

Candidate 1 evidence

SECTION 1 — 20 marks

MARKS

Attempt ALL questions

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) Identify the main theme/issue or message of your drama. Justify your answer. 2

The main theme of our drama is class divide, this is because we see the theme of class divide highlighted throughout the drama in the characters, Emily is middle class and we see the class divide between her and Billy, Hughie and Morag, 3 evacuees who are in a lower class than Emily.

- (b) Describe one way in which you helped to communicate this main theme/issue or message through your acting or production role. 2

I helped communicate the main theme through costume, by making Emilys costume significantly more clean, tidy and in good condition, in comparison to Billy, Hughie and Morags costume, which were dirty, and in bad condition. This showed the class divide well.

MARKS

2. Describe two activities that you carried out during the rehearsal process to prepare for the performance.

4

Activity 1 Costume checks

costume checks helped me prepare for the performance, because you line up the actors in costume, and go through your costume lists to make sure that everything is correct, this helped me stay organised during the rehearsal process.

Activity 2 costume lists.

To prepare for the performance I made costume lists, these are a list of what the actor would be wearing from top to bottom, this helped me stay organised and know what costumes were in order.

[Turn over

MARKS

3. Evaluate the effectiveness of your final performance.

If you were an actor you should include comments on **your own** performance concepts, using appropriate terminology.

OR

If you were in a production role you should include comments on **your own** design concepts, using appropriate terminology.

4

my final performance was effective as my costumes were well prepared and thought out. I ensured that the costumes were accurate to the time period that the drama was set in, I did this by carrying out research on what people wore in that time. I also ensured that the condition of each characters costumes were accurate to their class and conditions, I did this by carrying out research on what poor evacuee children and middle class children wore during the war. These examples were effective as it helped the final performance feel more realistic.

MARKS

4. (a) Think about the work of one other drama student.

Describe one way they contributed to the rehearsal process.

2

This student organised rehearsals with their group outside of school to contribute to the rehearsal process.

- (b) Identify the mood and/or atmosphere of this student's drama. Justify your answer.

2

The mood and atmosphere of this student's drama was funny, light-hearted and happy, this is because you see comedic parts of the drama and the characters make light-hearted jokes.

[Turn over

MARKS

4. (continued)

- (c) Consider the final performance of this drama student.

Evaluate their effectiveness in highlighting the mood and/or atmosphere of their drama.

If they were an actor you should include comments on their performance concepts, using appropriate terminology.

OR

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

4

This student highlighted the mood and atmosphere of the drama through voice and movement.

This student used a high pitch to show the happy mood of the drama.

They also used a happy facial expression to highlight the light-hearted atmosphere of the drama.

They also used a fast pace while walking, to highlight the funny and happy mood of the drama.

These were all effective because it helped express the happy mood of the drama.

MARKS

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 two or more characters. The drama must be suitable for a live performance.

Stimulus A



Stimulus B

I'm falling
In all the good times I find myself longing for change
And in the bad times I fear myself

‘Shallow’

Lady Gaga, Mark Ronson, Anthony Rossomando, Andrew Wyatt (Interscope)

MARKS

Stimulus C

RUBEK: Irene?

Is it . . . is it really you?

Don't you recognize me?

It's me. Arnold.

IRENE: Who was that woman—there at the table?

RUBEK: [*Reluctantly.*] My . . . my wife. Maia.

IRENE: She does not concern me.

RUBEK: No—

IRENE: She was taken after my lifetime.

RUBEK: After your—?

IRENE: And the child? I hear the child is prospering.

RUBEK: Oh, yes. The child . . . our child has become famous the world over. I suppose you've read about it.

IRENE: It has made its father famous as well. That was your dream.

RUBEK: I suppose so . . . yes . . . at the time.

'When We Dead Awaken' by Henrik Ibsen Adapted by Walter Wykes

MARKS

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.

mark - asks to go to bathroom during class
he finds a bloody handprint on bathroom stall
inside the stall he finds his ex-best friend and
~~his~~ bully chris inside. chris is dead
mark is haunted with chris' thoughts and feelings.
chris thinks that mark abandoned him.
chris' ghost follows mark around but mark
cannot see him.
we see flash backs of chris bullying mark but
also happy memories of when they were young.

MARKS

5. State the genre of your drama. Justify your answer.

2

The genre of this drama is mystery. This is because throughout the drama we follow Mark trying to find out the mystery of the murder of his ex-best friend Chris.

