

GCSE DRAMA

Component 1 Understanding Drama

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book
- a copy of the set play you have studied. This play must **not** be annotated and must **not** contain additional notes.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The reference for this paper is **8261/W**.
- Answer **all** questions in **Section A**.
- Answer **one** question in **Section B**. Answer all parts to this question as instructed.
- Answer **one** question in **Section C**.
- You must answer on different plays for **Section B** and **Section C**.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The total number of marks available for this paper is 80.
- The marks for each question are shown in brackets.
- **Section A** carries 4 marks. **Section B** carries 44 marks. **Section C** carries 32 marks.
- All questions require answers in continuous prose. However, where appropriate, you could support your answers with sketches and/or diagrams.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A: Theatre roles and terminology

Answer **all** questions in this section.

For each question, you should write the question number and the letter that is next to the correct answer in your answer book.

Only **one** answer per question is allowed.

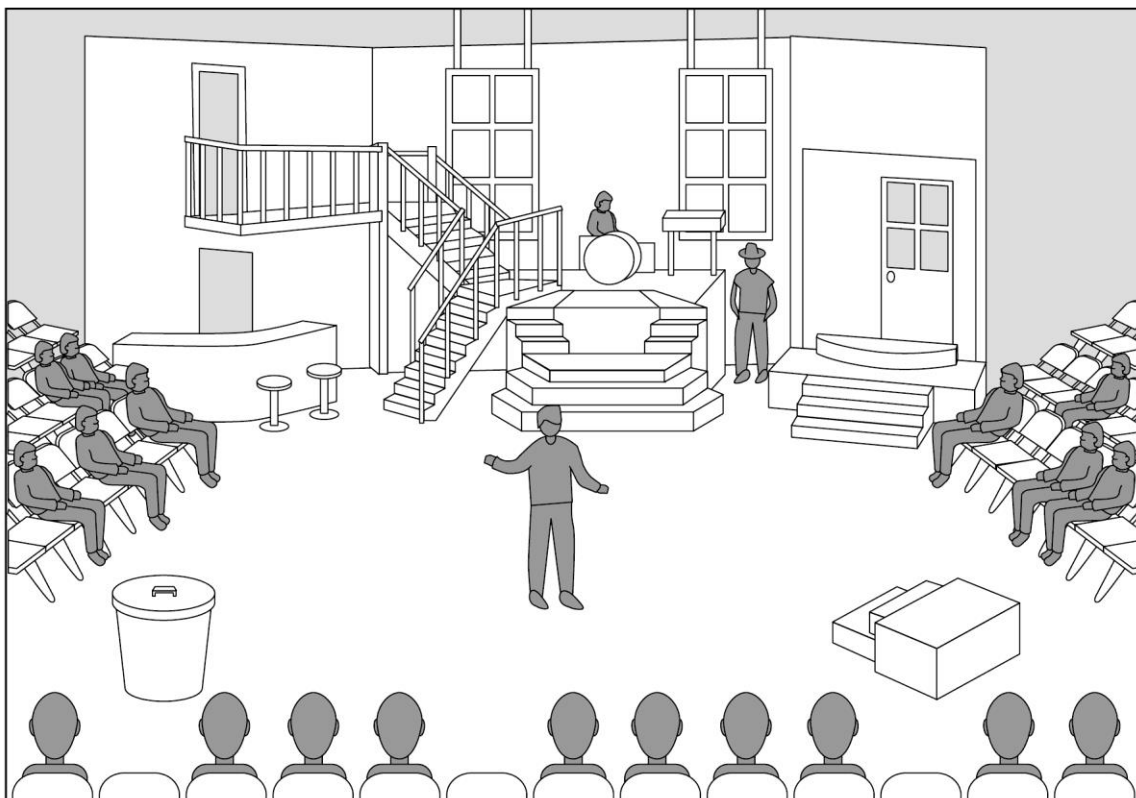
0 1

Who has responsibility for writing the dialogue the actors speak?

