

Set Text: DNA Exemplars



GCSE (9-1) Drama

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Drama (1DR0)

Write your name here

Surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 1/Level 2 GCSE (9–1)									
<h1>Drama</h1> <h2>Component 3: Theatre Makers in Practice</h2>									
Additional Sample Assessment Material for first certification in June 2018 Time: 1 hour 30 minutes						Paper Reference 1DR0/03			
You must have: Questions and Extracts Booklet (enclosed)								Total Marks	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
 - Section A: answer **all** questions on one set text.
 - Section B: answer **both** questions.
- Answer the questions in the spaces provided
 - *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
 - *use this as a guide as to how much time to spend on each question.*
- You are **not** allowed to bring any performance texts into the examination.
- You **are** allowed: to bring your live theatre performance notes into the examination.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
- It is recommended that you spend between 65–70 minutes on Section A and between 20–25 minutes on Section B.

Turn over ▶

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Pearson

Candidate J

GCSE Drama PPE December 2017 (CHSG)

Name - _____

Question (a) (1)

(4)

One way I would use non-verbal communication to play Phil in this extract is by making sure Phil doesn't make eye contact with Leah. By doing this it shows the disinterest Phil has to what Leah is saying to him.

Another way I would use non-verbal communication to play Phil in this extract is by giving Phil the props of the food. This allows the character to only focus on the food in front of him and completely ignore Leah.

Question (a) (2)

(6)

I would use performance skills such as body language to show Leah's intentions of running away. I would do this by making Leah sit upright and stiff. This has the effect of making Leah look as if she has made up her mind and no amount of encouraging would make her change it. I would do this because Leah is trying to prove to him how much it is affecting her that he ignores her.

Another performance skill or I would use to show Leah's intentions of running away is her tone. I would make my voice quite low when she says she's running away. This will make it seem like a 'as a matter of fact' situation. I would use tone because it shows that Leah is at her breaking point and is serious about running away.

I would also use pace to show Leah's intentions of running away. I'll make myself talk fast and rushed as if I'm trying to get my points all out at once. I'd do this because it will show how overwhelmed Leah is about everything happening that she can't cope. It also shows that she wants everything to slow down as she can't handle these kind of situations.

Question (b) (1)

(9)

As a director, I would use props/stage furniture to bring this extract to life. Most of the scenes in the play are set in the woods and a hill including this scene. I would use a suitcase for Leah to show the audience that she really means what she said when she threatened to run away. This would help bring the extract to life as the audience can use the suitcase and Leah's words to reflect on Leah's emotions. It could allow the audience to feel sympathy for Leah.

Another way how I would use props/stage furniture to bring this extract to life is by giving Phil his food which he eats in the scene. It shows the audience how Phil ignores Leah and only cares about his food. This brings the extract to life as the audience experiences Phil's disregard to Leah's statement and everything else she says. The audience will be able to empathise with Leah as to why she feels like the best option for her is to run away.

I would also use ~~props~~

Question (b) (2)

(12)

playing Jan

As a director the performer ~~Jan~~ might demonstrate Jan's questions of events to the audience by using voice.

I will make the person playing Jan talk high pitched & occasionally when she asks Mark a question. This shows her confusion of the events that are happening. It also shows her disbelief; she doesn't want to believe that what Mark is telling her is true. The audience can see her confusion and disbelief and she follows up questions with another question.

I will also make the person playing Jan make her voice crack mid sentence to show the audience how overwhelmed she is from all this information she has ~~received~~ received. It also reflects her emotions showing that she is scared. This shows her questioning of the events as she's never there to see it for herself but always receives the details from Mark knowing that some how, she as well is involved in it. By making her voice crack, it shows that she's scared about how everything is going to affect her.

