

# Candidate 2 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

A main issue in my drama ~~is~~ is alcoholism. Throughout the play Vickey (who I played) and her sister Nickey consumed a lot of alcohol and acted very drunk. They talk a lot about alcohol and express their love <sup>bars</sup> for ~~bars~~

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

Through my acting I acted very drunk throughout the play. I used a loud volume showing I was loud when drunk. I also swayed about, falling around when necessary. This used a lot of space.

MARKS

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

4

Activity 1 One rehearsal activity I used in process to prepare for my performance is hot seating. This is where I sat on 'The Hot Seat' and got asked a series of questions to help me understand my character better. I got asked things such as "Do you really love Stevie?"

Activity 2 Another rehearsal activity I used was character cards. This is when you write a background of your character with facts like - name, age, favourite food etc. This helped me understand the background information of my ~~person~~ character so that overall my performance was better

[Turn over]

"Are you secretly hurt by Andy?"  
by doing this it helped me portray my character in a different, better way.  
I learned more about my relationships with my sister as well as myself.

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

In my final performance I think overall I did quite good. I ~~used~~ maintained good performance concepts but there was also things I could have did better. I used a loud volume during parts of my play when I had to seem drunk, this showed the audience my drunkness. I used a good use of space when necessary but also stayed on the spot when I was not being as extract, for example when I was ranting on I paced the floor using a lot of space. I also used indirect eye contact when nervous, this showed I couldn't look Nickey in the eyes as I didn't want to tell her the truth. I think I could ~~have used~~ have worked on my pace as sometimes I think I spoke to fast when not necessary

MARKS

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

Describe one way they contributed to the rehearsal process.

2

I will think about the work of my acting partner. One way they contributed to the rehearsal process was when they made a schedule of when we had to practice for our performance. This was very effective for us both.

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

2

The mood and atmosphere of their drama was very funny. Their play was a dark comedy and had a lot of very funny humour. A very funny moment was when the student pretended to be an old auntie and asking Vicky about her dead fiancé who Vicky really didn't love. [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

~~My partner of~~ The student effectively highlighted this funny mood/atmosphere by having ~~some~~ funny gestures throughout the play. They used their hands to round up what they were saying. They also used a sarcastic tone when trying to annoy Vicky which was very funny. They also very effectively used pause. They used it to create this built up and make the audience feel in suspense. They could have used a better use of space as sometimes stayed very still in moments that could have been a lot funnier.

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.

3 teenagers locked in a library.  
Supposed to be doing a school project - all best friends.

Ben & Jessica = twins

Noah

Amy

James

Sarah

Thought it would be fun to  
~~can't get out~~ ~~to~~ play truth  
or dare - many truths are  
revealed and by the  
end they are no longer friends.

At the end a police officer  
comes to find them and  
'is not happy, ~~sketches~~  
~~with them~~ because  
they're not supposed to be  
there.

MARKS

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

2

The genre of my drama is a tragicomedy. The drama has tragic moments but also comical ones. The teenagers do stupid things which is very funny but then by the end, life long best friends fall out for good.

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

2

The form of my drama is a scripted play. This is because it is very rehearsed and not improvised. The actors have to learn lines and know their places on stage.

	MARKS
7. (a) Identify the setting of your drama.	1
<p>The setting of my drama is a <del>school</del> library.</p>	
(b) Describe the way(s) in which you would use props to help establish this setting.	2
<p>Ways props can establish that it is a library is that there are many books scattered around everywhere. There is also posters about books that were out at the time</p>	
(c) Describe the way(s) in which you would use lighting to help establish this setting.	2
<p>I would use a fresnel lantern with a white gel as a library is a chill but quite bright place. The lights would be normally at 100% but would change if a big key moment happens</p>	
[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 my drama would be when Jessica finds out that her boyfriend James ~~was~~ is cheating on her with her best friend Sarah. This creates a lot of tension as they are all stuck in this

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

One convention used to highlight this moment of tension is when Jessica does a monologue. This is when she speaks ~~her~~ <sup>her</sup> thoughts aloud to the audience. She talks about how heartbroken she is and how annoyed she is with her boyfriend and best friend. This creates tension within the friends as Jessica ~~is never this angry~~ <sup>is never this angry</sup> room together and can't get out. This creates a lot of tension between all the characters, ~~as~~ as they know their friendships are over.

MARKS

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

2

A character who is important is Jessica. Jessica ~~was on the~~ learns a truth that will change her life and has ruined friendships she's had her whole life.

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

3

Jessica has a sibling relationship with her twin brother <sup>Ben</sup> ~~Ben~~ but also a friendship relationship as they are ~~in~~ in the same friend group. Jessica and Ben argue a lot which siblings always do but also can be trouble when they're together because they are so alike. Jessica & Ben have a bond like no other and love each other so much although would never say it because they don't have a soppy, feelings relationship.

[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 One rehearsal activity that would help the actors understand their twin relationship is writing in role. This is where you write a letter/diary entry to someone. In this case they could write a letter to each other telling them what

Activity 2 Another rehearsal activity would be improvisation. They could rehearse normal things twins do to help them in their performance. They could do things such as them eating dinner together, going to school. By doing this they can get into the swing of a siblings relationship with one another. This will reflect in their final performance as we see this natural sibling bond come to life. They think they're characters really like and how they're going to act them. This can help the other actor know more about their relationship

MARKS

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

2

A character who expresses his opinion and belief is the police officer when he demands that the teenagers should not be in the library after closing hours

- (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

When the police officer is telling them they should not be in there he uses a very loud volume as he's shouting, he ~~shouts~~ <sup>shouts</sup> this in a very angry tone. His angry tone reflects on his angry facial expression where he uses very direct eye contact making the teens scared. Overall the police is angry that the teens are in the library especially ~~with their empty bottles~~

[Turn over

MARKS

11. (a) State the main theme and/or issue of your drama.

Justify your answer with reference to your drama.

2

An main issue in my drama is teenagers smoking. This is an issue because throughout James smokes. Although the others dont approve he still does it anyway.

(b) Describe one way in which you would use set to highlight this theme and/or issue.

2

One way set is used is used to highlight this is a cigarette burn in a table where James was ~~sitting~~ sitting, holding the prop of a cigarette and lighter.

(c) Describe one way in which you would use sound to highlight this theme and/or issue.

2

I would use 1 pre-recorded sound effect of a smoke alarm going off as James has smoked too close to the alarm. Everyone gets a fright but manages to get it off quickley.

MARKS

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

An appropriate target audience for my drama would be teenagers. This is because they may find it ~~is~~ relatable as ~~the~~ the play is about teenagers. They may relate to conversations about school or even just life.

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

A scene that would appeal to the teenagers is a very funny scene. When Amy is told ~~is~~ that it was actually Ben who ran over her cat and not some random guy down the street. ~~was~~ Amy is raging <sup>on</sup> back.

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

The audience response should be funny, they should find this scene very funny and enjoyable to watch. ~~the~~ I would want them to laugh and enjoy this scene.

[END OF QUESTION PAPER]

MARKS

## ADDITIONAL SPACE FOR ANSWERS

12b.) When she finds this out as she went and egged this random guys house. This is very funny for everyone apart from Amy and Ben because Ben thinks Amy is going to go crazy. Ben was right as Amy starts ~~chase~~ chasing Ben around saying she's going to run him over, like he did her cat.