

Candidate 6

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 played the character of D.D. in Too Fast by Douglas Maxwell. The main theme in the drama is ~~the~~ wants, as the play is based around a group of school children who want to win Britain's Got Talent and will do

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

~~All~~ The target audience would be ~~around~~ 13^{to 20} year olds. This is because I think that teenagers will be able to start to relate to the idea of wanting to achieve something in the future.

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 teenagers to understand and relate to the theme of want

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

2

I improvised ~~scene~~ scenes in character with my cast. This was helpful to prepare because it allowed me to further explore the character of D.D. out with the confinements of a script, therefore letting me better understand her thoughts and personality.

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

2

"Too Fast" is a tragicomedy. This is because it has elements of comedy, such as Spokes' Brother's monologue about "In the Night Garden" and the character of Sean, but it also has elements of tragedy, like being set at a funeral and D.D. revealing her

- (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 helped highlight the genre by helping to introduce the more tragic and negative aspects, as I wanted to play D.D. as very power-hungry and controlling, with little regard for others' feelings.

I showed this by using a loud and overpowering volume when D.D. was addressing the rest of the group in order to show that she controlled the group and left no room for other people's thoughts or opinions.

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

Joanna played Aimee in the play "Too Fast". The atmosphere of the drama was tense and nervous, because there were many conflicts within the singing groups and they were nervous to perform at a funeral.

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

Joanna helped highlight the mood and atmosphere by playing Aimee as a bold and outspoken character. To show this she used closed-off and angry body language, which helped to further emphasise that Aimee wasn't going to be pushed around by D.D.

Joanna also ~~settled~~ increased the volume of her voice while Aimee was speaking to D.D., which helped create conflict between the two outspoken characters, therefore further highlighting the tense 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

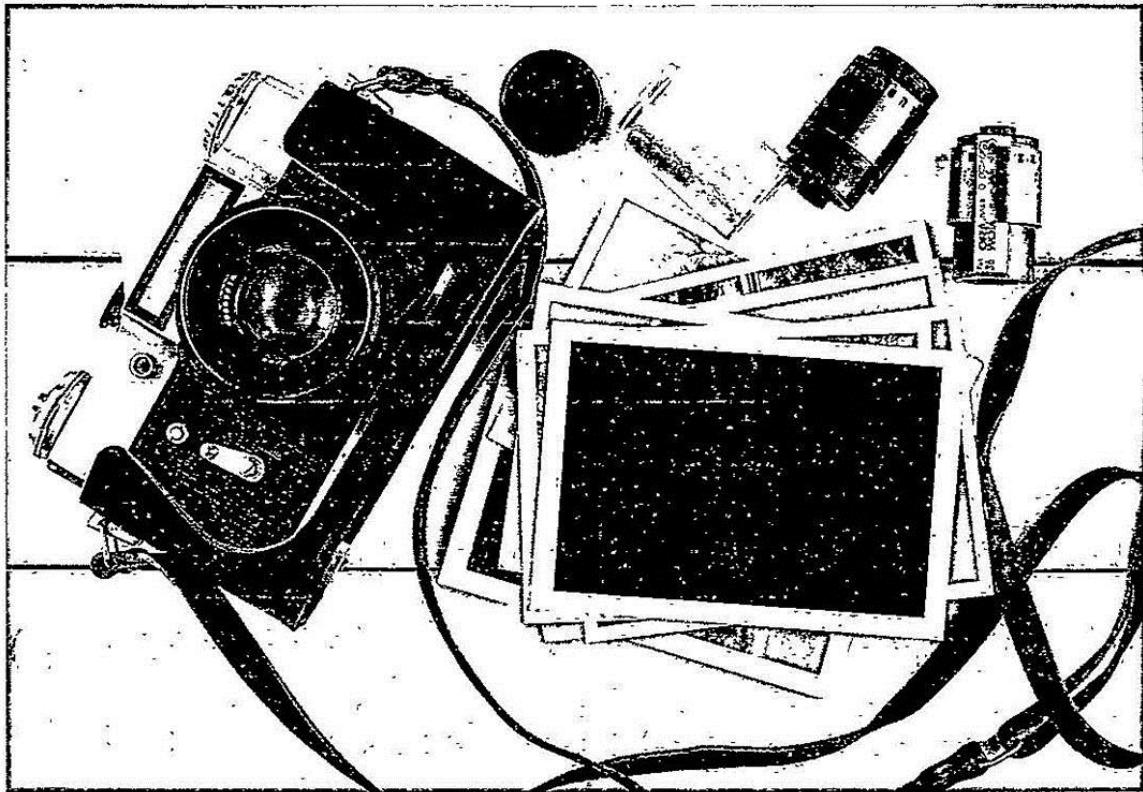
Martin opened his eyes fully. At first he looked straight ahead. He could see clearly but he could not see much, only the hospital ceiling. He closed his eyes once more; now he started a body check. He moved his toes, and tensed his calf muscles and his thigh muscles. He moved his whole left leg no more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

Opening

Katie Song, 15 years old, going about her daily life. She wakes up, ~~goes~~ eats breakfast, ~~then~~ sits on the sofa to watch TV with her mum. After a minute, she says something, but her mum doesn't respond. She keeps trying but realises her mum doesn't know that she's there.