~~Another~~ Another way I would make the performer use voice to play Jan is by making them lower the tone of their voice when asking some questions. This shows that she is trying to make sense of everything. The audience will

see that even though she is repeatedly asking
Mark the questions, she's not really addressing
him. She's ~~more~~ She's

Question (C)

(14)

I would use staging to enhance the production of this extract to the audience by making Leah sit DSC and then Phil would sit CSL. This will show the distance in Leah and Phil's relationship and how the situation has caused them to drift further away from each other. It shows that Phil doesn't really want anything to do with Leah but still can't completely stay away from her, hence why he doesn't reply and sits a bit of a distance away from her yet he's still there listening to her problem. The distance shows that even though he's angry from

By Leah sitting DSC, shows that she's giving up on Phil. She's now turned to the audience as a support system to ramble on to. It also shows that anything will do for her even for Phil to say one word.

Another way I would stage it to enhance the production of the extract to the audience is by at the beginning of each Mark and Jan scene they are further apart from each other. As each scene progresses Jan ~~gets~~ moves closer to Mark. This enhances the production as it shows that Jan was never really apart of the scandal and every scene where Mark tells are her more it ~~brings~~

Candidate K

GCSE Drama PPE December 2017 (CHSG)

Question (a) (1)

(4)

One way in which I would use non-verbal communication to play Phil in this extract is to make my facial expression neutral and uninterested all the way through the extract. The neutral facial expression shows that Phil is disinterested in what Leah is saying and doesn't seem to care. Another way in which I would use non-verbal communication to play Phil is through my body language. I would have a slouched back, leaning slightly forwards - a casual posture. I would use this body language to convey to the audience that Phil doesn't care about ~~the~~ what Leah is saying. He's bored of her.

Question (a) (2)

(6)

One way in which I would use performance skills to show Leah's intentions is through voice. I would make the tempo of my voice very quick whilst I am speaking as Leah, as ~~she~~ her mind moves from topic to topic with haste, and a ~~of~~ fast tempo conveys this. Also, the fast tempo shows Leah isn't thinking about what she is saying, so when she says ^{what she is} "running away" it is clear she is not sincere and she is just trying to attract Phil's attention.

Another way in which I would use performance skills to show Leah's intentions is to make her movement across the stage fast and broad. The fast movement ^{represents} ~~shows~~ that Leah makes quick irrational decisions and doesn't think before she makes a move. This conveys that her intentions have little thought behind them. The fast movement ~~also~~ shows Leah trying to attract Phil's attention.

Lastly, I would make my voice a high pitch to convey Leah's intentions. A high pitch presents confusion and desperation, and Leah is both of these things. She's confused and desperate, and therefore her intentions to "run away" ~~are~~ ^{is} just a bid to try and receive ^{the} attention she is so desperate for. A high pitch shows this as it can sound annoying; this represents the way Phil ~~sees~~ Leah.

Question (b) (1)

(9)

As a director, I would use props to bring the extract to life for the audience. One way I would do this is through having limited props on stage. A prop I would have is the "paper plate, waffle and jam" that Phil interests himself in. As Phil sits there and plainly ignores Leah, he needs something to do ~~and~~ he makes his waffle. As the play is set in 2010, teenagers didn't have mobile devices as they do now; this means Phil couldn't of been sitting there on his phone, therefore instead we give him a different distraction. This random gesture adds possible humour and confusion to the extract.

Another way in which I would use props in this extract is to have Leah in possession of a suitcase. This tells the audience that Leah feels serious about "running away" and also adds humour to the fact ~~she's~~ she's gone ~~all~~ out, yet Phil still doesn't acknowledge her.

Lastly, I would use ~~stage~~ simple stage furniture. The only furniture on stage would be two chairs in the centre where Leah and Phil are sitting. The chairs would be close to one another; this adds metaphorical irony as the chairs may be close together but ~~instead~~ Leah and Phil are so distant. Phil's chair should be slightly tilted away from Leah and Leah's chair should be slightly tilted towards Phil to represent Phil is disinterested but Leah loves him.

Question (b) (2)

(12)

One way in which I would use voice to present Jan questioning events is to have the tempo of her voice ~~quite~~ quite slow. For example, ^{she says,} "I mean are you... there's no mistake or..." when questioning the situation. I would make her voice slow to represent Jan is confused and is trying to gather her thoughts. Also, I would make ~~my~~ lots of pauses in ~~her~~ her ~~speech~~ speech to show that she is slow thinking and is trying to question the information provided. I would also make Jan's pitch differ. For instance, her voice would be low and then suddenly at the end of a sentence the pitch would lighten as she's asking questions, and this shows confusion. Also, I would make her volume loud as she isn't thinking about how loud she is pronouncing, because she is so confused.

