

GCSE Drama Unit 1/5DR01 and Unit 2/5DR02
Drama Exploration/Exploring Play Texts

2012 standardisation training pack

This 2012 GCSE Drama Unit 1 and Unit 2 standardisation training pack contains documentary responses and practical drama sessions for use in centre standardisation and at Edexcel training events in the 2012/13 academic year.

The practical drama sessions are examples of sample sessions undertaken by real GCSE Drama students exploring the theme of “Change” for Unit 1 and the text ‘Blood Brothers’ by Willy Russell for Unit 2.

The documentary responses in this pack have been written by real GCSE Drama students in response to the 6 hours of practical work these students have carried out for each unit.

For Unit 2 the evaluations of a live performance were completed after a visit to see ‘Blood Brothers’ by Willy Russell.

The practical drama sessions are available on DVD which is attached to the inside back cover of this pack.

© Pearson 2012

Edexcel GCSE Drama 2012 standardisation training pack

Drama Unit 1/5DR01 and Unit 2/5DR02
Drama Exploration/Exploring Play Texts

2012 standardisation training pack



**GCSE Drama Unit 1/5DR01 and Unit 2/5DR02
Drama Exploration/Exploring Play Texts**

2012 standardisation training pack

Contents	1
Introduction	2
Unit 1/5DR01	
Unit 1/5DR01 Record of work	4
Unit 1/5DR01 Documentary responses	8
Unit 1/5DR01 Forms	
Sample session record card	28
Video/DVD sample time sheet	29
Sample session standardisation record form (DVD)	30
Sample session record form (documentary response)	32
Unit 2/5DR02	
Unit 2/5DR02 Record of work	33
Unit 2/5DR02 Documentary responses	39
Unit 2/5DR02 Forms	
Sample session record card	71
Video/DVD sample time sheet	72
Sample session standardisation record form (DVD)	73
Sample session record form (documentary response)	74

**GCSE Drama Unit 1/5DR01 and Unit 2/5DR02
Drama Exploration/Exploring Play Texts
2012 Standardisation Training Pack**

Introduction

This 2012 standardisation training pack contains documentary responses and a DVD of practical sessions for use in centre standardisation training and at Edexcel training events in the 2012/13 academic year.

Marks and moderator comments will be available online for you to check your marking once the standardisation training events begin to run.

How to use this pack

This pack is intended to be used in centres for standardisation and internal moderation purposes. It is not intended to be an exemplar pack of the best way to approach the units but is an example of how one centre chose to approach the units, which has been offered to centres as an opportunity for training. In larger centres, this might take the form of a group standardisation exercise and in small centres, it may be an individual exercise, or one where teacher-assessors from different centres might choose to meet and work together. In all cases, the pack is to be used to test teacher-assessors' understanding of the national standard based on students who are entirely unknown to them, and who can therefore be marked objectively.

You will notice that there are no marks attached to any of the forms in the pack. Marks and commentaries will be available online during the Autumn term, as well as at the face to face and online standardisation events. If you wish to attend one of these events, please book via the Training area on the main Edexcel website www.edexcel.com/training.

The purpose of supplying centres with a set of materials without marks is to ensure that what centres complete with this pack is a first line marking rather than a moderation exercise, to mirror the first line marking of students in centres for each unit. For this reason, the pack is not a full sample of work as would be received by a 5DR01/02 moderator but offers teacher-assessors the opportunity to mark three students for Paper 01 of each unit and five students for Paper 02 of each unit. The three sample students listed on the standardisation version of the D1c/ D2c and are identified with graphics on the DVD. Teacher comments have been supplied for all papers but need not be reviewed prior to the marking exercise.

It must be emphasised that this pack is the real work of actual GCSE students from a previous series of the examination and has not been adapted or amended in any way. The centre – which must remain anonymous – is to be thanked for their efforts in providing the various permissions required, and for allowing their students' work to be used to support the Edexcel GCSE Drama specification in 2012/13.

Where to start

- Begin with either unit – there is no set order as each unit is intended to be marked discretely from the other, as is the case with actual Units 1/5DR01 and 2/5DR02.
- Having selected your unit, begin with either the Paper 01 Drama exploration for that unit or the Paper 02 Documentary responses (which for Unit 2/5DR02 include the students' responses to live performance).
- Whichever paper you begin with, it is essential to start the process by reviewing the Record of Work to gain an overview of the 6 hour exploration tasks undertaken by students.
- Before beginning to read each Documentary response, decide whether you are going to use the teacher-assessor comments on the D1a/ D2a Assessment form to help you or whether you prefer to mark the work completely 'cold'. Remember that the teacher-assessor's marks may have been adjusted.
- Record comments as appropriate on the Paper 02 Standardisation record form or on the work.
- Before beginning the Paper 01 moderation, read through the teacher identification comments about each of the three sample students that you will be marking. These can be found on the Sample session standardisation record form as well as on the D1c/ D2c.
- Once again, decide whether you prefer to use the teacher-assessor comments on D1c/ D2c Assessment form to help you or whether you prefer to mark the work completely 'cold'. Record comments as appropriate on the Sample session standardisation record form or on rough paper. Note that the rank order in which candidates are listed on both forms will not change.
- Keep your notes safe until the marks and comments are available online or until you attend your standardisation event.

UNIT 1/5DR01

Unit 1/5DR01 Record of Work

6 hours Practical Exploration of the theme 'Change'

Stimulus used:

'All the World's a Stage' – text extract
Lottery ticket – visual stimulus
'Metamorphosis' – text extract
Dorian Grey – visual stimulus

Hour 1

Lesson objective

- We will learn to identify different types of change and be able to categorise these appropriately.
- We will practically explore personal changes through drama.

Warm up, introducing the theme through movement and pace

Students take part in a warm up exercise. During the warm up ask students to guess what the theme for Unit 1 is. Ask them to change pace (1 being the slowest pace, 10 the fastest), then change **direction, emotions, greetings** and **characterisation**.

Q – What do you think the theme could be? Explain your answer.

Brainstorm

Students complete a categorised brainstorm of 'Change' including personal changes, community changes, national changes and global changes. Students work in pairs to identify and categorise changes. Whole class feedback and discussion.

2 Still Images

In groups students create **2 still images** that show **different** types of change from their personal section of their brainstorm. Students can use the questions on the 'Documentary Evidence' sheet to help support them with this work.

Sharing of work and evaluation

Q – What did your group/another group do for their still image? How did the still image show the theme of 'Change'?

Hour 2

Lesson Objective

- We will be able to work collaboratively and creatively to identify significant global changes and show how the change evolved through selecting appropriate drama strategies and mediums.

Exploring a significant global change through a montage of still images brought to life with thought tracks/sounds/words/movement

Students create a montage of **three** still images linked to a global change which they consider to be significant. They should show BEFORE a change, THE change and AFTER the change. They must bring these still images to life using sound effects and words in their performance.

Sharing of work and evaluation.

Q – Which group was effective? Why? How could they improve? Was the theme of change clear? Explain how.

Hour 3 – Exploring the stimulus 'All the World's a Stage' by William Shakespeare

Lesson objective

- We will explore and respond to a text stimulus and present its dramatic potential.
- We will analyse and select suitable lines of text to communicate the theme of change.

Students will now explore the text stimulus '**All the World's a Stage**', a speech by William Shakespeare from 'As You Like It'.

In a circle students will perform the stimulus in many different ways e.g. **angry, amused. no expression, hysterically laughing, Shakespearean style, unison in small groups.**

Q – How does this exploration help you to get to grips with the speech and the **language** of Shakespeare's work?

Q – What is the text about? How does Shakespeare use symbolism? Can you identify the 7 stages of life? What do they mean?

Students will be using the '**All the World's a Stage**' speech to devise a performance that clearly shows the '**7 Ages of Man**', using Shakespeare's **language** and **symbolism**. Students will work in groups of 4/5.

Sharing of work and evaluation of how change was communicated through practical exploration.

Hour 4 – Using the stimulus of a Lottery ticket to show how money can change us

Lesson objective

- We will explore the potential of 'change' within the stimulus of a lottery ticket.
- We will be able to identify suitable drama techniques which will support our understanding of the theme 'change'.

Stimulus of lottery ticket is shared with students. Initial responses from students in a pair share.

Q – What could this lottery ticket change?

Spontaneous improvisation using teacher in role. Teacher sets the scene of a family in their lounge on a Saturday night, after a Chinese takeaway. They are waiting for the lottery results. Teacher goes into role. After this scene is set students must hold a still image.

Students are put into groups of 4. Allocate each group a different time period: 5 hours, 5 days, 5 months, 5 years after winning the lottery. Students should now focus on how the money has changed the family during that time. They are encouraged to independently select appropriate drama skills that will emphasise how money has **changed** the family.

Sharing of work and evaluation

Students must now evaluate other students' group work thinking about why it was successful and how the performance showed the theme of change. Students work on a written evaluation of the performance.

Q – Did the group use any drama skills to highlight the theme of 'Change'?

Hour 5 – Exploring the stimulus 'Metamorphosis' by Franz Kafka

Lesson objective

- We will be able to use stage directions as a stimulus to create an abstract piece of drama.

Starter – Spontaneous improvisation of a change overnight

Individual spontaneous improvisation of waking up and discovering a complete physical change has happened in the night. Hold in still image and then thought track. Watch half the class and evaluate performances.

Q – Who showed change effectively how? What changes could you identify, how did they make it clear?

Share the stimulus of the text extract 'Metamorphosis' by Kafka. Students read in pairs and then respond to the following questions.

Q – What is a metamorphosis?

Q – What can we tell about the character?

Q – What is unusual about the style?

Q – What can we learn from the stage directions?

Main activity – Metamorphosis stage directions

(Groups of 4) Using the stage directions as stimulus, recreate the opening of the scene in stylised way. You should focus on clearly communicating the characters and use physical theatre to show the insect. Each group should change the pace during rehearsal to explore what effect this has.

Hour 6 – Visual stimulus of Dorian Grey

Lesson objective

Starter

Students are introduced to the stimulus of Dorian Grey. They are given time to share their initial response first individually and then in pairs. Whole class exploration of students' responses and exploration of the visual stimulus.

Main activity

Students use cross-cutting to explore the stimulus; they are also encouraged to select their own drama strategies and mediums to communicate the theme of change and their understanding of the stimulus.

Sharing of work and evaluation

Q – What strategies that were used did you find interesting? Why? Who showed the theme of change clearly? Do you think cross-cutting was an appropriate strategy to use? Why? Whose performance did you find the more interesting? What were the most successful moments in the sharing of groups?

Centre Name	XXX	Centre No.	XXX	Centre Use Only									
Student Name	Candidate A	Student No.	XXX	Practical Exploration (6 hours – Paper 01)	/ 40								
5DR01 - Unit 1 Drama Exploration	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012			Documentary Response (Paper 02)	/ 20								
				TOTAL	/ 60								
				TEACHER-EXAMINER COMMENTS									
<p>Practical Exploration (Paper 01): Candidate A's approach to her practical exploration is outstanding. Her attitude to the practical work is always committed and focussed and she works with infectious enthusiasm which hugely benefits the students she works with. Her communication of ideas shows an insightful and creative mind and an extremely solid understanding of the drama elements and medium.</p>													
<p>Documentary Response (Paper 02): Candidate A's written response clearly communicates an excellent understanding of the dramatic potential from the stimulus material. She writes clearly and concisely about the drama activities and fully justifies the decisions that were made. She evaluates the work in a way that demonstrates an excellent understanding of the drama strategies and mediums. There is a clear appreciation of the collaborative approach needed within the practical exploration.</p>													
AUTHENTICATION													
<p>Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.</p>				<table border="1"> <tr> <th colspan="2">WORD COUNT</th> </tr> <tr> <td>Documentary Response</td> <td></td> </tr> <tr> <td>1699</td> <td></td> </tr> <tr> <td colspan="2">2000 words maximum</td> </tr> </table>		WORD COUNT		Documentary Response		1699		2000 words maximum	
WORD COUNT													
Documentary Response													
1699													
2000 words maximum													
<p>Signature: _____ Date: _____</p>				<p>Teacher-Examiner's declaration: I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.</p>									
<p>Signature: _____ Date: _____</p>													

Candidate A

Word count: 1,699

GCSE Drama Unit 1, Documentary Evidence

On 31st October we started our unit 1 drama examination based on the theme of Change. The first activity we did was to brainstorm our personal changes, community changes, national changes and global changes. For the next task Miss XXX asked us to create a montage of three still images linked to a global change from our brainstorm. We had to show **before** a change, **the** change and **after** the change. We were asked to use thought tracking in our performance and to bring our still images to life.

For our montage of still images we decided to pick invention of medication as our global change. The reason we picked this change was because many people of that time couldn't get cured for diseases they had. Most died at a very young age but when medication that actually worked was invented, people were able to live for longer and overcome their sickness, which changed people's life. I decided this would be a good idea because the invention of medicine is something that can change people's lives in extraordinary ways and is a very important change that affects many aspects of our lives. So many lives have been saved because of this change and everyone takes pain killers or antibiotics when they are feeling ill so we thought people would relate to it. We also thought it would challenge us as it is a change that happened in the past.

For our first still we wanted to show how it was before medication was invented. XXX used levels by lying on the floor in pain to show his weakness. His facial expression was scrunched up and body language was rolling on the floor to show that he was feeling uncomfortable. XXX played his wife; her head was on XXX's shoulders to show she was feeling sad. She had turned away with her body language to show she could not cope with what was going on. I played the character of the doctor. I was bent on the floor shaking my head to communicate to the audience that there was no hope because, back in that time there was hardly any medication that worked to cure the illness. We used thought tracking to communicate to the audience what we were thinking. For my thought track I said 'There's no way this man's going to survive' I paused and then said 'there's no cure'. I said this as if I was empty inside, the tone of my voice was sympathetic towards the man. My hand gestures were out towards the audience to show that I was giving up hope. The reason I paused in the middle of my thought track, was to emphasise how I was feeling like a failure because I couldn't cure my patient. The pause could also symbolise that the doctor was wishing there was a cure during the pause.

In still image number two we showed the change which was the invention of the medicine. We used physical theatre and used XXX as a table, on the table we were making ingredients using the drama skill of mime, because actions can often speak louder than words. This was my idea; I thought that not talking would make the invention stand out, as the audience had to concentrate on the action more. The change was happening on the table so it was really important that the focus was there. The physical theatre and the central position of the table also helps the audience to focus on the invention. We were also trying to communicate to the audience the theme of change and that we were going to change mankind forever.

For still image three we wanted to show after the change, when XXX's character is able to get cured. To communicate to the audience the change we used exaggerated slow-motion to mark the moment. With my hand I slowly gave XXX the pill we invented which was called antibiotic. We used slow motion to mark the moment this was important because we wanted to show it was a key moment throughout the whole theme and the most important scene in our piece of drama. XXX used hand gestures; she put her hands over her mouth to show how surprised she was. I thought this was effective, it showed the impact of how change could affect people's lives. XXX and I took a few steps back because we were unsure if the medication had worked in a positive way. We were unsure because we were the first people to witness the invention, using the space in this way helped to communicate our anticipation.

I thought our performance was effective and clearly showed the theme of change. We could have managed our rehearsal more effectively because it took us a while to decide which global change to pick. If we had got on with the practical work quicker maybe we could have showed the change even more effectively, possibly using more thought tracks or dialogue to help our communication.

I thought XXX group used proxemics really well by separating across the performance area as it communicated to the audience that they were separate countries and all thought they were going to win the war. After the war the theme of change was enforced as not all the countries won the war some countries were affected more than others, they communicated this effectively through the use of levels and facial expressions to communicate the varying emotions that the countries felt. XXX's tone of voice was deep and depressed which communicated how war had affected her for the worse, her eye contact was also fixed to the floor to communicate her despair.

Miss XXX gave us a stimulus of a lottery ticket. My response was that it had the potential to change my life in many ways. It could create a sense of happiness (knowing that you have all the money in the world to buy whatever you want). It could create a sense of loneliness (due to not being able to trust anyone). Having won the lottery could also change your life by becoming famous (people wanting to know you because of all the money you have) It could also change your life in a very negative way as you might become greedy (wanting and wanting more), selfish (you not wanting to give any of your money away to any one because you feel as if they don't deserve it). I thought it was an interesting stimulus as I could see the dramatic potential and wide variety of ways it could change people.

Miss XXX allocated each group with a different time period: 5 hours, five months, and 5 years after winning the lottery. We were asked to focus on how the money had changed the family/people during that time. We decided to use the drama technique flashback to communicate the theme of change effectively so we could easily show before the change and contrast it with after the change.

