

Candidate 3 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

I acted in "Journeys end" the main theme/issue ~~was~~^{would} be War and the horrors of war as the Play is set in WW1

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

2

Young People aged 13-16, because it would be good to educate them about war.

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

Shocked as it's something
they most likely wouldn't know
and war is horrific.

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

2

I did hot seating as Stanhope
~~My~~ being questioned before
being promoted. This helped me learn
more about my character which
helped me prepare for the drama

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

2

Tragedy as Raleigh joining the war thinking it's all cheerful and ~~happy~~ ^{happy} ~~was~~ ^{was} him being so naive led to his downfall ~~and~~ his death.

- (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

The scene which shows the tragedy the most is Raleigh's death scene. I helped ~~the~~ highlight the genre by contributing towards the sadness of Raleigh's death scene, I lowered my volume to sound more sympathetic, my clarity was bad and ~~the~~ articulation unclear to show shock and disbelief, my ~~of~~ facial expression showed sadness and body language was closed ~~and~~ while I was crying to fully show the tragedy.

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

also acted in
Journeys end, the mood and atmosphere
In Journeys end is dark, gritty and
scary and this was what the
living conditions were like.

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

Played Raleigh - who dies in the final scene. Death really shows the mood ^{and} atmosphere so - really highlighted the mood and atmosphere. When he was dying he lowered his pitch and ~~volume~~ ^{made volume} ~~lower~~ ^{lower} over time to show loss of life. Slow pace and unclear clarity to show he's really trying to speak but is finding it hard. All these contribute towards a dark, gritty and scary mood and atmosphere.

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

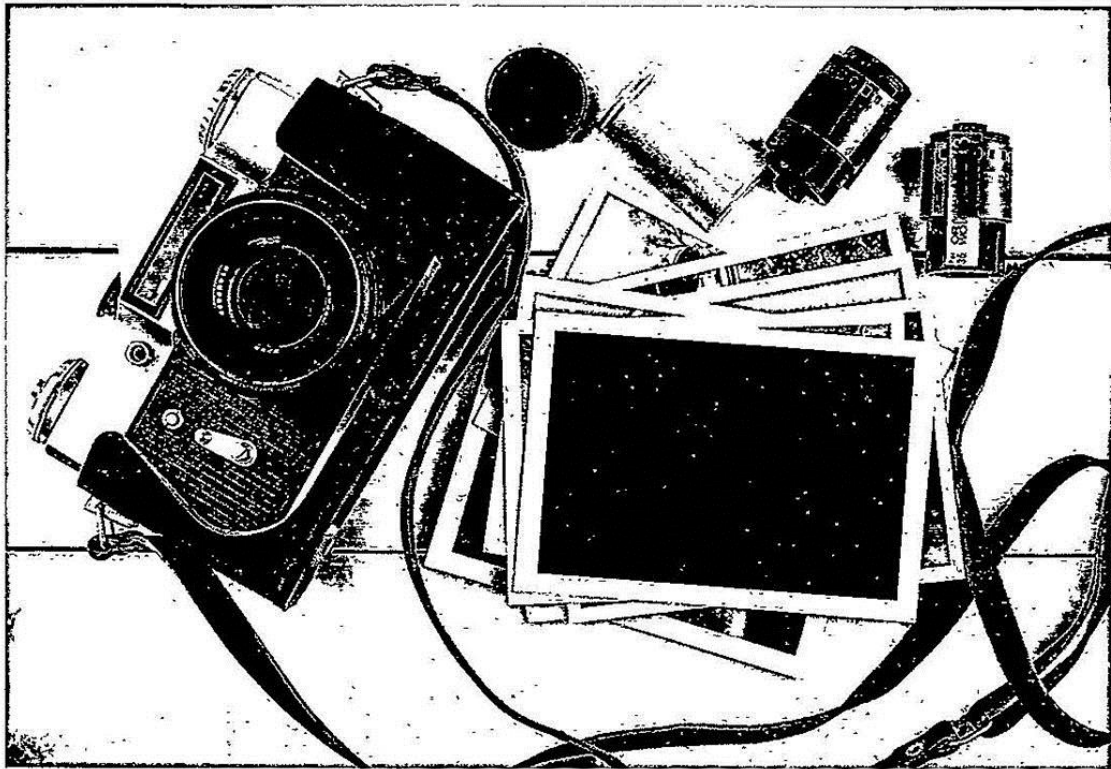
Martin opened his eyes fully. At first he looked straight ahead. He could see clearly but he could not see much, only the hospital ceiling. He closed his eyes once more; now he started a body check. He moved his toes, and tensed his calf muscles and his thigh muscles. He moved his whole left leg no more 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.

