

Candidate Forename		Candidate Surname	
Centre Number			
		Candidate Number	

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

1916/02

DRAMA

Written Paper Option A

THURSDAY 11 JUNE 2009: Morning

DURATION: 2 hours

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the question paper.

OCR SUPPLIED MATERIALS:

**Script extract and stimulus item
(1916/02/T/PRE)**

OTHER MATERIALS REQUIRED:

Plain answer paper if required

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes on the first page.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer ALL the questions in Section A and TWO questions in Section B.
- Write your answer to each question in the space provided, however additional paper may be used if necessary.
- The questions in this paper are based on the script extract and stimulus item you have done preparation work on.
- A clean copy of the script extract and stimulus item is provided with this paper. This is for reference only.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 120.

BLANK PAGE

SECTION A

Answer ALL questions in this section

Questions 1, 2 and 3 will be on the script extract 'WEST SIDE STORY'.

Questions 4, 5 and 6 will be on the stimulus item 'ANOTHER BRICK IN THE WALL'.

QUESTIONS 1, 2 AND 3 WILL BE ON THE SCRIPT
EXTRACT 'WEST SIDE STORY'

- 1 Look at the stage direction page 26 line 548 (*Ad libs from the kids*).**

Write five lines of dialogue that could be spoken by the kids at this point.

(i)

[2]

(ii)

[2]

(iii)

[2]

(iv)

[2]

(v)

[2]

- 2 Choose ONE of the gang members of either the Jets or Sharks.
Select TWO personal properties (props) that would help you create the character on stage. Give the reasons for your choice.**

Name your chosen character:

(i) First personal property:

How it helps create the character -

[5]

(ii) Second personal property:

How it helps create the character -

[5]

3 Choose EITHER the Jets or the Sharks. Using the headings below create the basis for a costume design for your chosen gang.

(i) In which time period have you decided to set the play? Give your reasons.

[2]

(ii) What specific items of clothing do you want to include? Why is each important?

[2]

(iii) What colour scheme will you use to give a strong visual signal that they are a gang? Why have you chosen those colours?

[2]

(iv) Describe and/or draw the gang's name tag (Jets or Sharks), which could be printed on costumes?

[4]

**QUESTIONS 4, 5 AND 6 WILL BE ON THE STIMULUS ITEM
'ANOTHER BRICK IN THE WALL'.**

4 A prologue introduces a play to an audience. Write a prologue that introduces the drama you devised from the stimulus. Use the headings below.

- **What was the main theme of your drama?**

- **Write your prologue here:**

- **How does the prologue support the theme of your drama?**

[10]

- 5 Design a backdrop or projection slide that could be used for the drama you created from the stimulus. You MAY make rough notes but MUST use the box below for your final design.

[10]

- 6 (i) Use the headings below to give brief details of a character created for a drama developed from the stimulus.**

Name of character:

Their function in the drama:

Acting idea used when performing this role:

[5]

- (ii) Write a stage direction for this character's first entrance into the drama in the box below.**

[5]

SECTION B

This section contains four questions.

**Questions 1 and 2 will be on the script extract 'WEST
SIDE STORY'.**

**Questions 3 and 4 will be on the stimulus item 'ANOTHER
BRICK IN THE WALL'.**

Choose ANY TWO questions to answer.

Write your answers on the blank pages for writing in the question paper, beginning on page 19.

THE TEXT – ‘WEST SIDE STORY’.

- 1 As a DIRECTOR you are going to present your ideas for performing the script extract to the ACTORS. You must explain why each decision has been made. Using the headings below make notes and if relevant include diagrams/sketches for the talk to the actors.**

- **The social and political context you will use for the production**
- **Where and when the play is set**
- **Performance style you are aiming for**
- **Choose TWO characters in the play. Give the actors some ideas that might help them create a performance that connects to your chosen social and political context**
- **Design ideas for set and costume**

[30]

- 2 The director requires an extra scene to be added to the script. Write a scene with Schrank and Krupke returning to the police station following their meeting with the gangs in scene 1.**

NOTE; the scene should match the style of the extract. If you have adapted/updated the extract in any way state this at the start of your script.

[30]

THE STIMULUS – ‘ANOTHER BRICK IN THE WALL’.

3 How did you perform your drama on the stimulus ‘Another Brick In The Wall’? Use the four headings below to structure your answer.

- **The intention of your drama and the social and political context**
- **The performance style you used and why this suited the content of the drama**
- **How your approach to the acting matched your chosen performance style**
- **Any costume or properties used that helped you create your performance style.**

[30]

4 As a director or designer select one scene or part of a scene from the performance.

Give specific, detailed examples of how you would create mood/atmosphere to add meaning to this scene. You could include costume, staging, sound, lights, properties (props), as appropriate.

[30]

BLANK PAGE FOR WRITING

BLANK PAGE FOR WRITING

BLANK PAGE FOR WRITING

BLANK PAGE FOR WRITING

BLANK PAGE FOR WRITING

Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1PB.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.