



Oxford Cambridge and RSA

# Friday 17 May 2019 – Afternoon

## GCSE (9–1) Drama

### J316/04 Drama: Performance and response

**Time allowed: 1 hour 30 minutes**

Barcode with numbers:  
 \* 7 7 2 2 4 6 0 4 5 5 \*

**You may use:**

- pens/pencils
- ruler



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

\_\_\_\_\_

Last name

\_\_\_\_\_

#### INSTRUCTIONS

- Use black ink. HB pencil may be used for sketches only.
- 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 extended response will be assessed in the question marked with an asterisk (\*).
- This document consists of **16** pages.

## Section A

Answer **all** the questions.

**You are advised to spend approximately 55 minutes 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 From the list below, select the character from the performance text you have studied. Describe **two** ways an actor playing this role could deliver the line effectively in performance.

**Blood Brothers**

**Mrs Lyons:** 'They ... they say that if either twin learns that he was once a pair, they shall both immediately die.'

**Death of a Salesman**

**Linda:** 'I love him. He's the dearest man in the world to me, and I won't have anyone making him feel unwanted and low and blue.'

**Find Me**

**Mark:** 'I wish I didn't have to live at home. You never know what she's going to do next. I can't bring my friends to our house.'

**Gizmo**

**Ben:** 'And he smiles. It was the most frightening smile I've ever seen in my life. And then he turns and looks straight at me.'

**Kindertransport**

**Helga:** 'We all die one day, but jewels never fade or perish. Through our children we live. That's how we cheat death.'

**Missing Dan Nolan**

**Pauline:** 'I find myself feeling guilty if I enjoy myself ... feeling guilty about getting into a warm bed ... feeling guilty about having a hot meal.'

**Misterman**

**Thomas:** 'And I run! And run fast up over the hill and past the church! My good words sent burning about me. Inishfree once more all bad and diseased.'

Name of character: .....

1 .....

.....

.....

.....

2 .....

.....

.....

.....

.....

[4]

2 Describe **two** ways lighting **and/or** sound could be used to show tension at **one** moment in the performance text you have studied.

Moment: .....

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

3 Select and name a **different** character from the performance text you have studied to the one you wrote about in Question 1.

Name of character: .....

Complete the boxes below to briefly describe **three** ways an actor playing this character could use physicality for their performance. Give a justified example for each, using the selected character.

Use of physicality	Justified example

[6]

4 Imagine the performance text you have studied is to be staged in a **promenade** performance style.

Explain **three** advantages and/or disadvantages of staging the performance text in this style.

Advantage/Disadvantage 1 .....

.....  
.....  
.....  
.....

Advantage/Disadvantage 2 .....

.....  
.....  
.....  
.....

Advantage/Disadvantage 3 .....

.....  
.....  
.....  
.....

[6]

5 Describe briefly **three** suitable stage (prop) items for **one** character from the performance text you have studied. Explain how each prop helps to reveal things about the character to the audience.

Name of character: .....

Prop 1 .....

.....  
.....  
.....

Prop 2 .....

.....  
.....  
.....

Prop 3 .....

.....  
.....  
.....

[6]

6 When rehearsing, explain what improvisation methods could be used by **one** actor to develop the maximum impact in the **final scenes** or **final section** of the performance text you have studied.

[8]

7 Explain what important challenges there are for the set designer in communicating meaning to an audience at **one** key moment in the performance text you have studied.

Key moment: .....

. [8]

8 As a director, justify how you would direct the actors to highlight social context at **two** key moments in the performance text you have studied.

[8]

10

## Section B

**You are advised to spend approximately 35 minutes on this section.**

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

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

Name of live performance .....

Venue .....

Date (month and year) .....

**9\*** Evaluate how successfully the artistic intention was communicated to you in the live performance you have seen.

In your answer, you should consider:

- what you felt the artistic intention was
- how effectively the actors communicated meaning to you in relation to the artistic intention
- how successful the directing and design were in helping you understand the artistic intention.

You should use appropriate drama and theatre terminology.

[30]



**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).





This image shows a blank sheet of handwriting practice paper. It features a vertical red line on the left side, likely representing a margin. To the right of this margin, there are 22 horizontal grey lines spaced evenly down the page, intended for practicing letter formation and alignment.



The page features a large area for handwriting practice. It is divided into two columns by a vertical line. The left column contains a single vertical line for a margin. The right column is filled with horizontal dotted lines, with a solid top line and a solid bottom line, and a dashed midline between them, intended for handwriting practice.

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