One way in which I would use physicality to convey Jan questioning events is to make her body language quite ~~open~~ open. For instance, her feet could be facing outward to show she's opening her mind to try and question the events.

A way in which I would use ^{also} ~~physicality~~ ^{physicality} is to make Jan have 'big arm movements' as she is getting agitated that she isn't quite understanding the situation. In regard to stage space, Jan should be shadowing Mark, following him very closely. This conveys that Jan is desperate to try to understand what Mark is saying, therefore she moves very ~~of~~ closely to him.

I would include several gestures to illuminate Jan's confusion. For example, a constant scratching of her hair shows she's ~~deeply~~ thinking in depth about what ~~Mark~~ Mark is saying; it also shows Jan's confusion.

~~Answer~~ ~~way~~ in which I would present Jan's physicality
One way in which I would use the stage space to convey that Jan is questioning the events is to perhaps use ~~on~~ ~~the~~ ~~entirety~~ of the stage in the part with Jan and Mark. They are walking and they walk on all parts of the stage. The use of the stage space ~~shows~~ represents that Jan is covering all questions in her mind - she covers ~~the~~ whole of the stage space to present this.

Also, I would use proxemics to show the relationship between ~~the~~ Jan and Mark. They ~~are~~ ~~also~~ have quite a close friendship and staging them close together conveys this.

Question (C)

(14)

I would use the design element of costume to enhance the extract. One way that I would use costume is to have Mark and Jan wearing very similar clothing. For example, they could wear matching red beanies, ~~matching~~ ^{matching} coats and matching shoes. The matching costume presents their almost identical roles within the group and the similarity in personality between the pair. They both ~~enjoy~~ ^{enjoy} in gossipy fun and following the leaders of the group. Therefore, matching costume shows this.

and their similarity

Another way in which I would use costume in this extract is to have Jan and Mark wearing backpacks. ~~The~~ Metaphorically, the backpacks represent the ~~heavy~~ ^{burden} baggage the two carry with them. They have the burden of the 'suspected' murder of Adam on their shoulders, and it weighs them down. However, their baggage is particularly light as Jan and Mark don't seem too bothered by the situation. They aren't feeling the burden of their dispicable actions as they don't care.

It doesn't weigh them down

I would also use costume in this extract by having Leah wearing a skirt. A skirt is generally worn by women and women ~~are~~ ^{can be} portrayed as vulnerable compared to men. By wearing a skirt, Leah is portrayed as a vulnerable character in the play. She is vulnerable because she ~~is~~ has a caring personality and in the group she is in, she risks getting exploited by the more powerful characters (e.g. Phil).

Another way in which I would use costume in this extract is by having Phil dressed in a large, black zippered jacket. The large size of the jacket represents that Phil is bold and holds power and authority over others: ~~he~~ he has a high status.

The black colour of the jacket represents that Phil has an ^{unloving} ~~black~~ heart and his personality is cold. He doesn't seem to be affected by Leah's threats to 'run away' and he doesn't even bother to try and ^{calm her down.} soothe her. The way in which his coat is zipped up to the top represents that Phil has a closed personality. He isn't open to share his thoughts and feelings, he doesn't care about opening up: he's a closed book and refuses to show emotion.

Another way in which I would use costume in this extract is to have Leah wear a bright red coat. The ^{bold} colour of the coat represents that Leah has a bold, outspoken personality. She stands out from the group as they over it or bubbly and talkative as she is. The bold colour also represents Leah's vulnerability within the group, as her difference makes it easy for the others to take advantage of her kindness, and turn her into something she is not.

CANDIDATE L

GCSE Drama PPE December 2017 (CHSG)

Name - _____

Question (a) (1)

(4)

The first way I would use non-verbal communication, if I was playing Phil would be facial expressions. Facial expressions show the audience what mood he is in and how he is reacting to what others are saying. Another non-verbal communication I would use is body language. Body language can also indicate how he is feeling, it could ~~em~~ emphasise what he is ~~fe~~ feeling towards a certain person.