- A The director
- B The playwright
- C The stage manager

[1 mark]

Figure 1

**0 2**

What type of staging is shown in **Figure 1**?

- A End-on stage
- B Proscenium arch stage
- C Thrust stage

[1 mark]

0	3
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What is the stage positioning of the dustbin in **Figure 1**?

- A Centre stage
- B Downstage right
- C Upstage left

[1 mark]

0	4
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Which of the following is correct when using a traverse stage?

- A The audience are in a circle around the stage.
- B The audience move around the performance area.
- C The audience sit on both sides of the stage facing each other.

[1 mark]

Turn over for Section B

Turn over ►

There are no questions printed on this page

Section B: Study of set play

You should answer the **one** question that relates to the set play you have studied.

Only answer on **one** set play.

If you have studied:	Answer:	Go to:
<i>The Crucible</i>	Question 5	Page 6
<i>Blood Brothers</i>	Question 6	Page 8
<i>Around the World in 80 Days</i>	Question 7	Page 10
<i>Things I Know To Be True</i>	Question 8	Page 12
<i>Noughts & Crosses</i>	Question 9	Page 14
<i>Romeo and Juliet</i>	Question 10	Page 16
<i>A Taste of Honey</i>	Question 11	Page 18

Turn over for the next question

Turn over ►

The Crucible

Read the following extract and answer Question 5 on page 7.

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Question 5: *The Crucible*

Read the extract on page 6.

Answer parts 05.1, 05.2 and 05.3.

Then answer **either** part 05.4 **or** 05.5.

Question 5

0 5 . **1** You are designing a **costume** for **Proctor** to wear in a performance of this extract.

The costume must reflect the context of *The Crucible*, set in a Puritan community in the late 17th century. Describe your design ideas for the costume.

[4 marks]

0 5 . **2** You are performing the role of **Proctor**.

Describe how you would use your vocal and physical skills to perform the line below **and** explain the effects you want to create.

'I surely did come when I could, and when I could not I prayed in this house.'

[8 marks]

0 5 . **3** You are performing the role of **Proctor**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Hale to show the audience **how Proctor responds to Hale**.

[12 marks]

And either

0 5 . **4** You are performing the role of **Hale**.

Describe how you would use your acting skills to **interpret Hale's character**.

Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

or

0 5 . **5** You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn to page 20 for Section C

Turn over ►

Blood Brothers

Read the following extract and answer Question 6 on page 9.

From Act Two

The classroom sequence breaks up as we see MRS LYONS staring at a piece of paper. EDWARD is standing before her.

Mrs Lyons *(incredulously)* Suspended? Suspended? *(She looks at the paper.)* Because of a locket?

Edward Because I wouldn't let them have my locket.

Mrs Lyons But what's so... Can I see this locket?

There is a pause.

Edward I suppose so... If you want to.

He takes off the locket from around his neck and hands it to his mother. She looks at it without opening it.

Mrs Lyons Where did you get this?

Edward I can't tell you that. It's a secret.

Mrs Lyons *(finally smiling in relief)* I know, it's from a girlfriend, isn't it? *(She laughs.)* Is there a picture in here?

Edward Yes, Mummy. Can I have it back now?

Mrs Lyons You won't let Mummy see your girlfriend. Oh, Edward, don't be so... *(She playfully moves away.)* Is she beautiful?

Edward Mummy, can...

Mrs Lyons Oh, let me look, let me look. *(She beams a smile at him and then opens the locket.)*

Music.

Edward Mummy... Mummy, what's wrong...? *(He goes to her and holds her steady.)* Mummy!

Mrs Lyons *takes his arms away from her.*

Edward What is it?

Mrs Lyons When...when were you photographed with this woman?

Edward Pardon?

Mrs Lyons When? Tell me, Edward.

Edward *begins to laugh.*

Mrs Lyons Edward!

