

GCSE DRAMA

ANSWER SECTION A ON BLUE REMEMBERED HILLS QUESTIONS 1-4

ANSWER SECTION C ON EITHER WOMAN IN BLACK (QU 5. 11 AND 12) OR BLOOD BROTHERS ACTING QUESTIONS (QU. 4 9 AND 10)

MAIN POINTS TO REMEMBER TO DO IN THE EXAM

THE EXAM BOARD LOVE YOU TO;

- **FOCUS ON THE ACTUAL QUESTION** e.g. use the wording of the question throughout your answer etc.
- **DETAIL ON THE ACTING** e.g. the biggest section of each answer should be on describing the actual facial expressions, gestures, body language you used or saw being used etc...
- **BE SPECIFIC** e.g. don't just talk about the acting throughout a play say a little about the scene you are going to give an example from, give a line etc. and never just say an angry facial expression etc what was actually happening with the face e.g. furrowed brow etc...

Go through the following pack to revise, revise by writing out the examples you would give and then use the previous question and complete timed answers

Good luck guys and I will see you in study leave

MAKE ME AND YOURSELVES PROUD!

MISS P 😊

Section A Revision

The Basics

4 Questions

10 marks per question

Spend 10mins on each

You will answer the questions discussing your Blue Remembered Hills piece of coursework

Each question in the Section focuses on a different aspect of your preparation or performance for/of the piece;

1. Description of the piece
2. Explain your process
3. Analyse improvements you made
4. Evaluate your performance

Question 1- Describe the piece(10marks,10mins)

Example Question:

0 1 Describe what the piece was about; state the style, period and genre of the piece, the performance space and any technical or design elements used and your target audience. You should state whether your contribution was as actor, designer or technician. (10 marks)

You would need to include the following in your answer;

- A description of the piece- One summers afternoon- Seven 7year olds
- Style- Naturalistic with Non Naturalistic elements- Naturalistic Chronological order-linear,
Non Naturalistic, 7 Yr olds played by older actors & the end poem
- Period- 1943- WW2- all fathers involved in war
- Genre- Tragedy- Donald dies
- Performance Space- Drama Studio- OPEN STAGE
- Design/ Technical elements used- Lights, costume
- Target Audience- Year 8- appropriate as status and friendship are things they understand
- Chosen Skill- your character and something about them.

You need for the 10 out 10 to state each point above with a good example that is brief and concise and to the point. E.g.

The genre of the piece was tragedy as one of the boys; Donald dies in a fire during the piece. It is made all the more tragic as Donald dies by accident as the other children cause his death without meaning to.

Question 2- Explain your process (10marks, 10mins)

For this question you need to always include the following points but adapt them to the question asked;

- Reference to question in first sentence
- Reference to your character objectives/aims for your character
- Reference to the process you went through to create your character e.g. discuss the hotseating, character modelling, character objectives, research etc you completed and how it helped you to understand your character.
- Reference to a scene where you achieved your aims e.g. refer to the scene, context of the scene and then give a line you are going to refer to. Then explain in good, clear detail the facial expressions, gestures, body language you used on this line to create your character.
- Reference to how this affected the audience e.g. how what you did showed the audience something about your character.

Example Answer

During my preparation for my coursework performance of Blue Remembered Hills I feel that I really focused on creating an engaging piece of Drama. My aim for Peter was to show the audience that he was aggressive character towards the rest of the group and he was obsessed with being the highest status within the group throughout the piece. I found through the hotseating that I completed in group that my obsession with being number one status in the group all came from my want to be like my Uncle Arnold who was a parachuter in the war and how I would like to be just like him. I found through this preparation work I was really able to get into the mind set of Peter and focus on achieving this aim which would help me create an engaging piece of Drama. In particular a scene which I remember focusing on during the early stages of my preparation was the scene in the hollow. During this scene Peter arrives back into the group by jumping into the hollow where everyone is hiding from the POW that they believe has escaped and might be after them. When Angela tells me that John made her 'leave her pram' I reacted to this line by smiling and nodding my head in smug slow manner saying the words as I nod, " Is that right?" and look John directly in the eye. (You would need to give more than just one example here) Previous to this scene Peter and John have had a fight and John came out on top so as Peter I am desperate to reassert some authority and dignity in the group. I worked on showing this through my reaction to hearing that John was nervous and scared of the prisoner of war for the audience which then created an engaging piece of drama for the audience.

