

Candidate 2 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 is friendship. This is
because it's about 2 characters Boy and Lettie
who have a strong bond and together enter a magical
world full of unknown creatures. Throughout the
play Lettie makes constant sacrifices for
Boy in order to save him from the creatures.

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

I helped communicate this theme by giving Lettie
a matted ponytail using a back combing brush.
This made her hair look ~~like~~ tangled, showing the
efforts she went through when she jump in front
of Boy to save him from the hunger birds, risking
her own life.

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

2

During the rehearsal process I made 3 concept templates for each character to allow me to see my vision on face templates. When applying the makeup to the actors and doing their hair, this gave me something I could refer back to to ensure accuracy and precision.

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

My final performance was highly effective. I gave ~~her~~ the actor playing Lettie blue and silver face glitter on the temples of her face. This helped to show her strong connection to the fantasy world as a glitter symbolises magic. In addition, I gave Lettie two plaits going through her ponytail with blue hairspray on them to resemble waves, illustrating how deep her knowledge and bond is with the ocean. I gave the actor playing the Dad side burns using crepe hair to enhance his masculine appearance to make him look more mature showing he is older. I gave Boy black eyeshadow under his eyes to make him look tired and unwell after the hunger birds ~~att~~ attacking him. [Turn over]

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

There is a unnerving atmosphere in Julia's drama. This is because its about 3 pregnant mothers who are waiting anxiously in the waiting room to see the doctor about their pregnancies.

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

2

Julia used ~~many~~ an anxious tone of voice when telling Claudia how she wants the doctor to hurry up, to express how much she wanted to leave the waiting room and quickly be seen by the doctor so that she can leave.

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

2

I want the audience to feel shocked. This is because at the end of the drama, we find out all three mother's ^{babies have the} ~~same dad~~ ^{dad} who is Kevin, and Kevin has got every mother pregnant.

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

Julia's ~~that performance~~ rehearsal process was highly effective. Julia carried out hot seating. This allowed her to understand why she was so emotional and upset discussing the father of her baby to Claudia as she learned more about her character's background. This gave her justification to why she was so-sensitive discussing her pregnancy. Julia carried out writing in role. This allowed her to understand her character's emotions and feelings more. This gave her justification to why her character held so much hatred towards Kevin.

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.

- John ^{returns} ~~returns~~ to a memory of when
him and his friends went on a
camping trip and were hunted
down by a killer.

7. State the form of your drama.

1

The form of my drama is scripted. This is because
it allows more complicated scenes to be blocked
more easily.

8. Identify the genre of your drama.

1

The genre of my drama is horror. This is because
it is about a group of teens who go on a
camping trip and are hunted down by a killer

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

2

My drama is set in the 1980's. This
is because there is a lack of technology.
This helps to build up tension and
suspense as the teens try to seek for help.

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

2

The time period of 1980's would be communicated
in the opening scene when Lucy and Katie
are putting on bright blue eye shadow.
This eyeshadow was popular in the 1980's,
therefore showing ~~it was~~ it is set in the
1980's.

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

2

Max is an important character in my drama. This is because he is very confident and full of humour as he constantly is making his friends laugh. This creates a fun atmosphere for the audience.

- (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 The actor playing ~~Max~~ Max would carry out hot seating to give him a deeper understanding of his character's background. This would give him justification as to why his character stands out so much and is so confident and funny.

Activity 2 The actor playing Max would carry out improvisation. This would allow him to explore the character of Max more and allow him to understand his personality more. This would give the actor justification as to why Max likes to crack jokes all the time and make his friends laugh.

10. (continued)

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

4

The actor~~s~~ could use a loud volume when Max is telling jokes^a round the campfire to show Max wants to be heard by his friends. ~~Max~~ ~~could~~ the actor ~~can~~ playing Max could use direct eye contact on the line 'I'm not scared' when approaching the murderer to show he wasn't frightened and was being brave. The actor could use a reassuring tone of voice and emphasise the line "we will be okay" to show he was fearless and believed him and his friends were going to be okay after being hunted down by the killer. He used a fast pace of movement and an upright posture as the teens walked to the campsite to show how excited he was and how ~~fastly~~ much he just wanted to quickly get there.

