

GCSE (9–1)
Candidate Style Answers

DRAMA

J316
For first teaching in 2016

Section A: Blood Brothers – exemplar 1 with commentary

Version 2



Contents

Introduction	3
Question 1	4
Question 2	5
Question 3	6
Question 4	7
Question 5	8
Question 6	9
Question 7	10
Question 8	11

INTRODUCTION

This resource has been produced by senior members of the GCSE 9-1 Drama examining team to offer teachers an insight into how the assessment objectives are applied.

Please note that as these responses have not been through full moderation, this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

The sample assessment material for these answers and commentary can be found on the GCSE 9-1 Drama web page: <http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/>

QUESTION 1

- 1 Select **one** line from the list below. Explain how it has an impact on this character in the performance text you have studied.

Blood Brothers

'Edward: Well, my mummy doesn't allow me to play down here actually'

Death of a Salesman

'Happy: See, Biff, everybody around me is so false that I'm constantly lowering my ideals...'

Find Me

'Jean: Other mothers cope. I feel so inadequate'

Gizmo

'Rust: I'm walking away now. I suggest you do the same, eh'

Kindertransport

'Evelyn: You've made a commitment to moving into that place. Stick by it'

Missing Dan Nolan

'Pauline: ...I just delegated it... Ask your father'

Misterman

'Thomas: It all began from a Nothing. This loud crashing all began as a whisper...'

[4]

SAMPLE ANSWER

This line in the play highlights one of the key themes of class division. This would have affected Mickey's view on Edward during the play as it is clear that the two characters should have been kept apart as they are not from the same social background. This portrays the segregation between the upper and working class.

COMMENTARY

The candidate scored two out of a possible four marks. Their response covers two potential impacts of the line in relation to Eddie with some specific reference to moments from the text.

To gain additional marks, the candidate could improve their response by identifying two further potential impacts, such as; Edward's attitude towards his mother, not being allowed to see Mrs Johnstone results in how they become blood brothers.

QUESTION 2

- 2 Select **one** stage design from the photographs below. Justify why this could be suitable for a production of the performance text you have studied.

[4]

SAMPLE ANSWER

Set 3 would be suitable for the production of Blood Brothers. Firstly, the style of the play is naturalistic and the set reflects this. Secondly the set perfectly shows the play's theme of class divide in the sense that there is two sides. Once for Mickey (working class) and the other for Eddy (Middle/upper class) and there is a centre ground where the pairs paths meet and join together, setting the story for the rest of the play. The set is a metaphore for the story of Blood Brothers.

COMMENTARY

The candidate scored two out of a possible four marks. The candidate is referring to Set 2, not 3. They offer a sound choice of Set with some sound sense of understanding in relation to proxemics. Their reasons for the choice are mainly sound. The candidate offers several workable suggestions that are well reasoned in referring to the potential of Set 2.

To gain additional marks, the candidate needs to clearly discuss and justify the suitability of their set choice with clear examples, such as; a Proscenium arch stage, having an audience end on, the hanging down of the lights could be dressed to create a street, the bench in the centre of the stage offers versatility for when the children play, the archways could form the doorways to the houses.

QUESTION 3

3 Select the character from the performance text you have studied:

<i>Blood Brothers</i>	Mrs Lyons	<i>Death of a Salesman</i>	Linda
<i>Find Me</i>	Jean	<i>Gizmo</i>	Bernice
<i>Kindertransport</i>	Faith	<i>Missing Dan Nolan</i>	Greg
<i>Misterman</i>	Mrs Cleary		

Complete the table below by listing **three** ways in which an actor could use their voice to portray this character. Justify your choices with examples from the performance text you have studied.

[6]

SAMPLE ANSWER

Use of Voice	Justification
Make the voice higher in pitch	Shows her femininity and in the scene where she pleads with Mrs Johnstone in desperation for a twin she would almost squeal.
Received pronunciation accent	To show her class status Mrs Lyons would have an RP accent with excellent clarity and diction.
Stern tone with use of pause	When Mrs Lyons is angry with Eddie for running off to see Mickey she would talk to him with a stern tone and pause within her conversation to show her disappointment and anger.

COMMENTARY

The candidate scored six out of a possible six marks. A super response. The uses of voice and explicit justification for each use of voice with examples from the text, is accomplished throughout.