I thought flashback was a very important drama technique to use because it showed the difference between how we were as a family before and after the change of winning the lottery. It was my idea to use a narrator because it made it clearer for the audience to understand what was going on in this particular scene. We thought it was a good idea build climax. I did this by repeating what XXX said 'More bills' at a really low volume and then building it up until it was really loud. This was very effective because the climax of voice emphasised how stressful it can be to be in debt and how the bills just keep coming. I moved swiftly across the other side of the performance area until I was beside her. My tone of voice was ghostly. Like an echo, XXX and I repeated the word 'debts, bills' the reason we used repetition and this tone of voice was to build up tension and to show how frustrated she was with the voices in her head haunted her. My facial expression was very serious I moved my head from side to side to show I was not a naturalistic character, and instead of a human I was playing with the thoughts of XXX's conscience.

In this still image we used levels to show that we were overwhelmed and extremely happy about winning the lottery. We wanted to look really excited. Our hand gestures were high up signifying that we had won. To communicate to the audience the theme of change we clearly showed the contrast in the previous scene when our emotions were different, when we were all unhappy and used the space by standing separately to show a divide in the family. We were also in debt and had very little money. Whereas in this scene we won the lottery we used the space to come together as one and celebrate. We used tension in our body language to show our excitement.

If I could control the lighting for this performance I would do the following, before the scene of winning the lottery I would start it off by making the stage a little bit darker to make it mysterious. As the numbers we chose came up the lighting would get brighter and brighter as

our chance of winning would become more a more likely. The change of lighting would also help to symbolise the theme change and the hope that the lottery ticket had brought to the family.

I liked XXX's group the most as they explored how money separated the family which was opposite to what we did. I thought it was really effective when XXX's group used separated proxemics. The reason I thought this was because it showed the separation between XXX. The way they did this really showed the theme of change because when he won the money he thought he was too important to hang around with friends who were there for him whenever he needed them, they communicated this through the space and closed body language.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate B	Student No.	XXX	Practical Exploration (6 hours – Paper 01)	/40
5DR01 - Unit 1 Drama Exploration	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012		Documentary Response (Paper 02)	/20	
			TOTAL	/60	
			TEACHER-EXAMINER COMMENTS		
Practical Exploration (Paper 01):					
Candidate B is a very able student who is confident in his own ability to suggest creative ideas and develop upon them. He always works with focus and creativity. All tasks were approached in a collaborative way and his leadership skills allowed other students to benefit from his contributions and support. He listens carefully to others and communicates his ideas in a way that stimulates creativity amongst other students.					
Documentary Response (Paper 02):					
Candidate B clearly communicates an excellent ability to select and use various drama elements. His collaborative involvement is very evident and he is able to link his work to the theme explored (change) E.g. 'I thought it would be a better idea to do this in slow motion because this marks the moment of the day that changes their life.' XXX also comments on how the drama medium can be used to portray characters, E.g. 'XXX and XXX were beneath XXX on their knees, this represented that the status of their characters were much lower and weaker. XXX 's character was clearly superior.' His use of drama language and understanding of the theme is solid.					
AUTHENTICATION					
Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.				WORD COUNT	
				Documentary Response 1999 2000 words maximum	
Signature: Date:					
Teacher-Examiner's declaration: I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.					
Signature: Date:					

Documentary Evidence

On Monday the 31st of October we did our Unit 1 Drama exam and we explored the theme of Change. Our starter was a brainstorm that we had to complete on Personal, Community, National and Global changes. Miss XXX asked us to create a montage of three still images linked to a global change from our brainstorm; we had to show BEFORE a change, THE change and AFTER the change. We were asked to use thought tracking in our performance. For our montage of still images we decided to pick Global warming as our global change. The reason we picked this change was because my group and I thought that it would be effective and challenging to show Global warming so we were up for the challenge. I also thought that global warming is a huge issue and something we should all be aware of due to the changes that it creates.

Before the Change: XXX and I used physical theatre to represent a bin, our legs were spread outwards and our hands were similar, aiming to represent the shape of a bin. XXX and XXX said a thought track which was "Why is she throwing garbage on the floor, there's a bin right there" XXX had attitude in her tone of voice and XXX replied saying "it doesn't matter besides no one's looking" XXX used a devious tone of voice which influenced XXX to throw her garbage on the floor as well. She had her hand gestures in the air in a 'diva' style to emphasise she did not care about the environment or what she could do to change the effects of global warming for the better.

The Change: For our second still image XXX and XXX were recycling bins. XXX and I were at the front facing out towards the audience and said "why are they littering? Couldn't they just simply put the garbage inside of me" I said this with a neglected and disappointed tone of voice, we wanted to communicate to the audience that there should be a change and how littering would affect our world in different ways if it continues. As the bins we wanted to show that if bins had feelings we would be very disappointed with the wrong choices the general public were making through littering. XXX and I then walked back in slow motion to show a transition, I was already in a still image with XXX and I did a hand gesture suggesting I was drinking from a can. XXX and XXX said "People should Re-cycle, Re-use, Reduce" they said this in a cheery tone of voice to make it sound catchy and like a good thing to do. XXX and I decided to throw our cans inside the bin so that the audience could clearly see the changes between the first still image and second still image. We clearly showed a change in attitude and situation.

After the Change: My group and I were in a still image representing cleaning the environment with our gestures, we used levels to show we were getting 'stuck into' our community and we smiled with our facial expression to show we were happy that we were making a difference and creating a change within the community. We said in unison "A cleaner community is a better community". It was my idea to say this line in unison because I thought that this drama technique would clearly show community spirit and togetherness. Our tone of voice was rather dramatic and we intended to help convince the audience it's the right thing to do. We also used dramatic pauses to create a dramatic effect and mark the moment of the change our characters had made.

Evaluation of another group's montage of still images and thought tracking to show a global change:

I am evaluating a group that selected the global change of slavery. XXX had XXX and XXX on their knees as a slave owner, his body language had tension and he was standing up tall. XXX and XXX were beneath XXX on their knees, this represented that the status of their characters was much lower and weaker. XXX's character was clearly superior. XXX and XXX were looking down with their eye contact, this communicated their sadness and symbolised how weak they were. Jordan who was playing the part of a slave seller had his hands around XXX trying to

negotiate a price for XXX to buy one of the slaves. I think the reason he decided to do this to trick the other character and 'seem' friendly. I think this worked very well. XXX's thought track was a significant moment because he spoke to the audience because we could see by his facial expression with a frown and sad eyes how much freedom he wanted; also he said "he wished he was born White" his tone of voice was an aggressive and annoyed one. This told us as an audience member XXX really wanted to obtain freedom and his character communicated to the audience that he'd rather be a White man than a Black slave. Jordan's group started holding hands protesting for their rights to abolish slavery. This clearly communicated a change and showed a clear contrast from the start of their piece of drama. They started stamping their feet's to build tension, this worked effectively to show their determination to make a change. BEFORE the change Black people were slaves. The change was their fight for their rights. AFTER the change the slavery was over.

Miss XXX asked us to create a performance using a stimulus 'All the World's Stage' to create a performance that clearly shows '7 Ages of Man', using Shakespeare language, symbolism and marking the moment.

I started off has a ball as XXX was reading I did this too symbolise birth. I gradually started to get up in slow motion to represent that life was being given to me. If we could use lighting I would have used it in the birth scene. If I was to light this scene I would have used the colour white to symbolise the beginning of life. To show the change from a baby to an Infant I had to take on the role of the infant, XXX took on the role as the mother and to show this with her gestures she was brushing my hair because I was still an infant meaning my parents still had to do most of responsibilities for me. To show I had changed from a baby to an infant I altered my body language by standing up taller, however I still kneeled to show I was childlike and my facial expression looked dopey with raised eyebrows because I didn't want to look mature. XXX as the narrator read out "then the whining school-boy" so using the space I pushed myself away from my mother to show hormones were kicking in and parents were annoying me. I started walking towards the audience with a sad facial expression that was XXX's idea but I thought it would be a better idea if I started to slouch my body language and move reluctantly to show I was a whining school boy who didn't want to go to school. XXX read out "Lover" and I slid towards the audience with a big cheesy smile in my facial expression. I also winked at the audience and pouted my lips because I think it's symbolic of lust and love, it highlights sexual emotions that my character was feeling. From a school boy to a Lover is a big change because your body starts to go through puberty and you notice something different about yourself. You may even start to have responsibilities that you may not have had before, when you were a child. Every time XXX read out a line or words from the stimulus of the text it related to the change which was the seven stages of life.

Ms XXX gave us a stimulus of a lottery ticket; my response to the lottery ticket was that it has the potential to change someone's life forever. Later on Ms XXX allocated each group with a different time period: 5 hours, 5 days, 5 months and 5 years after winning the lottery. We were asked to focus on how money has changed people's attitudes and their lifestyle. We decided to use flashback to communicate this effectively. I thought flashback would be an excellent way to show change because the contrast of before wining and after wining could be made really clear.

Our performance started off with us being neglected by XXX in a still image. We showed this through our body language by looking down. We also used the space in a style of a split scene with XXX on one side and us on the other to show separation. XXX was in front of us with his hand towards us to communicate that he didn't want us near him. Then we all gathered closely watching the TV waiting for the lottery numbers to be called out. As the numbers were being called out no one spoke we used mime to exaggerate and build climax. I thought it would be a better idea to do this in slow motion because this marks the moment of the day that changed their life. We used no sound and it made the audience look carefully at the action. This engaged the audience. XXX had used the gesture of crossing her fingers to symbolise luck and XXX had one finger up which was his index finger to symbolise that he

needed one more number to be called out in order for him to win. These detailed gestures helped to show how much the family wanted to win the lottery and how much they wanted a change to happen.

We all got up with big smiles on our faces knowing that the money XXX had won could make a big impact on our lives. Then we had a group hug in the audience point of view this would have showed them how close we were and our friendship bond. Then XXX pushed all of us all of a sudden, which was a big surprise this symbolised how the money had changed XXX. We also used proxemics to show the separation between all of us even do we all used to be so close. XXX walked towards the audience and said a though track explaining how the money has changed his life for good and that he didn't need us anymore. We used marking the moment and flashback when XXX had won the Lottery ticket. Flashback is a very useful technique because it showed the audience how close we used to be BEFORE XXX had won the Lottery and AFTER. I contributed that we should use mime when XXX wins the Lottery because I wanted my group role-play to be different to the rest of the class and also it will make the audience focus more because we're not talking. Overall I think our role-play really showed the theme Change and how quickly money can change people.

Evaluation of another group using the lottery ticket as a stimulus:

XXX was a Narrator, I thought this was a very clever idea because he was like a God who controlled what happened to the characters and he decided where and when he could also pause and start this helped build a lot of tension as he was the person controlling the changes. The significant moment in his group was when XXX and XXX was walking around XXX surrounding her saying "Debts and Bills" it was strong because they used the technique of unison and kept repeating the words louder and louder which built a Climax, this showed how desperately she wanted the change and how it would help them fix their debt problems.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate C	Student No.	XXX	Practical Exploration (6 hours – Paper 01)	/40
5DR01 - Unit 1 Drama Exploration	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012			Documentary Response (Paper 02)	/20
				TOTAL	/60
				TEACHER-EXAMINER COMMENTS	
Practical Exploration (Paper 01):					
Candidate C showed a good understanding of the stimulus materials explored. He worked with focus and commitment throughout the practical sessions as well as his collaborative approach demonstrating his ability to find dramatic potential within the practical sessions and sharing of work.					
Documentary Response (Paper 02):					
Candidate C's written documentary evidence is well structured and uses the language of drama confidently and consistently. He evaluates his own work and the work of others to a good standard demonstrating his understanding of the drama elements and how they can be used to communicate meaning. E.g. 'their facial expressions showed that they were all unhappy and weary' 'we were holding hands to show unity and show a strong connection and it way my idea to do this. Our facial expressions were happy to show...we have overcome slavery and to show that we are free.' His justifications are not always fully developed however his understanding of the drama and the theme is evident.					
AUTHENTICATION					
Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.				WORD COUNT	
				Documentary Response 2041 <small>2,000 words maximum</small>	
Signature:		Date:			
Teacher-Examiner's declaration: I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.					
Signature:		Date:			

Unit 1 Documentary Evidence - Change

The first Task: Miss XXX asked us to create a montage of three still images linked to a global change from our brainstorm. We had to show BEFORE a change, THE change and AFTER the change. We were asked to use thought tracking in our performance. For our montage of still images we decided to pick 'Slavery' as our global change. The reason we picked this change was because it has changed people's lives massively over the years. The first still image was when I had strong straight facial expression to show that I was in charge and to show that I had the power and to make the audience understand that I was in a higher position than everybody else. As XXX and XXX were both on their knees they used unison when they both said "Just another chance" to show that they were a low status characters. They said this in an unhappy and dejected tone of voice to emphasis on their character. My arms were on XXX's and XXX's neck to show the audience they are the slaves and their facial expression was sad and unhappy. This also shows that I had the authority over them. I decided to hold their necks to show that it was a serious moment that slavery could change your life.

The second still image was when we were all surrounding XXX, as our characters facial expressions were all serious to show that we all disagreed that slavery still exists. Each of us had a different still image for example my arms were crossed to show that I was fed up about slavery and my eyebrows were narrow in a vexed way. My character is thinking that slavery couldn't be life changing at all. XXX then done his thought track - he said "Why do we have to suffer like this" and he said it in a sad and lonely tone to show the audience he was a slave at the time and to show us that he could wait until slavery is over, so that his life can be changed from bad to good. During the change we tried to communicate to the audience that something has been done about slavery. During this part of performance we used proxemics to space out so that the performance doesn't look crumbled together and another reason for this is because so that XXX can be the main focus to the audience. If I was to light this moment I would use a white spot light for XXX who is the main focus and really dark blue for the characters on the outside to symbolise they are on set but not speaking.

The last still image that we done were when, we were holding hands to show unity and show a strong connection and it was my idea to do this. Our facial expressions were happy to show the audience that we have overcome slavery and to show that we are free. Our characters were also proud.

After that I said "Before black men and white men were separated but now they are able to join hands". I said this in a passionate way and I was trying to communicate to the audience that things that happen to you in life can change you socially and physically. When I was saying this I said it in a clear and loud tone so that the audience can get and understand the message I'm sending out.

The Group Analysis

The group that I evaluated was XXX's group. I thought that at the beginning_it showed that no-one wanted to 'recycle, reuse and reduce' and by looking at their facial expressions they were not pleased. Through this they have used physical theatre to represent a bin. The reason why they might have used physical theatre is because maybe bins have feelings and how humans can have mixed emotions on whether if their life is going to change or not. This was very effective because as they were doing their performance XXX mentioned about the bin and immediately we know that they are symbolising a bin. XXX and XXX's facial expression is sad and distressing. They are trying to show the audience that things are not going to change and to show that they have given up.

Nevertheless at the end of their performance all of their facial expressions and body language has changed. They are all smiling and to show that they are happy they have used levels to express their feelings towards the environment, this was affective because it can symbolise the mood that they were in and to make them realise that things can change your life by doing actions. Another reason for this is because you can see that 'recycle, reduce and reuse' has change the environment. They were all trying to communicate to the audience that before they thought that people wouldn't think about changing and helping the environment but it turn out that it made life better for people to be safer.

Shakespeare

Miss XXX asked us to create a performance using the stimulus 'All the World's Stage' to create a performance that clearly shows the '7 Ages of Man' using Shakespeare's language, symbolism and marking the moment. The first step was when XXX was having a baby which is XXX and we done this by XXX getting into a ball and gradually escalating. We all came to a decision that it was an appropriate way to have a baby and as an imaginative way. As XXX grew his facial expression was straight and he stood in a neutral position to show that he is transforming and in life things change within you e.g. your hormones change. The next stage was when XXX was the whining school-boy which started from XXX moaning and wimping. This clearly showed the audience that he didn't want to go to school and normally in life teenagers have to depend on their parents to do things and the behaviour of teens change throughout their growth. The next step was when XXX was a soldier and he said "Honour" and XXX and I did an echo using voice to emphasis on what we are talking about. I decided to do this so the audience can understand the message I am sending. The last step was when XXX went old. This shows the change how when you old you need looking after as well as getting looked after as a child. XXX's facial expressions began to change as he got older in age. If I was to light this moment, I would use the colour blue because it can symbolise a fresh new start of school.