<p>Characters - Jess (15) Max (15) Hannah (16)</p>	<p>Genre - Tragedy Structure - non-linear Form - Scripted Play Style - Naturalistic</p>
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Max and Jess were best friends since nursery, when they got to Academy they started dating. It's their 3 year anniversary and Max is hosting a party. Max has a lot to drink, brings Jess upstairs and rapes her. Jess couldn't tell anyone because she was too ~~embarrassed~~ ~~a shame~~ ashamed. She couldn't even tell her sister - Hannah.

The play ends with Jess killing herself because she bottled up everything and couldn't tell anyone.

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

1

Non-Linear

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

2

Because I would have
Flashbacks of Max raping
her and flashbacks of Max
and Jess' old friendship.

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

Max, his motivation is his love
for Jess.

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

He will confess to Hannah (Jess' sister). He will say how much he loved her.

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

Hot Seating about asking Max what he loved about her, so that the actor would have an idea of how much he loves her and how it shows a new side to him.

Improvisation ^{for} ~~about~~ Max sitting at Jess' grave, speaking his thoughts. This will help the ~~character~~ ^{actor} connect with the character as it's the actor's thoughts.

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

~~Jess - loving, caring, confident, loved animals,~~
~~Vegan, broken.~~
 Jess - Before she was loving, caring, confident
 now she is broken, depressed,
 insecure, confused,
 scared

- (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
 Sad tone to show sadness and to
 show she's not her usual self.
 Quiet volume to show her
 insecurity to talk and to
 show how broken she is

- (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
 Avoiding eye contact to show
 insecurity and fear.
 Sad facial expression to again
 show sadness and to show
 she's broken and not her usual
 self.

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 Max

~~At the party~~ I would have Max
~~at the party~~ Skin tight clothes, a good condition
 at the party but after Jess' death
 I would have him wear all black
~~at the party~~, loose and bad condition ^{clothes to} symbolise
 death and to show he ~~is~~ broken

Character 2 Jess

At the party I would have Jess
 in pink, great condition ~~at the party~~ shorts and
 top to show her confidence.
 After the party I would have her
 wear mismatched colours, loose, ~~at the party~~
 bad condition and long sleeved clothes to
 show her hiding scars and to show
 she doesn't care for herself.

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

2

The rape scene as it is the turning point and the start of Jess' downfall.

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

2

~~A~~ A ~~voiceover~~ voiceover of Jess telling Max to get off and saying her parents will be disappointed in her, this highlights the importance of key moment as Jess is blaming herself when she should be blaming Max.

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

1

Avenue

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

4

I could have Max come from one side and Jess come from another so it sort of creates sides.

easy entrances and exits for actors.

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

1

Rape/Sexual Abuse not being
fully addressed and how it
ruins lives.

- (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 ~~Lighting~~ Make-up & Hair
~~Before the rape scene~~ Before
the rape I would make Jess with
a full face of make up and hair
in curls so she looks confident.

After the rape scene I would add
purple under her eyes to show she
was crying and not screaming for help.

The week after the rape I
would apply fake blood with a
sponge on her wrists to show
she is not speaking to anyone
about her problems.

11. (b) (continued)

Production skill 2 Lighting

Before the Rape I would have
a generic wash on stage at a 70%
~~100%~~ with hints of green to show everything
is calm.

During the Rape, I would have
a generic wash at 40% with
hints of blue to show sadness

When Jess is killing herself I would
have a profile spot at 10% on her
of just red to show anger.

[Turn over for next question

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

4

~~Sympathy~~ At the start happiness when they see a couple enjoying their 3 year anniversary.

Confusion into Shock into Anger when they start to realize they aren't having consensual sex.

Sympathy for Jess when she kills herself as ~~she~~ she didn't deserve it.

[END OF QUESTION PAPER]