QUESTION 4

- 4 Explain, using examples from the performance text you have studied, how stage directions can be used to support the actors in communicating their role to the audience.

[6]

SAMPLE ANSWER

Stage directions can help emphasise the status of a character to the audience e.g. When Mrs Lyons pushes money into Mrs Johnstone's hands to buy her off this gesture shows that through money Mrs Lyons has the power over Mrs Johnstone. The stage directions within Blood Brothers helps to guide the actors, especially the chorus as they need to multi-role with such pace the stage directions give them finer details to enable them to do this. The stage directions within Blood Brothers give subtle indications to the actors of how to show either their working class or middle class background for example Mickey is given the direction 'Mickey sits, bored' he is alone and playing with bugs getting dirty and cold – this wouldn't happen with Eddie.

COMMENTARY

The candidate scored four out of a possible six marks. A sound response. The candidate offers clear examples of stage directions and describes how the actors will use them with some very sound reasoning, especially in relation to the relevance of stage directions in the performance text.

To gain additional marks, the candidate needs to add more detail to their understanding of stage directions and the impact this has specifically on the audience. Although the examples given are clear, there is only a limited acknowledgement of the connection and impact that the uses of stage directions can have on the audience. The candidate should consider how stage directions have an impact on the actor-audience relationship. Offering examples from their practical work to explain and/or justify how stage directions have impacted on an audience and demonstrating this with specific moments from the script, would allow for a more rounded response.

QUESTION 5

- 5 Compare the advantages and disadvantages for an actor when presenting the performance text you have studied 'in the round'.

[6]

SAMPLE ANSWER

The advantage of this would be that the audience can witness the expressions and characteristics of a character from a range of angles and would therefore have a more vivid description and be able to connect with that character more so, for example when Mickey and Sammy are out playing if they are running around frantically 'shooting the indians' the audience would naturally feel part of the action. When the brothers die at the end having the audience much closer also builds the tension. The disadvantage would be the limitation of set design and props but as Willy Russell states that it should be minimalist and changes done with lighting this would work in this plays favour. Staging with the audience on all four sides can be difficult and tiresome to block/direct and tiring for the actors to keep playing out to all sides of the audience.

COMMENTARY

The candidate scored five out of a possible six marks. A very strong response. The candidate has given clear examples of the advantages and disadvantages with some very sound reasoning in relation to specific moments from the text. There are some elements of comparison also, however this aspect is not as detailed as other aspects within the answer.

To gain additional marks, the candidate needs to compare more, looking at the staging from all perspectives, showing that they have drawn clear comparisons to both the advantages and disadvantages of staging 'in the round'. This then needs to be demonstrated with specific examples, such as: difficult to block as you can't define stage areas as easily, there are no wings as such, lighting is hard and usually all from the top, the intensity of the actor audience relationship can be hard for actors. All this needs to be then clearly demonstrated with further reference to the text.

QUESTION 6

- 6 Discuss how a director could stage the opening of the performance text you have studied to engage the audience from the start. You may refer to the direction of the performers and/or design of the scene in your answer.

[8]

SAMPLE ANSWER

The director could begin the play with Edward and Mickey centre stage looking at each other and hands clasped together. This immediately portrays the pair as our lead protagonists who has a strong relationship with each other. Proxemics could then be used to signify characters importance from the audiences point of view. For example: the narrator could be sitting closest to the audience as he has the strongest bond with them as he narrates the story. Mrs Lyons and Mrs Johnstone could be further back on the stage but closer to Edward and Mickey to show their relationship. Mrs Lyons could be holding Edward's arm whereas Mrs Johnstone could remain in between the two to show she has a connection to both characters. Linda could be holding Mickey's arm to show that they're together. This design would ultimately show that Mrs Johnstone is losing both of her sons; Mrs Lyons is taking Edward and Linda is taking Mickey. This metaphorically foreshadows the end of the play as both sons end up dead and therefore Mrs Johnstone is left with nothing.

COMMENTARY

The candidate scored six out of a possible eight marks. The candidate offers a highly interesting and very workable concept which reveals a clear understanding of the role of director. All their ideas towards the direction of the opening sequence are relevant and reveal a sound knowledge and understanding of proxemics and semiotics of the scene. There is an accomplished insight into the direction of the opening sequence which has the potential to engage the audience from the onset.

