

Candidate 5 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>The scene I found most difficult to act in was the scene in which my character was being bullied by two other girls and she was pushed into a cupboard and interrogated from there.</p>		
(b)	Give two reasons why you found this scene the most difficult.	2	
	<p>I found this scene difficult because it was very physical and I was being pushed and pulled around and I had to make sure that the audience could see my face.</p> <p>I also found it difficult as I had to shout from inside the cupboard and my character had a stutter so I had to speak loudly while maintaining my stutter.</p>		

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

4

I ~~was~~ got my group to hot-seat me by asking me lots of questions which I answered in character. This helped me develop my character's personality and showed me how she dealt with confrontation. I also did some writing in role. I wrote a letter to my character's mother talking about the school and all the other girls. This helped me understand the impact the bullying had on her and the role that Miss Brodie played in her life.

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.

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I used defensive body language and I fiddled with my hands when I was speaking to the other girls, especially in the build up to me being pushed into the cupboard, to show how scared and stressed the other girls made my character. I believe this was effective in creating sympathy for my character. I also made little eye contact with the girls and Mr Loyd, but I made a lot of eye contact with Miss Brodie to show that my character trusts her. I think this was effective in showing my character's relationship with Miss Brodie. I used a confused tone of voice ~~not~~ to show that Mary (my character) is perhaps not the brightest and to suggest that she is quite innocent and naive and that may be part of why the girls bully her. I used a fast pace of voice when telling the girls about the kiss to emphasise Mary's excitement and to show the audience that even though she is scared of the girls she still craves their approval, ~~and wants~~

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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Jess was very helpful throughout our rehearsal process. We were having trouble understanding all the cultural references Miss Brodie made, and so she did a lot of research about everything Miss Brodie mentioned and she printed out the information and stuck it onto a board and explained it all to us. She was also very good at keeping us focused and on task. She was always willing to give us advice on how to improve our acting. She also helped come up with how we were going to move the set to create our different settings.

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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

Jess played Miss Brodie. She had a very good and upright posture to show that Miss Brodie believes herself to be very important and that she is the *creme de la creme*. This was very effective in communicating the way in which Miss Brodie thought of herself. She also used a very loving tone for when she was talking about the places she had been and her favourite artists. ~~to show that~~ This was effective in communicating the idea that Miss Brodie is very passionate about culture and that she loves it. Jess also used a lot of space when moving about as Miss Brodie to give the impression of how confident she was and how she could still keep all the attention on her even when she was moving around. She also used soft and slow gestures to show how romantic she is and to show that she wishes to smooth all edges and move towards peace and art.

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SECTION 2 — 40 marks**Attempt ALL questions based on your chosen stimulus**

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**Stimulus B**

**Like father, like son.
Like mother, like daughter.**

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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.

Main character Teya ^{→ around 18 years old} - She really enjoys drawing/ painting and spends most of her time doing so. One day she is out with her girlfriend Maggie ^{→ also 18} and they are driving to the cinema when - a car drives into them. Maggie dies in the car crash and Teya is grief-stricken. She finds she can no longer draw without thinking of Maggie and she is unhappy with everything she ends up drawing. Her mother, Jude, becomes worried and talks to Teya about everything. She tells Teya to paint a mural honouring Maggie. She finds this very hard but she agrees. Once she has finished the painting she falls asleep and has a dream with Maggie in it where she lets go and makes peace with her death.

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

1

Entertain Educate Explore a theme or issue

Give a reason for your answer.

The purpose of my drama is to explore the theme of grief and how it affects people.

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

2

* My target audience would be people aged 15-20 who have experienced loss. They could possibly relate to Teya or they could know people in the same situation and it could maybe help them through their situation.

6. (a) State the time and/or place you would choose to set your drama. Justify your answer.

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2

I would set my drama in ^{the} present day in a quiet town. I would do this so people ~~are~~ feel more connected to the drama as it is set now and the quiet town would create a sense of loneliness for Teya.

- (b) Describe a prop you would use to highlight the time and/or place to the audience. Justify your answer.

2

I would hang a map on the wall of Teya's ~~bed~~ bedroom which has loads of pins stuck in it to show where she wants to go. I would have this to highlight the fact she feels trapped and isolated in her hometown and that she wants to get out.