6. State the form of your drama. Justify your answer.

2

MARKS

7. (a) Identify the setting of your drama.

1

The setting of the drama is in a high school in Glasgow, Scotland.

(b) Describe the way(s) in which you would use props to help establish this setting.

2

I would use props like pencils, pens, ~~erasers~~ ^{noters} and pencil cases to establish the setting of the drama to show that it is set in a school.

(c) Describe the way(s) in which you would use lighting to help establish this setting.

2

I would use a general wash with no gel at 100% intensity to establish the setting as it shows the raw lighting of a school.

[Turn over

MARKS

8. (a) Identify one moment of tension in your drama. Give a reason for your answer. 2

A moment of tension in the drama is when Mark finds Chris's body. This is a tense moment because we see that Mark is in a panic when he finds the body and at that moment the audience is unsure of what happens next.

- (b) Describe one convention you would use to highlight this moment of tension. Justify your answer. 2

I would use a slo-mo to highlight the moment of tension. This is because a slow motion ~~was~~ would emphasise the feeling of panic and highlight how Mark is feeling frozen in that scene.

MARKS

9. (a) Identify a character who you consider to be important. Give a reason for your answer.

2

I would consider Mark to be an important character. This is because we see Mark face the trauma of finding ~~at~~ the dead body of his ex-best friend Chris and then follow him through the journey of emotions while trying to discover what happened to Chris.

- (b) Think about a relationship this character has with one other character. Describe this relationship in detail.

3

Mark and Chris had been best friends since they had met in primary school, where Chris had been moved to Mark's class. They did everything together, until they had moved into high school. Chris was being influenced by other people doing drugs. However Mark kept his distance. Eventually they grew apart and Chris started giving Mark a hard time and bullying him.

[Turn over

MARKS

9. (continued)

- (c) Describe two rehearsal activities you would use to help the actor(s) understand the relationship between these characters. Justify your answer.

4

Activity 1 writing in character.

one rehearsal activity I would use is writing in character. where the actor would write information down while they were in character, discovering the characters ~~emotions~~ ^{emotions} and thoughts.

Activity 2 Thought tunnel

another rehearsal activity I would use is thought tunnels, where the actor would walk through a tunnel of other people and they would shout to the actor things happening with their character, ~~and~~ ^{and} their thoughts, this would help the actor understand what is going on in the characters mind.

MARKS

10. (a) Choose one character from your drama who expresses an opinion and/or belief. Describe this opinion and/or belief.

2

Chris believes that after they joined high school, Mark abandoned Chris because he was jealous Chris was getting more friends. He is angry ~~with~~^{at} Mark and believes that he deserves to be punished so he bullies him.

- (b) Describe the ways in which you would direct the actor playing this character to use four of the voice and movement terms below.

Pace Tone Volume Facial Expression Eye Contact Gesture 4

The actor would use a loud volume to show that Chris feels strongly about his opinion.

The actor would have an angry facial expression to show that Chris is angry with Mark.

The actor would use an aggressive tone to show that Chris is angry with Mark.

The actor would use a fast pace to show he is stressed and not at peace.

[Turn over

	MARKS
11. (a) State the main theme and/or issue of your drama. Justify your answer with reference to your drama.	2
<u>The main theme of the drama is bullying, this is</u> <u>because we see that chris bullies mark</u> <u>severely in school.</u>	
(b) Describe one way in which you would use set to highlight this theme and/or issue.	2
(c) Describe one way in which you would use sound to highlight this theme and/or issue.	2
<u>I would use a pre-recorded heartbeat at 100%</u> <u>volume to show that mark is nervous around</u> <u>chris because he is getting bullied by</u> <u>him.</u>	

MARKS

12. (a) Identify an appropriate target audience for your drama. Justify your answer 2

A target audience for the drama would be teenagers. This is because the audience is the same ages as the characters and would relate to them and their experiences.

- (b) Describe a scene in your drama that would appeal to this target audience 2

A scene that would appeal to the target audience is when we see a flashback to Chris bullying Mark. We see Mark walking to class and Chris begins to throw things at him, push him and call him names.

- (c) Describe the response and/or reaction you would want from this audience when watching this scene. 2

I would want the audience to have a sympathetic reaction to this scene because we feel sorry for Mark because he is getting bullied.

[END OF QUESTION PAPER]