Shakespeare: Evaluation of groups

The group that I will be evaluating is XXX's group. This performance was towards the end. Each character said "Sans teeth", "Sans eyes", "Sans taste" and "Sans everything". The word sans means without. When they said this they said it without emotion and they said it with actions. This immediately shows that when you're old in life, all these features and senses that you had you won't have them no more because you will lose them. This was a symbolic moment to show the audience that when you say words you can do it with actions as well. Their body language was relaxed to show that they were focused and concentrated on what they were doing.

Miss XXX gave us a stimulus of a lottery ticket. My response to the lottery ticket was that it could be life changing e.g. a poor person winning the lottery ticket and to be rich and popular. Miss XXX allocated each group with a different time period: 5hours, 5days, 5 months, and 5 years after winning the lottery. We were asked to focus on how the money has changed the family during that time. We had to use **flashback** to communicate this effectively. During the course of this exercise I will use lighting because to symbolised the different changes in life you have. If I was to add music to this I would have liked a street/road background e.g. cars and buses passing by whilst people are walking.

At the beginning of our performance when XXX, XXX and I were all in a semi-circle and XXX was talking and this showed us at the start that XXX has won the lottery 5 days ago. It was my decision to make the start a success. Our facial expressions were bright with a big smile. I had done this because to show the audience the difference between now, when he has won and before when he was poor. We then used flashback in our performance when XXX was a poor. The reason why flashback is effect is because to show the audience the difference in XXX's life and to see how his attitudes towards winning the lottery are. Flashback is also affective because you go back in time to see what had happen then so the audience has a clear understanding what happened then. XXX was on the floor with his facial expressions looking sad as his face looked upsetting and depressing. This showed the audience that were

in our flashback and XXX is a poor unhealthy person who doesn't have money. He said "Any change sir" He said this in a poor low toned voice; this could mean that XXX is thinking that his life is not going to change. I decided that it would be a good idea for XXX to be on the floor because normally people begin to be homeless. After XXX, XXX and I all said "What do you say!" we said this in unison to show that we cared about XXX now since he had won the lottery. What went well was that we came up with decisions fast to make our performance seem sensible. However it would have been good if we added more things to our performance so that the audience get a little extra piece of drama - in terms of making dramatic changes.

Significant moment in XXX's group

This was a significant moment in XXX's group. At the beginning I can see that their family was poor and their facial expressions showed that they were all unhappy and weary e.g. XXX's face was sad, her eyebrows were down and a sad face. This can show her depression that she is living the same old life. This showed the audience that you have to go through different stages in life to make your life much better and happier.

Now you can see the difference as their hand gestures are big and they all have a smile on their face. Here you can see that from being poor and unemployed your life can be massively changed by just winning a lottery ticket. What went well was that they were determined to make a polished performance and to improve I thought that they could have raised their voice louder to project their voice. They used levels to show the differences of when they were poor and now they have the money to buy things. Another reason why they decided to use levels is to show us as the audience their feelings and mood, and through the specific facial expressions they use we can emphasise on what the character could be thinking.

The next significant moment - XXX's Group

In this group, I can immediately see that they have used split screen, this is because one side tells us what happened before winning the lottery ticket and the other side after winning the lottery ticket. This was effective because you can see the different time of period it is set. This group is communicating to the audience that they are using contrast in their performance, so that the audience can understand the change of mood within the characters. What is happening - XXX goes to buy the lottery ticket which shows before and when she has won the ticket, XXX and XXX performs the changes when they have won. XXX's facial expression was distressful and this showed that she might be wondering when her life will change from being poor to rich. The use of proxemics was effective because they were doing a split screen.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate D	Student No.	XXX	Practical Exploration (6 hours – Paper 01)	/ 40
5DR01 - Unit 1 Drama Exploration	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012			Documentary Response (Paper 02)	/ 20
				TOTAL	/ 60

TEACHER-EXAMINER COMMENTS

Practical Exploration (Paper 01):

Candidate D worked collaboratively and with commitment throughout the examination sessions. The decisions she made were well informed and showed a clear understanding of the drama elements and medium. Candidate D was able to work supportively and creatively with the whole class and she also demonstrated a confident understanding of the stimulus material used.

Documentary Response (Paper 02):

Candidate D's practical exploration is always much stronger than her written work. Her dyslexia and low literacy levels has a detrimental effect on the quality of her written communication. Candidate D is conscious about linking her written work to the theme, explaining how the drama communicates the theme of change. Her collaborative involvement is evident through her written response and her understanding of how the elements of drama can show change is present. 'We had decided to do a split scene. I had thought that it would be a good idea that we should have the mother and child buying the lotto ticket for the before the change and the child being nice to the mother, then for the other scene after the change the child being a spoilt brat.'

AUTHENTICATION

Student's declaration:

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.

WORD COUNT

Documentary Response

1993

2,000 words maximum

Signature:

Date:

Teacher-Examiner's declaration:

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Signature:

Date:

Unit 1 - Documentary Evidence - Change

For our montage of still images we decided to pick global warming as our global change. The reason we picked this change was because it would be different to everyone else and a relevant issue. Our first still image was before the change had happened; our group had started with XXX and XXX using physical theatre as the bin. They were holding each other's hands in a circle to symbolised they were a bin. XXX and I were people who were standing next to the bin and XXX had decided to throw her rubbish on the floor. XXX for her thought track had said, "Who cares no one is watching", this had showed the audience that she didn't care for the environment. XXX and XXX had come out and said their thought track "don't they see what they're doing to the world"; this was good as it gave the audience the point of view of the bin.

The second still image was the change and I had decided that XXX and me should be the bin, still using physical theatre to represent this. XXX and XXX were passersby, putting their rubbish in the recycling bin; this had shown the audience change. XXX and I had said in unison "people should recycle reduce reuse" this was showing the audience that we were recycling bins and not just ordinary bins. Then XXX had come out and said his lines on what he thought about recycling.

For the last still image after the change our group had used levels and space, I thought that we should all be doing our own thing as it would look like that everybody had apart to play to the audience. This was I good still image for change as it showed people working together to make a difference.

We had watched other groups for e.g. XXX's group was starting still image was them lined up and they all said there thought track one after the other. The thought track they given a clear understanding of what there change was about which was war; it was clear that XXX was Germany by her body language as it showed confidence and her thought track that she said made this clear to the audience her voice that she had used had an German accent. For their second still image, they had used levels with XXX and XXX in a image shooting at the enemies, and the thought track came to life of them saying how they felt as they were shooting. Showed a clear change between the first and second image. The last still image that they had used proxemics to show America who was XXX and XXX who was England had come closer together by this. On the other side of the stage was XXX and XXX on the floor they had used levels to show they were defeated: this had given the audience again the clear that change had happened as the war was over.

Task: miss XXX asked us to create a performance using the stimulus "All the World's a stage" to create a performance that clearly show the "7 Ages of Man", using Shakespearian language, symbolism and marking the moment

We had started our performance with me and XXX standing in front of XXX and XXX introducing the play all the world's a stage we had done this in a monotone voice. Then in slow motion we had put our hands together, then started walking away from each other in slow motion this was emphasis that the curtains was opening and said entrances. This had symbolised that XXX and XXX was the actors; the first stage was infant to show this we had reverse the play and given XXX the thing that were taken away from her in the begin. I was standing beside her and XXX was standing on the other side and XXX was on the floor, we were all looking at the audience but every time we had given her something we place our hand s over that thing as I was giving her the teeth I had placed my hands over her mouth ,a for taste I had put my towards her mouth and throat going in ward symbolising that I was giving her a gift. The 3rd stage of the man's life was a lover for this we had used physical theatre by making XXX and XXX the love hearts with their arms, XXX was on onside of the love heart and I was on the other side. I and XXX had started running toward each other in slow motion into

the centre of the heart to exaggerate the love they had for each other, when we met in the centre we hug each other passionately. From there we went straight into the 4th stage of man soldier we interpreted him of having responsibility by this him having to help look after his kids. We had used space this was done for the split scene, we had used levels with XXX and XXX on the floor pretending to hold a baby this was to be naturalistic they had came out and said there lines from the stimulus. Me and XXX was before the change they had reasonability XXX was holding my hands as if she was about to kiss my hands; her body language was upright and relaxed, she had come out of her still image and said her lines from the stimulus she projected her voice with confidence. After XXX had said her lines, I came out and said my lines .my tone of voice was loud but the way I had said the lines as if I was shy. The 5th stage of man's life was justice I thought that we should be digging to show that he had a higher status to his worker and that we should all be looking at XXX as she was walking by. Our faces was neutral; and when XXX walked by and frozen in a still image, then XXX came to "life and said full of wise saws" and then I had come out and said my lines "and modern" and then finally XXX's his line "instances". When we all came out and said the lines we had used hand gestures with open arms as we said our lines. For the 6th stage of man's life we had used physical theatre when XXX had become the chair, XXX had become old we could clearly see this by her body language as her back was slumped over and her facial expression was as if she was tired.6th stage we could see the clear the difference between when he was an young man to old person that could barely sit up right. 7th stage of man's life we had gone back to how we had started in the begging when we had given XXX all the gifts, but only this time we were taking it away from here .we all in the same positions and as we were taking away her gifts we used hand gesturers' that were throwing away the gifts.

After we had taken away everything thing that she had we laid XXX on the floor very slowly brushed our hands over her body, then we walked away saying the lines from the text "exits". If I was to professionally light the scene I would use white light and warm yellow through the beginning and the middle as it represent youthful and happines, for the end we would use a blue light as it would symbolised the distorted old man. I would also use music for the lover stage of man's life My endless love as the it symbolised that his love is never going to die.

Task: Miss XXX gave us a stimulus of a lottery ticket my response to the lottery ticket was this could change people's change of attitude, towards the way they treat people. The way it could change people.

We were put into groups when I was in the audience position I had watched XXX's group. XXX was the director telling the story of man's stages of life; as if he was God, .I thought the most effective part of their performance was when XXX had change from a school boy to the lover, this was a clear transition to the audience. For the lover stage of man's life they had used levels as XXX had one knee on the and a opened body language, behind him was XXX and XXX using physical theatre to create a love heart.

Task: Miss XXX allocated each group with a different period time: 5hours, 5 days, and 5 years after winning the lottery. We were asked to focus on how the money has changed the family during the time. We had to use flashback to communicate effectively.

The group I was in had to show 5 hours after winning the lottery, we had decided to do a split scene. I had thought that it would be a good idea that we should have the mother and child buying the lotto ticket for the before the change and the child being nice to the mother, then for the other scene after the change the child being a spoiled brat as this would show the clear change that the child was a completely different person. XXX was the child in the before the change his body language was very calmed and relaxed and his facial expression was happy, XXX was the mother that was very occupied by buying the lottery ticket and really caring about her child, you could tell this by her body language and the way she was speaking to her child as if she was not brother with what he was saying. For the after was me as the child who was obsessed that we won the money and tired to make the mother buy the stuff for me and I would shout at her just to get my way. XXX was the mother who was still amazed that she had won the Lottery was trying to think but all she could hear was I trying to get stuff from her.

We had done a thought track of the after of the mother talking about how her child had changed her attitude towards her, then I had come forward and talked about that my mother is not listening to what I'm saying to the audience that she was acting unfair to me. We thought the thought track would be a good idea to put in as it would help the audience understand what is happening to the child and the way it is affecting the mother. If we had done the performance aging, I think we embellished how the child was acting towards the mother to give a clear understanding to the audience of change that happened.

When I was in the audience watched XXX's group I thought a really effective moment was when XXX had pushed everyone else down and he was standing up, this was very effective way in showing change that had happened as he was above all of them, this was telling the audience that he was above everyone else. When we had seen the before they had used levels to of all of them being on the floor and this represent he was the same as them. Another group was Jordan's as could see a clear difference of change that has happened. They had started with the after of him just being happy with his money, but then everyone started asking him for money and this had built up climax when Jordan shouted. For the before we saw him as a beggar asking people for money and this had contrasted well with the after as people was now asking him for money.

Centre Name	XXX	Centre No.	XXX	Centre Use Only				
Student Name	Candidate E	Student No.	XXX	Practical Exploration (6 hours – Paper 01)	/ 40			
5DR01 - Unit 1 Drama Exploration	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012			Documentary Response (Paper 02)	/ 20			
				TOTAL	/ 60			
				TEACHER-EXAMINER COMMENTS				
<p>Practical Exploration (Paper 01): Candidate E worked with focus and confidence throughout the practical exploration. He was fully involved in all tasks and was able to respond to the stimulus material in depth clearly demonstrating his understanding of the dramatic potential the theme of change has. His peers both appreciated and benefitted from the contributions XXX made in the practical exploration sessions.</p>								
<p>Documentary Response (Paper 02): Candidate E communicates his understanding of the elements of drama very well and is fully able to articulate himself in verbal responses. From his written response it is clear that Candidate E struggles with his written communication. However, within his documentary evidence there are moments of appreciation of the drama medium. E.g. 'when XXX, XXX and XXX won the lottery I thought the lighting could get brighter each time the numbers was coming so that could represent the change in the family and then when XXX family went back into debt the light was pitch black representing that their family was in more of a problem.' He also shows some understanding of dramatic techniques and attempts to use the language of drama throughout his response 'XXX and XXX was saying it in unison to build up the climax and the pace of the unison...then XXX slammed the bills on the floor, this is used to make anti-climax to make the audience think about whats going to happen next.'</p>								
AUTHENTICATION								
<p>Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.</p>				<table border="1"> <tr> <td>WORD COUNT</td> </tr> <tr> <td>Documentary Response</td> </tr> <tr> <td style="text-align: center;">1,746 <small>2000 words maximum</small></td> </tr> </table>		WORD COUNT	Documentary Response	1,746 <small>2000 words maximum</small>
WORD COUNT								
Documentary Response								
1,746 <small>2000 words maximum</small>								
<p>Signature:</p>			<p>Date:</p>					
<p>Teacher-Examiner's declaration: I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.</p>								
<p>Signature:</p>			<p>Date:</p>					

Documentary Evidence - Change

On Monday 31st October Miss XXX asked us to create a montage of three still images linked to a global change from our brainstorm. We had to show before a change, the change and after the change. We were asked to use thought tracking in our performance. In my group our first still image we were trying to communicate that medical inventions can help and save lives. Because during the 20th century people didn't have the medical equipment to save people who were sick. The reason why we used medical because this changed the way doctors and nurse look after people who needed medical attention and this saved millions of people's lives around the world.

In our group my character was a sick person who needed medical attention, XXX, XXX and XXX and where the doctors who didn't have the medicals equipment to help me get better. And in XXX thought track she said "this man is going to die we don't have medical equipments to save his life".

Her facial expressions was in disbelief she didn't want another person to die just by only being sick. Her hand gestures was waving about showing her anger being let down by her medical abilities.

Then in my thought track, I got up then in pain my tone in voices was weak showing to the audiences that my character was dying slow and painfully. In my thought track I said "Am going to die how they are going to save me right, how is my wife and children going to eat if are not their working" My facial expression was showing the audiences I was in pain I couldn't even stand up to my own two feet showing that I was badly sick.

In the second still image, we showed the audiences that how hard and how much time people put in to save other people who were sick. In the XXX, XXX and XXX was trying to make an antidote to save me. In the scene they making the antidote their facial expressions were desperate and focus in to make the antidote, then when they made the antidote they were happy of what they create save lives.

In the third still image, XXX, XXX and XXX helped me up and then XXX gave me the antidote praying that it would help me feel better And when I was given the antidote there was a moment of silent building up the tension and then I began to walk better then I said thank you in a quite tone then I said it again, then each time I said it I got louder and louder and was hugging all of them. My facial expressions was lit up my body language was big and bold, tone of voice was loud. My movement and I made sure I used the space and showed the audiences that I was much better. This shows that change happen because at first I was sick and couldn't do anything for myself. Then they made an antidote then, they gave me it to me and I got better. Showing that change only happens when saving someone you have to work hard for it to change.

My classmates had the same theme of "change" the group that stand out for me was XXX's group. His group was showing the changes of the black slavery. In the start they used their space really well and made it very clear it was about black slavery and XXX thought track stand out because he said "I wish I was white it not fair God" Showing that he wanted to be treated fairly and hated being black because he didn't get equal rights as black people. And black people in the past were push to the limit so bad that they didn't want to be in their own skin colour. That why it stand out for me and it linked to the theme of change because XXX said we should stand up to fight what we believe in and this links to the theme "change" because black people are not treated like slaves anymore and have rights as the same as white people and our not treated like animals. XXX facial expression was up lifting big and bold, one arm was up and her hand was in a fist showing that she was going to stand up to what she believes in, then she and her other members of her group was stamping her feet and

marching like they were going to war and that had an effect on me because they protesting for equal rights and this links with change because of these people we have equal rights.