Question (a) (2)

(6)

As a director I would choose lighting. I would choose lighting because it sets the atmosphere of the scene. ~~Therefore~~ I would use a ~~set~~ mixture of red and orange lighting.

The red lighting would show the topic of discussion between Jan and Mark is the death of Adam. The red could also foreshadow how much trouble the group are in if the police realise that the near death of Adam was their fault. I would use orange lighting to show that they are relieved that they haven't actually killed somebody. Also, I would use glimpses of white light when Jan and Mark are talking. The white light would represent that Jan and Mark are hoping that Adam doesn't tell anybody what really happened. Not only does the lighting set the atmosphere of the scene it could foreshadow ~~to~~ upcoming events happening later on in the scene.

Question (b) (1)

(9)

If I was playing Leah I would change my tone of voice. I would do this to show when I am getting angry it would go slightly lower. When Leah says 'Where'm I going?' I would have her voice go higher. This would be effective because it emphasises to the audience what she is asking. Also, it could indicate to the audience that she is questioning herself and she doesn't actually know where she is going. I would also get Leah as Leah pace up and down the stage. This shows the audience that her thoughts are also racing. If I was playing Leah I would also get her to change the pace of her voice. For example when she says 'Don't. No words. There's no point' I would get her to say it slowly. This would show her emotion, more and that she is being dramatic. However, when she says 'Cathy was on telly... making them behave like heroes' I would make her say this quicker to show she is talking about everything and everyone else and not something that she really cares about.

Question (b) (2)

(12)

As a director I would get Jan to make his questions be slightly higher pitched. I would do this to show how he is constantly flustered and is a bit baffled about the scenario that is going on around him. I would also get Jan to slightly tilt his head, this would show the audience his confusion. Also, I would get Jan to think about the questions first, for example I would get him to fold his arms and look slightly confused or puzzled. This would show the audience that he is thinking about the current situation and trying to ~~figure~~ understand what is going on. Also, if Jan does this throughout the whole play in ~~cert~~ with certain questions then the audience will be able to identify when he is about to question.

In the first ever scene when Mark tells Jan that Adam is dead and Jan replies 'Dead?' I would get him to take a step back and almost shout it. This would show the audience that he is shocked by what he has been told. Also, it shows that he doesn't understand how serious the situation actually is, because he shouts it so that everybody could hear. I would also get him to tilt his head and screw up his face whilst hepping back because it would emphasize his confusion.

Question (C)

(14)

I would use costume. I would use costume because it shows the audience how old they are, possibly where they are from, their different levels, their self value and possibly indicate what their home life is like. The whole lot of them would have school uniforms however they would all have their own individual twist to it to help show the audience more about themselves and their personalities. For example, I would have Leah wearing blue jeans along with her school jumper (which is oversized) and kickers, this shows the audience that she is a school girl from an alright background. The oversized jumper may show that she is trying to hide herself or drown herself in it, this could indicate that she is ~~the~~ of a lower level of the others, possibly the most irrelevant. Also I would make her right ~~side~~ sleeve slightly ruined, and I would have her chew on it, this shows when she is nervous ^{or is having racing thoughts,} she chews on her jumper.

I would have Jan wearing a designer belt and designer watch. This shows the audience that he is from a good wealthy background but is just a bit of an airhead, which is why he questions everything. I chose him to wear two smaller, less in your face designer things to show what level he is at in the group. This shows he is still of a lower level than everyone else in the group and is possibly why he is always confused and asking questions.

I would have Mark looking slightly messier but still half put together. Mark would wear a hoodie along with trainers. This could indicate he is from an alright background. Mark would not wear his school jumper, just the school T-shirt and his own hoodie. Mark's hoodie would be the same colour as the school jumper that Leah is wearing. I decided this so that Mark still fits in, also it means he is still of a lower level, in the group. However, ~~fit~~ Mark's ~~hoodie~~ hoodie is more visible than Jan's watch and belt which shows the audience that Mark is higher than Jan. This contributes with the fact that Mark seems to know more than Jan and is always giving Jan information and the answers to all his questions.