Examples of previous Question 2's

1. Explain how you applied your skill as actor or designer or technician in the early stages. of preparing this piece of practical work to help create an engaging piece of drama. Give at least one example of your preparatory work.

2. Explain how you developed your creative ideas for this piece of practical work. Give at least one specific example of how you applied your skill as actor, designer or technician in preparation for performance.
3. Explain how you applied your chosen skill to at least one aspect of the piece. (10 marks)

Qu 3- Analyse- Improvement (10marks, 10mins)

Whatever the question you need to include the following points and then just adapt these points to the question given;

- What was the problem that needed improving?
- Why was this a problem? With reference to character aims etc.
- How did you make this improvement? With reference to what processes you went through to change your acting?
- What did you actually do to make the improvements to this problem e.g. reference to change in acting skills made- facial expressions, gesture etc, ref to line and context in scene
- Say whether the improvement you made was any good e.g. how did this help to create engaging drama? Ref to aim etc

Don't write an improvement was that you needed to learn your lines, more people needed to come to rehearsal or you needed to get on more as a group- these are all signs of a lower ability candidate to the exam board.

Example Answer Writing Frame for Question 3

I made many improvements to the piece and specifically to my own chosen skill, acting. For example in the scene where....*explain the improvement you needed to make (maybe you needed to improve your characterisation in this scene as you felt that as Peter you were not showing you had the highest status in Scene 6 when you killed the squirrel but it could be your pace, energy or transitions between scenes.)* To make this improvement we did hotseating/character modelling/discussed character objectives/ discussed strengths and weaknesses as a group *(you need to explain how you did this)* and this helped me to improve my characterisation. For example in the squirrel scene I then....*(explain the improvements you made to your acting, e.g. as Peter I then used a more aggressive facial expression by narrowing my eyes and using a pause before I called Raymond a "baby" with a disgusted tone of voice and by pushing him more forcefully by using both hands to push him.* This all helped to make an improvement to my acting because *it helped the audience understand the status of Peter in this scene and his aggressive nature towards the group to achieve this status.*

Previous Question 3's

1. Analyse how you developed your own skill to tackle problems. You should refer to at least one occasion in the preparation period when you used your acting or design or technical skills to overcome at least one specific problem.
2. Analyse the success of your group's ability to work as a team during the rehearsal period. You should refer to at least one specific example where teamwork was important in the later stages of your preparation.

3. Analyse the improvements that you made during the rehearsal process. You should refer to at least one specific occasion where you developed your own skill.

Qu 4- Evaluate- performance and/or contribution (10marks, 10mins)

You need to always include;

- Reference to your evaluation e.g. whether you think you did achieve your aims/engaging piece of drama etc...
- Explanation of strengths in your acting skills with reference to one scene e.g detail in acting skills, facial exp, gestures etc, ref to line, context of scene
- Explanation weaknesses in your acting skills with reference to one scene e.g detail in acting skills, facial exp, gestures etc, ref to line, context of scene
- IF contribution as a whole need to have example of how you worked in rehearsal e.g. explain suggesstions you gave to others about their character.

Helpful hints for Question 4

- For strengths or weaknesses pick things that relate back to the aim you set out for your character in Question 2.
- Therefore you might say as say Peter that the scene between you and Donald in the barn was a particular strength of yours during performance because it showed you showed your aggression by
- A weakness might be another scene where you didn't think you put this aggression across enough e.g. say in the scene with the squirrel etc.
- They don't like you to say weaknesses are; not knowing your lines, missing your cue, not being loud enough.
- They would do for the lower marks but for the higher marks that want you to consider the strengths and weaknesses in your actual acting characterisation.

Previous Questions

1. Evaluate your success in creating engaging drama for your audience through the application of your specific skill as actor or designer or technician. You should support your answer with reference to at least one particular moment from the final performance.
2. Evaluate how far you achieved your personal aims in the final performance. You should refer to particular moments from the piece to support your answer.
3. Evaluate the success of your contribution to the piece as a whole. You should refer to particular moments from the piece to support your answer.