Edward Mummy...you silly old thing. That's not me. That's Mickey.

Mrs Lyons What?

Edward Mickey...you remember, my friend when I was little. *(He takes the locket and shows it to her.)* Look. That's Mickey... and his mother. Why did you think it was me? *(He looks at it.)* I never looked a bit like Mickey.

He replaces the locket around his neck.

Mrs Lyons *watches him.*

Mrs Lyons No, it's just... *(She stares, deep in thought.)*

Edward *(looking at her)* Are you feeling all right, Mummy? You're not ill again, like you used to be...are you?

Mrs Lyons Where did you get that...locket from, Edward? Why do you wear it?

Edward I can't tell you that, Ma. I've explained, it's a secret, I can't tell you.

Mrs Lyons But...but I'm your mother.

Question 6: *Blood Brothers*

Read the extract on page 8.

Answer parts 06.1, 06.2 and 06.3.

Then answer **either** part 06.4 **or** 06.5.

Question 6

0 6 . **1**

You are designing a **costume** for **Mrs Lyons** to wear in a performance of this extract.

The costume must reflect the context of *Blood Brothers*, set in a Liverpoolian community in the early 1970s. Describe your design ideas for the costume.

[4 marks]

0 6 . **2**

You are performing the role of **Mrs Lyons**.

Describe how you would use your vocal and physical skills to perform the line below **and** explain the effects you want to create.

'I know, it's from a girlfriend, isn't it? (She laughs.) Is there a picture in here?'

[8 marks]

0 6 . **3**

You are performing the role of **Mrs Lyons**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Edward to show the audience **Mrs Lyons' emotions**.

[12 marks]

And either

0 6 . **4**

You are performing the role of **Edward**.

Describe how you would use your acting skills to **interpret Edward's character**. Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

or

0 6 . **5**

You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn to page 20 for Section C

Turn over ►

Around the World in 80 Days

Read the following extract and answer Question 7 on page 11.

From Act Two, Scene Twenty-Three

FIX tries to sneak away, but PASSEPARTOUT sees him.

PASSEPARTOUT *rushes* FIX, *much to the amusement of a group of PASSENGERS, who immediately begin to bet on the fight that ensues.*
PASSEPARTOUT *beats* FIX *soundly.*

Fix Have you done?

Passepartout For the moment! But, you should know I have figured out who you are, *Monsieur* Fix!

Fix Well then, you should also know that if I succeed, I get two thousand pounds. If you help me, I'll give you five hundred of them.

Passepartout *Mon Dieu!* Now you try to bribe me?! When we return – successfully! – to London, I intend to tell those so-called gentlemen at the Reform Club that sending you to follow us was the most underhanded –

Fix Hold on a tick... who do you think I am?

Passepartout A spy and a saboteur sent by the members of the Reform Club, of course.

Fix Listen to me. Passepartout, I am not who you think I am and neither is your Mr Fogg. I am a police detective, sent by Scotland Yard to find the thief of the Bank of England.

Passepartout *(incredulous, laughing).* You are a detective?

Fix *(defensively).* Here is my commission.

FIX hands a piece of paper to PASSEPARTOUT, who looks it over, not believing his eyes.

Mr Fogg's wager was only a ruse. You and the gentlemen of the Reform Club are dupes. You see, Fogg is the thief of the Bank of England!

Passepartout Impossible!

Fix How can you be so sure? Just after the robbery, Fogg sets off around the world on the most foolish pretext carrying half of his considerable fortune rolled up in a carpet bag.

Passepartout *Monsieur* Fogg is the most honest of men!

Fix Are you sure of that? Enough to be arrested as his accomplice?

Passepartout Even if it is true – which I can not believe – I will not interfere with his journey back to London for all the money in the world.

Fix I don't want you to interfere. I want you to do everything you can to get Mr Fogg back on British soil.

