



Noadswood

Year 11 GCSE Drama



The Course



Exam Board: AQA

Syllabus: GCSE Drama (8261)

Key Topic areas:

Component 1: Understanding Drama

What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers.

Component 2: Devising Drama

What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work in the form of a Log book.

Component 3: Texts in Practice

Acting exam

This component is marked by an AQA visiting examiner.

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer).
- Free choice of play but it must contrast with the set play chosen for Component 1



Upcoming Assessments

Component 1 Written Exam will assess;

- A performance of Too Much Punch for Judy by Mark Wheeler
- Designing and acting for The Crucible by Arthur Miller
- Theatre Knowledge

- Mock exam date is 4th February 2021

Written Exam Structure:

There are 3 Sections to the Written Exam at GCSE, all of which will be assessed in June 2021

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

I am telling students to begin with the most difficult Section first- Label clearly

- 1st Section **C**: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)
- 2nd Section **B**: four questions on a given extract from the set play chosen (44 marks)
- 3rd Section **A**: multiple choice (4 marks)

In class students have been working on writing introductions to each question that are precise and clear - These are to be memorised.

Example intros

11 I saw a live recorded play of 'Too Much Punch for Judy' by Mark Wheeler performed by the Oasis Youth Theatre.

This play combines comedy and tragedy. It's about two sisters, Jo and Judy, hanging out in the wine bar meeting lads Bob (Kyle Nicholas) and Nob (James Bratby) – who are hilarious characters. The night ends with both girls drunk and Judy crashing the car on the drive home and kills her sister Jo. This left Judy feeling guilty for the rest of her life. This is an anti-drink driving themed play. I am focusing on the performers, James Bratby and Kyle Nicholas.

5.5 As a Set designer for The Crucible I need to think about the stage form, the time period and the location. I am choosing to use Thrust /Proscenium arch staging because it allows the audience to.....

The location and time period is a small Puritan town in Colonial America during Spring and Autumn in 1692.

Because of its rural setting and strict religious laws I must use appropriate materials to create a plain and rural setting.

I am also going to use elements of symbolism in my set design....

In the stage direction Miller suggests.....



Tips for success

- Try to be organised and maintain high levels of effort.
- Complete the revision tasks set for them in lesson.
- Memorise the prepared introductions.
- Revision should be repetitive, revisiting it once is unlikely to be enough.
- Learn key vocabulary.
- Focus revision on the parts that are most difficult first –Section C.
- Practice, practice, practice

How to get through an exam paper (1 hour 45 minute)