Ms XXX allocated each group with a different time period, 5 days, 5 months, 5 years after winning the lottery. We were asked to focus on how the money has changed the family during that time. We had to use flashback to communicate this effectively. In my group I was the narrator and XXX was the mother and XXX and XXX were the children. In our play I thought it would be better if I was the narrator to build up tension when I paused the play to say something, this doesn't get the audiences confused and then I start the play with a click of my finger. During the play XXX and XXX used unison when XXX was saying "bills Debts, bills Debts" then XXX and XXX was saying it in unison to build up the climax and the pace of the unison then it got louder and louder then XXX slammed the bills on the floor, this is used to make anti-climax to make the audience think about what's going to happen next. I told my group to also use levels when finding out they won the lottery and then come closer to the audience in slow-motion to build up the tension and then they screamed to drop the tension really had an effect on the audience on their response when being shocked.

As the narrator I can change their characters lives so I made them win the lottery. This is the turning point of the change. As the narrator I decided to be the narrator, but I also told the group that we shouldn't crosscutting each other because the audience wouldn't be confused so every time I spoke I had to click my fingers for them to pause, so the audience wouldn't be confused. In the play I had the power to make our group to flash back during the play so the audiences can see the change into why they were poor. Then I said to the audiences "lets fast forward" then we see the family valuables being taken away. Then my final speech is "you could of payed off your debts, but you keep on buying things that wasn't importance but you keep on buying them I hoped you learned you lesson." And this shows the change to the audience because the family was a humble family and when they got the chance and have the money they let go in their head that they don't have to pay for bills and buy anything without it having consequences. And this play was trying to reach out to the audiences not to make the same wrongs the family did.

Ms XXX ask us to write about the other groups, I picked XXX's group. In his group XXX, XXX and XXX where standing in a line with their heads down and XXX his body language was big and bold his right arm was pointing about them representing he didn't want to be with them anymore because he thought he was better than them because he has money and this goes back to the theme change. Because this shows the change in XXX's character.

After they do flash back showing them watching TV, XXX was prying and the others around him was crossing their finger. They was also miming, then when they found out he won the lottery he they all stood up in slow-motion to build up the climate.

Then they all hug each other and then you see the change when he finish hugging them, the he pushed them away and then he does an thought track and starts talking about his good life having all the cars and money. His body language was bold his head up, he was talking like he didn't have time.

Then in the ending they went back were they start XXX, XXX and XXX was standing in a line then said a thought track. And XXX ended up with no friends going back to the theme change. Their group was communicating to the audiences that you shouldn't change towards your friends if you have a bit more money than them, And this show the change in XXX character. In this lesson I found out different ways to show change by using flashbacks, thought tracks and many more drama skills, the seven stages of man showed the change in people's lives being born, toddler, teenager, adult and old and then dye. And this links with the theme change. What could have improved is they could have used more space and projects their voices louder. But apart from that their group did well.

Ms XXX asked us to write about the lighting and how the lighting can show the theme "change" as an effect. In first montage I told our group for the lighting could be dark, because my

character was on the floor because he was sick. So the mood could be dark and representing death. Has XXX, XXX and XXX made the medicine then we thought that the lighting should be bright, representing the change so the audience can see the change of the play.

In the one of our play's we did a montage of winning the lottery, in the start of the play XXX, XXX and XXX was the family and we thought that the light should be mid dark because they could handle the debts and bills. When XXX, XXX and XXX won the lottery I thought the lighting could get brighter each time the numbers was coming so that could represent the change in the family. And then when XXX family went back in to debt the light was pitch black representing that their family was in more of a problem into debt.

Centre Name	Standardisation Centre	Centre No.	12345
Unit Number	5DR01	Level	GCSE

GCSE Drama Unit One – Summer 2012

SAMPLE SESSION RECORD CARD

This form must be sent to your Moderator with the other material for the Unit.

For GCSE Drama centre standardisation purposes, the sample listed below is of 3 students.

For GCSE Drama moderation purposes, the sample will always be of 5 students for this paper.

	Student No.	Student Name	Student Description (e.g. red shirt)	Teacher-Examiner Comments and mark
1	1111	Candidate F /01	<i>Large build black male, Blue collar to shirt. Works in group with Candidate G main task screen left/ centre.</i>	An outstanding collaborative approach with the capacity to think outside the box demonstrated throughout. His ability to take risks when exploring Metamorphosis was particularly impressive. /40
2	2222	Candidate G /01	<i>Tall white female, dark hair. Works in group with Candidate F in main task screen left/ centre.</i>	Stands out in her practical exploration work with an outstanding ability to come up with creative ideas. Strong enthusiasm and energy throughout the assessed sessions. /40
3	3333	Candidate H /01	<i>Petite black female, hair in small high ponytail. Works screen right for main task.</i>	A committed member of the group, who sometimes lacks confidence in whole class responses. In group work she works with focus and is able to demonstrate a good understanding of the theme of 'Change'. /40

Teacher-Examiner's declaration:

I declare that the students' activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Name of standardising Teacher-Examiner (PRINT)	Signature	Date

Centre Name	Standardisation Centre	Centre No.	12345
Unit Number	5DR01	Level	GCSE

GCSE Drama Unit One – Summer 2012

VIDEO/DVD SAMPLE TIME SHEET

This form must be sent to your Moderator with the other material for Unit 1.

Unit No.	1	Theme/Topic/Issue	Change
----------	---	-------------------	--------

Time	Activity
0.00	Stimulus of the 'Lottery ticket' is shared. Pairs share discussion of responses and feedback to the class.
7.00	Still image/thought-track before the lottery numbers are revealed
9.00	Spontaneous responses to TIR – thought-tracking after numbers are revealed.
12.00	In groups students work on the idea of changes resulting 5 days/5 months/5 years after winning the lottery. Set the task to show how money has changed their lives. Explore in groups.
37.00	Group 1 shares work in progress (Candidate H)
40.00	Group 2 shares work in progress (Candidate F and G)
44.00	Group 3 shares work in progress (no sample students)
47.00	Group 4 shares work in progress (no sample students)
53.00	End of session

I declare that this recording is representative of the levels of achievement of the student in this group and has been completed under controlled conditions.

Name of Teacher-Examiner (PRINT)	Signature	Date

Unit 1/5DR01 Sample session standardisation record form
 (to accompany Unit 1 DVD)

<i>Student Identification</i>	<i>My Mark /40</i>	<i>Edexcel Agreed Mark /40</i>	<i>My Comments</i>
<p>Candidate F/ 01</p> <p><i>Large build black male, blue collar to shirt. Works in group with Candidate G main task screen left/ centre.</i></p>			
<p>Candidate G/ 01</p> <p><i>Tall white female, dark hair. Works in group with Candidate F in main task screen left/ centre.</i></p>			
<p>Candidate H/ 01</p> <p><i>Petite black female, hair in small high ponytail. Works screen right for main task.</i></p>			

General Notes about the Recorded Session

Unit 1/5DR01 Paper 02 Standardisation record form
(to accompany Unit 1 Documentary Responses)

<i>Student</i>	<i>My Mark /20</i>	<i>Edexcel Agreed Mark /20</i>	<i>My Comments</i>
Candidate A/ 01			
Candidate B/ 01			
Candidate C/ 01			
Candidate D/ 01			
Candidate E/ 01			
General Notes about the Documentary Responses			

UNIT 2/5DR02

Unit 2/5DR02 Record of Work

Exam session 1

Learning objectives

- To understand how the strategies, still image and narration can consolidate a grasp of the plot.

Starter

The Narrator's text, Act 1 Scene 1. Read the script extract in various different ways. E.g. in love, bored, excited, with hate etc. Teacher to read the extract in posh accent and a liverpudlian accent.

Q – How were the two readings different?

Q – Which accent suits the script more? Why?

Main activity

As a whole class read the script in different ways. In love, bored, excited etc. How does this help to tackle the text?

Annotation of script

Q – What is the role of a narrator?

Q – What line do you think stands out? Why?

Q – What information do we get about the characters?

Q – What is the narrator's opinion of the mother?

Students are to use still images and narrator's text to create their own performance. They should only use key lines from the text.

Documentary evidence – your own group

What you did? (*drama skills*) What group / individual decisions have you made?

Why did you do it? (*what were they trying to communicate with the audience?*)

Plenary

Performances and evaluation.

Documentary evidence – another group

What did they do? (*drama skills*)

Why did they do it? (*what were they trying to communicate with the audience?*)

What was successful about the performance?

Suggest how they could improve their performance.

Resources

PowerPoint

Narrator's text

Workbooks

Exam session 2

Learning objectives

- To explore the character of The Mother / Mrs Johnston in Willy Russell's style through a montage of still images.
- To understand how the use of the drama medium creates mood and atmosphere and enhances meaning.

Starter

Read the stage directions. Read the text listening to the song.

- Q – What was the style Willy Russell intended?
Q – Why is this style an interesting choice?
Q – How does the music add to the performance?
Q – Does the mood Mrs Johnston change at any point?
Q – Juxtaposition? Dramatic irony?

Main activity

Individual groups. Create a montage of 3 still images and narration. Focus on Mrs Johnston's emotional state.

Documentary evidence – your own group

What you did? (*drama skills*) What group / individual decisions have you made?
Why did you do it? (*what were they trying to communicate with the audience?*)
WHAT DID YOU LEARN ABOUT MRS JOHNSTON?

Plenary

Performances and evaluation

- Q – How was the contrast of Mrs Johnston's emotions shown in the performances?

Documentary evidence – another group

What did they do? (*drama skills*)
Why did they do it? (*what were they trying to communicate with the audience?*)
What was successful about the performance?
Suggest how they could improve their performance.
WHAT DID YOU LEARN ABOUT MRS JOHNSTON?

Resources

Marilyn Monroe song
Workbooks
Script extract

Exam session 3

Learning objectives

- To explore the subtext (unspoken language) between Mrs Lyons and Mrs Johnston.

Starter

Q – What is subtext? Can you give me an example?

Q – How could subtext be shown through drama?

Teacher and student model the scene. Act 1 Scene 5.

Q – What do we learn about the characters?

Q – What is the unspoken language between the characters?

Q – Who has the highest status? How did you decide this?

Main activity

In groups of 4 students are to perform the scene between Mrs Lyons and Mrs Johnston. 2 people perform the scene and the other 2 had to thought-track the unspoken (subtext) between the two characters.

Documentary evidence – your own group

What you did? (*drama skills*) What group/individual decisions have you made?

Why did you do it? (*what were they trying to communicate with the audience?*)

What did I learn about the characters?

Plenary

Performances and evaluation

Documentary evidence – another group

What did they do? (*drama skills*)

Why did they do it? (*what were they trying to communicate with the audience?*)

What was successful about the performance?

Suggest how they could improve their performance.

What did you learn about the characters?

Q – WHAT DID THE SUBTEXT TELL US ABOUT THE CHARACTERS?

Resources

Workbooks

Script extract

Exam session 4

Learning objectives

- To explore the emotions and thoughts that Mickey and Eddie would feel after they met each other for the first time.
- To understand how marking the moment can emphasise a key moment in the play.

Starter

Read the script extract in pairs.

Write down 5 lines of speech that you think Eddie or Mickey would be thinking after they left each other.

Individual still images as Mickey or Eddie. Bring it to life. Say one of your lines.

Documentary evidence – your own group

5 lines of speech

What you did? (*drama skills*) What group/individual decisions have you made?

Why did you do it? (*what were they trying to communicate with the audience?*)

Main activity

Create **your own** role-play of Mickey and Eddie's first meeting. Use **marking the moment** in your scene.

Characterisation of a 7 year old.

Documentary evidence – your own group

What you did? (*drama skills*) What group/individual decisions have you made?

Why did you do it? (*what were they trying to communicate with the audience?*)

Plenary

Performances and evaluation

Q – Why is the moment the brothers touch hands/share blood significant?

Documentary evidence – another group

What did they do? (*drama skills*)

Why did they do it? (*what were they trying to communicate with the audience?*)

What was successful about the performance?

Suggest how they could improve their performance.

Resources

Workbooks

Script extract

Exam session 5

Learning objectives

- To demonstrate the use of the strategy flashback to explore a character's memories.
- To understand how to show the change and highlight the contrast of Mickey and Eddie's relationship after years have passed.

Starter

Read Act 4 Scene 2. Individual still images of Mickey and Eddie reflecting their emotions in the scene.

Q – How does this scene compare to the scene when Eddie and Mickey first met?

Q – What do you think has happened in the years that have passed?

Hot-seating of Mickey and Eddie.

Main activity

Create your own version of Act 4 Scene 2. You must show elements of their childhood and highlight how their relationship has changed through the strategy **flashback**.

Q – How will flashback emphasise how things have changed with age?

Documentary evidence – your own group

What you did? (*drama skills*) What group/individual decisions have you made?

Why did you do it? (*what were they trying to communicate with the audience?*)

How did you highlight the change and the contrast between Mickey and Eddie?

Plenary

Performances and evaluation

Q – How did the scene reflect the change in Mickey and Eddie's relationship?

Q – Comment on the contrast of the characters?

Documentary evidence – another group

What did they do? (*drama skills*)

Why did they do it? (*what were they trying to communicate with the audience?*)

What was successful about the performance?

Suggest how they could improve their performance.

How did they show the change and the contrast of Mickey and Eddie's relationship?

Exam session 6

Learning objectives

- To demonstrate your understanding of the characters' emotions through hot seating and/or the questions asked during a hotseating activity.

Starter

Read Act 5, Scene 5. In pairs discuss the following questions. Feedback as a whole class.

Q – Is this what you expected to happen?

Q – What words would you use to describe the scene?

Q – How is tension built and a climax created?

Q – What emotions are the characters feeling? Why?

Main activity

Hot-seating activity. In groups of ideally four students question Mrs Lyons/Mrs Johnston/Mickey/Eddie.

Students take on a character each and question the other characters.

Students evaluate their work and their understanding of the characters in groups.

Documentary evidence

Write down 10 questions you would want to ask the characters in the hotseat.

What you did? (*drama skills*) What group/individual decisions have you made?

Why did you do it? (*what were they trying to communicate with the audience?*)

Plenary

In pair discuss the play as a whole. What were the most important scenes? Who was their favourite character? Why? Which character would they most like to play? Why? Which character did they find most interesting? How was comedy created? Tension built?

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate A	Student No.	XXX	Practical Exploration (6 hours - Paper 01)	/30
5DR02 - Unit 2 Exploring Play Texts		Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012		Documentary Evidence (Paper 02)	/10
				Response to Live Performance (Paper 02)	/20
				Paper 02 SUB TOTAL	/30
				TOTAL	/60

TEACHER-EXAMINER COMMENTS

Practical Exploration (Paper 01):

Candidate A is an outstanding student who consistently gives 100% effort and always demonstrates creativity. He is extremely supportive to his peers and in all practical tasks which were undertaken he clearly demonstrated his ability to improve the work of others significantly. He contributed extremely insightful comments demonstrating higher level thinking skills throughout the practical exploration of change. He came up with extremely creative ideas and approached all tasks with enthusiasm and focus showing a very competent understanding of the drama form.

Documentary Evidence (Paper 02):

Candidate A's analysis and evaluation of his own work and the work of others is excellent. His collaborative approach to the work is evident through his writing. His confident and creative understanding of the dramatic form, elements and medium is fully evident. He evaluates the work of others justifying their decisions and demonstrates an excellent understanding of the text and characters throughout.

Response to Live Performance (Paper 02):

Candidate A's response is extremely well structured and shows a mature and justified evaluation of a range of performance elements. He demonstrates a clear and competent appreciation of the performance elements and is able to carefully and concisely justify and analyse the points he made considering why the designers may have made the decisions that they did. His QWC is faultless and his selected style of writing is more than appropriate.

AUTHENTICATION

Student's declaration:

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.

Signature:

Date:

WORD COUNT

Documentary Response	Response to Live Performance
963 <small>1,000 words max</small>	2002 <small>2,000 words max</small>

Teacher-Examiner's declaration:

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Signature:

Date:

Candidate A
Word count: 963

Unit 2 - Blood Brothers - Documentary Evidence

Miss XXX asked us to create a stylised performance using the narrator's text. We had to use still images, mime and movement and key words/ lines from the text. In our first still image I and XXX slowly said "One womb" in unison it was very effective as it showed the audience that there was a connection between us. Also as we were holding hands it clearly showed that we were the two brothers and how close we were. XXX and I slowly started to drift apart as XXX pushed us away from each other. We did this to communicate to the audience that the two blood brothers had been separated. When XXX who was the mother pushed us away from each other she had a very neutral facial expression which showed no emotion and communicated that she didn't care that her children were being separated. We did this to support our opinions of the mother that we got from the narrators text which was that we thought she was extremely cruel. XXX and I left our hands out after being separated to communicate to the audience that the brothers needed each other and that we had been separated unwillingly. A baby can't speak and cannot communicate properly at that stage in their life so I do not believe they had a say in what happened.

