

GCSE Drama

COMPONENT 1 (40%)

You will work as a member of a group, either as a **PERFORMER**, or as a **DESIGNER**, to perform an **ORIGINAL PIECE** of devised theatre.

COMPONENT 2 (20%)

You will explore **TWO extracts** from a published play and perform them to an audience

COMPONENT 3 (40%).

This is a written examination that lasts for 1 Hour 45 **mins** and is in **TWO SECTIONS**. You will be asked to answer **ONE QUESTION (*in six parts*) on an extract from a play**. You will also answer **TWO QUESTIONS** about a play we will see during the course.



GCSE Drama

COMPONENT 1 (40%)

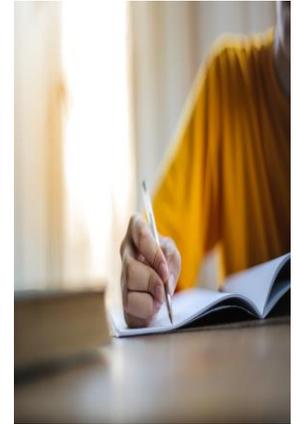
You will work as a member of a group, either as a **PERFORMER**, or as a **DESIGNER**, to perform an **ORIGINAL PIECE** of devised theatre.

COMPONENT 2 (20%)

You will explore **TWO extracts** from a published play and perform them to an audience

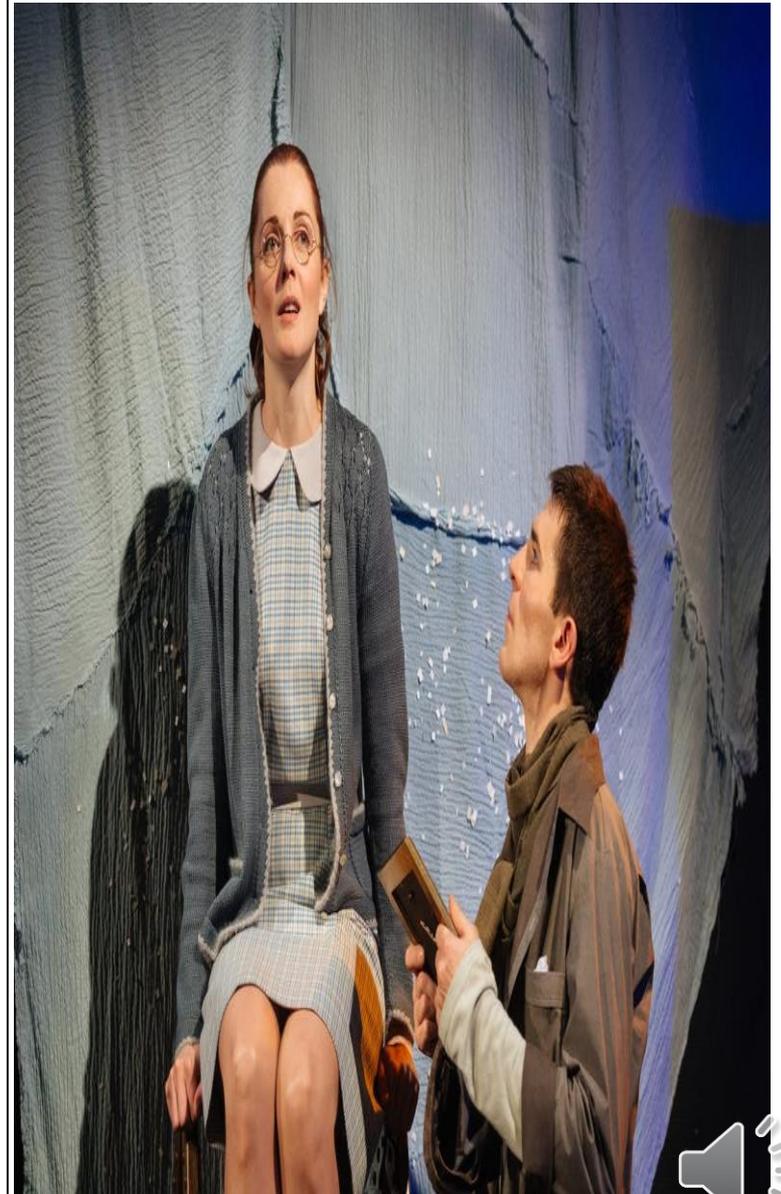
COMPONENT 3 (40%).

This is a written examination that lasts for 1 Hour 45 mins and is in **TWO SECTIONS**. You will be asked to answer **ONE QUESTION (in six parts)** on an extract from a play. You will also answer **TWO QUESTIONS** about a play we will see during the course.



