

Candidate 1 evidence

		MARKS	DO NOT WRITE IN THIS MARGIN
SECTION 1 — 20 marks			
Attempt ALL questions			
<p>Consider a performance you have taken part in during your course as either an actor or in a production role.</p> <p>Tick (✓) the box to indicate your role.</p>			
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)	Describe the scene from your drama which you found the most difficult when carrying out your role.	2	
	<p>I found the scene when the witch is feeding Hansel the most difficult. The witch orders ^{orders} Gretel to cook and feed Hansel in the shed four times, growing more impatient after each failed attempt. She finally loses her temper after the fourth try, screaming at Gretel.</p>		
(b)	Give two reasons why you found this scene the most difficult.	2	
	<p>It was a scene that contained stylised movement. This was hard to both choreograph and perform, as it needed to be synchronised between Gretel and the witch. Also, I had to use difficult body language eg. slouched posture to show the witch's age, all whilst performing the choreography, which was hard to maintain consistently throughout the scene.</p>		

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2. Describe two activities you carried out to prepare for the performance.

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I wrote a diary entry as the Witch explaining my thoughts on Hansel and Gretel. This helped me to understand her hatred for them as I wrote about exactly why they angered me. I decided that it was because they had destroyed my house, and so I wanted revenge.

I used thought tracking where you freeze a scene and say what your character is thinking. I froze the scene when the Witch was pretending to be nice, as I could understand what she was really thinking, which was ~~that~~ her plan to eat the children. I then could adapt my movement to fit this, eg. by ^[Turn over] narrowing my eyes and smiling slyly to appear untrustworthy to the audience.

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3. Evaluate the effectiveness of your individual contribution to the final performance.

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 movement to portray my character's old age. I used a hunched posture and slow pace to show my age, however this was somewhat ineffective as I did not exaggerate it enough, thus making it seem like I was younger than I actually was. I used voice to show my character's personality. I used an angry tone and loud volume to show my evil personality. This was effective as it created a tense atmosphere and scared the audience, which was the purpose of my character.

Finally, my facial expressions were effective as I used an angry facial expression towards the children when they failed to make Hansel plump. This was effective as it created a negative relationship between the witch and children, which the audience could see through my abuse towards them.

4. (a) Consider the work of one other drama student during the rehearsal process for a performance.

Evaluate their contribution to the rehearsal process.

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Hannah used movement effectively to show her character's status. She had the lowest status of the three witches, and showed this through use of levels. She ~~was~~ ^{decided to} sit down or ~~stay~~ on the ground whilst the other two witches were on rostrum ~~which showed~~ ^{and researched} on BBC bitesize how to use movement to show ~~one witch a lower status than the other~~ status. ~~Witches~~. She also practised slouched posture and used this in her performance to show her low status. However, she did not use voice effectively as she did not research how to use it to show status, instead using loud volume and an assertive tone, thus giving the illusion that she was of a higher status. However, she did research ^{[Turn over} her play's theme of religion, ⁱⁿ ^{her time period} which allowed her to use a ~~scary~~ scary tone of voice to evoke the same fear people had for witches in that time.

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4. (continued)

- (b) Consider the final performance of the drama student you identified in (a).

Evaluate the effectiveness of their contribution to the final performance.

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

OR

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

4

Floannah was effective in using levels to show her low status. By remaining on ground level, the audience could see she had the lowest status. Also, she used a slow pace and nervous hand gestures eg. twiddling fingers. This was effective as the audience could see her lack of power in the situation and it created a clear difference in status between her and the other characters. However, her voice was ineffective as she did not use a nervous tone towards the other witches which would have enhanced the different statuses. Also, she did not use a scary tone towards Macbeth and Banquo consistently throughout the performance, so the fear created was lost at times, thus making it less effective.

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Stimulus C

JOE and JOE. Where we left them.

JOE TWO: I think we should bring Terry with us.

JOE ONE: (Touchy subject) No Joe.

JOE TWO: Just for today. We'll be alone out there Joe!

