. (continued)

- (c) Describe the ways an actor could use both voice and movement to portray this character in a performance.

4

one way an actor could use voice to portray Jake is by using a quiet volume ^{#1} to show that he is shy and how desperately he wants to blend in. Another way an actor could use voice is by using an upset tone when saying to Margot 'why did you just say that' to show how sad and betrayed Jake feels that someone he thought he trusted went against him.

one way an actor could use movement to portray Jake is by using closed body language ^{#2} to show that he keeps to himself and how he feels he doesn't want anyone to see how

^{#1} when talking to the others at the bus stop

upset he really is.

[Turn over]

^{#2} when sitting at the bus stop.

another way an actor could use movement to portray Jake is by using distanced proxemics far away from everyone to show how distanced he feels from everyone.

11. (a) Describe a relationship between two characters in your drama, which is positive and/or negative.

2

The relationship between Jake and Margot is negative and distanced. This is because Margot exposed Jake's biggest secret to everyone which makes him feel incredibly hurt and betrayed, and that he doesn't want to speak to her again. It is an ~~unhappy~~ distrustful relationship.

- (b) Describe the way(s) you would use positioning on stage to highlight the relationship between these two characters.

2

I would have Jake positioned down stage centre and Margot positioned upstage left to show how distanced these characters feel – also Jake feels exposed and put on the spot, and Margot is keeping her eyes on Jake from behind, showing how distrustful their relationship is.

- (c) Identify one reaction the audience would have to the relationship between these two characters. Give a reason for your answer.

2

One reaction the audience would have to the relationship between Jake and Margot is a gasp. This is because Margot intensely betrays Jake, who is an innocent kind boy, and it is not expected to see someone treated in that way.

12. (a) State the purpose of your drama.

1

The purpose of my drama is to educate the audience of the struggled young people face for feeling a bit different.

- (b) Describe the ways in which you would use two conventions from the list below to highlight this purpose.

4

Voice Over

Flashback

Tableau

Aside

Convention 1

I would use a flashback to when Jake told his parents he felt different, and how accepting they were, to highlight the importance of respecting others for who they are, and how that can really impact them and make them feel better.

Convention 2

I would use a voice over ~~during the~~ ~~moment~~ the moments after Margot exposed Jake, of Jake saying 'this had only made me feel worse, I wish people accepted me more' to really tell the audience how trapped and alone some young people feel and how important it is to be kind.

13. (a) Identify a personal prop that is important to a character in your drama. 1

A personal prop that is important to Jake is his phone, which he uses to call his mum when he feels upset.

- (b) Describe this important personal prop. 2

This is a Blackberry phone which is silver in colour and fairly new condition. It ~~is~~ has a green case on it ~~and makes~~ which is made from silicone, and the phone is roughly the size of his hand.

- (c) Explain the way(s) that you would direct the actor to use this personal prop to highlight its importance to this character. 2

I would want the actor to clutch this personal prop after Margot exposes Jake to show that it is his way of connecting to his mum and how much he wants her comfort – the phone is able to bring him that so he holds it tightly, showing its importance to him.

14. (a) Choose **one** scene from your drama. Describe the mood and/or atmosphere in this scene.

2

The atmosphere in the scene where Margot exposed Jake's secret is very emotional. This is because Margot shouts in Jake's face and makes him want to cry, she says 'we are not friends anymore!' this creates an emotional atmosphere as the audience can feel Jake's sadness and feel sorry for him.

- (b) Describe the way(s) a designer could use set or costume in this scene to help create this mood and/or atmosphere. Justify your answer.

3

One way a designer could use set to create this emotional atmosphere is by using a cyclorama on the back wall of the stage, with projections of broken hearts on it to emphasise Jake's heartbroken feeling and let the audience feel that too.

Another way a designer could use set to create this emotional atmosphere is by

14. (continued)

- (c) Describe the way(s) a designer could use lighting or sound to help create this mood and/or atmosphere. Justify your answer.

3

A designer could use lighting to create this emotional atmosphere by using a profile spot on the character of Jake to show his upset facial expressions. This profile spot would be at 20% intensity to give the feeling that Jake feels dim and low inside. There would be a blue gel to highlight the feeling of sadness and no gobos.

ADDITIONAL SPACE FOR ANSWERS

- (cont.)
2. Cecily is very passionate about her engagement with Ernest and loves him very much, and so I was able to learn quite how angry Cecily is when another woman, Gwendolen, is trying to interfere with her relationship.
3. (cont.) even though she didn't want any, and this showed how angry Cecily was with Gwendolen as she knew she was trying to take the upper hand. I also used a loud volume when saying 'I would do all I could to protect Ernest', and this showed Cecily's passion for Ernest and how upset she is with Gwendolen for trying to take that from her.
- I know that I was effective in portraying my character as my peers told me my character was clear and impactful when they watched the performance. Therefore, I know my effectiveness in the final performance was strong.
6. (cont.) a pointing gesture to show how upfront and angry she was with her sister for not following her instructions.
- I know that Ila was effective in portraying her

ADDITIONAL SPACE FOR ANSWERS

6(cont.) character as when I watched the performance,
her character was clear and impactful.
Therefore, I know that her effectiveness in the
final performance was strong.