**Structure the
answer correctly**

1st Section C

Intro, Sketch & Describe

2nd Section B

Set Design, Acting

3rd Section A

Multiple choice

**Understanding
the questions**

Describe

Evaluate

Analyse

Design

Using your Acting skills

**Content
Knowledge**

Section C

Too Much Punch for Judy

Opinion

Moment/ Line

Describe

Effect on audience

**Content
Knowledge**

Section B

The Crucible by Arthur Miller

Plot

Characters

Set design

**Content
Knowledge**

Section A

Staging

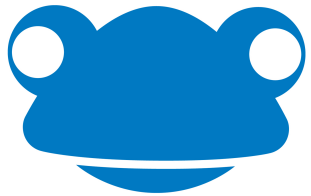
Positioning

Roles within the

Theatre

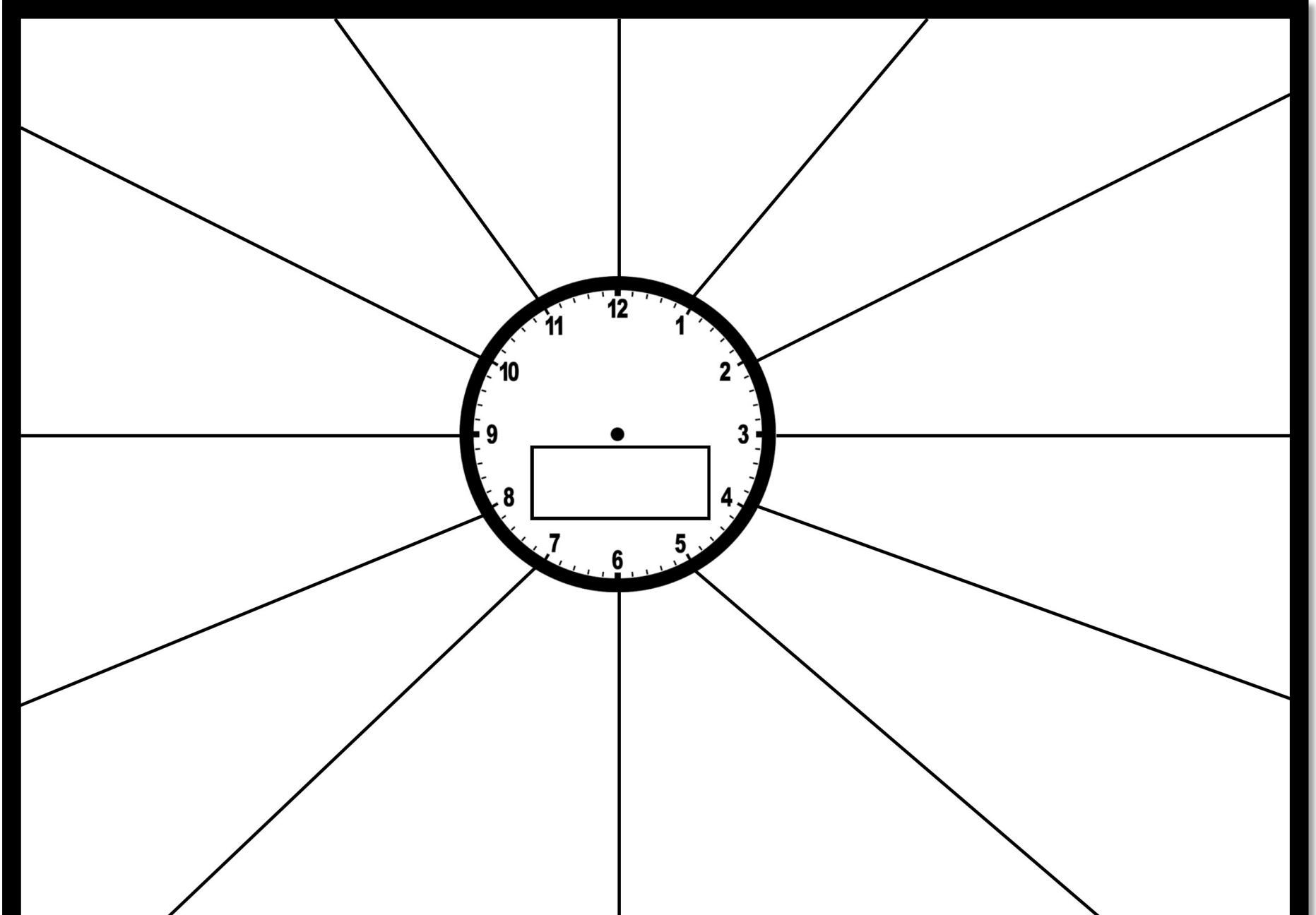
Revision Techniques

- Revision clocks-
- Power hours
- Revision Cards
- Mind maps
- Practice Questions
- Read, Cover, Repeat



frog

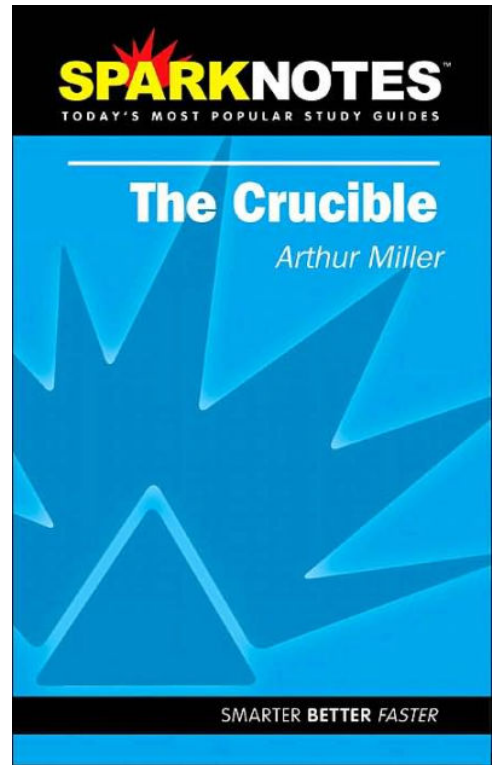
Revision ⌚



Useful sources of information



- Aqa Drama website
- CGP revision guide
- BBC Bitesize
- Sparknotes.com
- Preparation packs from me
- Stream



The Crucible

Assessment Objectives

AO1 – respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

AO2 – explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings.

Characters

Rev Hale Abigail Rev Parris Rebecca Nurse John & Elizabeth Proctor Giles Corey The Putnams Tituba Mary Warren

Symbols

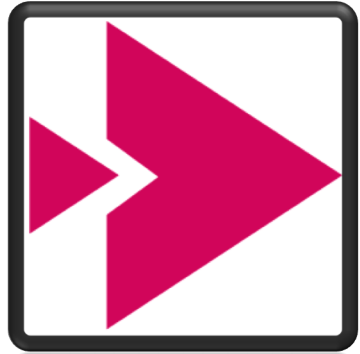
HOT/COLD (EMOTION) BIRDS (SPIRITS) DARK/LIGHT (TRUTH) RELIGION/PRAYER (CRITIQUE) BOOKS (KNOWLEDGE/POWER)

Themes

HYSTERIA Exaggerated or uncontrollable emotion or excitement.	INTOLERANCE Unwillingness to accept beliefs or behaviour that differ.	REPUTATION The way in which a person is viewed by the public.
JUSTICE/LAW The system of rules in society with penalties when they are broken.	REVENGE Inflict hurt or harm on someone for an injury or wrong doing.	RELIGION A particular system of faith & worship followed with devotion.

Language

ARCHAIC To reflect C17th , inverted grammar. Adds to drama and atmosphere. Authenticity. Miller researched the real Salem paperwork.	BIBLICAL /LATIN To show how central religion was in culture, The 'good' characters refer to God a lot. The 'bad' use devil as a threat. Hale and Danforth use some Latin - educated.
CHARACTERISATION Miller shapes character through individual speech patterns: i.e. - less-educated/young often drop 'g' at end. More important, rich or powerful use richer vocabulary & metaphor.	PACING THE PLAY Miller changes tone throughout the scenes: A1- fast pace questions A2-slow conversations. A3-hysteria, shouting. A4-calmer. resigned.





Parental Support

- Offer help to learn lines or introductions.
- Encourage them to talk about their practical and ask to watch it with them in Stream.
- Ask to see their revision, get them to tell you about what they've revised.
- Encourage them to make effective use of the time available for revision in school.
- Direct them to the dedicated revision FROG page.
- At this stage 1-2 hours revision a week, little and often is the key.
- Make sure they aren't working too hard, breaks and relaxation are important too.



Concerns or questions:

If you have any concerns or have any questions you can contact me via ePraise

The ePraise logo consists of a solid blue square with the word "epraise" written in white lowercase letters. The letter "e" is a slightly lighter shade of blue than the rest of the text.

epraise