

Candidate 2 evidence

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/issue of your drama. Justify your answer. 2

The theme of my drama is young pregnant women are sent to a home to have their baby and then their baby was sent to up for adoption

- (b) Identify an appropriate target audience based on the theme/issue you stated in (a). Justify your answer. 2

The target audience would be young adults as they will be going through the situation and or are dealing with it or know someone who is.

1. (continued)

- (c) In what way would you expect this target audience to react to the main theme/issue identified in (a)? Justify your answer.

2

I would expect the audience to feel emotionally upset for the girls as to what they have to go through and give up at such a young age.

2. Describe one rehearsal activity or practical task you carried out to prepare yourself for this drama.

2

I gathered Props together to create different
Scenes and make them more realistic for
example i had a teddy bear which help showed
the innocence in the girls.

3. (a) Identify the genre of your drama. Give a reason for your answer.

2

The genre of the drama was a bradgedy
Scripted Play where it happened in real
life and how upsetting it must be to be in
that situation

- (b) Describe the ways in which you helped to highlight the genre of your drama.

If you were an actor you should include comments on your performance concepts.

OR

If you were in a production role you should include comments on your design concepts.

4

I used the ~~ted~~^{music/records} to show that the
girls didnt feel trapped and that it was
there easy escape to feel normal again.
I also used teddy bear to show inosence of
the girls and that they were so young.
I also went to rehearsal meetings and
discussed with my group what props I
could use to help make different scenes
be realistic.

4. (a) Consider the work of one other drama student during a performance. Your answer must be based on a performance they have taken part in during the Drama course.

Describe the mood and/or atmosphere of their drama. Justify your answer.

2

I think ~~it~~^{marisa} done well during the performance as through out changing her costume ideas to fit the character's age and personality and time period she finally got to the end ideas.

4. (continued)

- (b) Describe the ways the drama student you identified in (a) helped to highlight the mood and/or atmosphere in the drama.

If they were an actor, you should comment on their performance concepts.

OR

If they were in a production role, you should comment on their design concepts.

4

marrya showed the difference between
each character as matron being the boss of the
home.
had to wear smart clothes as to look
professional where as the other girls had to
wear pinafores and blouses because they had
to do cleaning as they were there to have these
child and clean.

Choose one of the following stimuli to develop ideas for a drama with 2 or more characters. The drama must be suitable for a live performance.

Stimulus A

'What's done cannot be undone'

William Shakespeare

Stimulus B

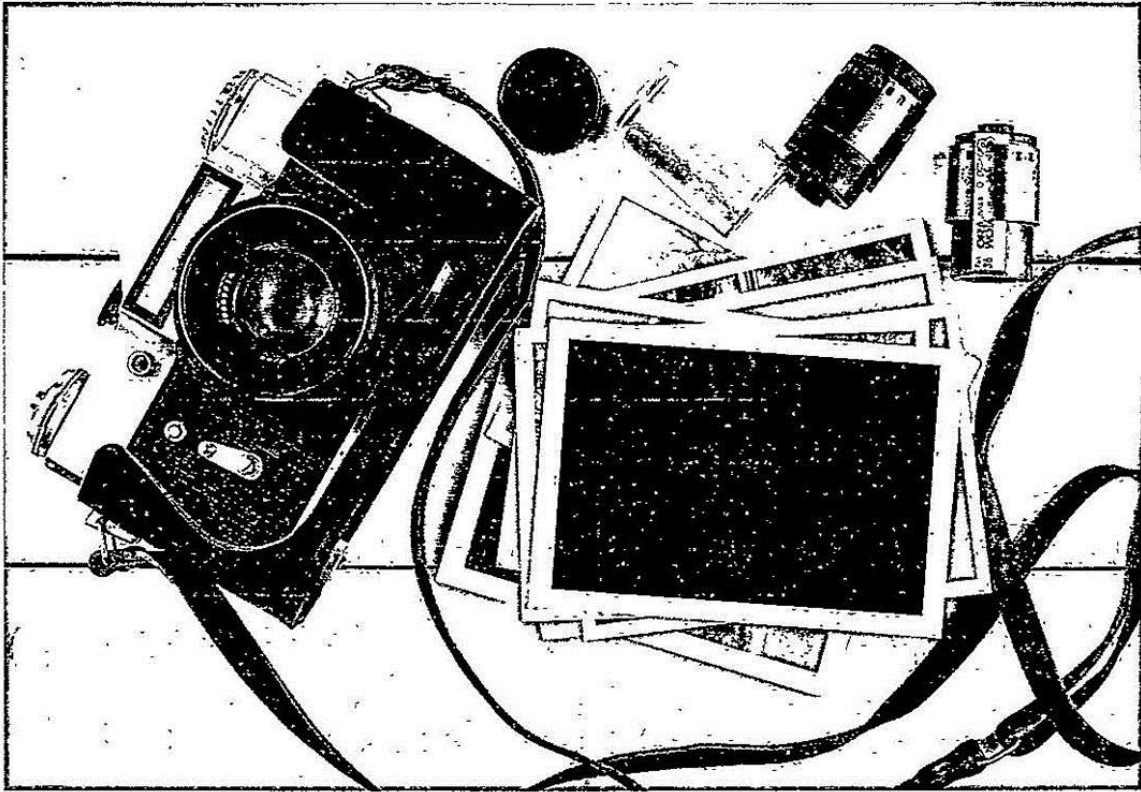
Martin opened his eyes fully. At first he looked straight ahead. He could see clearly but he could not see much, only the hospital ceiling. He closed his eyes once more; now he started a body check. He moved his toes, and tensed his calf muscles and his thigh muscles. He moved his whole left leg no more than a quarter of an inch and then his right leg. It was the smallest of movements but all he wanted to know was that he was in control. By now there was more movement in his fingers, and again, a very small movement of his arms satisfied him. He breathed in deeply and his chest rose. Now Martin opened his eyes again, trying as he did so to raise his eyebrows but there was absolutely no feeling there. He tried to smile but he could feel only hard skin which he seemed unable to control. He tried to move his jaw from side to side but the skin seemed inflexible and his jaw wouldn't move.