Section C: The Basics

- Section C is separated two questions- Qu4 & Qu5
 - You only have to answer one question
 - The exam board said that one question would be about the impact on the audience and one question about the design/technical elements.
 - Each question has two parts- part a and part b
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- Answer Question 4 Part A and Part B on Blood Brothers
 - Remember numbered weirdly Part A is 9 and Part B is 10.
 - 20 mins
 - 20 marks per question.
 - After 40minutes you should have completed both questions and have 5minutes to check over your work

Part A DESCRIBE is where you will be asked to describe a performance/design or technical element used in a moment in the play e.g. a scene when a character created tension or a moment when the performance/design/technical/performance elements worked together to create an impact on the audience.

Part B EVALUATE is where you will be asked to evaluate how successful the performance/design/technical element was e.g. how effective was Mickey at creating tension in the end scene or how well set, lighting, sound, costume, props, acting etc worked together to create an impact in the same scene or a further scene.

Possible impact question

The question about the impact it had on you is the one I suggest you answer but it might not ask you to talk about acting specifically like the practise question, it may ask you to refer how one whole scene had an impact on you, including the all the elements e.g. sound, lighting, costume, set, props and acting,

Previous Questions

2010

Question 4

Choose one live theatre production you have seen during your course where the actors created moments in the play that you found comic and/or tense. Choose one actor from this live production.

0 9 Describe in detail how your chosen actor used voice, movement and facial expressions to create comedy and/or tension in at least one scene or section. (20 marks)

AND

1 0 Evaluate the effectiveness of this actor's creation of comedy and/or tension in your chosen scene(s) or section(s). You should refer to particular moments from the production and give clear reasons to support your answer. (20 marks)

2011

Question 4

Choose one live theatre production you have seen during your course where you saw two actors working well together in at least two scenes or sections.

0 9 Describe in detail the skills used by these two actors in one scene or section from this live theatre production where they appeared together. You should include reference to the actors' voices, movement and facial expressions, and to their interaction together in this one scene or section. (20 marks)

AND

1 0 Evaluate the success of these actors in engaging the audience through their creative co-operation in at least one further scene or section from this production. (20 marks)

2012

Question 5

Choose one live theatre production you have seen during your course. Choose one actor who impressed you with their ability to create a character.

1 1 Describe in detail how your chosen actor used vocal and physical skills to establish a character through their first appearance in the play. (20 marks)

AND

1 2 Evaluate the success of the same actor in maintaining or developing their character in a later part of the play. (20 marks)

Section C Writing Frame

Question 4 Part A Describe

Introduction

- Refer to Question e.g. reword the question in your first sentence to show your focus.
- Refer to the time, date, place etc you saw the production e.g. Blood Brothers, Wycombe Swan, Monday 22nd April, 7.30pm.
- Refer to the style (non-naturalistic), genre (tragic musical), period (1960's-80's), themes (superstition, forbidden love etc) and the directors intentions (to show prove that it was still true in Liverpool in the 1980's that your future in life was still majorly influenced by what class you were born into)
- Refer to the actor/ actors you are going to refer to answer the question e.g. Mickey played by Sean Jones and /or Eddie played by Matthew Collyer (Mrs Johnstone – Maureen Nolan)
- Refer to the moment you are going to refer to e.g. when Mickey and Eddie first meet and become Blood Brothers not knowing that they are really brothers.

Main Paragraph

- Refer to the following four main points and for each one describe what Mickey did with his facial expression, gesture, body language, vocal skills etc on these lines.
- For each point remember to refer back to the question and how these points show the creation of comedy/tension etc.
 - 'Gis us a sweet'- talk about how Mickey steps forward towards Eddie and snatches a sweet of Eddie
 - 'I know the F word'- discuss how Mickey leans in and whispers in Eddie's ear
 - 'Will you be my best friend'- describe how Mickey puts the jumper over his knees and then puts his knees out and then Eddie tries to do the same.
 - 'We could be Blood Brothers?' – describe how Mickey is on his knees with Eddie on his knees and then he shows Eddie how to cut his hand and they become Blood Brothers.
- During this paragraph if you can briefly refer to style, period, genre, themes or directors intentions e.g. how the fact that Mickey can't quite believe Eddie will give him a sweet for free shows period and directors intentions of how different their lives are because of their class.
- For each point you explain the acting and what they showed e.g. refer back to the question.