Miss XXX asked us to enter the space one at a time and create an individual still image of our character (XXX or XXX). We then had to bring our image to life and say a line that we would have thought after scene. I was playing XXX. For my still image I stood with a slouch trying to look cool as I didn't think XXX would stand up straight as an adventurous 7 year old. I kept my hands in my pocket to look informal and communicate to the audience that I was a normal kid. I had a big grin/smile on my face to show that I was 7 years old and I was a bubbly character. For my thought track I said "gots me self a new mate" I said this to communicate to the audience that I was from a working class background. By using slang and saying words in the way they shouldn't be (e.g. gots me self) I showed that my character wasn't very intelligent. In the text there is a part where he doesn't know what a dictionary is and that is what gave me the impression that he was not exactly intelligent. I spoke with the accent of someone from Liverpool. I did this as I know the play is based in Liverpool and I think it helped me sound more informal and not like someone who speaks Standard English. If I did it again I might have moved more during my thought track to show I was a seven year old and I was more of a bubbly character.

Miss XXX asked us to create our own version of Act 4 scene 2. We had to show elements of their childhood and highlight how their relationship has changed using the strategy of flashback. My group was XXX (Mickey) and I (Eddie). I think the difference in XXX's face expressions from when she was XXX as a 7year old kid to when she was Mickey as an adult really helped in communicating the contrast in Eddie and Mickey's relationship. XXX held a very annoyed and disgusted facial expressions when Mickey was an adult in the beginning which communicated to the audience that she was annoyed with Eddie and couldn't stand him. She also had very closed body language which showed Mickey wasn't inviting a conversation with open arms. Him having his arms crossed and not giving Eddie any eye contact was an example of this closed body language. This is a very hard skill as it is hard to stay in role while playing an angry character but she did this well.

When she became Mickey as a child she had a big fat grin, giggled a little and had a very open body language as her arms were wide open and she even touched Eddie at times.

XXX when playing Mickey as an adult even at times raised her voice and used a hand gesture that had her hands up as you would, while asking a question or if you were confused. In my opinion she did this to show she was reluctant to answer and show the audience Mickey's anger. It was almost as if Mickey was questioning the point of Eddie being there. XXX's hand gestures supported this idea.

When I played Eddie as an adult I always had a very open body language and had a big smile for my facial expression. I also had a very light and friendly tone of voice. These things communicated to the audience that Eddie was delighted to see his friend or so called blood brother and assumed everything was fine between them. My hand gestures were held in the air and my facial expression was baffled to show Eddie sincerely didn't understand why he and Mickey were no longer friends.

I decided we should do our flashback when Mickey and Eddie became blood brothers. I thought this was effective because this is when their friendship was at its best. It clearly showed the contrast between their friendship back then and now.

Overall, I generally enjoyed the work we did on Blood Brothers and it was a very interesting and good play to work on. This work helped me to understand the characters and story of the play. It allowed me to step into the shoes of the different characters which helped me understand them more.

Unit 2 - Blood Brothers - Response to Live Performance

On the 24th March my classmates and I went to see Blood Brothers in The Phoenix Theatre. I expected quite a lively atmosphere as it was a musical. I thought it might be quite 'cheesy' due to it being in the style of a musical but it wasn't and I felt the slots where the music or songs were sung and played helped to set the tone of the play.

Mickey (one of the blood brothers) wore a costume which looked very scruffy. He had a worn out green vest which had clearly been previously worn by someone else. I think this communicated to the audience that Mickey was from a quite poor background and he was working class as money clearly didn't come easy. He was wearing clothes which looked worn out. If he or his family had quite a lot of money he would most likely have newer clothes. On the other hand, Eddie (the other blood brother) was well dressed looking very smart with clothes which looked new and fitted him precisely. This showed the audience he was from a more wealthy background and helped in showing us that he was most likely middle class.

When Mickey was a teenager he wore jeans and t-shirts and I believe the costume designer did this to show the audience the style of fashion during the 1960s. This made him look very happy and lively, but when Mickey became an adult and he had lost his job, he wore a black coat which symbolised how he was feeling, He was feeling depressed. He and everyone else who were standing and waiting for their benefits wore black coats which helped the audience know there was a recession. The coat made him look very moody and depressed.

When Mrs Johnston was working for Mrs Lyons she wore an apron and rubber gloves to show she was a cleaner. Elsewhere, she wore a scruffy coat which showed she was not very rich and no longer cared about the way she presented herself.

Linda who was the friend of Mickey and Eddie wore bright red shoes with a matching bright red cardigan and had buns in her hair when she was seven-eight years old. She also wore bright clothes while she was a teenager. This symbolized her bubbly and fun personality. When she grew older and things were going wrong with Mickey she had a dark scruffy coat and her hair was tied back just as Mrs Johnston looked. She had virtually turned into Mrs Johnston. Linda had almost lost all confidence and no longer wore makeup showing she no longer cared about her appearance. This reminded me of Mrs Johnston who said she looked forty-two when she was twenty-five. These scenarios in life were very similar and this is why I think Linda wore a similar costume to Mrs Johnston when she was older.

In the first Act of the play before the Johnston family moved to the countryside there was a Liverpool skyline backdrop. There was also graffiti of the words 'Everton' and 'Liverpool'. There was also a goal drawn on the backdrop with chalk. I think these things really helped to set the scene and they were a great indication of the location which was Liverpool. On the wing flats on the side of the stage where Mrs Johnston lived the bricks were scruffy, there were missing slabs of pavement and it definitely needed decorating. I think this was done to show that they were working class and it was a poorer estate (probably a council flat). While on the wing flats on the other side where Mrs Lyons lived there were pillars and the houses were well painted. I think this was done to show that Mrs Lyons is middle classed and she would probably be living in a good house and estate.

When they moved to the countryside there was a countryside backdrop to set the new location with bright, inviting colours and lush countryside. There were new bright orange doors and everything was very bright. I think this symbolized a new start for the Johnston family and represented the new hope of good life that they had.

Around the time that Mickey became depressed after going to jail, on the streets there were 'To let/' 'For sale' signs on houses. I think this was to inform the audience that they were going

into a recession at the time. This reflects the recession that happened during the 1980s when there were a massive number of job losses. There were flats to set the location of some places. E.g Mrs Lyons house, Mrs Johnston's house and Mickey and Linda's house. There were also bus seats, cinema seats, school desks used when they were in those particular locations. These help set the location and made location changes simple yet effective for the audience.

At the opening scene there was a red and blue cloud/wave gobo. I think this created mystery and intrigued the audience. I also think it really engaged the audience. Every time the Narrator was speaking there were blue lights. I think this was done to inform the audience that he was there and it also gave his parts quite a spooky and surreal feel.

In the play lots of red lights were used. They were used during tragic and shocking moments, like when Mrs Lyons was going mad and the murder scene. I think this helped to create the mood for those scenes and it made the mood very tense when they were on. It also pointed out very decisive moments when something bad was happening. The lights were flashing rapidly during the scene when Mrs Lyons was going mad. I think this communicated that she was in a bad mental state and it really added to the effect and idea that she was going mad.

When Mrs Johnston moved to the countryside the lights got brighter and warmer, the lighting designer had used orange and yellow lighting gels. I think this was done to signify a new start and show that there was hope as they were no longer in the estate where things were going wrong. There was a spotlight when people were doing there solos. This helped to engage the audience and allowed the person singing or doing their solo to be the focal point on the stage. When Mickey was in prison there was a prison bar gobo which really helped to set the location.

I think the Narrator was kind of like a ghost character because no one ever acknowledged that he was there and the characters (mainly Mrs Lyons) always looked scared after he said something to them although they never responded. I thought he was also kind of like the devil. He was always something to do with anything bad that happened and he was haunting some of the characters reminding them of some of the bad things that were going to happen. His black suit made him look high status and he almost looked like he was trying to manipulate the characters as the devil would, trying to make them crazy. He also never changed his costume during the play (the only character who never changed his costume) and was always on-stage watching every scene from the balcony on the stage. This made him look surreal and it was a bit spooky because it always seemed like he had a fiendish plan up his sleeves.

'Blood Brothers' was a musical so music would play a vital part in the production. There was a live band for the production and it was situated behind the wing flats. I believe the sound effects (pellet gun when they were seven years old/stone on the window/when they kept spitting) are pre-recorded because it would be hard to make these sounds with instruments live. I think that having live music livened up the performance and made it more entertaining. The overture was quite a sad, dramatic and emotional piece with quite a slow tempo. I think this was an indication or a sign of what was to come and showed that the story would get quite emotional.

During the period in the play when Mrs Lyons was going mad there was a very fast-paced song which created an atmosphere of pandemonium. There were children chanting "mad woman on the high hill" to Mrs Lyons. I think this song and the chanting really communicated Mrs Lyons' state of mind and that she was going crazy and could not take it. It was also a soundscape.

The song where Eddie sang about what he would do with Linda and what he would say to her if he was in Mickey's shoes is quite ironic. I think it is ironic because throughout the play (especially towards the end) Mickey seems jealous of Eddie. It is clear he is really envious Eddie because he has everything set out on a plate for him and life is so easy. Whereas Mickey has to work extremely hard, has a baby at a young age and goes to prison. To find out that Eddie wishes he was in Mickey's shoes even though he has got all this money and Mickey wants to be in Eddie's shoes even though he has got the girl is quite ironic. This song is also the first proper indication that Eddie has strong feelings for Linda.

In the last song Mrs Johnston sings about her sons dying. Some of the lyrics: 'Tell me it's not true, say it's just a dream, say it's just a scene from an old movie'. I think this song really displays to the audience how in disbelief Mrs Johnston was and this song gives her the chance to share her despair and pain with the audience. It is a very sad and emotional song to trigger the emotions of the audience (some may have cried).

In the play there are some informative songs like the one called 'often told the story' which describes her life in a song. In my opinion I think these songs help the audience to relate with the character and it helped her become friendlier with the audience. There were also vocal harmonies like during the scene where Mickey and others dressed in black coats waiting in a line for benefits spoke in unison. They said "It's just another sign of the times". I believe this was done to signify that it was hard times for them as there was a recession and I think saying it unison made the message more powerful and engaged the audience more.

My favourite character was Mickey and in my opinion he had the most acting ability. When he was playing a young child he was extremely energetic and changed his choice of language to suit his character. Even though he was an adult I was immediately sure that he was playing a child through his body language as he sat with a slouch, moved around the stage wildly and looked very explorative as a seven year old child would be. He also showed that he was a very versatile actor and showed he could take on many types of roles effectively. When he was older and depressed, he was virtually the exact opposite of a fun, seven years old boy which he was at the beginning of the play but yet he played both roles very convincingly. Whatever role he played he had strong facial expressions whether it was a juicy grin or a moody face of despair this really helped me to understand the characters emotions.

Overall, I think the performance was excellent. There were a lot of dramatic moments which really engaged the audience and I think the songs helped to bring more emotion to the play. My favourite scene in 'Blood Brothers' is the last scene where both Mickey and Eddie die at exactly the same time. I liked it because it really played with the audience's expectations and emotions.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate B	Student No.	XXX	Practical Exploration (6 hours - Paper 01)	/30
5DR02 - Unit 2 Exploring Play Texts		Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012		Documentary Evidence (Paper 02)	/10
				Response to Live Performance (Paper 02)	/20
				Paper 02 SUB TOTAL	/30
				TOTAL	/60

TEACHER-EXAMINER COMMENTS
Practical Exploration (Paper 01):

Candidate B's practical exploration of Blood Brothers was outstanding. Her energy and enthusiasm for the characters and the plot was commendable and relentless. She showed a very clear understanding of the characters and gave consistent verbal responses and contributions which clearly showed her outstanding thought process when exploring the text. She works extremely well with her peers always taking a lead role in developing the drama and supporting others in her group.

Documentary Evidence (Paper 02):

Candidate B writes clearly and concisely showing her excellent understanding of how drama elements and medium are used to interpret a play. She gives personal responses and through her writing it is clear that she has steered the development of the drama. Her evaluation of others' work is strong, however, if she were to improve her work further this could be more detailed and analytical. Her use of the language of drama is excellent.

Response to Live Performance (Paper 02):

Candidate B's response is excellent, with evaluations and ideas justified with the use of examples. She can comment on the technical elements with a clear interpretation of these and evaluates the effect such elements have on the performance. She has a clear understanding of the characters and appreciation of the narrative. Candidate B has written a personal and coherent account which clearly shows her passion for live theatre. There are minimal QWC errors.

AUTHENTICATION
Student's declaration:

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.

Signature:
Date:
WORD COUNT

Documentary Response	Response to Live Performance
892 <small>1,000 words max</small>	2,006 <small>2,000 words max</small>

Teacher-Examiner's declaration:

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Signature:
Date:

Candidate B

Word count - 892

Unit 2 - Documentary Evidence Blood Brothers

Miss XXX asked us to create a stylised performance using the narrator's text. We had to use still images, mime movement and key words or lines from the text.

In our first still image XXX and I (the brothers) removed our hands apart from each to show separation at the same time we quoted "Brothers parted from brothers" We decided to use this key line because it was a touching line and it gave the audience an idea of what was happening in the storyline. I thought it was a good idea to do our movement in slow motion because it made the atmosphere very tense and I thought that it would make our performance more effective because we were marking the moment at a very important time. Our facial expressions were worried and our eye contact was strong to show we were connected it also showed that we had bonded. XXX played the Mother. She put her hand gestures on her head to show she was feeling guilty and stressed by the situation. We decided she should be on the floor to show low status because she wasn't in control, money was controlling her decisions. She was in the middle to show she was in a dilemma and that she was stuck in the middle of a difficult situation.

For our second image I pushed XXX (The Mother) in front of me and then started to point at her with my hand gestures to show that we were judging her, like the Narrator does in this text. XXX and I said the line 'the author of such cruelty' in unison. We picked this line because it showed what the Narrator thought of her and it also communicated to the audience that as her sons we couldn't understand why she had made that decision. We also held eye contact looking at her to make her feel guilty for what she had done. XXX put her head down and stared at the floor to show she was ashamed of herself for what she had done. This was an effective performance because it showed that we understood the text and the characters.

Miss XXX asked us to enter the space one at a time and create an individual still image of our character. We then had to bring our still image to life and say a line that we would have thought after the scene were Eddie and Mickey met for the first time. My character was Eddie for my still image I bent down with one of my eyebrows facing up and the other down my hand gesture was on my chin to show to the audience that I was curious and fascinated about meeting someone who was different I then said 'I better not tell mummy about this or else she'll punish me' I changed my language to suit my character because I knew that Eddie was from a middle class background and well educated. My tone of voice was gentle and my accent was posh to show I understood the character of Eddie. For my movement I took a step forward and put my hands on my chest to show I was worried that my Mum would be angry about me hanging around with Mickey.

Miss XXX asked us to create our own version of Act 4 Scene 2 (when Mickey and Eddie met as adults). We had to show elements of their childhood and highlight how their relationship has changed through the drama strategy flash back. I was Eddie and my partner was Mickey. I suggested that she had her back to me at the start to show rejection. Her body language was closed with her arms around her to show that she wasn't comfortable around me anymore. She didn't have eye contact with me at all this helped the audience to understand how envious and jealous she was about my life. I though XXX did this really well and communicated her character effectively to the audience. My tone of voice was confused with long pauses in between my lines this helped the audience to understand that I was confused about Mickey's reactions and I didn't understand what had changed. I used proxemics by following XXX (Mickey), I did this because I wanted the audience to know that I still wanted to be friends with Mickey no matter what. I wanted to show my character being in denial because he was

finding it hard to accept what Mickey was saying, for example XXX said 'leave me alone' in an aggressive tone of voice. XXX got really angry as Mickey because Eddie had everything he desired. He was tired of working hard and nothing ever changing or getting better. He was trapped in the working class lifestyle like his mother, Mrs Johnston. Her facial expressions were angry and scrunched up to show her frustration because I wouldn't give up and leave her alone. Her hand gestures were apart and stretched out to show she didn't know how to make the situation better and that she was fed up of her life. I think our scene was really effective because we communicated to the audience how Mickey and Eddie's relationship had changed. We clearly showed we had grown apart.

