

## Candidate 4 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 of my drama is <sup>manipulation</sup> ~~cults~~ as  
it shows the story of a young girl trying  
to escape her cult while everyone tells her  
it's fine and everything is normal.

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

We helped communicate this theme when Evelyn's  
mother was combing her hair despite being  
able to do it herself, it gives a sense of  
false security and shows she is being  
manipulated.

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

2

To prepare for my drama I did ~~impro~~ improvisation of someone wrongfully being held in prison showing a character that felt completely trapped which is how Evelyn felt in her cult.

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

When Evelyn was being given her 'role' in society I used a gesture of playing with my fingers to show she was nervous. I also used a facial expression of wide eyes when she was given her 'role' to show she was panicking. When she got in an argument with her mother I used an angry tone and loud volume, this highlighted how upset she was.

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 of Emily's drama was tense as they were plotting to murder one of their friends.

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

2

Emily helped create this atmosphere by ~~was~~ freaking out at the end when she gets arrested instead of the police officer's daughter who was the murderer.

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

2

A reaction the audience could ~~as~~ have would be shock as it is unexpected that the murderer didn't get arrested despite all evidence pointing to her.

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

When calling her friend about the plan Emily used the facial expression of a smirk to show her plan was working and that she was evil. She used the gesture of crossed arms when the unwanted friend showed up at the party to show she wasn't happy about it. When she got arrested she used emphasis on some words and a loud volume to show her outrage at the situation.

**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.

Someone who was evil for a long time  
and wanted to take over the world  
~~has~~ becomes good at the end and  
decides to become a better person.

7. State the form of your drama.

1

The form is a scripted play.

8. Identify the genre of your drama.

1

The genre would be dramatic ~~comedy~~

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

2

The drama is set in present times because the villain uses computers and high tech stuff.

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

2

There would be a desk with a new computer on it letting the audience know it's set at the current time as there is relevant technology to represent our current technology.

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

2

An important character is Parker as he manages to talk to the villain and help him see the light.

- (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 would improvise a scene of a therapist talking a murderer out of killing someone this will help as Parker talks sage out of being a villain.

Activity 2 the ~~was~~ actor would use hot seating so he can answer questions in character on why he wants to help the villain, it gets him thinking about the character's morals.

## 0. (continued)

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

4

When Parker is talking to Sage he could use ~~a~~ a gesture of offering his hand out to show he has trust in him, he could also use a calming tone to show he isn't afraid. When getting annoyed with him for refusing help he could use a facial expression of furrowed eyebrows to show he's getting impatient and a loud volume to highlight his anger.

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

2

Sage and Parker have a mostly negative relationship, Parker wants to be friends with Sage while Sage wants to destroy Parker.

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

2

I would put them at completely opposite sides of the stage, the closer <sup>Parker</sup> ~~Sage~~ gets towards Sage the more he backs away, shows Parker is offering help but Sage doesn't want help.

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

2

The audience would feel sympathy for the fact that Parker is trying so hard to help Sage but also because Sage doesn't want to trust Parker after all he's been through.

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

1

The purpose of my drama is to entertain.

- (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 There would be a voice over of Sage speaking ~~the~~ to Parker in his mind telling him he's going to lose, this highlights how dangerous Sage is.

Convention 2 There would be a Flashback of Sage's past showing why he's so evil and what Parker can do to help, this highlights how sad Sage's life is and why he ~~does~~ does what he does.

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

An important personal prop is a  
brooch that Sage has.

- (b) Describe this important personal prop. 2

It's a ~~pet~~ blue flower that was given  
to him by his late mother, he keeps  
it close despite blaming his mother  
for the awful things that happened in  
his life.

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

When the character is upset he would  
hold it in his hand and squeeze it  
between his palms to show it helps  
him calm down so it's ~~per~~ probably very  
important to him.

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

2

When Parker finally gets Sage to become good, the mood is tranquil and calm as he is finally accepting Parker's help.

- (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

~~In~~ In this scene Sage would be wearing dark colours while Parker would be wearing light colours, symbolising the good and evil, this shows how different the characters are but a little patch of white on Sages costume shows that evil can become good.

## 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

They could use piano <sup>sfx</sup> music to enhance the calm atmosphere and they could use a <sup>warm</sup> ~~warm~~ white floodlight to show that there is hope for Sage and Parker and it is not the end for them.