

AQA 

GCSE

DRAMA

Component 1 Understanding Drama

8261/W

Friday 18 May 2018 Afternoon

Time allowed: 1 hour 45 minutes

For this paper you must have:

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

[Turn over]

INSTRUCTIONS

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

INFORMATION

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

**DO NOT TURN OVER UNTIL TOLD
TO DO SO**

SECTION A: THEATRE ROLES AND TERMINOLOGY

Answer ALL questions in this section.

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

Only ONE answer per question is allowed.

0 1 In the professional theatre, who has overall responsibility for ensuring the health and safety of the audience in the theatre?

A The director

B The technician

C The theatre manager

[1 mark]

0 2 When using a Proscenium Arch stage, which of the following is correct?

- A** Actors always have to exit and enter through the audience.
- B** Audiences move around the set during the performance.
- C** Wings can help to conceal actors and enable exits and entrances.

[1 mark]

[Turn over]

0 3 What type of stage is shown in **FIGURE 1**?

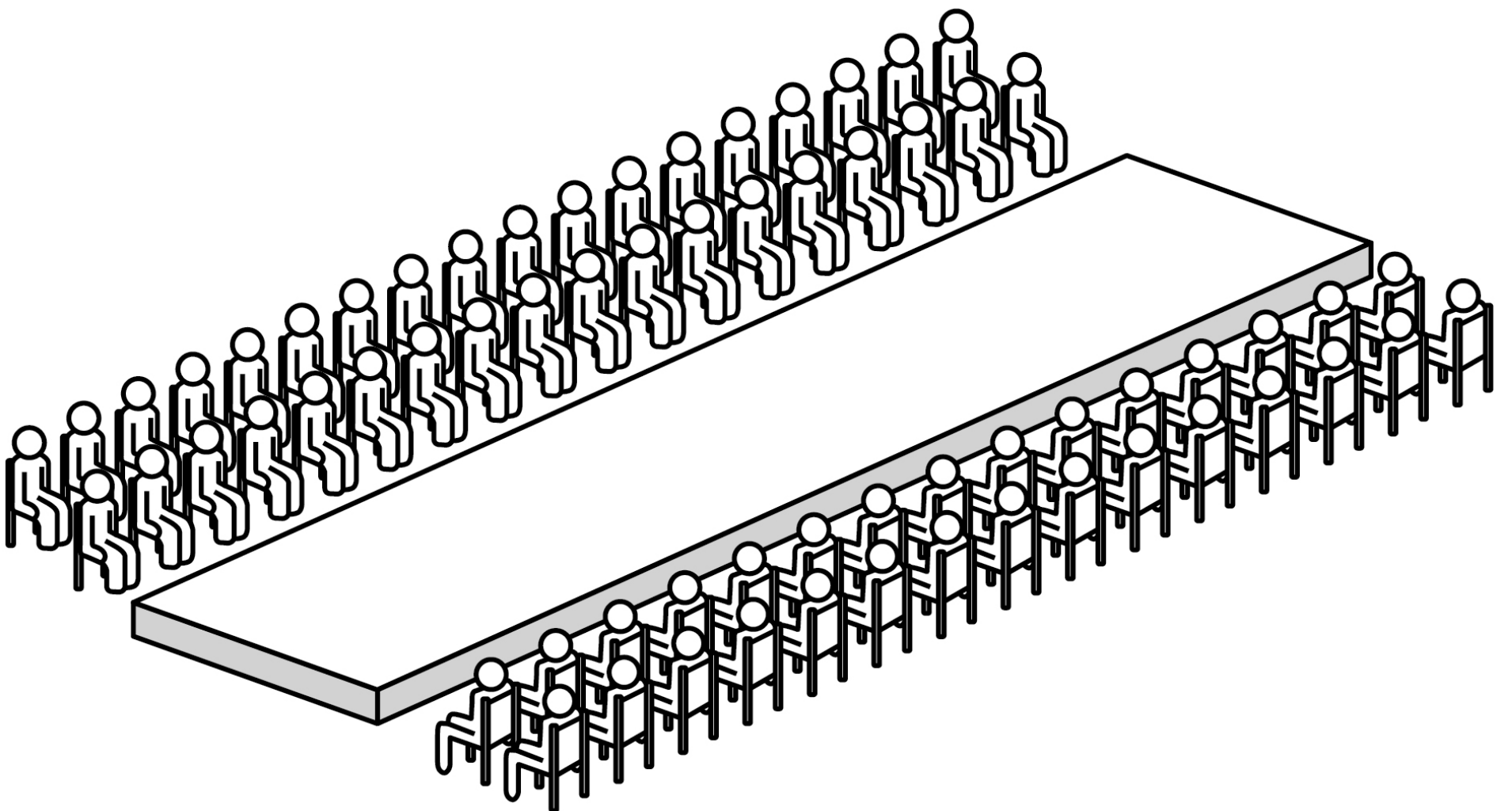
A Promenade stage

B Thrust stage

C Traverse stage

[1 mark]

FIGURE 1



0 4 What is the stage positioning of the tree in **FIGURE 2**?

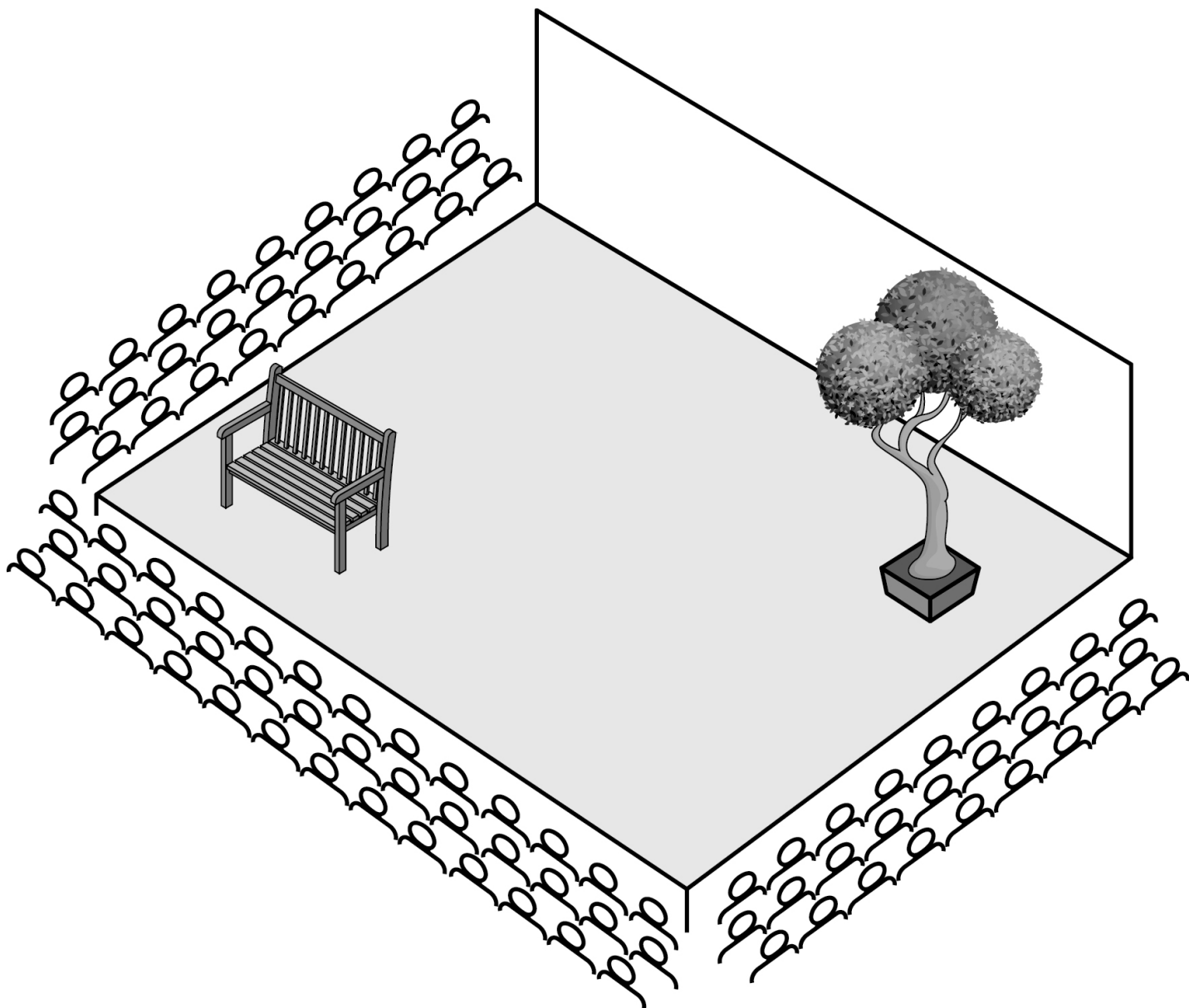
A Downstage centre

B Upstage left

C Upstage right

[1 mark]