Candidate B

Word Count - 2,006

Unit 2 - Response to Live Theatre (Blood Brothers)

On the 24th March my classmates and I went to see Blood Brothers in the Phoenix Theatre. I wasn't really excited, but I was curious about what was going to happen during the play. I obviously knew it was going to be good and it met all of my high expectations. The atmosphere was really good, as it was engaging and tense, which I will address further on.

The costumes played a big part in the production as it helped the audience to understand how wealthy the characters were and what type of background they were from, for example, Eddie was well dressed in his uniform, which had clearly been ironed and above all, was very clean. He wore a grey blazer with shorts which had a pleat at the front and long socks up to his knees which made him look like a nerd. This costume made me presume he goes to a private school, it also gave me the impression that he was wealthy and from a middle class background because he looked really smart, clean and decent.

Mickey, on the other hand, had on a baggy green tank top with huge holes in it, which was visibly dirty. The bagginess indicated that it was passed down from his older brother because it was worn out and didn't fit him properly. This showed that his parents didn't have a lot of money and he was from a working class background because he looked scruffy, dirty and almost homeless.

As teenagers, this contrast in costume is still very clear, for example, Eddie wears cricket clothes, which is a gentleman's sport, once again highlighting his privileged lifestyle. However, Mickey wears his school uniform, which consists of an off-white shirt, denim jeans and a scruffy torn blazer. Once again, this costume helps the audience to see the differences between the two boys. Denim is often known as a very casual item of clothing, and this emphasised Mickey as being common.

As Eddie got older he still wore formal clothes such as suits, which told me he was very successful and that he was well educated. As Mickey got older his clothes got darker, wearing mainly black and blue colours and this reflected how he was feeling physically, and emotionally. He was depressed due to the way his life had turned out.

We are introduced to Mrs Johnston telling us about her life, and the days she used to go dancing. Here, she wore a pretty floral dress and high heels, however she then goes on to explain how she fell pregnant and her husband left her. Her costume instantly changes as she puts on a scruffy apron, which instantly changes her appearance. Before Mrs Johnston and her family moved to the countryside her costume was dull and scruffy, which showed how stressed and depressed she was, for example, she wears a long oversized and dull coloured coat. It also communicated to the audience that she didn't have time for herself due to working long hours and looking after her eight kids. In contrast, Mrs Lyons had bright coloured dresses for her costume, which were clearly expensive. Her hair was always perfect and this showed she had time and money to pamper herself and look pretty. She wore a royal blue suit and I think the colour was symbolic because it reminded me of Conservatives which is known to be very middle class political party.

The Narrator was always on stage, and represented a ghost like character as none of the other characters talked to him or paid attention to him. He often taunted Mrs Johnston and Mrs Lyons about what they did, the bad decisions they had made. He was almost like their guilty conscience. He never changed costumes and was always in a black suit which made him stand out from all of the other characters and reminded me of a judge - in both his costume and his actions; constantly judging Mrs Lyons and Mrs Johnston.

I think the colour of costumes is very important because it can show how the character is feeling, for example, when Mrs Johnston moved to the countryside her costumes were more uplifting and brightly coloured which symbolised a new start and possible happiness for her. Equally, the dark colours used for Mickey's costume really helped to communicate to the audience that Mickey's state of mind was dark and low. The quality of the costumes can reflect the social class of the characters and the style of costumes can communicate the era that the play is set in, for example, we knew instantly from the costumes that this play was not set in present time; I think *Blood Brothers* was set in the 1980's because of the fashion style of the costumes.

The use of lighting was also another important aspect of the production. At the beginning of the production, a wavy gobo light was projected onto the mesh curtain and this grabbed our attention because we couldn't really see what was happening on the stage, which was very intriguing. I thought that it was a really good way to start the musical because it made the audience want to know what was going to happen next. The Gobo lights created a brilliant atmosphere and made locations clear. For example, when Mickey was in prison, bars were projected onto the stage and this made the audience know he was in a prison cell as the lines made by the lighting represented the prison bars.

Lighting is also used to give us an indication of what is about to happen. For example, at the end of Act 1, where the Johnstons moved to the countryside, the lights change from dull to bright and sunny. I think the warm, fresh and bright colours symbolised happiness and a new start for the Johnston family. Also, at one point in the musical there were red flashing lights shining down on Mrs Lyons and this represented craziness and danger; as previously she had held a knife towards Mrs Johnston, so as the audience we knew she was mentally unstable and possible a risk to others. The red lighting helped to add a sense of danger to the scene and could have possibly symbolised blood and death.

At the end of the play when Mickey confronts Eddie with a gun, there is a blackout, so the audience could hardly see what was happening on stage. This made us feel scared because we didn't know what was going to happen or who was going to shoot who. I think this was effective because it helped to create an emotional and tense atmosphere and a sense of mystery.

The set design played a crucial role within the production for various reasons; it not only helped us to understand locations, but also affected the audience's emotions. For example, once the stage curtains had opened, all we could see as an audience was the mesh curtain which was distorting our view of what was on the stage. This created suspense, as we were unsure of what to expect. Once this was raised, we soon learnt that this was two bodies. We saw this iconic image once again at the end of the play, which was then clear to be the dead bodies of Mickey and Eddie.

The backdrop was the city skyline of Liverpool, which I thought was a good idea because it made the location clear to the audience and very realistic. The set design worked very well for the use of split scene because on stage right there was a middle class set. This included a nice looking and clean house, which had plants surrounding it and a clear comparison could be seen in stage left, which had council houses, of a dirty colour, chipped paint and lots of graffiti. The use of these contrasting sets together onstage really helped to establish and emphasise the differences between the working class and the middle class. The graffiti on the working class side highlighted the rough area and lack of opportunity with its dull colours and overall, looked miserable and depressing. This set design helped us to understand how wealthy the characters were, their lifestyles and what kind of background they were from.

In terms of props, they used real bus seats and cinema seats which again helped us as an audience to understand the location, and once again made the play much more realistic and allowed us to suspend belief as an audience. I feel this was a great choice by the set design team as, in regard to practicality of the props, they were easy to bring on and off stage, as

they were easily wheeled on and off, and didn't cause any disruptions to the flow of the performance. As the play moved forward in time, 'To-let' and 'For Sale' signs were suspended from the ceiling and these signs helped to show that the economy was in a recession. I feel the audience could really relate to this due to our own current economy and issues within our country. These signs helped me to understand that many people were struggling and did not have any money, with many people becoming unemployed. This also made me feel very sympathetic towards the Johnston family as they were now under even more pressure to survive.

'Blood Brothers' was a musical so therefore music played a big part in the production. The Overture at the start of the performance was in a minor tone and it was quite dramatic which helped to predict what was going to happen later on in the musical. Mrs Johnston's song 'oh we went dancing' was a very entertaining way of telling the audience her life story. I thought that was very effective because we learnt that before she had children, she loved to go dancing and was carefree and that's how she met her husband. When she had kids, she didn't want to go dancing anymore because she felt she wasn't as attractive. The use of the song describing her life is a quick and easy way to communicate years and years of a characters life in just a few entertaining minutes.

Another song I thought was effective was when Eddie sang 'I'm not saying a word' to Lynda. I thought this was an important song because it showed the audience how Eddie really felt about Lynda. It was romantic and quite slow tempo which set the mood between the characters.

I thought the most memorable and powerful song was 'Tell me it's not true' which Mrs Johnston sang at the end of the play when Eddie and Mickey were lying dead on the stage floor. It was a very emotional moment in the play. It was dramatic, very sad and during this song I cried. I cried because I felt really attached to the characters of Mickey and Eddie and I expected it to be a happy ending. The music added lots more emotion because it was slow and made the scene much more powerful. The lyrics 'Tell me it's not true' show Mrs Johnston doesn't want to believe that her sons are lying dead in front of her eyes. The fact that she can't come to terms with what's happened is very emotional for the audience.

My favourite character was Mickey as he was always fun to watch, very playful and you could never predict what he would turn out to be, or what he would do next in the production. He also had an emotional effect on me as in act2; he wasn't the Mickey I knew. He became dark and bitter and as time went on I found out that he never went back to the boy I once loved seeing, but the boy who changed drastically as time went on because of the tough and trying life he had been destined to live.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate C	Student No.	XXX	Practical Exploration (6 hours - Paper 01)	/30
5DR02 - Unit 2 Exploring Play Texts		Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012		Documentary Evidence (Paper 02)	/10
				Response to Live Performance (Paper 02)	/20
				Paper 02 SUB TOTAL	/30
				TOTAL	/60

TEACHER-EXAMINER COMMENTS
Practical Exploration (Paper 01):

Candidate C worked confidently with a range of strategies, elements and mediums when exploring Blood Brothers. His engagement in the work was creative and collaborative. He showed an excellent understanding of Mickey when exploring the scene where they met for the first time confidently relating Mickey's emotions to his age and accurately comparing the difference of the characters' background in his practical exploration.

Documentary Evidence (Paper 02):

Candidate C uses the language of drama consistently in his written response. He describes the drama well in places and through his writing it is clear that he showed creativity and made decisions during the practical exploration. There are moments of good evaluation; however this is not consistent throughout. Overall his response lacks detailed analysis and justification.

Response to Live Performance (Paper 02):

Candidate C shows a very good appreciation of a variety of performance skills and technical aspects of performance. In places he explores these elements with very good justifications. In other areas his justifications are lacking substance. His understanding of the narrative is suitably coherent. There is a good application of written communication; however there are some grammatical mistakes. Overall, the style and form of the response is perfectly acceptable and the response reads well.

AUTHENTICATION
Student's declaration:

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.

Signature:
Date:
WORD COUNT

Documentary Response	Response to Live Performance
972 <small>1,000 words max</small>	1882 <small>2,000 words max</small>

Teacher-Examiner's declaration:

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Signature:
Date:

Documentary Evidence

Miss XXX asked us to dramatise the song and elements in 1960s using the Narrators text from Blood Brothers.

The first still image was when XXX said "Of one womb born on the self same day", whilst XXX and I was on the ground crawling to show the audience that we were babies. XXX played the role of the mother, XXX, in role of the narrator then said "How one was kept and one given away." We chose to use these lines because we thought they were very effective in telling the story of the twins being separated. When XXX said this, he focused on his vocal work and he said it in a sad tone of voice, but also a strong bold tone of voice to show the audience that it is a serious situation. XXX and I crawled towards XXX, where she only accepted one of us, to show the audience that one baby was kept and the other given away. It was my idea to do this because I wanted to make the audience feel sympathetic for the child who was rejected.

XXX crawled towards XXX and she accepted XXX, whilst XXX rejected me by using a strong gesture and a strong facial expression to show that I was rejected. When XXX used a strong gesture and a strong facial expression it shows the audience what brutal and cold character she was, rejecting her child. XXX was also trying to show the audience the cruelty that was in her. The second still image was when I said "Did you ever hear tell of that young woman" and "who stood and watched brother parted from brother"; to emphasise this line, I paused after 'watched brother' to mark the moment and also showed the audience my emotions through my tone of voice, as I was the rejected child. I then changed roles and became the narrator and showed this by my facial expressions, which were serious and formal. This showed the audience my change of character and also helped to show the audience the high status of the narrator. XXX, XXX and myself said "Then bring her on, come on let's see... Bring on the mother, let the story begin". We all decided to say this in unison to show the audience how serious we are and to build the tension before the mother entered the stage. To improve the performance I think that we should of taken our time and to express our facial expressions more clearly. I also think that we should have taken used rehearsal time better to make the scene more effective and interesting.

Miss XXX asked us to enter the space one at a time and create an individual still image of our character. We then had to bring our still image to life. My still image was showing the character of Mickey who is a 7 year old, which is half my age. For my still image I used low levels to show that I was a child with no power, but my gestures contradicted this, with my arms up and fists clenched to show that I was an adventurous character and believed as a child that I was very strong, emphasising Mickey's child-like mind. I used my facial expressions to show the audience my feelings; I had a big smile on my face, showing my innocence as a child and that I was very happy. When my still image came to life, I wanted to communicate to the audience that I was a child and started playing with an imaginary ball and moaning about how my big brother had stolen my favourite toy. I also wished that my mother had more money so that I could have new clothes instead of having my big brothers. This helped to show the audience that my life wasn't as good as Eddie's.

Miss XXX asked us to create our own version of Act 4, Scene 2. We had to show elements of Mickey and Eddie's childhood and highlight how their relationship has changed through the strategy of flashback. I played Mickey and Eddie was following around Mickey and Mickey's eye contact shows that he didn't care. On the other hand this shows us as the audience that when Mickey and Eddie were 7 years old, their relationship was strong and communicative and now when they have grown up, their relationship has changed. When their relationship changed, both their body language was low to show the break of strong bonded relationship which may make the audience question if they will ever be able to be that close again, to be Blood Brothers again. I started off as looking into space as if I didn't care that Eddie was there. This clearly shows the audience that Mickey (me) and Eddie (XXX) were different and to express to

the audience things had changed since they were small. The flashback was effective because we used slow motion in the performance to show the changing bond between Mickey and Eddie. Using slow motion was effective because it helped us to mark the moment.

The group I decided to evaluate was XXX's group and I thought it was different from the rest of the groups because they used a lot of movement when they were acting to show the energy changes in the characters and they really used the space well to show the relationships. This was good because it showed us the space between Mickey and Eddie growing, physically and mentally. I thought the way the characters used movement was good because it showed us that Mickey and Eddie was brought up in different environments, with Eddie pacing the stage to show he didn't have much freedom and Mickey standing still, showing his calm way of living.

'Response to Live Performance, Blood Brothers'

On the 24th March my classmates and I went to see Blood Brothers in the Phoenix Theatre. I knew the performance would be a musical. Before I watched the performance, my class and I studied Blood Brothers and as I walked into the theatre I was excited about the performance which made me look forward to it. The beginning of the performance was mystifying and engaging, as the set design did not allow us to see much, which made me want to just watch the performance even more.

Every character that was in the play all had different costumes and the costumes were made in the 1960s and this was emphasised through the music, the set, and lighting. Eddie and Mickey's costumes were different which showed the difference between the two characters and how they both lived separate lives. Mickey is a seven year old who wore a dark green tank top with lots of holes and we can see that the top that he had on was very big for him, which showed the audience that Mickey was a working-class character and it also showed that he didn't have enough money to buy good clothing. Also, later on when Mickey came out of prison, the colour of his costumes went darker and through this it showed his depression. Eddie was seven years of age and he wore an ironed school uniform and he looked smart. This shows the audience that Eddie was a wealthy character and he had money to buy clothes in the 1960s. I felt that this was a good idea because you can see the differences between the two brothers. As Mickey and Eddie were both growing up, as an audience member I can see that their costume started to change because of the time period. The mother of Mickey, Mrs Johnston was also a working-class character who wore an apron and a scruffy woolly coat and this showed the audience that she was very young and the costume she was wearing was set in the 1960s. The apron which Mrs Johnston wore showed me as an audience member the occupation that she does. Mrs Johnston wore red lip stick to show the glamorous art in the 1960s. Mrs Lyons was a wealthy woman who wore expensive clothing and she looked presentable. Mrs Lyons was a sophisticated woman who wore a blue suit and this showed the audience that she had the money to buy good clothing for herself. Her costumes were tailor made which showed the audience that she wears different types of designs on her clothing. Whilst looking at Mrs Lyons' costumes it showed that she is a high status character. The Narrator wore a black suit, a white shirt black tie. This showed the audience that he looked very smart and he was the only character in the play that didn't change costume. I thought that this was a good idea because the narrator had an important role and it also showed that he played an important part so the audience can recognise him. As a narrator I thought that he stood out more apart from the main characters.

The performance used backdrops for the scenery; showing the city skyline of Liverpool and this showed the audience where the play was set. There was also graffiti which said Everton which also showed the audience that the play was set in Liverpool. At the beginning of the play they used mesh curtains and behind it the characters were acting and from the audiences' point of view it looked mysterious, which gave us a hint of what is going to happen later on in the play. Although they used backdrop throughout the whole play, there was a point in the play where we can see the differences between middle class and working class. It was almost like a split scene to see one side of the stage working class and the other middle class. The working class had brown doors and it was scruffy, which needed decorating. This can immediately show the audience that it's working class. The middle class had pillars and the area of the middle class was well painted which showed the audience that the house was middle class. The flats which were used were for Mrs Johnston's home were plain and it was a very normal flat. On the other hand the flats that were used on Mrs Lyons house were very fashionable and very stylish.