[Turn over]

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

2

Katie and Lucy have a positive relationship.
This is because they always defend and protect each other which shows in the scene when ~~max~~ Max makes a rude comment on Lucy's hair and Katie quickly jumps in to stick up for her.

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

2

The actors playing Lucy and Katie would use close ~~proximity~~ proximics when in the dark forest to show they were scared, but standing close together gave them relief and reassurance they were going to be fine. Lucy will also use a ^{fast} ~~firm~~ pace of movement to catch up to Katie as it made her feel better when her and Katie are nearby each other.

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

2

I want the audience ~~to be shocked~~ to feel touched. This is because when the killer is slowly approaching Katie, Lucy pushes the killer in order to save Lucy, sacrificing her own life.

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

1

The purpose of my drama is to entertain. This is because a Boy returns to an old memory of when him and his friends were on a camping trip and were hunted down by a serial killer.

- (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 The Boy John will be on a walk when he finds a sign up ahead which says "old life" or 'new life'. John will go in the direction of the sign that says old life, which will give him a flashback of him and his friends ~~flashback~~ when they went on a camping trip.

Convention 2 A voice over will be used when John is trying to figure out which direction he wants to go in 'old life' or 'new life'. There will be a pre recorded voiceover of John's voice saying 'pick old life... pick old life'. The voice over will be representing John's mind to give the audience an understanding of how John is feeling, and what way his mind is telling him to choose.

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

~~The orange torch with~~

A prop that is important to Max is his torch
that his dad gave him

- (b) Describe this important personal prop. 2

The torch is orange with his dad's name
engraved on to it. The light will be slightly
broken as the light twitches going on and off.
With the light the torch being broken it adds to
Max's vulnerability when he is lost.

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

Max will use pointing gestures when telling Katie
to pick up the torch before they are about to
leave for the camping trip to show he doesn't want
it to be left and he wants it to be close beside
him. The actor will use a sad facial expression
when the torch gets broken to show how upset
he was as the torch was special to him.

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

2

The atmosphere is eerie and ~~unsettling~~ unsettling after Katie runs away from the murderer. This is because she has ran far away from the campsite, and ~~wh~~ is deep into the woods all by herself. The only thing she can hear is her deep breathing.

- (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

stage
right There could be a ~~tree~~ made of cardboard centre with blood splattered onto it. This will create ~~an~~ ~~unsettling~~ ~~atmosphere~~ ~~as~~ ~~it~~ ~~shows~~ ~~someone~~ ~~has~~ ~~been~~ ~~hurt~~ ~~or~~ ~~killed~~ ~~right~~ ~~where~~ ~~she~~ ~~is~~. ~~The~~ ~~Be~~ Just as Katie's about to run away, a rostra block will ~~be~~ be used for the killer to stand on centre stage left to show how powerful the murderer is and how vulnerable Katie is. There will be an old ~~ten~~ blue tent that is ripped and has got dirt on it centre stage to show someone had been camping here before but has now disappeared.

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 sound designer could use a pre recorded sound of a beating heart that slowly fades in. Each beat will get louder showing how Katie's nerves are reaching a higher level. Each beat that gets louder is also like a ticking clock showing how Katie is running out of time and the killer is getting closer and closer.

A live sound of a girls scream will snap in, creating a more unsettling and terrifying atmosphere as it shows someone in danger. There will be a pre recorded sound ~~of~~ that will fade in of ~~someone heavily~~ ^{heavy} ~~Katie~~ ^{Katie} breathing as [END OF QUESTION PAPER] Katie is running, showing she is tired but is prepared to keep running as the killer is after her.