FIGURE 2



[Turn over]

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SECTION B: STUDY OF SET PLAY

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

Only answer on **ONE** set play.

If you have studied:	Answer:	Go to:
The Crucible	Question 5	Page 10
Blood Brothers	Question 6	Page 18
The 39 Steps	Question 7	Page 28
Hansel & Gretel	Question 8	Page 36
Noughts & Crosses	Question 9	Page 44
A Midsummer Night's Dream	Question 10	Page 52

[Turn over]

'The Crucible'

Read the following extract and answer Question 5 on pages 14 to 17.

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QUESTION 5: 'The Crucible'

Read the extract on pages 10 to 13.

Answer parts 05.1, 05.2 and 05.3.

Then answer EITHER part 05.4 OR 05.5.

QUESTION 5

- 05.1** You are designing a costume for PROCTOR to wear in a performance of this extract. The costume must reflect the context of 'The Crucible', set in a Puritan community in the late 17th century. Describe your design ideas for the costume. [4 marks]

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

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

**‘Abby, you’ll put it out of mind. I’ll not be comin’ for you more.’
[8 marks]**

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

**Focus on the shaded part of the extract. Explain how you and the actor playing Abigail might use the performance space and interact with each other to show the audience the relationship between the two characters.
[12 marks]**

[Turn over]

AND EITHER

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

Describe how you would use your acting skills to interpret ABIGAIL'S character.

Explain why your ideas are appropriate for:

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

[20 marks]

OR

0 5 . 5 You are a designer working on **ONE** aspect of design for this extract. Describe how you would use your design skills to create effects which support the action.

Explain why your ideas are appropriate for:

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

[20 marks]

[Turn over]

'Blood Brothers'

Read the following extract and answer Question 6 on pages 24 to 27.

From Act One

Mrs Johnstone Yeh. You look it. Y' look very well. Does your mother look after you?

Edward Of course.

Mrs Johnstone Now listen, Eddie, I told you not to come around here again.

Edward I'm sorry, but I just wanted to see Mickey.

Mrs Johnstone No. It's best...if...

Edward I won't be coming here again. Ever. We're moving away. To the country.

Mrs Johnstone Lucky you.

Edward But I'd much rather live here.

Mrs Johnstone Would you? When are y' goin'?

Edward Tomorrow.

Mrs Johnstone Oh. So we really won't see you again, eh...

[Edward shakes his head and begins to cry.]

Mrs Johnstone What's up?

Edward [through his tears] I don't want to go. I want to stay here where my friends are...where Mickey is.

Mrs Johnstone Come here.

[She takes him. Cradles him, letting him cry.]

No, listen...listen, don't you be soft. You'll probably love it in your new house. You'll meet lots of new friends an' in

[Turn over]

no time at all you'll forget Mickey ever existed.

Edward I won't...I won't. I'll never forget.

Mrs Johnstone Shush, shush. Listen, listen, Eddie, here's you wantin' to stay here, an' here's me, I've been tryin' to get out for years. We're a right pair, aren't we, you an' me?

Edward Why don't you, Mrs Johnstone? Why don't you buy a new house near us?

Mrs Johnstone Just like that?

Edward Yes, yes.

Mrs Johnstone 'Ey.

Edward Yes.

Mrs Johnstone Would you like a picture of Mickey, to take with you? So's you could remember him?

Edward Yes, please.
[She removes a locket from around her neck.]

Mrs Johnstone See, look...there's Mickey, there. He was just a young kid when that was taken.

Edward And is that you, Mrs Johnstone?
[She nods.]
Can I really have this?

Mrs Johnstone Yeh. But keep it a secret, eh, Eddie? Just our secret, between you an' me.

Edward [smiling] All right, Mrs Johnstone. [He puts the locket round his neck]
[He looks at her a moment too long.]