Another part of the play when the backdrop was used was when the Johnston's moved houses to the countryside. They decided to use bright, fresh colours to represent a new start in their

life. There were mini flats which said 'To Let' and 'For Sale'. This showed the audience the recession that was happening, with people losing their jobs and their facial expressions showed that they were depressed. The props that the characters used were bus seats, cinema seats, table and chairs and the school desks. All of these props set the location. The school desks and chairs sets a learning environment and the props were all real, which made the performance more realistic for the audience. When Mrs Johnston had the two babies (Mickey and Eddie) she had a pram and the pram was old fashioned and tattered, again showing her working class status. However Mrs Lyons had a fresh brand new pram which was fashionable and through this I could see the big difference between the two characters.

At the start of the performance, there were red and blue gobo lights which created a foggy effect. This immediately showed the audience, including myself, that the beginning of the scene was mysterious and intriguing. This also grabs the audiences' attention and they gave us a hint of what will happen next later on in the play. The blue lights were shown on the narrator and it showed me that it was a cold moment and it was like he was the devil according to the way he sings. The blue lights may symbolise a ghost-like character of the narrator and it looks as if he was haunting the characters. The use of red lights may symbolise death and anger and when they used red lights, it was a tense situation. They also used flashing lights when Mrs Lyons was going mad this helped to reflect Mrs Lyon's state of mind. There was a point in the performance when they used bright and sunny lights at the end of act 1. This represents a new fresh start in life. When a character in the performance was singing, I noticed that there were spotlights and this draws the attention at the character and the main focus is on them. When Mickey went to prison I saw a prison gobo lights (bars) and this sets the location of the prison. Overall, I think the lighting decisions suited the performance for different situations. The lighting was very powerful in some parts of the performance when both Mickey and Eddie hold hands to show a powerful strong bonded relationship, marking the moment.

In my opinion the narrator was one of the characters who didn't say much, but if a situation in the play happens, he will always come out from nowhere and start singing with a powerful strong voice. In a way I think that the narrator is a scary character because he is always staring at the characters and he is nearly in the middle of everything. I also think that he seems to appear in different parts of the stage. I can see that he is a sort of sneaky character in the play. I think that the narrator is like the characters mind, I say this because there was a moment in the play when he was telling Mrs Lyons that Lynda was with Eddie but there was no conversation between the Narrator and Mrs Lyons.

The performance of Blood Brothers is a musical, so therefore the music was a vital part of the performance. Throughout the performance the music was played by a live band and they were hidden in the wing flat. It was all live and I don't think it was pre-recorded. The opening piece of music was an overture and I thought that this music choice was a very emotional piece of music that was sung. I also think that this particular piece of music was very dramatic and immediately, as an audience member, we could predict that something bad is going to happen later on in the play. This had an impact on me because it prepares us for the upcoming events which are likely to happen in the play. All the songs told a story, whether what's going on or to tell the audience how the character is feeling. Nearly all the songs that were sung by Mrs Johnston were directly referred to Marilyn Monroe. The song 'I'm not saying a word', shows us that Eddie wishes he wants to be like Mickey and this shows me that Mickey and Eddie have a strong bonded relationship between each other. Another song that was emotional was 'Tell me it's not true'. This song was sung by the mother and through this, she showed her sorrow and grief. From my point of view I think that she couldn't believe that both her sons had died and this was sung at the end of the play. An informative song was sung by Mrs Johnston and these songs were all about her life, so she often told an anecdote. Sound effects was used in the performance when Mickey, Eddie and Lynda had the pellet guns and shooting with them. This was very effective because when they were using it, it sounded really real. Another part of the performance when sound effects were used was when Mickey threw a stone at Eddie's bedroom window. There was a part of the play when soundscape was used; when the children were chanting 'Mad woman on the hill'. This was successful because they put a lot of energy

into it and it emphasises what they were all chanting on also it makes the performance more stylised.

My favourite character in Blood Brothers was Mickey because he can act all different ages, which is really entertaining to watch and an actor has to be really talented to do that kind of role in drama. You also have to be a professional actor to do this as well. During the start of the play, we could see the age change when Mickey was growing up through the different drama techniques he used, such as tone of voice and body language. My two best scenes in the whole performance was the last scene which was when both Mickey and Eddie died. This was engaging because it created tension in the atmosphere and it showed the sad emotion. If I was the director I would change the hidden live band because I thought it would have been much better if we could actually see the live band playing on the set, so we could see how they play the instruments with the actors and to entertain the audience member's a lot more.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate D	Student No.	XXX	Practical Exploration (6 hours - Paper 01)	/30
5DR02 - Unit 2 Exploring Play Texts	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012			Documentary Evidence (Paper 02)	/10
				Response to Live Performance (Paper 02)	/20
				Paper 02 SUB TOTAL	/30
				TOTAL	/60

TEACHER-EXAMINER COMMENTS

Practical Exploration (Paper 01):

Candidate D showed a good understanding of Blood Brothers. In her group work she was able to put forward her own ideas and work collaboratively with her peers. In whole class discussion work on occasion Candidate D lacked confidence in her own ability, however when working in a smaller group her confidence was evident as well as her understanding of the characters. She was able to express her understanding of the characters and plot with a good degree of clarity and justification.

Documentary Evidence (Paper 02):

Candidate D clearly explains how she used the drama elements and medium to demonstrate her understanding of the characters within Blood Brothers. Her writing is well structured and shows a clear understanding of the text and characters. Most of the points she makes are well justified, 'by holding onto one of my children with my body language this showed...I didn't want to let them go' and her use of drama language is consistent.

Response to Live Performance (Paper 02):

Candidate D's response to live theatre is very personal, clear and well-written. She critically evaluates the effects of technical elements in relation to her own interpretation, for example, 'The Gobo at the beginning had shapes of clouds which were red and blue I think the red symbolised bloodshed and/or anger and the blue represented sorrow'. She shows an appreciation and good understanding of the narrative and her work is supported with examples. There are very minimal QWC errors. Candidate D concludes with developments for the performance, which are again very honest and personal, highlighting Candidate D's engagement and empathy towards the characters and overall performance.

AUTHENTICATION

Student's declaration:

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.

Signature:

Date:

WORD COUNT

Documentary Response	Response to Live Performance
849 <small>1,000 words max</small>	1663 <small>2,000 words max</small>

Teacher-Examiner's declaration:

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Signature:

Date:

Unit 2 Blood Brothers-Controlled Assessment-Documentary Evidence

For Unit 2 of our GCSE we looked at the play 'Blood Brother's'. In our exam the first part of the script we looked at was the Narrators text. We made three still images of the text. I played the mother (Mrs Johnston). XXX played Mickey and XXX played Eddie. XXX played Mrs Lyons. I played Mrs Johnston by holding on to one of my children with my body language this showed the audience that I am in love with my children and I didn't want to let them go. I put my head down to using my facial expressions that I was upset and I took hold of Mickey tight to show the audience that I wouldn't let this one go. XXX held out her hand to me to show with her body language that she wanted to stay with her mum. She was facing me and stretching her arm out. Her eyes were looking straight out at me to show that she wanted to stay with her family.

We used physical theatre to represent or symbolise that the Narrator thought Mrs Johnston's heart was like stone because she gave her child away. Me, XXX and XXX went around closed in a circle on the floor to symbolise that her heart was made of stone. XXX stood in the middle to play the Narrator and said '*That woman with a stone in place after a heart?*' in a judgemental and angry voice to show the audience that the Narrator was certain that Mrs Johnston was cruel. Me, XXX and XXX made heart sound effects like 'baboom' to show we were the heart then we suddenly stopped making the sound to show that her heart stopped beating and was just stone.

We used stylised theatre by stretching our arms into a heart shape in pairs to symbolise Mrs Johnston had a lot of love for her children but as soon as she watched her children get wretched apart her heart split in two because of the heartbreak of losing one of her children.

Late on I did an individual still image of Mickey as a 7 year old. I stood up in way that showed I was excited. I was leaning over to my right with my gestures I was biting my right hand nail to show I was excitable and unhygienic. I used my eye contact which scanned across the room to show that I was just looking for something to do and was always up for an adventure. I had a smile on my facial expression because I loved being outside. For my thought track I said 'Woah look at that tree, I could make a tree house!' in an excited tone of voice. The words I spoke were not words that you would find in a dictionary I did this because I wanted to show I was working class and not from a wealthy family like Eddie.

Miss XXX asked us to create our own version of Act 4 Scene 2 we had to show elements of their childhood and highlight how their relationship has changed. I played the character of Mickey and XXX was Eddie. For our opening still image I mimed having a newspaper in my hand to show that I was not interested in anything Eddie had to say but just wanted to get on with my life without him. There was a big gap of space between us to show the tension that had been created and it also showed that we had grown apart because of Eddie leaving for Uni having a great life and Mickey stuck in rut with no hopes or dreams. I said to Eddie '*My life's not a fairytale like yours, I have to face up to reality*' I said this so that the audience knew I had things to worry about and I wasn't a kid anymore who could joke around. I said it in a serious and angry tone because I was angry and jealous because his life was perfect. XXX said '*I will give you money Mickey, don't worry*' this showed Eddie was wealthy and comfortable unlike Mickey. I think XXX played the character very well because she acted very happy when she saw me to show the audience nothing had changed for Eddie. I think I played Mickey well because I was acting bitter and the total opposite to what Mickey was like when he was young. This clearly showed the audience I had grown up, my life had changed and I had responsibilities.

Me and XXX did a flashback to show how Mickey and Eddie's life used to be before they grew up and the most important bit was when we became blood brothers because it the gesture of holding hands tightly like best friends symbolised we would be together forever but I broke

apart from Eddie by putting my hands away and Eddie holding her hand out like something was missing this snapped us out of the flashback scene into reality.

Response to live theatre

On the 24th March my class and I visited the Phoenix Theatre and went to see 'Blood Brothers'. Before we arrived I expected to be about criminal brothers who were involved in murders, the title led me to believe this.

Costume is very important in the production of Blood Brothers because it gives the audience a sense of the character and the life they lead.

Mrs Johnston describes her life to us and we see her as a younger woman, where she is wearing flattering and pretty clothes, for when she went on dates dancing. She wore bright colours and flared out dresses. I think the costume designer chose this type of costume to show that Mrs Johnston had a free spirit. When Mrs Johnston has children, Mrs Johnston's costume changes, she does not dress up, instead she wears tatty clothes, which we could tell as an audience because her clothes had lots of holes in them and looked worn out. Her clothes were also discoloured and this suggested that she couldn't afford to spend time on herself fixing up and looking good because she had 'seven hungry mouths to feed and two on the way'. Also, she does not wear make-up, which I think tells us about the kind of person Mrs Johnston is. She needs to spend her money on important things that concern living and looking after her children. She does not wear any make-up because she no longer has anyone to impress and once again, has no time for herself. The costume designer chose this costume for Mrs Johnston to show how unwealthy she was.

Mrs Lyons dressed very differently and reminded me of a business woman. She had loads of make-up on and always wore red lipstick, a lot like Marilyn Monroe who is spoken about a lot in the play. Mrs Lyons wore a light blue suit, which could have represented her wealth. Her hair was up and very neat, which matched her neat clothes. Mrs Lyons was very different to Mrs Johnston and this difference helped to show the audience that they led very different lifestyles, Mrs Lyons being middle class and Mrs Johnston being working class.

Eddie as a young child wore a smart school uniform, blazer and shorts and this helped to show that his family were of a middle class background. Eddie as a teen wore a cricket uniform and this communicated to the audience that Eddie was well groomed and smart; we could also see that he was also from a wealthy background as he had an interest in playing Cricket. As time goes by, Eddie is grown up and wears a beige suit and trousers and smart shoes, he also gelled his parting down and this makes him look very sophisticated, well groomed and business like.

Mickey as a kid wore baggy and dirty clothes. His clothes had a large amount of holes in it and were also filthy. They were also extremely big; I'm guessing that his clothes were passed down from his older brother Sammy and wore hand-me-downs to show that he wasn't from a rich family. His dirty clothes showed that his family were working class and that his mum could not afford to buy him proper clothes that fitted him. I think the big baggy clothes also show us that he was a child who liked being free. Mickey as a teen wore jeans and a dirty white shirt to school, this shows the audience that he did not attend a private school, as Eddie did, as he did not wear a proper uniform and wore a scruffy tie to show he wasn't part of a middle class family. Mickey as an adult wore very dark black clothes and I think this shows us that at that point in time that he was depressed due to his life, his state of mind was reflected through his costume.

The Gobo at the beginning had shapes of clouds which were red and blue I think the red symbolised bloodshed and/or anger and the blue represented sorrow. Also the cloud images on the gobo made things seem mysterious and showed that someone wanted things to be covered up which also grabbed the audience's attention. Every time a character from the

musical sang or had a deep moment in their life there would be a light of a particular colour shining on them, but the colour that the light would show would be determined on how the character was feeling, for instance when Mrs Johnston first told Mrs Lyons about the twins she would be having and the fact that she may have had to give one of them up for adoption or face the welfare, blue lighting was used which could of symbolised sadness.

Red lighting on Mrs Lyons when she is being a bit crazy with the knife! The red lighting shows her mental state, it shows that she was at her angriest. Red could also represent blood and danger as she is holding a knife.

The narrator always had a blue light on him when he spoke and I think that symbolised that he was cold, ice cold because not one good thing came out of his mouth. I think he represented the devil because he was very eerie and his body language suggested he was very powerful. Then other men (demons) came around him, as if they respected him, when he was done introducing himself. He was extremely manipulative, like he was an expert at doing his games on people and loved pointing out the wrong in people and never the right. What the narrator wore for his costume was a black suit with a high black tie which showed that he was smart and had authority. It also looked like he was dressed for a funeral and he was dressed like that from the beginning, so it showed that he knew what was going to happen from the beginning to the end.

Blood Brothers is a musical therefore the music was a vital part of the performance. For the opening of Blood Brothers, the musical which is called the overture had a tone from a piano which was quite slow and Mrs Johnston kept repeating the phrase 'Say it's just a dream.' This suggested that something bad had just happened and that whatever just happened, she wishes it was not reality and that she was just dreaming and the music also predicted that the musical was going to be a very sad and emotional one.

There was a live band which was situated on the stage behind the wing flaps which played all of the instrumentals for each song that the characters sang.

Also the ending song was very emotional I even saw some people in the audience crying because of the tone someone was playing the piano at and also her words and from how she put all her emotions into just repeating one but powerful line which was; 'Say it's just a dream.' Influencing me to think that whatever just happened to her she wishes was not reality but just a dream.

Also towards the end of the musical Eddie who is Mickeys Blood Brother told Mickeys soon to be girlfriend that he loves her and that he wishes he was in Mickeys body so that he could have her and it's really ironic because Mickey also wants to be like his blood brother, Eddie.

My favourite character is Eddie one hundred percent because I thought he was a really talented character because he was an old man who was good at playing a 7 year old boy and he also spoke very posh as to say he was a descendant of the queen. Eddie was a very inviting and forthcoming character who enjoyed approaching people and making new friends. Even though Eddie was from a high class family and went to one of the greatest schools he did not act like he knew everything. When he found out a new word he would congratulate the person and confess that he never understood it and look it up in his own dictionary he was not a prideful person I can tell because he was not ashamed or embarrassed to admit that he did not have all the understanding in the world.

The set for the play was mostly done outside of their houses because Eddie and Mickeys parents did not want them to find out about each other incase there was a possibility of them finding out they were related or even worse brothers so their mums told them to not play around too far from the house. There was a narrator who was always in scenes at the corner who kept on saying "The devils got your number" and referring to the bad things in their life like he was some kind of demon who liked reminding them of bad things in their lives – he also

appeared in the beginning with 2 bodyguards who dressed the same as he did like it was some kind of gang who all had the same motive.

If I was the director I would change the dad leaving the mum because to me it seems that if Mickey had a good father role model he would have been better off and would probably not have ended up killing himself and his brother because his dad could have taught him about life and what he had to do to survive and get on with life. I would also change the existence of Sammy because Sammy made Mickey a part of a crime which eventually made him go mental because he spent a lot of time in jail not doing much just locked in a room with no loved ones around him, no friends, no one. This made Mickey's life really complicated and unable to handle his responsibilities how a man should.

Centre Name	XXX	Centre No.	XXX	Centre Use Only	
Student Name	Candidate E	Student No.	XXX	Practical Exploration (6 hours - Paper 01)	/30
5DR02 - Unit 2 Exploring Play Texts	Edexcel CONTROLLED ASSESSMENT RECORD CARD GCSE DRAMA JUNE 2012			Documentary Evidence (Paper 02)	/10
				Response to Live Performance (Paper 02)	/20
				Paper 02 SUB TOTAL	/30
				TOTAL	/60

TEACHER-EXAMINER COMMENTS

Practical Exploration (Paper 01):

Candidate E is a very involved student who gives 100% focus and commitment throughout the assessment period. His understanding of the text was excellent. He was incredibly involved in all of the group work and he always made sure the practical work was closely linked to the text, often making inventive suggestions and clearly showing his understanding of the characters through the drama strategies.