Passepartout *(confused, rubbing his head).* What?!

Fix It is true I was trying to sabotage Mr Fogg's journey before but now I want him back in London as fast as possible.

Passepartout So you can arrest him for a crime he didn't commit?

Fix The charge won't stick if he's as innocent as you say. In the meantime, I will do everything I can to help him. And it is only in England that we'll know for certain whether you are in the service of an honest man or a thief.

Passepartout But when we get back, you will let Mr Fogg finish his journey before you try to arrest him?

Fix If he is, indeed, the honourable man you think he is.

Question 7: *Around the World in 80 days*

Read the extract on page 10.

Answer parts 07.1, 07.2 and 07.3.

Then answer **either** part 07.4 **or** 07.5.

Question 7

0 7 . 1 You are designing a **setting** for a performance of this extract.

The setting must reflect the context of *Around the World in 80 Days*, set on a boat in the late 19th century. Describe your design ideas for the setting.

[4 marks]

0 7 . 2 You are performing the role of **Fix**.

Describe how you would use your vocal and physical skills to perform the line below **and** explain the effects you want to create.

‘Listen to me. Passepartout, I am not who you think I am and neither is your Mr Fogg.’

[8 marks]

0 7 . 3 You are performing the role of **Fix**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Passepartout to show the audience **Fix’s desperation to convince Passepartout of Fogg’s guilt**.

[12 marks]

And either

0 7 . 4 You are performing the role of **Passepartout**.

Describe how you would use your acting skills to **interpret Passepartout’s character**.

Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

or

0 7 . 5 You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn to page 20 for Section C

Turn over ►

Things I Know To Be True

Read the following extract and answer Question 8 on page 13.

From Home, That Night

- Ben** This is not about drugs. Dad! Please! I need you. I've done something really bad. *Everybody stops.*
I've stolen some money.
FRAN *goes to say something but BOB holds up his hand to silence her.*
- Bob** Go on.
- Ben** I've been skimming.
- Bob** Which is?
- Ben** I move money. Lots of it. Every day. It's possible to skim a little off the top and to direct it to a bogus account. If you're the one who inputs the data. If it's done in small amounts and at irregular intervals it's difficult to trace.
- Bob** How long has it been going on?
- Ben** About eighteen months. I got greedy. I got lazy. I kept taking. There's an internal investigation. It's going to come my way very soon.
- Bob** Are we talking about a lot of money?
- Ben** That depends on what kind of world you live in.
- Bob** How much?
- Ben** Around two hundred and fifty.
- Bob** Thousand, right? Two hundred and fifty thousand.
BEN *nods.*
In what world is that not a lot of money? It's not a world that we live in. When did you go there? To that world?
- Ben** I don't know. Mum?
- Bob** She can't help you. She can't solve this one.
- Ben** Mum?
- Bob** What part of you doesn't understand that stealing is wrong?
- Ben** Yeah, all right.
- Bob** It's black and white, isn't it?
- Ben** Dad, I can't cop a lecture now, right?
- Bob** A lecture from me is the least of what's coming your way. So answer me. It's black and white, right?
- Fran** Bob.
- Bob** Shut up, Fran. For once. Shut up! Is it black and white, Ben?
- Ben** Yes.
- Bob** You know the difference between right and wrong. You couldn't have grown up in this house without knowing that.
- Ben** Yes.
- Bob** So you knew you were doing the wrong thing.
- Ben** Yes.
- Bob** And you did it anyway?
- Ben** Yes...yes!
- Bob** Then why?
- Ben** Because I could.
- Bob** Do you hear that, Fran? Our son stole money because he could.

Question 8: *Things I Know To Be True*

Read the extract on page 12.

Answer parts 08.1, 08.2 and 08.3.

Then answer **either** part 08.4 **or** 08.5.

Question 8

0 8 . 1 You are designing a **costume** for **Bob** to wear in a performance of this extract.