Middle

Flash back → Katie watches ~~herself~~ herself as ~~she~~ her past self cries while on her phone. Her past self throws her phone down and cries more. She calls out for her mum, but hears the response "I'm busy darling, I'm sure it can wait." It can't wait. Katie's past self pick up a razor. Katie ~~can~~ rolls up the sleeves of her nightgown and sees bandages. She remembers now. She calls out for her past self to stop.
Blackout.

End → flash forward to Katie watching her own funeral. She stands beside her coffin and cries "I'm sorry". She regrets it.

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

1

Non-linear, as I would use a flashback in the middle of the drama.

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

2

I ~~chose~~ chose non-linear so that I could further explore Katie's ~~initial~~ initial confusion, creating a larger impact when the audience understood what happened. By using flashbacks, the audience will be able to fully understand Katie's ~~own~~ story from her view.

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

1

Katie Sung's motivation is ~~to~~ to somehow be alive again.

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

2

The moment when Katie reveals this is when she sees her past self, who is about to commit suicide, and calls out to try and stop her. This reveals that she ~~can~~ regrets her decision and wants her life back.

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

One rehearsal activity would be writing in role, as I would have the actor playing Katie write a list of reasons that Katie liked living. This would let the actor understand Katie's thought and reasons for her desperation to have her life back. I would also have the actor playing Katie improvise a scene with her mum as if Katie could be brought back to life for ten minutes. This would let the actor have the idea of what Katie would want to do if she got her wish.

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

2

Katie's mum, Rachel Song, is extremely confused and upset when seen in the play. She is confused because she doesn't understand why her daughter killed herself. She is now a kind of careless hermit, no longer owning any desire to leave the comfort of her house.

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

Emphasis

Tone

Pace ✓

Volume ✓

2

When Katie first sees her mum, she is on the phone. During this scene, the actor playing Rachel would speak with a very slow pace in order to emphasise her confusion and exhaustion, as though she is still trying to wrap her head around the situation. Rachel would also speak with a quieter

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

Facial expression

Eye contact

Body language ✓

Posture ✓

2

The actor playing Rachel would have very poor, hunched posture in order to show that she doesn't have the energy to sit properly, further emphasises the toll the situation has taken on her. *She would also have closed, sad and tired body language, with her knees hugged to her

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 Katie's costume would be a white, cotton nightgown ~~with long sleeves~~ reaching her ~~to~~ mid-calves with long sleeves. The nightgown would be completely clean, with white lace around the cuffs. This costume ~~is~~ would show the innocence of Katie, before the audience finds out that she's dead. After this reveal, it will strike them that what she wears resembles

Character 2 Rachel Song would wear a large, black, woolen jumper ~~that~~ that is far too big for her. She would also wear dirty and ripped black trousers and white slippers with holes in them. The fact that a lot of her clothing is dirty or battered shows her lack of care for her appearance, further emphasising her grief and exhaustion.

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

2

A key moment in my drama would be when Katie lifts her sleeve during the flash back, as this is when both Katie and the audience understand her situation - that she is about to watch her own suicide.

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

2

I would use a freeze frame for Katie's past self in order to draw all of the audience's attention to the ghost Katie's reveal to further highlight the importance of the moment.

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

I would use ~~thrust~~ thrust staging for my drama.

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

One advantage of thrust is that it allows the ~~an~~ audience to feel closer to the action of the drama. This is an advantage because the audience will feel a greater shock ~~if~~ when it is revealed that Katie is dead, as they will feel physically and emotionally closer to her.

Another advantage is that, during the scene of her funeral, it would be easier to make the audience feel as though they are part of the event, therefore creating a greater emotional impact.

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

1

The main theme in my drama
is regret.

- (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

During the flashback to Kertie's last alive moments, I would use red gel fresnel lanterns in order to create a red-wash. This wash would be at an intensity of 50. Because red is a dangerous colour, and this is told through Kertie's point of view, it shows us that Kertie believes that this memory is dangerous and scary, therefore showing her regret of this moment.

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

4

I would want the audience to feel upset during the funeral scene, because we are facing the blunt truth that ~~suicide~~ death is final, whether we would regret it or not. I would also want the audience to feel a bit angry because, as Katie is seen crying in the past, something obviously drove her to kill herself and I want the audience to feel as though that is unfair. I also want the audience to feel shocked, as it is uncommon for people to watch the effects of suicide, but I want the audience ~~to~~ to watch

[END OF QUESTION PAPER]

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK

Q1(a) anything to achieve it, even crash a funeral.

Q3(a) materialistic use of the other characters.

Q7(b) volume as the call goes on, as this emphasises how tired and exhausted she is, further showing the audience her upset.

Q7(c) chest and her head in her hands.

Q8) that of a stereotypical ghost.

Q12) the experience suddenly.