



Oxford Cambridge and RSA

Monday 16 November 2020 – Afternoon

GCSE (9–1) Drama

J316/04 Drama: Performance and response

Time allowed: 1 hour 30 minutes



You can use:

- an HB pencil
- a ruler (cm/mm)



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. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

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 (*).
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

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 you could perform this line effectively.

Blood Brothers: Mrs Johnstone	‘Tell me it’s not true. Say it’s just a story.’
Death of a Salesman: Charley	‘I heard some noise. I thought something happened. Can’t we do something about the walls?’
Find Me: Verity	‘Dear whoever you are, find me and have me as your beloved.’
Gizmo: Lando	‘You’d better learn to keep that mouth of yours shut, girl. Else one day I’m going to shut it for you.’
Kindertransport: Helga	‘Eva, sew on your buttons now. Show me that you can do it.’
Missing Dan Nolan: Dan	‘Well I’m out tonight so you can play ‘Westlife’ up full and prance around as much as you like!’
Misterman: Thomas	‘It all began from a Nothing. This loud crashing all began as a whisper ...’

Name of character:

1

.....

.....

2

.....

.....

[4]

2 Suggest **two** ways that **lighting and/or sound** could communicate meaning in the **final section/scene** of the performance text you have studied.

1

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2

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[4]

3 From the list below, select the character from the performance text you have studied.

Suggest **three ways** the character could use body language, facial expressions or gestures to effectively perform the stage direction. Complete the boxes giving the movement you could use, with an explanation for your choice.

Blood Brothers: Mrs Lyons

Stage direction: *She pushes the money into Mrs Johnstone's hands.*

Death of a Salesman: Linda

Stage direction: *Linda goes into the kitchen and starts to darn stockings.*

Find Me: Verity

Stage direction: *She mimics the way they are eating in an exaggerated way.*

Gizmo: Ben

Stage direction: *Ben springs up off the couch and stands, mimicking her stance.*

Kindertransport: Evelyn

Stage direction: *Tears up the letter into small pieces. She and Lil proceed to destroy each item in the box.*

Missing Dan Nolan: Dan

Stage direction: *They mime in slow motion trying to prevent the television being knocked over.*

Misterman: Thomas

Stage direction: *Thomas smashes up the garage as Eamon's music blares out.*

Movement	Explanation
1	
2	
3	

[6]

4 Identify **three different vocal techniques** an actor, playing a character, could use to **show feelings** in the performance text you have studied. Justify your choice.

Vocal technique 1

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Vocal technique 2

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.....

Vocal technique 3

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.....

[6]

5 Identify what kind of **staging style** you would use to present the performance text you have studied. Justify your choice.

Staging style:

. [6]

6 Design a **costume** for one character from the performance text you have studied to highlight the **social context** of the world lived in by the character. Justify your response.

You may include an annotated sketch of your design in the box on the opposite page. No marks are available for the quality of the sketch.

Name of character:



[8]

10

7 Explain how a **director** would work with the actors in rehearsal to **develop characterisation** for **one** key moment in the performance text you have studied.

Key moment:

. [8]

8 Explain how a **sound designer** would use sound to **communicate meaning** at **one** key moment, although **not** the final section/scene, in the performance text you have studied.

Key moment:

. [8]

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* Explain the impact on you as an audience member of the **design** of the live performance you have seen.

In your answer, you may consider:

- set, stage, costume, other media, lighting and sound design
- how effectively the design communicated meaning to you
- how successfully the directing and acting were supported by the design.

You should use appropriate drama and theatre terminology.

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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).



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