To gain additional marks, this question requires the candidate to discuss how the decisions they make, as a director, work to engage the audience. Although this is sometimes displayed within the candidate's concept, engagement is implied rather than specified. The candidate needs to offer a clearer understanding of the potential impact on the audience for each directorial decision they make. This then needs to be demonstrated with explicit examples from the text, to justify their decisions. The candidate could also demonstrate an understanding of the potential impact of design aspects on the audience to enhance their staging ideas. This again needs to be demonstrated with explicit examples from the text to justify the decisions made.

QUESTION 7

- 7 Describe **one** suitable costume for a character from the performance text you have studied. Justify why your choices are appropriate.

In your answer, name the character from the performance text you have studied. You may include a sketch of your design with annotations in your answer.

[8]

SAMPLE ANSWER

For the character Mickey he would wear a pair of grey baggy jogging bottoms to represent the bleakness of the opportunities that society offers him; as grey is often associated with sadness and pessimism. The jogging bottoms are also a stereotypical item of clothing for the working class and so it would help the audience to understand the character and is relevant to the context of his character. On the top he would wear an adidas sports jacket which represents the prejudice others show towards his character as black is a colour with connotations of darkness and evil and this demonstrates the demonization of the working class which was particularly prominent around the time of the play with conservative leading Margaret Thatcher in government. The jacket is also time period appropriate as it was a popular brand worn in 1980's northern England. A branded jacket is also stereotypical of a working class person and further proves the theme of class divide and illustrates the character's background to the audience. Lastly I will make Mickey's face slightly dirty as this shows the poverty that he faces. His hair would be messy and this would also reflect this uncared for an unkept look which also reflects his depression later on in the play.

COMMENTARY

The candidate scored eight out of a possible eight marks. An accomplished response. The candidate has developed a super concept for the costume of Mickey in relation to all key aspects; period, garment colour, style, status and semiotics. This is enhanced with clear justification as to why the decisions have been made, with sound examples offered from the performance text.

QUESTION 8

- 8 Explain, using two examples, how the social and/or historical context can be seen in the performance text you have studied.

[8]

SAMPLE ANSWER

Blood Brothers is the epitome of social divide and social injustice and this is shown very clearly when Mickey and Eddie are playing and causing mischief when a policeman catches them and takes them home. Mickey is taken home to his single mother and she is asked if she understand the consequences (assuming her lack of intelligence) and that next time he will end up in court where as Eddie is taken home to his Father and the policeman laughs it off with Mr Lyons and just suggests his pocket money is docked. Therefore the assumption is made that Edward wasn't causing a problem because of his social status and he won't do anything wrong again as long as he isn't led astray by the working class children again.

The play shows how the social values of nature and nurture impact on the outcomes for Mickey and Edward. Willy Russell shows the audience how the opportunities the boys have been given because of their social class rather than their personalities has had an impact on their opportunities. If Mickey has had the education and access to the contacts that Edward has would the tragedy have happened in the end? Clearly symbolised by the line "I could have been him!"

COMMENTARY

The candidate scored six out of a possible eight marks. A strong response. Two highly relevant examples are offered with some clear links to class and nature/nurture in relation to life chances and there are poignant references to the text within this.

To gain additional marks, the candidate needs to demonstrate within their response a stronger and more detailed reference to key moments/scenes from the text, which develop and explore the examples they raise. The candidate clearly understands the social and historical context of the play, however the examples they offer tend to be limited to one key moment only. This question asks for how these issues are discussed within the performance text. The candidate reveals a detailed understanding of the key issues they highlight and they discuss, in some detailed terms, such as: how these issues were relevant to the period in which the play was written as well as linking to later periods in time. However, to gain a top mark the candidate needs to select and clearly explain how these key social and/or historical issues are used/discussed, throughout the play, at various different moments. This needs to be clearly demonstrated with strong reference to key moments/scenes. Candidates should discuss how their chosen examples are explored and developed in the text and the potential impact they have on character, situation and ultimately the audience within these key aspects.

The candidate's response would have been enhanced if they had incorporated examples from their own practical work in order to explain and justify how the social and historical issues they highlight, are discussed and could potentially be performed, throughout their answer. An accomplished response to this question requires the candidate to clearly highlight how their two chosen issues are discussed at different stages throughout the text. This should then be justified with an acknowledgement of how some aspects could be performed to exemplify the outcomes of their chosen issues.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk/gcsereform

OCR Customer Contact Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2017** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