Conclusion

- Briefly refer back to the question and how what you have discussed proves the point you set out to make e.g. reword the question again like you did in the first point of the introduction.

Writing Frame

Question 4 PART B Evaluate

Introduction for Part B

- Reword the question in your first sentence.
- In your introduction to Part B you don't need to refer to the name, date etc of play again.
- If they ask you to speak about the same scene as part A then you don't have to mention the context of the scene about what happened etc.
- However, if they ask you to talk about a different scene you need to explain what was happening in that scene.
- You need to make sure you read the Part B question carefully as they often change what they ask for e.g. one further scene, another character etc.

Main Paragraph Part B

- Refer to the following lines in the scene;
- 'Just get her out of here, mister, now!'
- 'Just one thing I had left, Eddie-Linda- an' I wanted to keep her. So, so I stopped taking the pills...'
- 'Does my child belong to you as well as everythin' else?'
- 'I could have been... I could have been him!'
- When you refer to the following lines instead of just explaining the acting you have to explain why these things were particularly effective.
- To help you do this in reference to the question (e.g. creation of tension etc) and refer to the style, period, genre etc...

For example

On the line 'Just one thing I had left, Eddie-Linda- an' I wanted to keep her. So, so I stopped taking the pills...' Mickey then stood on stage, pointing the gun at Eddie. However, his hand and body still continued to shake, and Mickey was almost frozen on the spot next to Eddie as he was unsure about what he was going to do next. This was effective at creating tension for the audience because we felt Mickey was unstable. His voice was at a low pitch, his tone was of despair but anger and he was shouting quite loudly at him but his voice was quavering as he spoke which created tension again as we could tell Mickey was angry but a man on the edge. The effect of Mickey's medication and present depression were very clear to us as an audience and the affect this as having on his mind meant that we were unsure as to what Mickey would be capable of which created even more tension.

Conclusion

Briefly refer back to the question and how what you have discussed proves the point you set out to make e.g. reword the question again like you did in the first point of the introduction.

IF YOU CHOSE TO ANSWER ON THE WOMAN IN BLACK....

Section C Woman in Black

Part A- Describe Question

Choose ONE live theatre production you have seen during your course where ONE particular area of design OR technical skill increased your enjoyment of the performance.

1 1 Describe in detail ONE moment of theatre when your chosen area of design OR technical work enhanced the performance in your opinion.[20 marks]

Writing Frame

Introduction

1. Refer to the question- reword the question above to show the examiner you know what the question is.
2. Date: 1st April, Time: 8pm Place; Fortune Theatre Actors Names: Stuart Fox and Murphy Jones
3. Staging: Proscenium Arch Theatre with an apron and a traverse
4. Genre: Ghost story, Period: Begins in 1935 and flashbacks to Victorian era, Style: Non-naturalistic, Directors intentions: To scare and un-nerve
5. Directors Name: Robin Hereford
6. Reference to another moment (Funeral Scene or Nursery Scene)
 - The Nursery scene is...; In the last scene that shows the nursery, the 'actor' playing Arthur Kipps is having a feverish nightmare, sitting in an armchair at Sam Dailey's house and he is imagining what he saw in the house and we see his nightmare, which shows the sights and sounds of everything that had haunted him during his time at Eel Marsh house.

Main Paragraph

If you do the Nursery Scene you need to refer to the following four examples;

- The pre-recorded sound of the voiceover of the Woman in Black e.g. Jennett Humphrey speaking the words of the letter he found earlier in the day in a high pitch shrill voice "He's not mine, he's yours" which is a flashback pre-recorded sound effect that happens during his dream.
- We then hear the sound of the rhythmic beat of the rocking chair, which is the signature pre-recorded sound of a heart beat that we normally hear before we see the Woman in Black, and sure enough hearing the sound effect this time is a build up to seeing the WinB behind the gauze.
- As the WinB gets up off the rocking chair and goes round to behind the second gauze is lit and we see the stairs, we begin to hear the sound effect of the pony and trap which is recreating the moment that the WinB son dies just through the pre-recorded sound of the hooves, thundering down the causeway, the noise of the carriage and the horse being thrown and the noise of the screams of the child, ear piercing noise which is all being heard as she walks up the stairs building up to...

