

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE (9–1)
J316/04
DRAMA

Drama: Performance and response

FRIDAY 18 MAY 2018: Afternoon
TIME ALLOWED: 1 hour 30 minutes
plus your additional time allowance

MODIFIED ENLARGED

First name		Last name	
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Centre number						Candidate number				
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YOU MAY USE:

pens/pencils
ruler

READ INSTRUCTIONS OVERLEAF



INSTRUCTIONS

Use black ink. HB pencil may be used for sketches only.

Complete the boxes on the front page with your name, centre number and candidate number.

Answer ALL the questions.

Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION

The total mark for this paper is 80.

The marks for each question are shown in brackets [].

Quality of written communication will be assessed in questions marked with an asterisk (*).

SECTION A

Answer ALL the questions.

You are advised to spend approximately 55 minutes plus your additional time allowance on this section.

**‘Blood Brothers’ – Willy Russell
‘Death of a Salesman’ – Arthur Miller
‘Find Me’ – Olwen Wymark
‘Gizmo’ – Alan Ayckbourn
‘Kindertransport’ – Diane Samuels
‘Missing Dan Nolan’ – Mark Wheeler
‘Misterman’ – Enda Walsh**

State the performance text you have studied:

- 1 Identify TWO moments in the performance text you have studied that have the potential to make a strong dramatic impact on the audience. Justify your response.**

1 _____

2 _____

[4]

- 2 Choose TWO instances in the performance text you have studied when a change in relationship between characters moves the action forward. Explain your answer.**

1 _____

2 _____

_____ **[4]**

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

‘Blood Brothers’

‘Death of a Salesman’

‘Find Me’

‘Gizmo’

‘Kindertransport’

‘Missing Dan Nolan’

‘Misterman’

Edward

Biff

Jean

Cevril

Faith

Pauline

Thomas

As an actor, what THREE aspects of the character would you communicate and how would you do this? Complete the table below. [6]

Aspects of the character	How communicated

- 4 Identify a DIFFERENT character to the one listed in question 3 from the performance text you have studied.**

Character _____

Give THREE ways you would deliver lines from this character. Justify your response.

1 _____

2 _____

3 _____

[6]

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- 5 In the box below, draw an annotated sketch showing the set and positioning of characters at an important moment in the performance text you have studied. Give THREE reasons to justify your sketch. [6]**

1

2

3

[illegible]

[illegible]

[illegible]

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SECTION B

You are advised to spend approximately 35 minutes plus your additional time allowance on this section.

You must answer this question referring to a different performance text to the one you have studied for Section A.

At the start of your answer, write the name, venue and date (month and year) of the live performance you have seen. Include examples from this performance in your answer.

9* In a live performance you have seen, analyse the impact ONE main actor had on you as an audience member.

**In your answer, you should consider:
how the actor created and communicated meaning**

what skills the actor used in the characterisation

how the actor effectively used props and/or stage design

You should use appropriate drama and theatre terminology. [30]

[illegible]

[illegible]

[illegible]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

[illegible]

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