The costume must reflect the context of *Things I Know To Be True* set in a contemporary working class Australian suburb. Describe your design ideas for the costume.

[4 marks]

0 8 . 2 You are performing the role of **Bob**.

Describe how you would use your vocal and physical skills to perform the line below **and** explain the effects you want to create.

‘Shut up, Fran. For once. Shut up! Is it black and white, Ben?’

[8 marks]

0 8 . 3 You are performing the role of **Bob**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Ben to show the audience **Bob’s growing anger**.

[12 marks]

And either

0 8 . 4 You are performing the role of **Ben**.

Describe how you would use your acting skills to **interpret Ben’s character**.

Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

or

0 8 . 5 You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn to page 20 for Section C

Turn over ►

Noughts & Crosses

Read the following extract and answer Question 9 on page 15.

From Act Two, Scene Twenty-Six

The Beach.

Callum (to audience). All the way down to the coast, I phoned Sephy's house using our signal from years ago. I had no idea if she was at the house or even if she heard my signals, but I wasn't going to let that stop me. I had to see her. I had to know if the rumours in the press over the last few weeks were true.

The sound of waves. SEPHY enters.

Sephy You shouldn't have come here. It isn't safe.

Callum I didn't have a choice.

Sephy Where are you living?

Callum Around and about.

Sephy I thought I'd never see you again.

Callum Sephy, can I ask you something?

Sephy Okay.

Callum Why did you cry that night?

Pause.

Did I hurt you? If I did, I'm sorry. I...

Sephy You know you didn't.

Callum Then why?

Sephy When we made love, I knew for sure that I loved you. That I always have and that I always will. But I also realised what you'd been trying to tell me all these years. You're a Nought and I'm a Cross and there's no way we could ever be together. Even if we'd gone away, we would've lasted a year, maybe two. But sooner or later, other people would've found a way to wedge us apart. That's what made me cry.

Callum I understand.

Pause.

You know why I'm here.

Sephy Yes.

Callum Well?

Sephy Minerva guessed before I did.

Callum Are you going to keep it?

Sephy Father's trying every trick in the book to stop me.

Callum But he's not succeeding.

Sephy Not yet. I don't know. It's difficult.

Pause.

If I do have it and it's a boy, I'm going to call him Ryan after your dad.

Callum If it's a girl, call her Rose. To remind you of the rose garden where we used to play when we were kids.

Sephy What about Calluma? Callumetta. Callie. That's good. Callie.

Callum I prefer Rose.

Pause

Sephy When you said...When you said you loved me that night, did you mean it? I don't mind if you didn't. Well, I do, but... I mean...

Callum Let's get out of here. Let's go away. We can be together, even if it's just for a little while, we could tr...

Suddenly, they're surrounded by POLICEMEN holding torches.

Question 9: *Noughts & Crosses*

Read the extract on page 14.

Answer parts 09.1, 09.2 and 09.3.

Then answer **either** part 09.4 **or** 09.5.

Question 9

0 9 . 1 You are designing a **costume** for **Sephy** to wear in a performance of this extract.

The costume must reflect the conventions of contemporary dystopian theatre used in *Noughts & Crosses*. Describe your design ideas for the costume.

[4 marks]

0 9 . 2 You are performing the role of **Sephy**.

Describe how you would use your vocal and physical skills to perform the line below **and** explain the effects you want to create.

‘You’re a Nought and I’m a Cross and there’s no way we could ever be together.’

[8 marks]

0 9 . 3 You are performing the role of **Sephy**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Callum to show the audience **her feelings at this point in the play**.

[12 marks]

And either

0 9 . 4 You are performing the role of **Callum**.

Describe how you would use your acting skills to **interpret Callum’s character**. Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

or

0 9 . 5 You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn to page 20 for Section C

Turn over ►

Romeo and Juliet

Read the following extract and answer Question 10 on page 17.

