

Candidate 5

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	<input checked="" type="checkbox"/>	Lighting	<input type="checkbox"/>	Costume	<input type="checkbox"/>	Set	<input type="checkbox"/>
Props and set dressing	<input type="checkbox"/>	Sound	<input type="checkbox"/>	Make-up and hair	<input type="checkbox"/>		

1. (a) State the main theme/issue of your drama. Justify your answer.

2

The main issue of my drama is eating disorders. The drama follows three characters as they suffer from eating disorders and the audience sees how this negatively impacts their lives.

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

2

An appropriate target audience would be teenagers aged 14-18 because I believe they are the most influenced by body issues and eating disorders, due to factors such as social media (Additionally, the story focused on teenagers so they might relate to them the most.)

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 sympathy towards the characters due to their mental illnesses. I would also hope they could relate to the ~~the~~ issue and see that it is better if they reach out and ask for help. They might also feel shock because they might have not realised how serious mental illnesses can be.

[Turn over

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

2

To prepare for this drama I took part in an improvisation. I was playing a physical representation of an eating disorder so we improvised a scene where Katie, one of the main characters, first developed her anorexia and met me for the first time.

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

2

My drama was a tragedy because at the end a character commits suicide. They saw it as their only option because their eating disorder was taking over their life.

- (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

Since I was the cause of the death, I ~~used~~ used my voice to intimidate the other character and increase the audience's hatred towards me. I spoke at a loud volume ~~with~~ ^{with} a menacing, spiteful tone to highlight my threatening, sadistic nature. I also used my movement to show this. I walked at a slow pace and used a strong stance to show my higher status and superiority, as well as using ~~my~~ aggressive facial expressions to portray my angry persona.

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

Another drama student was Jack. He created an intense, angry atmosphere during a robbery scene. His character was channeling his inner anger from his childhood and taking it out while robbing a ~~clothes~~ sports shop.

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

Jack portrayed his character really well. He talked with a high volume and at a fast pace to show his anger building up. He also used an aggressive tone while delivering his lines which emphasised the ~~the~~ angry atmosphere. He held strong eye contact to highlight his fearlessness and did everything at a quick speed to symbolise how long he's been waiting to ~~let~~ let go of his anger.

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

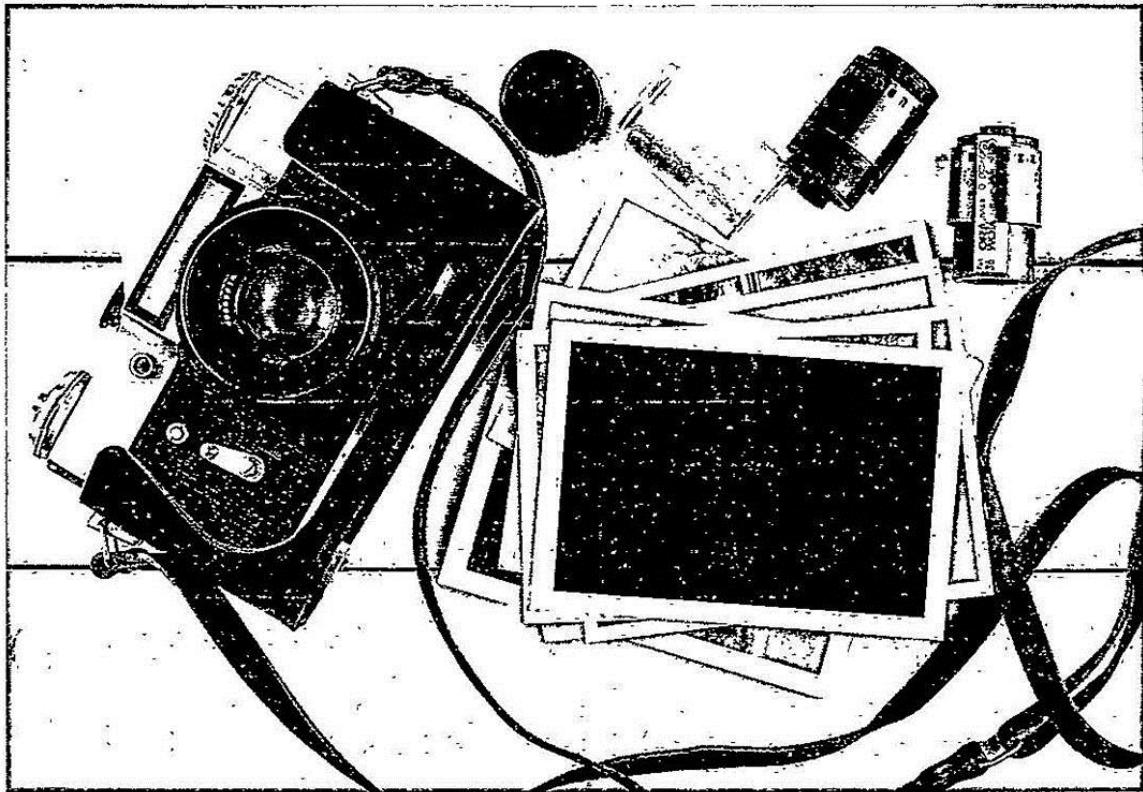
Martin opened his eyes fully. At first he looked straight ahead. He could see clearly but he could not see much, only the hospital ceiling. He closed his eyes once more; now he started a body check. He moved his toes, and tensed his calf muscles and his thigh muscles. He moved his whole left leg no more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

