

GCSE (9–1)
Candidate Style Answers

DRAMA

J316
For first teaching in 2016

Section A: Blood Brothers – exemplar 2 with commentary

Version 2



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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

Blood Brothers.

"Well my mummy doesn't allow me to play down here actually" This impacts his character to show he will break rules if he has got to also it shows he still young as he uses the word "mummy"

COMMENTARY

The candidate scored one out of a possible four marks. Their response covers one potential impact of the line in relation to Eddie, however there is no reference to the text. The candidate discusses aspects of characterisation rather than specific impacts.

The candidate could have improved the response and gained additional marks by identifying further potential impacts, such as; class divide, 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 2 is suitable for the production of a performance space because it is very spacious and allows the audience to see the actors, it also shows more areas of movement, it allows the audience to see better and it gives them a better viewing as well.

COMMENTARY

The candidate scored one out of a possible four marks. A sound choice of Set is offered although the reasons and justification for the choice are weak.

To gain additional marks, the candidate needs to clearly identify areas of suitability for this Set as well as justifying, with reference to specific moments from the text, why this style of Set is most appropriate. For example: 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
Moody	Because she doesn't get what she wants all the time when she talks to Mrs Johnstone, Mr Lyons and Edward.
High Pitched	Because she is excited when Mrs Johnstone says she can have one of her twins.
Sad	Because at the end Edward dies.

COMMENTARY

The candidate scored three out of a possible six marks. The uses of voice have been credited, although the use of the correct terminology has not been applied. Justification for uses of voice is often implied also rather than being specified.

To gain additional marks, the candidate needs to clearly apply the correct terminology for use of voice as well as demonstrating explicit justification for each use of voice, with specific moments from the text which exemplify these choices.

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

It can help to show where you need to go also it can help with what you need to move on stage e.g. Moving a chair off the stage. Another example is when Mickey is talking about always playing outside the actor knows that he is outside and therefore can run around and the audience will understand he is outside.

COMMENTARY

The candidate scored one out of a possible six marks. A limited response. The candidate does offer an example of stage direction and they describe how the actor will use them. There is some demonstration of reasoning as to why stage directions are written, however, this is completed with limited connection to the performance text.

To gain additional marks, the candidate could respond to stage directions in relation to designers and technicians as well as actors. The candidate should also demonstrate a greater understanding of how stage directions can impact on the audience. Discussing examples from their own practical work to explain and/or justify how stage directions have impacted on an audience, whilst referring to specific moments from the script, would enhance their 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 disadvantages are you will have your back and face to the audience all the time so they can't see. They can't see your facial expressions to understand the story either. The advantage is that they can see everything as there is no backstage.

COMMENTARY

The candidate scored one out of a possible six marks. There is a sense of understanding offered by the candidate in relation to performing 'in the round', although it is a limited response. The candidate has given an example of an advantage and disadvantage of performing 'in the round', with some comparison as to how they would/would not work. However, there is no acknowledgement of these aspects in relation to specific moments from the text and limited evidence is offered to demonstrate their choices.

To gain additional marks, the candidate needs to demonstrate a range of responses to advantages and disadvantages of performing 'in the round', with specific and clearly relevant examples from the text. They should also discuss the advantages of staging 'in the round', with examples to explain their reasoning, such as: stronger actor audience relationship, more naturalistic lighting needed, stage can be the same level as the audience, several entrances and exits for the director/actors. They should then compare/contrast these with the disadvantages associated with this style of staging, such as: difficult to block as you can't define stage areas as easily, there are no wings as such, lighting is hard as it all comes from the top and the intensity of the actor audience relationship can be hard for actors.

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

As the director for the opening of the performance you could have a narrator who sits on the edge of the stage holding the book and saying their lines with a dim spotlight then it goes brighter with two spotlights on Mickey and Eddie. Mickey will be wearing the colour red this is to show the difference between labour and the other parties. Eddie will be wearing the colour blue to show he is part of conservative. For staging you could have two different set outs – one set higher so that you could make it show the levels between the two families.

COMMENTARY

The candidate scored two out of a possible eight marks. This is a limited approach towards the opening direction of this text. There are some moments of interest within the concept and the ideas the candidate discusses do have the potential to engage the audience. However, most of their ideas lack depth and there is no reference to audience or examples to justify ideas from the text. This ultimately restricts the overall potential of what the candidate offers.

This question requires the candidate to demonstrate an understanding of the role of the director from a variety of perspectives, giving consideration to the actors and/or designers in detail, by discussing all the directorial decisions made. This ultimately needs to be referenced back to how this engages the audience.

To gain additional marks, the candidate needs to demonstrate a clear understanding of the potential impacts, and give dramatic consideration to all the directorial decisions they make within this opening sequence. This must be demonstrated with explicit examples from the text to justify the decisions made and the candidate should discuss how each can work to engage the audience. A discussion of how semiotics and proxemics highlight the potential impact of staging and how the director may direct the actors to use physical and/or vocal techniques to achieve their overall aims, would enhance the candidate's response.

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

In Blood Brothers Eddie is very posh so he would wear a shirt and tie also the shoes would be very posh and Eddie would have his hair slicked back or maybe he could have a comb over because Mrs Lyons looks after him and it is shown in how well he is dressed.

COMMENTARY

The candidate scored one out of a possible eight marks. This is a limited response. The candidate has listed some potential costume ideas with some reference to the performance text. Their design for the character is valid and they have decided on an appropriate choice of garment in relation to the time and style of the play, however, there is little reference to colour or overall design impact. The limited reference to specific moments from the text and giving very limited reasoning to justify their choices, restricts the overall potential mark.

To gain additional marks, the candidate needs to develop a costume design that is fully considered in relation to the knowledge and understanding they have developed about the character from the text. The concept for costume should be discussed and developed in detail for the chosen character. Ideas which demonstrate/describe key design aspects, such as: the garments colours and overall design impact in relation to the genre, style and content of the play, would also enhance the response. All costume suggestions need to be made with clear justification as to why, with examples, the designs are suitable for the character. Candidates should consider the visual communication of the characters costume within the play as a whole along with the potential impact this could have on the audience.

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

With the new tax coming in people would have less money to support their families. With the lack of education Mickey and Sammy turn to crime and end up in prison and then they can't get jobs.

COMMENTARY

The candidate scored one out of a possible eight marks. This is a limited response. The candidate discusses an example of the social issues explored within the text. They do add some personal commentary to explain the consequences of these aspects and what the outcome is for Mickey and Sammy. However, the question asks for two examples of how social and/or historical issues can be seen in the text and the candidate only vaguely offers one. This significantly limits the overall potential mark.

To gain additional marks, the candidate needs to select and clearly explain how two examples of key social and/or historical issues are used/discussed within the play, demonstrating this with strong reference to key moments/scenes. Candidates should discuss how their chosen two 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 of the text. This question asks candidates to demonstrate their understanding of how issues are discussed within the performance text and how these issues were relevant to the time period in which the play was written. The candidate's response would have been improved 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 the text. 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.



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