From Act Three, Scene Two

Juliet Ay me, what news? Why dost thou wring thy hands?

Nurse Ah, welladay! He's dead, he's dead, he's dead! We are undone, lady, we are undone. Alack the day, he's gone, he's killed, he's dead!

Juliet Can heaven be so envious?

Nurse Romeo can, Though heaven cannot: O Romeo, Romeo! Whoever would have thought it? Romeo!

Juliet What devil art thou that dost torment me thus? This torture should be roared in dismal hell. Hath Romeo slain himself? Say thou but 'Ay', And that bare vowel 'I' shall poison more Than the death-darting eye of cockatrice: I am not I, if there be such an ay, Or those eyes shut, that makes thee answer 'Ay'. If he be slain, say 'Ay', or if not, 'No': Brief sounds determine of my weal or woe.

Nurse I saw the wound, I saw it with mine eyes – God save the mark! – here on his manly breast: A piteous corpse, a bloody piteous corpse; Pale, pale as ashes, all bedaubed in blood, All in gore-blood: I swoonèd at the sight.

Juliet O, break, my heart, poor bankrupt, break at once! To prison, eyes, ne'er look on liberty! Vile earth, to earth resign, end motion here, And thou and Romeo press one heavy bier!

Nurse O Tybalt, Tybalt, the best friend I had! O courteous Tybalt, honest gentleman, That ever I should live to see thee dead!

Juliet What storm is this that blows so contrary? Is Romeo slaughtered, and is Tybalt dead, My dearest cousin, and my dearer lord? Then, dreadful trumpet, sound the general doom, For who is living, if those two are gone?

Nurse Tybalt is gone, and Romeo banishèd, Romeo that killed him, he is banishèd.

Juliet O, God! Did Romeo's hand shed Tybalt's blood?

Nurse It did, it did, alas the day, it did!

Question 10: *Romeo and Juliet*

Read the extract on page 16.

Answer parts 10.1, 10.2 and 10.3.

Then answer **either** part 10.4 **or** 10.5.

Question 10

1 0 . **1** You are designing a **costume** for the **Nurse** to wear in a performance of this extract.

The costume must reflect the context of *Romeo and Juliet*, set in late 16th century Verona. Describe your design ideas for the costume.

[4 marks]

1 0 . **2** You are performing the role of the **Nurse**.

Describe how you would use your vocal and physical skills to perform the lines below **and** explain the effects you want to create.

**‘Tybalt is gone, and Romeo banished,
Romeo that killed him, he is banished.’**

[8 marks]

1 0 . **3** You are performing the role of the **Nurse**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Juliet to show the audience **the Nurse’s distress**.

[12 marks]

And either

1 0 . **4** You are performing the role of **Juliet**.

Describe how you would use your acting skills to **interpret Juliet’s character**. Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

Or

1 0 . **5** You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn to page 20 for Section C

Turn over ►

A Taste of Honey

Read the following extract and answer Question 11 on page 19.

From Act One, Scene Two

(Fade out. Music. Wedding bells. HELEN'S music. She dances on with an assortment of fancy boxes, containing her wedding clothes.)

Helen Jo! Jo! Come on. Be sharp now.

(JO comes on in her pyjamas. She has a heavy cold.)

For God's sake give me a hand. I'll never be ready. What time is it?
Have a look at the church clock.

Jo A quarter past eleven, and the sun's coming out.

Helen Oh! Well, happy the bride the sun shines on.

Jo Yeah, and happy the corpse the rain rains on. You're not getting married in a church, are you?

Helen Why, are you coming to throw bricks at us? Of course not. Do I look all right? Pass me my fur. Oh! My fur! Do you like it?

Jo I bet somebody's missing their cat.

Helen It's a wedding present from that young man of mine. He spends his money like water, you know, penny wise, pound foolish. Oh! I am excited. I feel twenty-one all over again. Oh! You would have to catch a cold on my wedding day, I was going to ask you to be my bridesmaid too.

