

Candidate 7 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, was the theme of social responsibility. This is shown through how Eva Smith who died by suicide was unfairly treated by the Birling family due to her lower social class. ~~And how my character Sheila Birling~~

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

To communicate the theme of social responsibility I used a fast pace when talking and a panicked facial expression with anxious body language to show that my character Sheila Birling felt nervous when admitting responsibility to getting Eva Smith fired from her job out of jealousy

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

2

I carried out a hot seating activity to help me to prepare for my drama. This is when I am asked questions about specific scenes in my drama and answered them in role as Sheila Birling. This helped me to understand how emotional Sheila was when finding out about her fiancé, Gerald Croft's affair with Eva Smith.

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

During my final performance, I used an upset tone of voice and avoided eye contact with Gerald when the affair Gerald had with Eva Smith is revealed. This was effective because it emphasised the betrayal Sheila was experiencing and highlighted her extreme sadness. When Sheila was admitting to being responsible for getting Eva Smith fired from her job, I used ~~an~~ closed body language such as hunched shoulders and a ~~low~~ mumbled voice that lacked clarity. This was effective because it emphasised Sheila's embarrassment about her actions and how she felt ashamed of herself.

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

In Mhairi's drama where she played the role of Mrs Birling, a tense mood was shown when it is revealed to Mrs Birling that Eva Smith was not only pregnant but in fact pregnant with her son Eric Birling's child, meaning it was her grandchild.

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

2

Mhairi helped to create the tense mood during this scene by using a shocked facial expression with an open mouth and an abrupt pause in speech. This showed that Mrs Birling, Mhairi's character was at a loss for words and emphasized that she was ~~fallen~~ struggling to process her devastation about the news revealed.

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

2

I think the audience could have a shocked reaction to this drama. This is because the audience may not have predicted that Eric would be the father of Eva Smith's child and so would be very surprised and astonished by the plot twist. And surprised by Mrs Birling's refusal to accept responsibility.

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

During the rehearsal process, Mhairi contributed by directing an improvised scene, she chose to improvise the scene where Mrs Birling turns away Eva Smith from help from her women's institution. This was effective because it helped Mhairi understand that Mrs Birling was remorseless when confessing to refusing help to Eva Smith. When talking to the inspector, Mhairi used an upright posture and a confident tone when speaking to him. This was effective because it showed how Mrs Birling had a higher status than the inspector and emphasised the power she held over him.

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.

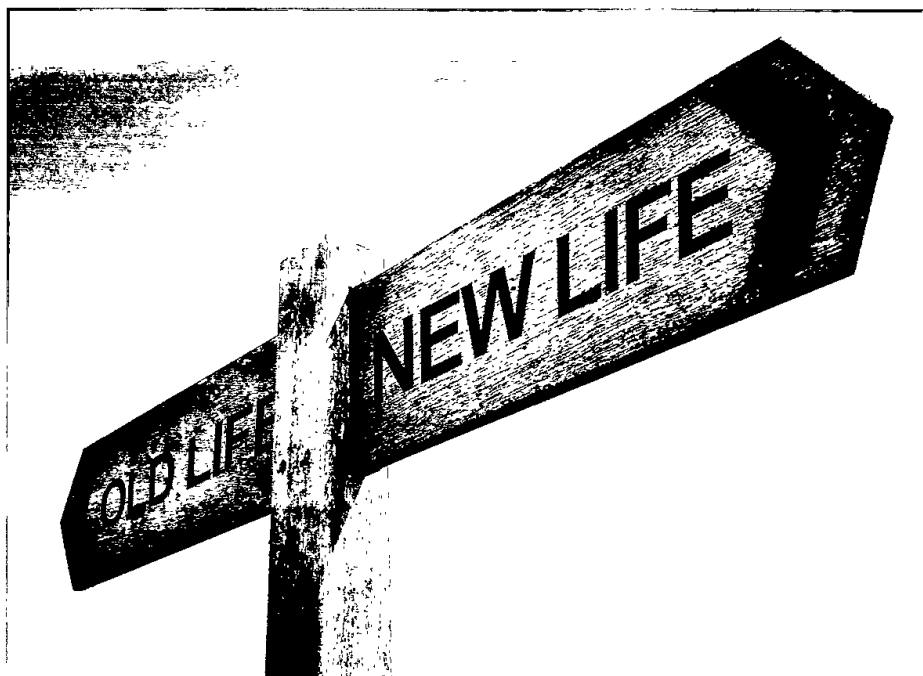
DAVEY: But he says if he was young. And strong. And Fearless.

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.