At this point Martin knew something terrible had happened to his face. His heart pounded hard in his chest. He shifted his eyes to the left and saw his father standing over him.

'Are you OK, son?'

Martin felt that he was using up all his strength just sending blood around his body and opening his eyes – he certainly didn't have the strength to speak. But his mind was beginning to work and he did think that *Are you OK, son?* was a strange question. He had very little idea of how he really was. His mother came into sight on his right side.

Stimulus C



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.

4 People
1 dead
they were at a Party and they went home
but ~~didn't manage~~ to go
Dived home when being drunk and ran
someone over which killed him the ditched
the body and it was never seen again
~~Can't live there~~
Paul - doesn't care, carries a gun to
Protect
Julie is Scared

5. (a) State the structure of your drama.

1

~~It~~ non-linear

(b) Explain why you chose this structure with reference to your drama.

2

I choosed this Structure as in the
Drama there will be flashbacks

6. (a) Select one character in your drama and identify their motivation. 1

^(Julie)
girl knows that she was there and wants
to tell the police what happened but can't
as she is trapped by her friendship

- (b) Describe a moment in your drama when this character reveals their motivation. 2

The girl bursts out in tears wanting
to tell the police but her friend says "you
can't not now?" She can't live with this
guilt that she is having flash backs of
what they done.

6. (continued)

(c) Think again about this character's motivation.

Describe two rehearsal activities that would help the actor develop an understanding of this character's motivation. Give reasons for your answer.

4

Hotseating - Showing to different personalities that the girl is having. (guilt vs revenge)

Character cards → Showing what kind of character she is and that she is scared that she is in the wrong.

7. (a) Choose another character from your drama and describe their personality. 2

A boy Jules best friend Paul he is a more aggressive and takes more control over people and thinks everything he is doing is right and will always be.

- (b) Describe the way an actor would use two of the voice terms below to highlight this character's personality. 2

Emphasis

Tone

Pace

Volume

Paul talks in a high volume as he likes to be heard and also talks in an angry tone when someone is interfering.

- (c) Describe the way an actor would use two of the movement terms below to highlight this character's personality. 2

Facial expression

Eye contact

Body language

Posture

Paul also walks in a high posture as he thinks he knows it all ~~and he is not~~. Paul also never loses eye contact with who he is talking to as to say he is not scared.

8. Explain in detail how you would use one of the production areas below to help portray two characters from your drama. Justify your answer.

Costume

~~Props~~

Sound

Make-up and hair

4

Character 1 Julie can wear a dress and light coloured things for example a white hat and a flower dress to show the innocence of the girl showing that she ain't capable with any violence

Character 2 Paul can ~~wear~~ smartly dressed clothes ~~is~~ for example trousers and a waist coat and a shirt as to show he is a business man but he can carry a gun as to show that he is dealing some ~~day~~ dodgy business.

[Turn over

9. (a) Identify a key moment in your drama. Explain your answer.

2

The girl is upset and wants to tell the police but she can't as she doesn't want to tear her friendship apart but she is also scared as she doesn't know what may happen if Paul finds out she grassed.

- (b) Describe one convention you would use during this key moment to highlight its importance. Justify your answer.

2

The girl can be having flashbacks to what has happened reminding her that she was there to witness and the night marks were keeping her awake because all she can see was a body lying there and that Paul ran over and she help cover up the body.

10. (a) State the type of staging you would use to present your drama. 1

End on Staging

- (b) Describe two advantages of using this type of staging for your drama. 4

Two advantages can be easily for the staging to be moved around and there is more room but also the audience will have a clear image of the drama

11. (a) State the main theme/issue explored throughout your drama.

1

Peer Pressured on not to tell ~~the~~
the Police on what has happened to not
break the friendship up

- (b) Think again about the main theme/issue identified in (a).

As a designer, describe the ways in which you would use two production skills to highlight this main theme/issue to the audience. Justify your answer.

6

Production skill 1 Props - Paul can be carrying
a gun around as to say that he
will protect Julie on what has happened
but Julie doesn't want that she doesn't
want violence

11. (b) (continued)

Production skill 2 Sound. Julie can be having
Flash backs to what has happened and still
can hear the Scream and the crash in
her ear which frightens her to what
has to come.

12. What feelings and/or emotions would you want the audience to have when they are watching your drama? Justify your answer.

4

I want the audience to feel angry towards Davi that he is putting Julie through with all the violence and Julie on the other hand wants it to stop and be all over. I also ~~want~~^{want} the audience to feel upset towards Julie that she has to put up with what's going on and wants to tell the police and she is trapped ~~and there's no~~ by her friend ship.

[END OF QUESTION PAPER]