JOE ONE: No Joe.

JOE TWO: He can protect us. He can show those monsters who's . . .

JOE ONE: (Overlapping) We've been over it and over it. Brother Kyle said . . .

JOE TWO: Brother Kyle has abandoned us!

Beat

JOE ONE: (Whispering) Joe c'mon man. Terry puts people off. You know it. Folks don't wanna invite us in if we have Terry with us.

JOE TWO: He's awful sick Joe. He's gone quiet. I think he's going to die.

JOE ONE: Well . . .

JOE TWO: He needs to get out of here.

JOE ONE: No Joe.

JOE TWO: He's one of God's miracles Joe. People need to see Terry.

JOE ONE: I know Joe.

JOE TWO: I'm scared of what he's going to do if we don't . . .

JOE ONE: I know! And that's another reason why he should stay in his room, for now, with the door locked. Don't . . . don't open that door Joe.

Extract from: *FEVER DREAM: SOUTHSIDE* by Douglas Maxwell

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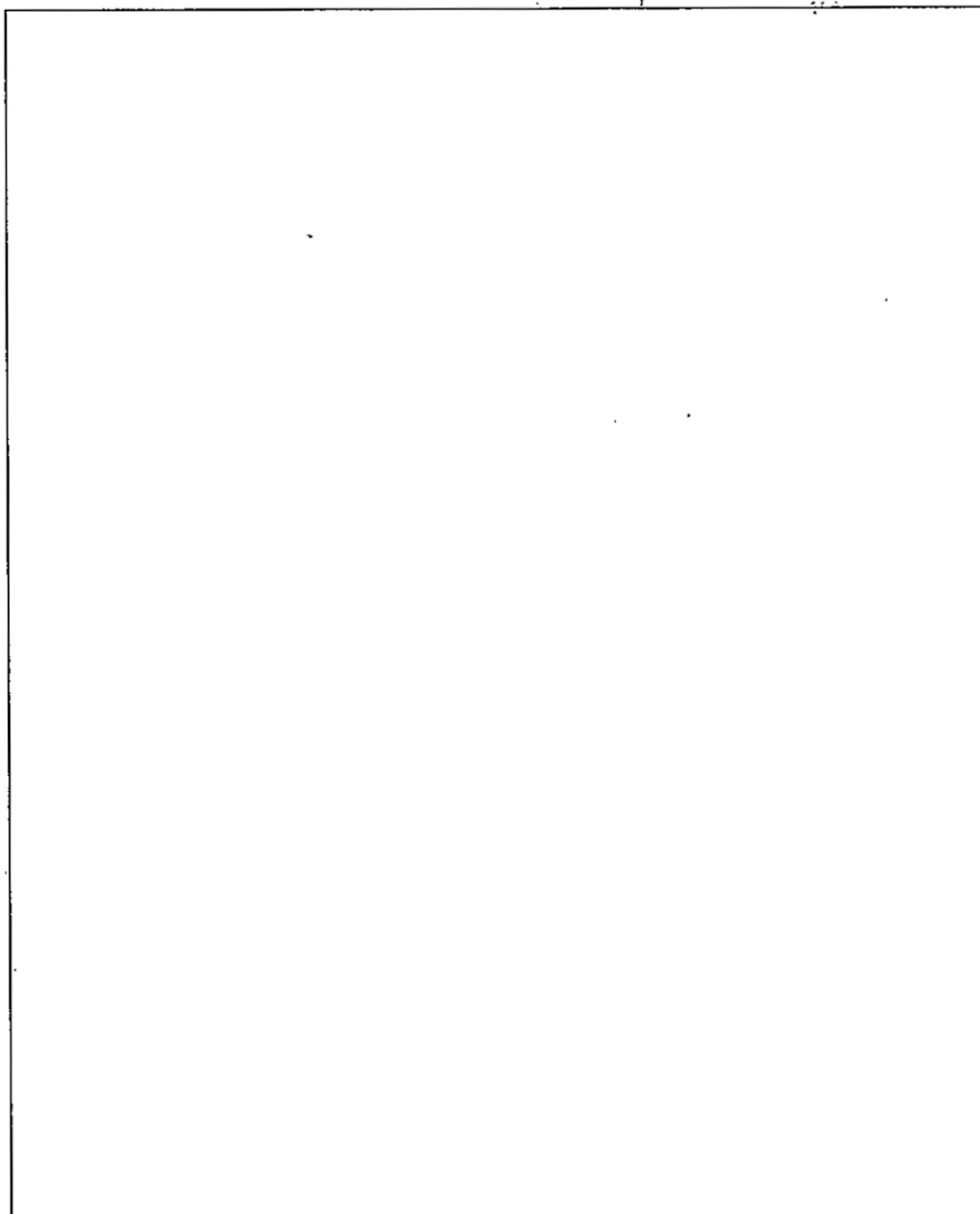
Tick (✓) the box to indicate which stimulus you have chosen to write about.