Documentary Evidence (Paper 02):

Candidate E shows a very good understanding of the characters and their emotions within his written response. His use of the language of drama is consistent, he evaluates his own work well and carefully links his justifications to the play text, however, his evaluation of others is minimal and lacking some justification.

Response to Live Performance (Paper 02):

Candidate E's style and form are well suited and structured for his response to live performance. He makes insightful and critical judgements and is able to justify them very well. He has a clear appreciation of how the technical aspects of a performance can improve quality and can also justify how these technical aspects have an effect on the audiences understanding and enjoyment. His works shows only a few QWC errors.

AUTHENTICATION

Student's declaration:

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I declare that I have accurately entered the correct word count in the above "Word Count" box.

Signature:

Date:

WORD COUNT

Documentary Response	Response to Live Performance
838 <small>1,000 words max</small>	1,863 <small>2,000 words max</small>

Teacher-Examiner's declaration:

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Signature:

Date:

Documentary evidence Blood Brothers

Miss XXX asked us to create a stylised performance using the narrator's text. We had to use still images, mime and movement and key words / lines from the text.

In the role play I started as a still image then me and XXX started crawling at the same time to XXX (our mother). XXX played the Narrator and said from the text "How one was kept and one was given away". The mother picked me up; my facial expression was relieved and happy because I wanted the audience to know she chose me instead of my twin brother which was a really tense moment when he was given away. This was my idea and I think this was successful because the words from the text went well with the techniques we had used in our performance. In the second still image, XXX was telling us her story about her two twins when XXX read out that she watched them being separated and she never did anything about it. I stood up and pointed at her to symbolise that what she did was unforgivable. In the last final still image, we all started surrounding XXX and pointing at her (The mother of the twins), this symbolised that we were superior and was judging her. We started shouting at her saying words in unison from the text such as 'Bring on the mother, let the story begin'. This was to intimidate the mother before she was introduced to the audience.

Miss XXX asked us to create an individual still image of either Mickey/ Edward at the age of 7. For my still image I was Eddie, Eddie came from a middle class background so I held my chest high to show status. My facial expression was straight, using high levels and my body language symbolised that I was important. When we contributed in class, some of my friends said that he may not have freedom because he is wealthy, with not any friends and has an overprotective mother. In my thought track I said 'Dear Diary I met a new friend called Mickey'. I did this because I wanted to communicate to the audience that I was happy and glad to meet Mickey. Also because I assume Eddie didn't really have friends outside school so he may get lonely, so that's why I came up with the idea of writing to my diary for my thought track.

Miss XXX asked us to create our own scene Act 4, Scene 2. First of all, it started off as a still image of our characters, I played the character of Eddie and my body language was open. I opened my hands to the audience and was smiling to show I was friendly. We then had to bring our still image to life through gestures and thought track. For my thought track I said 'why wouldn't he just accept my money'. I thought it was awkward that he didn't accept it, because of our relationship in the past and how close we were. I wanted to communicate to the audience that I was confused why he didn't accept my money and felt so angry.

We then went to pairs and had to create our own version of Act 4 Scene 2, we also had to show elements of their childhood and highlight of how their relationship has changed through the strategy of flashback. I played the character of Eddie and XXX my partner played the character of Mickey. My partner and I was looking toward the audience and we started our role play as a still image and used the space to show our relationship. I went up to XXX who played Mickey and asked him if he was alright and asked him a few questions to show that we haven't seen each other for a while. When I asked him if he was dating Linda, the eye contact got stronger but he kept quiet for a while then he said 'things aren't the same as they used to be'. We used the technique of flashback to show how Mickey and Eddie first met each other and Eddie offered Mickey some sweets and Mickey accepted. This showed the difference in the relationship now, where Mickey doesn't want to accept anything from Eddie.

Miss XXX asked us to perform the scene between Mrs Lyons and Mrs Johnston. We worked in groups of four. Two people performed the scene and the other two used thought track to communicate the unspoken language between the two characters to the audience. I played the character of Mrs Lyons conscience and made my facial expressions evil and mischievous, for

example, my eyes were fierce to show to the audience I was angry and frustrated and that I was very desperate to have the baby. To contrast this, Mrs Johnston used very different body language, slouched down to show that she didn't have much confidence and that she had a low status, with not much power.

Response to Live Performance, Blood Brothers

On the 24th March my classmates and I went to see Willy Russell's Blood Brothers at The Phoenix Theatre. I didn't know the production was a musical, and I assumed that because it was a musical, that it would be very happy and maybe some dancing. When we got into the theatre, it was very dark and this made me feel excited as the atmosphere was mysterious.

I think that costume was really important in Blood Brothers because it helped me to understand the characters. When Eddie was seven years old he was well dressed and looked smart and this suggested that he went to a private school, his tie was always done up properly and he looked neat and clean. Eddie also wore a blazer and as an audience member, this costume decision made me assume he was from a middle-class background. On other hand, Mickey, also at seven years old had an oversized green top with holes in; showing it was old and too big for him and it also highlighted that Mickey's family didn't have money to buy him new decent clothes. This costume helped me to understand that Mickey was from a working-class family. The clothes were most probably passed down from his older brother, as Mickey talks about wearing someone else's clothes.

As Mickey and Eddie get older (teenagers). their costumes changed, but still showed us the type of life each character had and highlighted their class and status. Mickey wears a tie, but it is hanging low and looks very scruffy and he also wears denim jeans, which is still a very casual type of clothing today. This very casual and scruffy costume really suited Mickey with his strong scouse accent, compared to Eddie who was very well spoken and dressed presentably.

When we go ahead in time again, Mickey and Eddie are now adults. Mickey has no job, meaning that he has no money. The costume is very different here and really highlighted how Mickey and Eddie's life had changed. Mickey was a very fun and excited character up to this point, but then we see a change and this is shown by the design of the costume. Mickey wears lots of dark colours, wearing dark trousers, dark shirt and a dark coat (black and navy colours). As an audience member, I think Mickey's costume reflected his dark mood and showed us that he was depressed. On the other hand Eddie wore a smart light blue and grey business suit which showed he was very successful and had a job which means he earned money.

The Narrator was always on stage and he wore a black suit, white shirt and a black tie. He looked very smart and was the only character that didn't change costume; I think this costume made the Narrator look very powerful and his costume reminded me of something someone might wear to a funeral. This made me wonder who the Narrator really was. I thought the Narrator was evil because he had a straight forward facial expression throughout the play and looked very serious.

Mrs Johnston was wearing a dress which was in the style of the 60's. Later in the play, when Mickey's father leaves home, Mrs Johnston looks less glamorous, wearing a dirty and old apron. For me, this clearly showed that Mrs Johnston was a cleaner, but it also represented that Mrs Johnston had lots of responsibilities. This highlighted again that Mrs Johnston was from a working class background. Mrs Johnston never wore any makeup and this made me think that she didn't have any time for herself. I think she also didn't have confidence in herself, once her husband had left her as she think she looks 42 instead of her actual age of 24. When the Johnston family move to the countryside, Mrs Johnston's costume is changed to brighter colours, which I believe represented her mood lightening and gaining more confidence.

Mrs Lyons costume was very different to Mrs Johnston's. She wore a skirt-suit and a ribbon in her hair. Her shoes were in good condition and she looked very tidy. Her clothes seemed to be expensive and the fact that her hair was nice and she wore make up showed us that she had time for herself and money to buy luxury items such as make-up. I think the costume designer chose this costume design to show the audience that Mrs Lyons was middle class and wealthy.

The set design was very effective. From the actors' point of view, stage left of the wing flats was middle-class and on the right side of the wing flats was the council estate. Mrs Johnston lived in a council house and we could tell this by the condition of the home. A backdrop was used showing the city skyline of Liverpool.

Mrs Johnston's house was dull and had chipped bricks, paving stones and needed decorating. There was lots of graffiti on this side of the stage which suggested that this was a rough area to live in. The background had graffiti saying Everton, this symbolises that it was set in Liverpool and reminds us of football culture, but also they spray painted a goal which meant they played street football, perhaps not being able to afford real football goals. Mrs Lyons lived in Peele Lane where the houses were well painted and in a good condition. There was not a spot of graffiti, but instead, there were nice flowers. This showed the massive contrast in Mrs Johnston and Mrs Lyon's lifestyle. When the Johnston family moved to the countryside, the backdrop changed to one of a sunny field, which showed that there was a new start for the Johnston family.

Props were used a lot in the production of Blood Brothers and this helped to move the location of the set and to highlight the living conditions of the characters, for example, Mrs Johnston's pram was tatty and old which was most probably a second hand pram and the bad condition of this suggested that Mrs Johnston couldn't afford a new one. I found it really effective when the bus seats were bought on as it really helped to set the location and helps us understand they were on the bus. I also thought it was very clever that the set was able to be changed so easily, as the bus seats were on wheels and this helped the pace of the production.

In the opening of the production, a gobo was used which looked like a red and blue cloud, I think the blue may have represented the Narrator's cold character. Lots of red lighting was used e.g. when Mrs Lyons was going mad, the murder scene and also the decision when Mrs Johnston was going to give her baby away to Mrs Lyons. Flashing lights were used when Mrs Lyons was going mad it reflected her mental state. Spots light were used when the characters were singing it draws the audience closer. At the end of act 1 the Johnston family moved to the country side the lights changed to bright and sunny the lights help us show that it was a new start for the Johnston family the weather was always sunny. The lights were dimmer when Mickey got arrested also they used gobo to reflect the shadow of the prison bars.

The Narrator was always on stage it was like he was haunting the characters he made close contact he was always neutral. The characters didn't know he was on stage it seemed like he was a ghost. The Narrator always repeated certain words which were 'shoes upon the table' I think those words symbolise that something terrible was going to happen, because when Mrs Lyons put her new pair of shoes on the table Mrs Johnston Facial expression changed she was frighten because if you put a pair of shoes on a table you will receive bad luck.

Blood Brothers is a musical performance so obviously music was vital to the play. The overture opening piece of music was dramatic and therefore engaged the audience, because it made us feel as if we were part of the play and the music made us feel emotive. A lot of the songs told a story or told us how the characters were feeling. There were emotional songs such as when Eddie sang a song to Linda called "I'm not saying a word" and the lyrics helped me as an audience member to understand Eddie's true feelings for Linda. The song was ironic because Eddie is saying that if he was in Mickey's shoes, if he had the opportunity to be with Linda, he would make Linda happy. This was ironic because Mickey clearly has a less fortunate and less privileged life compared to Eddie, and eventually what destroys both of the brothers is Mickey's jealousy over Eddie's upbringing and lifestyle. Another emotional song was 'Tell me it's not true', which Mickey sung when he found out about Eddie and Linda's lust for each

other. This made me feel sympathetic towards Mickey, because we see him growing up in poor conditions and battling depression and it made me feel as if the one good thing in Mickey's life is in danger of being taken by Eddie; the more fortunate and wealthy man.

Some of the sound effects were pre-recorded such as when the twins and Linda were aiming the pellet gun at an object and when they were throwing stones at the window. I assume the Director pre-recorded the sound because it will be hard for the characters to make a gun noise loud enough and on time with when they shot the bullet. Equally, without the sound effects, I do not feel the scenes would be as effective.

The significant moments were when Mrs Johnston gave away the baby to Mrs Lyons. The whole atmosphere changes and a lot of tension was created. The ending of the performance was emotional because Eddie and Mickey lost their lives and didn't really have time to spend real brother bond. Throughout the ending of the play the whole atmosphere changed dramatically Mickey going after Eddie made me as an audience member engaged more to see what was going to happen. There was a lot of fast paced music which made the audience excited. The shock of the gun was very vital and made the audience jump because it was unexpected. We didn't know who was killed but then we realise they both died which made us shocked.

My favourite was Mickey because he could play a variety of different characters the man who played Mickey was an adult and he was very imaginative and clever because when he played Mickey as a young child he acted like an immature kid, which you'll be at the age of 7 also, he was very imaginative especially when he was younger and he used to pretend he was riding a horse. He was so funny which engaged me more and more as an audience member. His acting skills were incredible good.

Centre Name	Standardisation Centre	Centre No.	12345
Unit Number	5DR02	Level	GCSE

GCSE Drama Unit Two – Summer 2012

SAMPLE SESSION RECORD CARD

This form must be sent to your Moderator with the other material for the Unit.

For GCSE Drama centre standardisation purposes, the sample listed below is of 3 students.

For GCSE Drama moderation purposes, the sample will always be of 5 students for this paper.

	Student No.	Student Name	Student Description (e.g. red shirt)	Teacher-Examiner Comments and mark
1	1111	Candidate F/02	<i>Small, slight build black male, white collar to shirt and shirt. Works in group centre at back of room.</i>	An outstanding collaborative approach with the capacity to think outside the box demonstrated throughout. His ability to take risks when exploring Metamorphosis was particularly impressive. /30
2	2222	Candidate G/02	<i>Taller black male. Blue collar with jumper. Plimsolls. Works in group nearest camera.</i>	Full involvement in practical task, taking lead role in group working collaboratively with all his peers and constantly suggesting ideas on how to develop the drama always linking his comments to the text. /30
3	3333	Candidate H/02	<i>Small black female, hair tied back with sweeping fringe, blue shirt, Ugg style boots. Works centre screen, back of studio screen for main task.</i>	Attempts to contribute to whole class responses, showing understanding of the playtext EG 'stone in place of a heart' makes me think that she is a cold mother. /30

Teacher-Examiner's declaration:

I declare that the students' activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded, and that the final submission has been produced under controlled conditions.

Name of standardising Teacher-Examiner (PRINT)	Signature	Date

Centre Name	Standardisation Centre	Centre No.	12345
Unit Number	5DR02	Level	GCSE

GCSE Drama Unit Two – Summer 2012

VIDEO/DVD RECORD TIME SHEET

This form must be sent to your Moderator with the other material for Unit 2.

Unit No.	2	Playtext	Blood Brothers
-----------------	----------	-----------------	-----------------------

Time	Activity
0.00	Students explore and familiarise themselves with the narrator’s text through vocal exercise based on the opening of the play
8.13	Individual response to the text followed by paired discussion exploring narrator’s text
21.46	Students create a montage of still images in response to the text considered; this is developed using movement and vocalisation of key words/ lines
	Exploration in groups continues.
46.23	Group 1 shares work in progress (Candidate F)
52.19	Group 2 shares work in progress (no sample students)
55.02	Group 3 shares work in progress (Candidate H)
01.00.34	Group 4 shares work in progress (Candidate G)
	Session ends

I declare that this recording is representative of the levels of achievement of the student in this group and has been completed under controlled conditions.

Name of Teacher-Examiner (PRINT)	Signature	Date

Unit2/5DR02 Sample session standardisation record form

(to accompany Unit 2 DVD)

<i>Student Identification</i>	<i>My Mark</i> /30	<i>Edexcel Agreed Mark</i> /30	<i>My Comments</i>
<p>Candidate F/ 02</p> <p><i>Small, slight build black male, white collar to shirt and shirt. Works in group centre at back of room.</i></p>			
<p>Candidate G/ 02</p> <p><i>Taller black male. Blue collar with jumper. Plimsolls. Works in group nearest camera.</i></p>			
<p>Candidate H/ 02</p> <p><i>Small black female, hair tied back with sweeping fringe, blue shirt, Ugg style boots. Works centre screen, back of studio screen for main task.</i></p>			
<p>General Notes about the Recorded Session</p>			

Unit 2/5DR02 Paper 02 Standardisation record form
 (to accompany Unit 2 Documentary Evidence)

<i>Student</i>	<i>My marks</i>			<i>Edexcel Agreed marks</i>			<i>My Comments</i>
	<i>DR/10</i>	<i>RLP /20</i>	<i>TOTAL /30</i>	<i>DR/10</i>	<i>RLP /20</i>	<i>TOTAL /30</i>	
Candidate A/ 02							
Candidate B/ 02							
Candidate C/ 02							

	My marks			Edexcel Agreed marks			My Comments
	DR/10	RLP /20	TOTAL /30	DR/10	RLP /20	TOTAL /30	
Student							
Candidate D/ 02							
Candidate E/ 02							
General Notes about the Documentary Responses							
General Notes about the Responses to Live Performance							