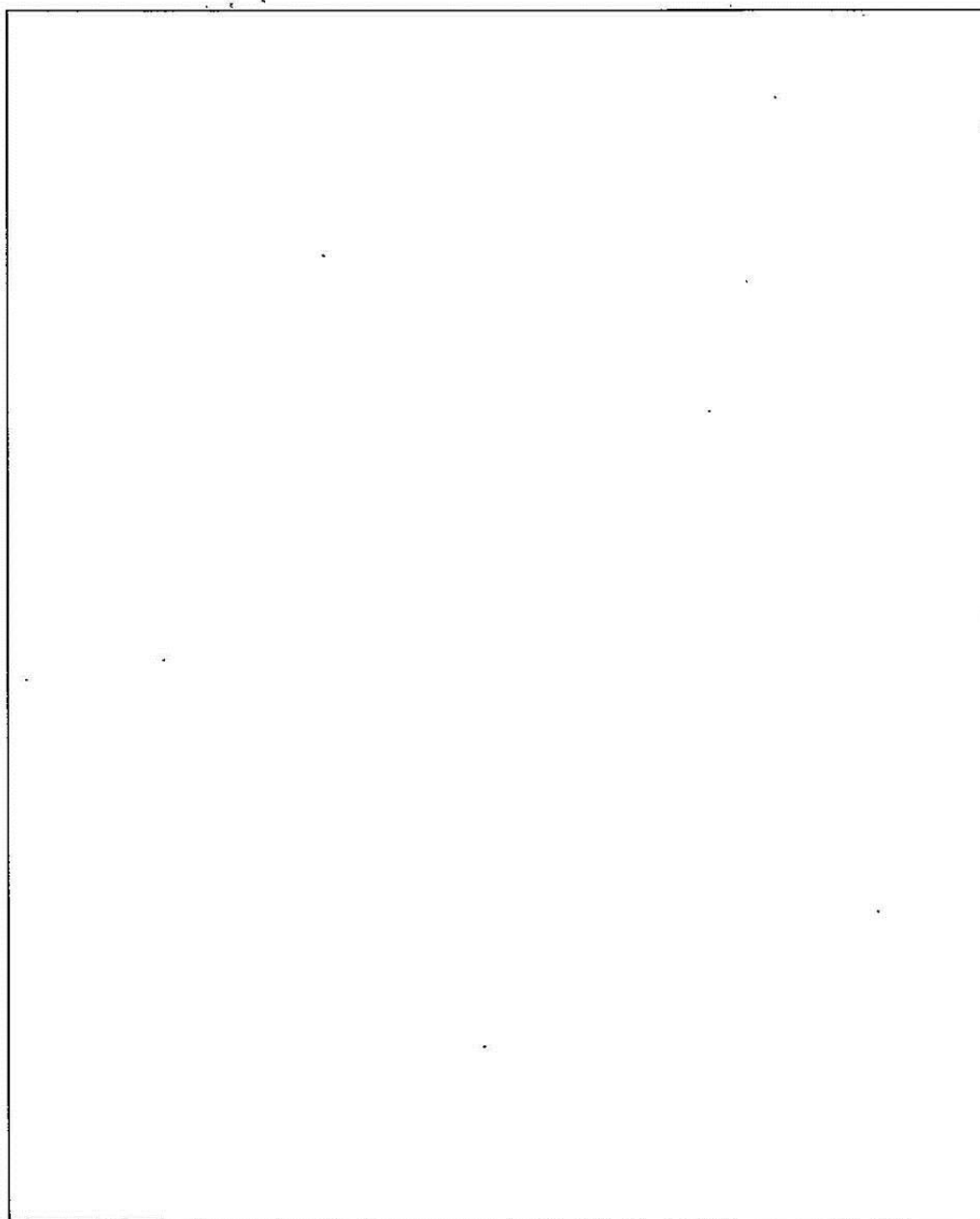
Stimulus B

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.