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) From the list below tick (✓) what would be the main purpose of your drama.

Entertain Educate Explore a theme or issue

Give a reason for your answer.

My ~~play~~ drama is loosely based on history, however ^{its main purpose is to} ~~it~~ explore the themes of war and trauma ^{through} a ~~real~~ fictional ~~one~~ story

- (b) Identify an appropriate target audience for your drama with this purpose. Justify your answer.

People interested in war, ~~and~~ because it is the main theme of the play and they are likely to be interested in watching a drama of their interest.

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2

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6. (a) State the time and/or place you would choose to set your drama. Justify your answer.	2	
<p>Early 1940s, as this is when WW2 is set so and the play is a fiction of WW2. It would allow me to explore the effects of war in that time, and gives me an exact time period to research to enhance my production areas.</p>		
(b) Describe a prop you would use to highlight the time and/or place to the audience. Justify your answer.	2	
<p>I would use a letter that tells Tom to join the war, as the audience can see that there is a war going on and I can have the Tom read the letter explaining when and where the war is, which informs the audience at the same time. Also these letters only came out during the war, so they can't be mixed up with other time periods.</p>		

	MARKS	DO NOT WRITE IN THIS MARGIN
7. (a) Identify the genre of your drama.	1	
<u>Tragedy</u>		
(b) Describe a key moment in your drama that highlights this genre.	2	
<u>When Tom's best friend Benny dies</u>		
<u>This is because Tom always looked</u>		
<u>up to Benny, and as when he is</u>		
<u>shot on the battlefield Tom watches</u>		
<u>on and the audience see Tom</u>		
<u>lose his hope along with his friend.</u>		
<u>It highlights the tragic theme of</u>		
<u>trauma.</u>		

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7. (continued)

- (c) Describe the ways in which you would direct the actors to use four of the voice and movement terms below to highlight the key moment identified in (b).

4

ToneVolume

Clarity

Facial expressionPosture

Eye contact

Tom would have an angry tone as he watches Benny die. Usually a mild character, the audience can see through change in tone from worried to angry. How much Benny means to Tom, he would use a loud volume, instead of his usual low volume, to show his pain as he screams for Benny. The rest of the soldiers would have blank facial expressions to contrast Tom's angry, worried one, to show the harsh reality of war that people must easily let go of friends, even though some, like Tom, can't. The rest of the soldiers would have confident, upright posture to contrast Tom's hunched, painful-looking posture. This would highlight the pain that he is going through, as the focus is solely on him as he stands out.

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8. (a) Identify a character in your drama with a high status. Give a reason for your answer.

2

Lieutenant Thomas has a high status as he controls all of the soldiers. He is in charge and can order the soldiers to do whatever he says. His power makes him scary to the soldiers as their life is in his hands.

- (b) Describe the ways in which you would use one of the production skills below to highlight this character's high status.

