

# Candidate 6 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 my drama was  
friendship, because throughout the piece  
the closeness between ~~my character~~  
Daisy and Trixie is ~~a key~~ ~~is~~ very  
important.

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

I ~~was~~ ~~the~~ maintained eye contact when  
speaking to Daisy to show that our  
relationship is very close, and that  
we both share a lot of important  
information with each other, showing  
our friendship.

MARKS

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

4

Activity 1 Hot seating

Hot seating is when you are asked questions and must answer them as your character. This activity helped me to understand my character's feelings about the boarding school, ~~she~~ she enjoys being there because of her friendships

Activity 2 Role on the Wall

Role on the Wall is when you have an outline of a figure and you write how your character feels about themselves on the inside and how others feel about them on the outside. This activity helped me to see how ~~much~~ I needed to be more disgusted by Monica and Sybil, because they were very rude to my character.

[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

I was effective because I ~~used~~ used an upright posture when talking to Daisy, to show I was comfortable around her. I used an over-exaggerated English accent to emphasise the comedic element of the play. I used an enraged facial expression when confronting Sybil to show that I was ~~mad~~ mad at her for being rude about my best friend. I used an excited tone when talking to Daisy to show that her ideas interested me.

Body position	Tone	Articulation
Use of space	Register	Volume
Gestures	<del>Accent</del>	Emphasis
<del>Posture</del>	Fluency	
Eye contact	Intonation	
<del>Facial expression</del>	Clarity	
	Pitch	
	Pace	
	Pause	

MARKS

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

Describe one way they contributed to the rehearsal process.

2

They took part in writing in Role,  
which is where you write a letter,  
diary entry, etc as your character.  
This helped them to discover their  
character's loving feelings for ~~Trudy~~  
Trudy, as they wrote a diary entry.

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

2

This piece had a  
~~the~~ shocking atmosphere ~~of the~~  
~~the~~ because of there being  
a zombie in the freezer, and the  
unexpectedness of that occurrence.

[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

They were effective because they used a ~~surprised~~ <sup>surprised</sup> facial expression upon finding the zombie, highlighting the shocking nature of this event. They also used ~~a~~ a loud volume to indicate their shock and fear at this moment. They also used ~~an~~ ~~informal~~ informal register to show that they were panicking due to shock. They also used a frightened tone when speaking to show they were still nervous about the shocking occurrence.

B U G P E ~~E~~  
~~E~~ ~~E~~ ~~E~~ E T C P P P A ~~E~~

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.

### Ghost Child (Lily) 14

Murdered by parents, but can still be seen by those who know about the murder

#### Parents (Claude + Angela)

Thought their child was practising witchcraft, overwhelmed by Guilt

genre + form

setting → props + lighting

moment of tension → one convention  
opinion / belief character

theme/issue - highlighted by set + sound

Target audience + reactions + scene

MARKS

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

2

Horror because the ghost child (Lily) is plotting her <sup>resurrection</sup> ~~resurrection~~ ~~as her parents~~ after ~~her~~ <sup>her parents</sup> murdered her, plus would ~~probably~~ include a fair amount of blood and stabbing.

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

2

~~The form of my drama would be a class but I would include a flashback of when Lily's parents murdered her, to show the truth.~~  
The form of my drama would be a scripted play, because ~~of~~ of the serious nature of the piece and also technical timing I would want the actors to be well-rehearsed,

MARKS

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

1

The setting of my drama is a  
countryside home in the 1860s.

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

2

I would have a ~~table~~ picture frame containing  
a photo of the Salem witch  
trials, ~~to~~ to show that the  
parents are attempting to forget  
their roots.

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

2

I would use a ~~spot~~ ~~light~~  
a fresnel ~~light~~ with a yellow gel  
at ~~60%~~ 60% intensity in the  
main kitchen to indicate low  
light usage and poor bulbs.

[Turn over

MARKS

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

The moment of tension is when the parents realise for the first time that they can still see Lily. This is because it causes them immense guilt to be reminded of their actions

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

I would use a voiceover to show how Lily's voice is getting into her parent's heads, reminding them of what they've done and the pain they caused, showing how overwhelming their guilt is.

MARKS

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

2

Angela - Lily's mother she is important because she has been lying to her husband (Claude) about her being a witch, and she doesn't want her secret to get out, so she stops Lily from ever potentially practicing witchcraft by killing ~~her~~ Lily.

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

Describe this relationship in detail.

3

Angela + Claude - the parents.  
~~Angela~~ Angela is lying to Claude and hiding herself from him as she does not want him to know she's a witch (she'd be burned alive). She also loves him too much to ever let him find out, as she wants to protect him from danger. Claude already knows she is a witch, he's been waiting for the perfect time to murder her, as he is a witchhunter and Angela is meant to become the next ~~leader~~ ~~witch~~ ~~supreme~~ Supreme witch (coven leader)

[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. Hot Seating:

~~Hot seating~~ Hot seating is when you are asked questions and must answer them as your character. I would get the actors to ask each other questions so they can fully establish the depth of the lies each character has told.

Activity 2 Writing in Role

Writing in role is when you write a letter, diary entry, etc as your character. I would make both actor's write both character's confession letters (to each other) so they can see how guilty each character feels about lying.

MARKS

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

2

Lily believes that the practice of witchcraft is not a bad thing. She strongly expresses her feelings that it should be used for good, to help others.

- (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 playing Lily should use maintained eye contact with Lily's parents, to show Lily isn't afraid of them. The actor should also use an angry facial expression when talking to Angela to show they're mad about being murdered. The actor should use a quiet volume to indicate that they are a ghost, and cannot fully utilise their vocals chords as a ghost. The actor should use ~~a~~ ~~patronizing~~ patronizing tone when speaking to the parents, to show that she's ~~is~~ plotting to resurrect herself.

[Turn over

MARKS

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

Justify your answer with reference to your drama.

2

~~Family~~ The main theme in my drama is family. Lily's family is torn apart because ~~of~~ of their guilt, and Lily knows she wants to try and help by ~~re~~ resurrecting herself, thus fixing her parents actions.

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

2

~~I would have a~~ In the kitchen I would have a cracked table ~~in~~ (center stage) to indicate that the values and morals of the family are splitting apart.

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

2

I would use a pre-recorded sound effect at 50% volume of a swooshing noise, that would occur when the parents are alone on stage, indicating their guilt about breaking their family.

MARKS

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

I think around 15-21 year olds (young adults) would be an appropriate target audience, as they might enjoy the ~~story~~ ~~theme~~ gruesome nature of this piece.

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

Scene 3 - the flashback.  
The scene where the flashback shows the audience how Lily is murdered. This ~~gives~~ ~~the~~ gives the audience context as well as showing them Lily's motive.

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

I would want the audience to be surprised and slightly scared. Surprised that Lily wants to help her parents rather than enact revenge. Scared of the parents who just murdered their own daughter and might do it again.

[END OF QUESTION PAPER]