Mrs Johnstone What y' lookin' at?

[Turn over]

Edward I thought you didn't like me. I thought you weren't very nice. But I think you're smashing.

Mrs Johnstone [looking at him] God help the girls when you start dancing.

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[Turn over]

QUESTION 6: 'Blood Brothers'

Read the extract on pages 18 to 22.

Answer parts 06.1, 06.2 and 06.3.

Then answer EITHER part 06.4 OR 06.5.

QUESTION 6

- 06.1** You are designing a costume for EDWARD to wear in a performance of this extract. The costume must reflect the context of 'Blood Brothers', set in a Liverpudlian community in the late 1960s. Describe your design ideas for the costume. [4 marks]

0 6 . 2 You are performing the role of EDWARD.

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

‘[through his tears] I don’t want to go. I want to stay here where my friends are...where Mickey is.’ [8 marks]

0 6 . 3 You are performing the role of EDWARD.

Focus on the shaded part of the extract. Explain how you and the actor playing Mrs Johnstone might use the performance space and interact with each other to show the audience the emotional relationship between the two characters. [12 marks]

[Turn over]

AND EITHER

06.4 You are performing the role of **MRS JOHNSTONE**.

Describe how you would use your acting skills to interpret MRS JOHNSTONE'S character.

Explain why your ideas are appropriate for:

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

[20 marks]

OR

06.5 You are a designer working on **ONE** aspect of design for this extract. Describe how you would use your design skills to create effects which support the action.

Explain why your ideas are appropriate for:

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

[20 marks]

[Turn over]

‘The 39 Steps’

Read the following extract and answer Question 7 on pages 32 to 35.

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QUESTION 7: 'The 39 Steps'

Read the extract on pages 28 to 31.

Answer parts 07.1, 07.2 and 07.3.

Then answer EITHER part 07.4 OR 07.5.

QUESTION 7

- 07.1** You are designing a costume for the **PROFESSOR** to wear in a performance of this extract. The costume must reflect the 1930s period setting of 'The 39 Steps'. Describe your design ideas for the costume. [4 marks]

07.2 You are performing the role of the PROFESSOR.

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

‘Really? Well I’m so glad you told me! And risking your life into the bargain! How can I ever thank you?’ [8 marks]

07.3 You are performing the role of the PROFESSOR.

Focus on the shaded part of the extract. Explain how you and the actor playing Hannay might use the performance space and interact with each other to create comic tension for the audience. [12 marks]

[Turn over]

AND EITHER

07.4 You are performing the role of HANNAY.

Describe how you would use your acting skills to interpret HANNAY'S character.

Explain why your ideas are appropriate for:

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

[20 marks]

OR

07.5 You are a designer working on **ONE** aspect of design for this extract. Describe how you would use your design skills to create effects which support the action.

Explain why your ideas are appropriate for:

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

[20 marks]

[Turn over]

'Hansel & Gretel'

Read the following extract and answer Question 8 on pages 40 to 43.

From Act Two

HANSEL Very well. Here, Witch.
[He sticks the bone out. The WITCH finds and feels it thoroughly.]

WITCH Damn and blast! You are still thin. Keep eating, boy! Keep eating!

HANSEL I can't eat any more!

WITCH You can and you will...
[Behind her, GRETEL, in collusion with BIRDY, finishes off her ultimate contraption using watering cans, the kindling axe, the bicycle, etc.]

WITCH A child's flesh I'll have for tea
It is my favourite recipe
Add a pinch of foreign spice
That makes a little boy taste
nice
Boiling blood and crunchy
spine
Every scrap is so divine!

CHORUS Stoke the flames and carve the
meat!
A little boy tastes oh so sweet!
Stoke the flames!
And carve the meat!
A little boy tastes oh so sweet!
Now, dance!
[WITCH makes everyone
dance.]

WITCH Rub this salt into your skin.

HANSEL Why?

WITCH Season yourself.

HANSEL I don't want to season myself!

[Turn over]

WITCH And pop these behind your ears, there's a good fellow.

HANSEL What are they?

WITCH Sprigs of rosemary.

HANSEL No!

WITCH And smear yourself in this!

HANSEL What is it?

WITCH Marinade!

HANSEL I won't!

WITCH Do it!