- An extremely loud, shattering scream of the WinB when she reaches the top of the stairs at the end of the nightmare, all lights go off at this sound effect and the nightmare is over for him and for the audience.

When referring to each of the above points use the structure below for each one;

1. **Reference to point** by explaining the moment the technical element was used e.g. *The 'actor' playing the young Arthur Kipps sits down in the armchair and begins to squirm around and move as if having a nightmare that he can't escape from...*
2. **Reference to the technical element being used e.g.** *We hear the words of the letters that the 'actor' playing Arthur Kipps found earlier, but as pre-recorded sound effects as we hear the shrill, high pitch voice of Jennett Humphrey...*
3. **Reference to effect on the audience....**This enhanced the performance because....(G/S/P/DI)

Conclusion: Just refer back to the question in the last sentence saying, that you have now answered the questions

Section C: Part B- Evaluate Question

1 2 Evaluate the success of this area of design OR technical skill in realising the intentions of the playwright OR in supporting the theatre company's interpretation of the play at particular moments from the production. Give reasons to support your evaluation. [20 marks]

Writing Frame

Introduction

7. Refer to the question- reword the question above to show the examiner you know what the question is
8. More definition of the Directors intentions- explain about how the directors intention was to scare and un-nerve you to retell this ghost story in a non-naturalistic manner etc
9. Reference to another moment (Funeral Scene or Nursery Scene)
 - The Nursery scene is...; In the last scene that shows the nursery, the 'actor' playing Arthur Kipps is having a feverish nightmare, sitting in an armchair at Sam Dailey's house and he is imagining what he saw in the house and we see his nightmare, which shows the sights and sounds of everything that had haunted him during his time at Eel Marsh house.

OR

- The Funeral scene; This scene shows the funeral of Alice Drablow, the sister of Jennett Humphrey, the Woman in Black who we meet for the first time in this scene as a ghost whilst the 'Actor' playing Arthur Kipps attends the funeral of his client Alice Drablow. etc

Main Paragraph

If you do the Funeral Scene you need to refer to the following four examples;

- Pre-recorded hymns as the service begins (setting of church created in a non-naturalistic manner)

- Vicars voiceover inside the church reading the sermon with an echo (Woman in Black appears for the first time here whilst this is happening- think about the significance of this and link to the DI)
- Crows outside the church as the service moves to the grave (think about the creation of the ghost story e.g. genre)
- Outside the church at the Vicar voiceover at the grave e.g. “ashes to ashes, dust to dust...” (link to how this shows period because of what was said in the speech and the language of the service plus the significance of the impact of the sound here and in building up a more troubling situation for the audience as the Woman in Black appears for a second time at the grave and is seen in the back and walks onto the stage and straight back off here.)

When referring to each of the above points use the structure below for each one;

4. **Reference to point** by explaining the moment the technical element was used e.g. *The ‘actor’ playing the young Arthur Kipps then walked upstage through the centre as if walking through an aisle of a church that he had just entered...*
5. **Reference to the technical element being used e.g.**
To show the stage had changed into the church, as the actors walked upstage we heard the a pre-recorded sound effect of hymns sung in a low dull tone of voice...
6. **Evaluation of how effective this was at showing the director’s intentions....**
This sound effect was effective at showing the directors intentions as it helped to create the atmosphere of a church in a non-naturalistic way that unnerved the audience because....

Conclusion: Finish with an ending sentence that rewords the question again.

Example Design/Technical Elements Question

Question 5

Choose one live theatre production you have seen during your course where one area of design or technical skill was used in an inventive way.

1 1 Describe in detail what the designer or technician produced and how it was used in at least one scene or section to demonstrate inventiveness, in your opinion. (20 marks)

AND

1 2 Evaluate the success of this design or technical skill in combining with other aspects of the performance at particular moments. Give clear reasons to support your answer. (20 marks)