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

1

The structure of my drama would be linear.

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

2

I chose this structure to ~~allow~~ allow the audience see the main characters (Jackie and Robbie) relationship develop as the story progresses. At the start of the drama, they are complete strangers but by the end they are close friends.

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

1

Robbie's motivation is to get revenge on his mum because she abuses him.

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

2

Robbie and Jackie meet up after Robbie has just argued with his mum. Robbie expresses his anger to Jackie and she sympathises with him. Because of his anger and ~~the~~ adrenaline, he comes up with the plan to kill his mum and pressures Jackie into helping him, thus revealing his motivation to get revenge.

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

I would have the actors playing Robbie and his mum participate in an improvisation prior to his dad leaving them. They can see how they had a close, happy relationship and understand that Robbie felt abandoned by his mum once his dad left. This will help the actors have a more indepth understanding of Robbie's motivation. I would also have the actor playing Robbie do a writing in role in the form of a letter addressed to his mum, This will allow the actor to explore Robbie's true emotions and understand why he is so angry.

[Turn over

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

Jackie is a stubborn, feisty teenager from a wealthy family. She doesn't appreciate her wealth and family and often dreams of running away. She is passionate about drawing and carries her sketchbook everywhere.

- (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

The actor could talk with a stubborn tone to show that her decision is final and no one will persuade her otherwise. She could talk at a loud volume to show her confidence and feisty side.

- (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

The actor could hold strong eye contact when arguing to show her stubborn ~~and~~ attitude. She could have poor posture to show she doesn't change to fit in with the stereotype of wealthy people and emphasise her dream of rebelling.

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 Jackie would wear a posh school uniform throughout the drama to show her fancy education. However, because she doesn't enjoy being wealthy, her tie won't be tied properly and her top couple of buttons will be undone. She'll also wear scruffy trainers *

Character 2 Robbie would wear an old t-shirt with a couple of stains on it to emphasise his social deprivation. He'll also wear jogging bottoms with holes and lots of creases to further emphasise his poor upbringing.

*to symbolise her dream of rebelling and running away, as well as going against the normal.

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

2

A key moment is when Robbie comes home to discover his mum is sleeping with various men to make some money. He begins to yell at her and eventually storms out. When he storms out is a key moment because it highlights *

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

2

I would have Robbie going in slow motion when storming out to add dramatic effect and emphasise this key moment to the audience.

* the separation/distance in their relationship and this is the trigger for Robbie to kill his mum.

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

I would use theatre in the round to present my drama.

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

With theatre in the round, minimal set is used so the audience is completely focused on the action and the characters, which might result in a more emotional response.

Additionally, theatre in the round creates the illusion of the characters being trapped and isolated, which is how Robbie and Jackie feel throughout most of the play. It also helps to create a more intense atmosphere.

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

1

The main theme explored is (the difference in) social class (and how it impacts daily life)

- (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 I would use lighting to emphasise this. In the first scene, it is a split scene between a rich and a poor family. I would ~~use~~ use yellow gels on the rich family's side to suggest warmth and a welcoming atmosphere. To contrast, I would use blue gels on the poor family's side to suggest coldness and an uninviting, harsh atmosphere. When Jackie and Robbie meet, the social prejudice of class is disregarded so I would use green gels to show the connection of the two different classes.
(blue and yellow = green)

11. (b) (continued)

Production skill 2 I would use costume as well. I would have the poor characters in old, torn clothes with stains on them to show their social deprivation. I would have the wealthy characters in fancy clothes, such as posh school uniform or a formal dress, to show their worth and how fortunate they are.

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

4

Throughout most of the play, I want the audience to feel happy and possibly nostalgic because they watch as Robbie and Jackie become ^{unlikely} ~~close~~ friends. I also want them to feel anger towards their parents because they constantly belittle Robbie and Jackie. However, at the end I want the audience to feel sympathy for Jackie because she was forced to kill her mum and is terrified of her inevitable future.

[END OF QUESTION PAPER]

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK

3b) Overall, I created an intense, threatening atmosphere to help convey the tragedy.