[**HANSEL** sprinkles salt and brushes himself with sauce.]

HANSEL I hope I make you sick!

WITCH Finger!

[**HANSEL** pokes out the chicken bone. **WITCH** feels.]

WITCH Still no plumper! Eat, boy!
Eat!

HANSEL Oh, Gretel! Help me!

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[Turn over]

QUESTION 8: 'Hansel & Gretel'

Read the extract on pages 36 to 38.

Answer parts 08.1, 08.2 and 08.3.

Then answer EITHER part 08.4 OR 08.5.

QUESTION 8

08.1 You are designing props for a performance of this extract. The props must reflect the conventions of contemporary story-telling theatre used in 'Hansel & Gretel'. Describe your design ideas for the props. [4 marks]

0 8 . 2 You are performing the role of the WITCH.

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

‘Damn and blast! You are still thin. Keep eating, boy! Keep eating!’ [8 marks]

0 8 . 3 You are performing the role of the WITCH.

Focus on the shaded part of the extract. Explain how you and the actor playing Hansel might use the performance space and interact with each other to create comedy for your audience. [12 marks]

[Turn over]

AND EITHER

08.4 You are performing the role of **HANSEL**.

Describe how you would use your acting skills to interpret HANSEL'S character.

Explain why your ideas are appropriate for:

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

[20 marks]

OR

0 8 . 5 You are a designer working on **ONE** aspect of design for this extract. Describe how you would use your design skills to create effects which support the action.

Explain why your ideas are appropriate for:

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

[20 marks]

[Turn over]

‘Noughts & Crosses’

Read the following extract and answer Question 9 on pages 48 to 51.

From Act One, Scene One

SEPHY **Wouldn't you like to be in my class?**

CALLUM **It's a bit humiliating for us Noughts to be stuck in the baby class.**

SEPHY **What d'you mean? I'm fourteen.**

CALLUM **I'm nearly sixteen. How would you like to be in a class with kids two years younger than you?**

SEPHY **The school explained why. You're at least a year behind, and –**

CALLUM Noughts-only schools have no computers, hardly any books. My maths class last year had forty students. How many would you have at Heathcroft?

SEPHY I dunno. Around fifteen.

CALLUM Well, there you go then. Hardly our fault, is it?

[Pause.]

Sorry. I didn't mean to bite your head off.

SEPHY Are any of your friends from your old school going to join you at Heathcroft?

CALLUM No. None of them got in. I wouldn't have either if you hadn't helped me.

[Pause.]

Come on, we'd better get back to work.

SEPHY Okay. Maths or history?

CALLUM Maths.

[Turn over]

SEPHY Yuk.

CALLUM It's the universal language.

SEPHY Pardon?

CALLUM Look at how many different languages are spoken on our planet. The only thing that doesn't change, no matter what the language, is maths. That's probably how we'll talk to aliens from other planets. We'll use maths.

SEPHY Are you winding me up?

[She gets her book out of her bag.]

CALLUM You should free your mind and think about other cultures and planets and, oh, I don't know, just think about the future.

SEPHY I've got plenty of time to think about the future when I'm tons older and don't have much future left, thank you very much.

CALLUM There's more to life than just us Noughts and you Crosses, you know.

SEPHY Don't say that.

CALLUM Don't say what?

SEPHY Us Noughts and you Crosses. It makes it sound like...like I'm in one world and you're in another.

CALLUM Maybe we are in different worlds.

SEPHY We aren't if we don't want to be.

CALLUM If only it was that simple.

SEPHY It is.

CALLUM Maybe from where you're sitting.

[Pause.]

SEPHY How come I never go to your house any more? Aren't I welcome?

CALLUM Course you are. But the beach is better.

[Turn over]

QUESTION 9: 'Noughts & Crosses'

Read the extract on pages 44 to 47.

Answer parts 09.1, 09.2 and 09.3.

Then answer EITHER part 09.4 OR 09.5.

QUESTION 9

09.1 You are designing a setting for a performance of this extract. The setting must reflect the conventions of contemporary 'epic' theatre used in 'Noughts & Crosses'. Describe your design ideas for the setting. [4 marks]

09.2 You are performing the role of SEPHY.

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

‘How come I never go to your house any more? Aren’t I welcome?’ [8 marks]

09.3 You are performing the role of SEPHY.

Focus on the shaded part of the extract. Explain how you and the actor playing Callum might use the performance space and interact with each other to show the audience the different attitudes of the two characters. [12 marks]

[Turn over]

AND EITHER

09.4 You are performing the role of **CALLUM**.

Describe how you would use your acting skills to interpret CALLUM'S character.