2

Costume

Sound

Make-up and hair

He would be wearing a uniform. It would be olive green and made of fine, 100% cotton, and would have no holes or marks. His medals, attached to his left chest pocket, would be polished and shiny. His shoes would be made of dark brown leather and would be neatly polished. His tidy state would show his high status by contrasting with the soldiers' faded, worn uniforms, complete with no medals and shoes with holes in their soles.

[Turn over

8. (continued)

- (c) Describe two conventions you would use to highlight this character's high status. Justify your answer.

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4

Convention 1 I would use monologue. He would have a long, powerful speech so that he has both his soldiers and the audiences undivided attention. This would show his status as it seems he ~~can~~ has the power to make everyone listen, as the venue is silent except for his voice.

Convention 2 I would use a flashback. It would show Thomas receiving his medals and status of Lieutenant. This would allow the audience to fully understand his status as they can see the effort he made to get to his position, and the power he now holds. This would be shown in the flashback as he walks ~~from~~ onto the stage to receive his medals, and change of levels from low to high would show his change in status.

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9. (a) Describe an important relationship between two characters in your drama. Give a reason for your answer.

2

Tom and Benny's relationship is important as Tom looks up to Benny. Benny is a confident, strong man, and it is this which inspires Tom to continue fighting in the war. Benny is like a father figure to Tom.

- (b) Describe a role play or improvisation you would use in rehearsal to help your actors understand and develop this relationship.

2

I would have them role play ^a ~~the~~ moment where they speak about joining the ^{army} ~~war~~, before they receive their letters. This would allow Tom to understand how scared his character is, and they can develop and understand Benny's caring, protective relationship with Tom as he persuades him that he would be safe. The actors would understand the level of trust between Tom and Benny through this.

[Turn over

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10. (a) Describe the mood and/or atmosphere of the opening scene of your drama. Give a reason for your answer.

2

The mood is happy and carefree, as Tom sits peacefully at his table and hasn't yet received the letter. He has nothing to worry about in this point in the drama, which is shown by his carefree nature.

- (b) As a designer, describe two production skills that you would use to highlight the mood and/or atmosphere in the opening scene.

4

Production skill 1: Lighting

I would have a light ~~blue~~ ^{blue} spotlight on Tom at 80% brightness. The light blue colour gives connotations of calmness and peace, and the spotlight would make Tom seem like he's in his own bubble of happiness. However ^{the things} ~~the~~ ^{are} ~~lack~~ ^{to} ~~of~~ ^{come.} full brightness shows bad

Production skill 2: Sound

I would have a radio playing cheery 40s music to show the happiness of Tom.

I would have prerecorded diegetic sounds playing such as birds and a nearby stream, to ~~the~~ create a serene, peaceful atmosphere.

Both sounds would have a low volume to contrast with the loud, frightening war sounds later on in the drama.

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3	

11. (a) State the type of staging you would choose for your drama.

1

I would use in-the-round

- (b) Describe the set design for your drama based on the type of staging you have chosen in (a).

3

I would use minimal set. I would have a table in centre stage. In the beginning it would be used as a kitchen table. It would have a checkered blue pattern and would be made of soft cotton. It would be slightly worn, but well kept, to show a sense of homeliness. A 40s radio would sit on top in the far corner, showing the time period. During the battle scene, it would be used as a stretcher to carry off Benny's body. It would be covered in a cheap ^[Turn over for next question] muslin material, stained with blood and heavily worn out to ~~emphasise~~ ^{emphasise} the brutality of the war. The table would be made of sturdy dark brown oak, and would have one or two chips in the leg.

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12. Describe two reactions you would like your audience to have during the final scene of your drama. Justify your answer.

4

I would want them to ~~be~~ ^{be} shocked.

Benny is the strong character out of him and Tom, and so it emphasises the brutal reality of war when he dies

instead. It seems unlikely that he should die and not Tom, and I want the audience to be shocked at that.

I want them to ~~feel~~ ^{be upset} ~~by~~ Tom has lost his best friend and father figure, and I want the audience to feel sorry for him as they see his total loss of mental stability, and take pity on him.