Characters: James Ben
 ↓ ↓
 14 14
 victim bully

Sarah → Ben James Mum

Scene 1 dashed pushover
 James is being bullied
 by Ben in the playground

Scene 2
 Sarah asks James how his
 day was and he
 starts crying

Scene 3
 split stage
 James | Ben
 and
 his friends

Scene 4
 James stands
 up to the
 bullies

Scene 5
 Ben apologises

7. State the form of your drama.

1

The form of my drama is a scripted play.
The actors are able to rehearse before the
performance and memorise dialogue

8. Identify the genre of your drama.

1

The genre of my drama is a
tragicomedy

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 2026 present day, this is
because my drama explores themes of bullying
and peer pressure which are very relevant to
people's lives at the moment as it is an issue
around the world currently

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

2

I would communicate the time period in the opening
scene by giving the character James a new apple
iPhone as a prop. This would show that it is 2026
because the scene includes new technology only
released recently.

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

2

One character I consider important in my drama is James Smith. He is 14 years old and is important due to his experience as a victim of bullying by his school peers and through his courage and bravery when standing up for himself at the end of the drama.

- (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 James could carry out a hot seating activity. This is when the actor is asked questions about the drama and answers in character as James. This would help to further understand how nervous James felt when confronting his bullies when asked, 'How did you feel before talking to the bullies about their actions?'

Activity 2 The actor could also use an improvised scene, they could choose to improvise a classroom scene at school where he is getting bullied. This would help to develop the character of James as the actor would understand further how James felt when being constantly bullied and how James felt embarrassed and upset.

10. (continued)

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

4

When playing James, the actor could use a scared tone of voice and closed body language such as crossed arms and head ~~looking~~ down when talking to the bully, Ben at the start of the play. This would emphasise how James is frightened by the bully and how he feels intimidated by him.

The actor playing James could also use a quiet volume when talking to his mum about the issue that is happening at school and avoid eye contact with her to show that he is reluctant to tell his mum about his problems because he doesn't want to make her worried.

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

2

A negative relationship between two characters in my drama is 14 year old boys Ben and James, who are in the same year at school. Ben treats James unfairly due to his lower social status compared to him, this is because Ben makes fun of James for being poor. James dislikes Ben because he is unkind to him.

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

2

I would use proxemics to highlight the boys negative relationship by positioning them on opposite sides of the stage to show the distance in their relationship. I would also use levels by making Ben stand over James when talking to him to emphasise that Ben is the aggressor and is dominating the bullying of James.

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

2

~~However~~ The audience would have an upset reaction to the relationship of Ben and James, this is because the audience would feel sad when watching how James is unfairly treated by Ben and would disapprove of the bullying taking place.

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

1

To educate the audience on the impact that bullying can have on a person and the importance of standing up for yourself in difficult situations

- (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 an Aside from the character of James. James would tell the audience about his extreme sadness due to being a victim of bullying and provide an insight into the life of someone suffering with bullies. This would highlight the drama's purpose as James would explain that he wishes he had the courage to change his life for the better by standing up for himself, encouraging those in the audience to do so to.

Convention 2 I would also use a Flashback to highlight the purpose of my drama. I would include a flashback to James with his friends before they moved to different schools and the bullying began. The flashback would show James laughing and having fun which would emphasise the contrast in James' mood in the middle of the play when he is being bullied by Ben. Showing the consequences of bullying to the audience.

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

A personal prop is a book that is important
to James because it was

- (b) Describe this important personal prop. 2

This book is a small novel with a robot
on the front that is important to James
because it was given to him by his father
before he passed away. James keeps it in his
room and ~~James~~ remembers his dad by it. The book
is red. James also loves reading so it is important

- (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 direct the actor to hold the book very close
his chest when picking up the book to show that
it has great value to James's character and that
it means a lot to him. I would also direct the
actor to move the pages carefully and slowly to
highlight that the book is precious to him.

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

2

During the final scene there is a positive mood.
This is because it is the scene in the school playground where James confronts Ben about the bullying and explains it is unkind. Ben apologises to James and encourages others to apologise to. James is proud that he stood up for himself.

- (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

A designer could create a positive mood by dressing James's character in brightly coloured clothes such as a bright blue cotton T-shirt and green trousers to emphasize that James is now happy. A designer could also dress Ben in more plain clothes, a white cotton t-shirt and black sports shorts, this shows that in contrast to James, Ben is less noticeable, highlighting James's successful confrontation and delight.

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 a positive mood by using a fresnel light at 80% intensity with a white gel to show that it is a sunny day outside. The designer could also use a profile spot on James to allow the audience to focus on James's happiness and joy in the final scene. The designer could also use a fresnel light at 75% intensity with a yellow gel to emphasise positivity and friendship.