Explain why your ideas are appropriate for:

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

[20 marks]

OR

09.5 You are a designer working on **ONE** aspect of design for this extract. Describe how you would use your design skills to create effects which support the action.

Explain why your ideas are appropriate for:

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

[20 marks]

[Turn over]

'A Midsummer Night's Dream'

**Read the following extract and answer
Question 10 on pages 56 to 59.**

From Act One, Scene One

HERMIA God speed, fair Helena!
Whither away?

HELENA Call you me fair? That 'fair'
again unsay.
Demetrius loves your fair. O
happy fair!
Your eyes are lodestars, and
your tongue's sweet air
More tuneable than lark to
shepherd's ear
When wheat is green, when
hawthorn buds appear.
Sickness is catching. O,
were favour so,
Yours would I catch, fair
Hermia, ere I go.

**My ear should catch your
voice, my eye your eye,**

**My tongue should catch your
tongue's sweet melody.**

Were the world mine,

Demetrius being bated,

**The rest I'd give to be to you
translated.**

**O, teach me how you look, and
with what art**

**You sway the motion of
Demetrius' heart.**

HERMIA I frown upon him, yet he loves
me still.

HELENA O that your frowns would teach
my smiles such skill!

HERMIA I give him curses, yet he gives
me love.

HELENA O that my prayers could such
affection move!

HERMIA The more I hate, the more he
follows me.

[Turn over]

HELENA The more I love, the more he
hateth me.

HERMIA His folly, Helena, is no fault
of mine.

HELENA None but your beauty.
Would that fault were mine!

HERMIA Take comfort. He no more
shall see my face.
Lysander and myself will fly
this place.

**Before the time I did
Lysander see**

**Seemed Athens as a
paradise to me.**

**O then, what graces in my
love do dwell**

**That he hath turned a heaven
unto a hell?**

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[Turn over]

QUESTION 10: 'A Midsummer Night's Dream'

Read the extract on pages 52 to 54.

Answer parts 10.1, 10.2 and 10.3.

Then answer EITHER part 10.4 OR 10.5.

QUESTION 10

10.1 You are designing a setting for a performance of this extract. The setting must reflect the original setting of 'A Midsummer Night's Dream' in ancient Athens. Describe your design ideas for the setting.
[4 marks]

1 0 . 2 You are performing the role of HELENA.

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

**‘Call you me fair? That ‘fair’ again unsay.
Demetrius loves your fair. O happy fair!’ [8 marks]**

1 0 . 3 You are performing the role of HELENA.

Focus on the shaded part of the extract. Explain how you and the actor playing Hermia might use the performance space and interact with each other to gain sympathy from your audience. [12 marks]

[Turn over]

AND EITHER

10.4 You are performing the role of **HERMIA**.

Describe how you would use your acting skills to interpret HERMIA'S character.

Explain why your ideas are appropriate for:

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

[20 marks]

OR

10.5 You are a designer working on **ONE** aspect of design for this extract. Describe how you would use your design skills to create effects which support the action.

Explain why your ideas are appropriate for:

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

[20 marks]

[Turn over]

**SECTION C: LIVE THEATRE
PRODUCTION**

Answer ONE question from this section.

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

Answer your question with reference to this production.

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

EITHER

QUESTION 11

1 1 Describe how one OR more actors used their vocal and physical skills to interpret their role within the production. Analyse and evaluate how successful they were in communicating their role to the audience.

You could make reference to:

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

[32 marks]

[Turn over]

OR

QUESTION 12

1 2 Describe how lighting was used to create mood and/or atmosphere in the production. Analyse and evaluate how successful the lighting was in helping to create mood and/or atmosphere for the audience.

You could make reference to:

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

[32 marks]

OR

QUESTION 13

1 3 Describe how the set was used to communicate meaning in the production. Analyse and evaluate how successful the set design was in helping to communicate meaning to the audience.

You could make reference to:

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

[32 marks]

END OF QUESTIONS

There are no questions printed on this page

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