	MARKS	DO NOT WRITE IN THIS MARGIN
7. (a) Identify the genre of your drama.	1	
<u>The genre of my drama is tragedy.</u>		
<hr/>		
<hr/>		
(b) Describe a key moment in your drama that highlights this genre.	2	
<u>The scene where the car crash happens.</u>		
<u>The girls are sitting in the car enjoying</u>		
<u>themselves, talking to each other when</u>		
<u>suddenly a car drives into them and</u>		
<u>Maggie dies. This has a massive effect</u>		
<u>on Teya and she is devastated.</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

(Tone)	(Volume)	Clarity
(Facial expression)	(Posture)	Eye contact

I would have Teya use a happy tone when speaking to Maggie just before the crash but after it happens I would have her use a distraught tone as she is screaming for Maggie. I would have Teya use a very loud volume when screaming for Maggie to emphasise her distress.

I would have Teya use shocked and scared facial expressions with her mouth open and eyes wide as the car drives towards them. I would have Teya ~~used~~ use hunched posture when she sees Maggie to show her grief and to show that she wants to curl into herself.

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

2

Teya's mother, Jude, has a high status. She is a very important judge in this small town and so she is very powerful.

- (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

I would use ~~makeup~~ and hair to highlight her status. I would do this by making she always has perfect hair in a straight bob and perfectly applied bright red lipstick to show she takes pride in her appearance and that she always has to look professional.

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8. (continued)

✕

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

4

Convention 1 I would use a tableu.

When Judge Jude gets the phone call from Teya about the car crash I would have her the scene freeze with Jude shushing her assistant while sitting behind a rather impressive desk.

Convention 2 I would have a voice over of Jude ^{saying} telling her assistant to "Shut up!" when Teya is calling her and Teya is hearing lots of voices which symbolise her thoughts and grief and her mothers voice makes them all go away as she is the most important person for Teya in that moment.

	MARKS	DO NOT WRITE IN THIS MARGIN
9. (a) Describe an important relationship between two characters in your drama. Give a reason for your answer.	2	
<p>An important relationship would be between Maggie and Teya. ^{They have been dating for almost a year and they are very happy together.} this is because</p> <p>This relationship is important because my drama is about how the death of Maggie affects Teya.</p>		
(b) Describe a role play or improvisation you would use in rehearsal to help your actors understand and develop this relationship.	2	
<p>I would have the actors improvise Maggie and Teya's at one year anniversary of dating. This would help them understand what it is about the characters that has made this relationship last so long and stay so healthy.</p>		

		MARKS	DO NOT WRITE IN THIS MARGIN
10.	(a) Describe the mood and/or atmosphere of the opening scene of your drama. Give a reason for your answer.	2	
	<p>The mood and atmosphere of the opening scene would be very peaceful and happy as it is a scene of Maggie and Teya having a picnic in a garden on a date while Teya is trying to draw Maggie but she</p>		
	(b) As a designer, describe two production skills that you would use to highlight the mood and/or atmosphere in the opening scene.	4	
	<p>Production skill 1 I would use a fresnel light at about 50% intensity with a rose gel to create a wash of pink light to show the audience how the girls feel about each other and to represent their relationship.</p>		
	<p>Production skill 2 I would have a soundscape of birds tweeting and children laughing having fun at about 20% playing in the background to ^{contribute to the} create a happy atmosphere.</p>		

	MARKS	DO NOT WRITE IN THIS MARGIN
11. (a) State the type of staging you would choose for your drama.	1	
<u>I would use thrust staging.</u>		
<hr/>		
<hr/>		
(b) Describe the set design for your drama based on the type of staging you have chosen in (a).	3	
<u>On the ^{raised} main part of the stage I</u>		
<u>would have Teya's room with a</u>		
<u>bed, and a drawing table and the</u>		
<u>map. I would have it on the stage to</u>		
<u>make the audience feel more detached</u>		
<u>from her and to emphasise her loneliness.</u>		
<u>I would have the staging near the audience</u>		
<u>be where the picnic date occurs to have the</u>		
<u>audience feel close to it. I would have</u>		
<u>fake grass, an easel and a picnic</u>		
<u>basket.</u>		

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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 like the audience to be happy for Teya because she is finally coming to terms with Maggie's death and that she is dealing with it and almost making peace with it. I would also like the audience to feel a little bit sad because Teya is having to say ~~good~~ goodbye to her first love.