Jo Don't talk daft.

Helen Where did you put my shoes? Did you clean 'em?

Oh! They're on my feet. Don't stand there sniffing, Jo. Use a handkerchief.

Jo I haven't got one.

Helen Use this, then. What's the matter with you? What are you trying to hide?

Jo Nothing.

Helen Don't try to kid me. What is it? Come on, let's see.

Jo It's nothing. Let go of me. You're hurting.

Helen What's this?

Jo A ring.

Helen I can see it's a ring. Who give it to you?

Jo A friend of mine.

Helen Who? Come on. Tell me.

Jo You're hurting me.

(HELEN breaks the cord and gets the ring.)

Helen You should have sewn some buttons on your pyjamas if you didn't want me to see.
Who give it you?

Jo My boy friend. He asked me to marry him.

Question 11: A Taste of Honey

Read the extract on page 18.

Answer parts 11.1, 11.2 and 11.3.

Then answer **either** part 11.4 **or** 11.5.

Question 11

1 1 . 1 You are designing a **setting** for a performance of this extract.

The set design must reflect the context of *A Taste of Honey*, set in working class Salford in the late 1950s. Describe your design ideas for the set design.

[4 marks]

1 1 . 2 You are performing the role of **Helen**.

Describe how you would use your vocal and physical skills to perform the line below **and** explain the effects you want to create.

‘Use this, then. What’s the matter with you? What are you trying to hide?’

[8 marks]

1 1 . 3 You are performing the role of **Helen**.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Jo to show the audience **Helen’s excitement**.

[12 marks]

And either

1 1 . 4 You are performing the role of **Jo**.

Describe how you would use your acting skills to **interpret Jo’s character**. Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

or

1 1 . 5 You are a designer working on **one** aspect of design for this extract.

Describe how you would use your design skills to create effects which **support the action**.

Explain why your ideas are appropriate for:

- this extract
- your chosen design skill in the play as a whole.

[20 marks]

Turn over for Section C

Turn over ►

Section C: Live theatre production

Answer **one** question from this section.

State the title of the live/digital theatre production you saw.

Answer your question with reference to this production.

You must answer on a **different** play to the play you answered on in Section B.

Either
Question 12

1	2
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Describe how **one or more** actors used their vocal and physical skills to **create a dramatic effect** for the audience.

Analyse and evaluate how successful they were in creating dramatic effect for the audience.

You could make reference to:

- vocal skills, for example pitch, pace and tone of voice
- physical skills, for example body language and facial expression
- a scene or section and/or the production as a whole.

[32 marks]

or
Question 13

1	3
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Describe how **one** of the following design skills was used to **create a suitable mood and/or atmosphere** for the audience.

Analyse and evaluate how successful the design skill was in creating a suitable mood and/or atmosphere for the audience.

You could make reference to:

- costume
- lighting
- set
- sound
- puppet design.

Costume – you could make reference to:

- materials, style, cut and fit
- colour, texture and condition
- a scene or section and/or the production as a whole.

Lighting – you could make reference to:

- colour, intensity, angle and focus
- any special effects
- a scene or section and/or the production as a whole.

Set – you could make reference to:

- materials and effects
- space, scale, levels, colour
- a scene or section and/or the production as a whole.

Sound – you could make reference to:

- volume, direction and amplification
- live or recorded sound
- a scene or section and/or the production as a whole.

Puppet design – you could make reference to:

- shape, size and structure
- characterisation and audience appeal
- a scene or section and/or the production as a whole.

[32 marks]

or

Question 14

1	4
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Describe how the set design was used to **communicate time and/or place** for the audience.

Analyse and evaluate how successful the set design was in communicating time and/or place for the audience.

You could make reference to:

- materials and effects
- space, scale, levels, colour
- a scene or section and/or the production as a whole.

[32 marks]

END OF QUESTIONS

There are no questions printed on this page

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