COMPONENT 2 (20%)

You will explore **TWO**
extracts from a published
play and perform them to an
audience



GCSE Drama

COMPONENT 3 (40%).

This is a written examination that lasts for 1 Hour 45 mins and is in **TWO SECTIONS**. You will be asked to answer **ONE QUESTION (in six parts)** on an extract from a play. You will also answer **TWO QUESTIONS** about a play we will see during the course.



4th November Theatre Trip

DNA – Park Vale Academy



10th February Theatre Trip

Curious Incident of the Dog in the Nighttime



[curious incident bitesize - YouTube](#)





[This Photo](#) by Unknown author is licensed under [CC BY](#)

[This Photo](#) by Unknown author is licensed under [CC BY-NC-ND](#).

(revision videos)



[CC](#)

[Characters: DNA by Dennis Kelly | English Literature – Making a Scene - YouTube](#)

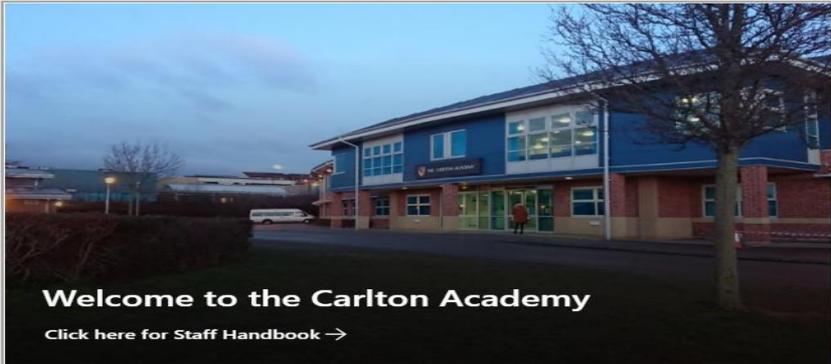
[curious incident bitesize - YouTube](#)



SharePoint Search this site

TCA Intranet Home Staff Site News and Bulletins Reward Celebration Monthly Event with the Head of School Edit

Published 10/5/2021 Edit



Welcome to the Carlton Academy
Click here for Staff Handbook →

The Carlton Academy Staff Site

- Curriculum
- Achievements
- Admin
- Care
- House Life
- South Point
- Staff Handbook

BULLETIN
House Bulletins and Briefings

Useful Links

Join Pin Group

ENG UK 12:45 13/10/2021



Carlton SharePoint

Drama - Student Area

Student Home Home Recent Recycle Bin EDIT LINKS





Carlton
SharePoint

Drama - Student Area

[Student Home](#)

[Home](#)

[Recent](#) ▼

[Recycle Bin](#)

[EDIT LINKS](#)

SECTION A QUESTIONS:

Number of marks for question	Minutes	'Ways'-Points to make	Write as a...	Focus on...	Focus	Reference
4 marks	6	2	Actor 'I would'	Vocal or physical skills	One Character	Extract
6 marks	9	3	Actor 'I would'	Performance Skills	Aspect of One Character/ Relationships	Extract
9 marks	13	3	Director 'My...'	Production elements	One Production Element from Three in Extract	Extract Context/OPC
12 marks	18	3	Director 'My...'	Physical skills and stage directions/space	Aspect of One Character/ Relationships	Extract Whole Play
14 marks	21	3	designer	Production elements	Choose one element from a list of three.	Extract



Q1 What was your initial response to the stimuli and what were the intentions of the piece?

As a group we were given two stimuli to think about; there was a coin from Syria and a coin given to a girl in our class from a man with dementia for luck. We were told to think about the topic that interests us the most and I was interested by the idea of memory loss and how some people may want to lose certain memories. I was initially concerned about how people might be Sceptical of the fact that an old man gave a young girl a coin, as there are bad stereotypes of older men giving things to children.

After having done some mind maps and research and thinking about different ideas that could come from memory, we ended up choosing to explore the theme of "jealousy" and how it can effect the lives of young people like ourselves. I was worried that the theme of our piece may be considered cliché as there are a lot of stereotypical films about jealousy but having thought about this we think we can add some engaging and thoughtful scenes in the hope of captivating the audience and have them thinking about the theme of jealousy.

Structurally we have the idea of having two sisters who initially fall out over jealousy but then end up on good terms as they learn from the mistake they have made. We want our audience to learn how destructive jealousy can be in a relationship and, like our central characters, we want them to reflect on the negative things that can be caused by pain and hurt. At this particular stage we have the idea of using flashbacks to show our audience the past events of our characters as we want them to see how the relationship between our central roles has changed over time.

mQ1 What was your initial response to the stimuli and what were your intentions for the piece?

The Question Asks	Its Meaning	Positive	Negative	Conclusion/ Opinion	Key Terms/ Subject Specific Vocabulary
..Initial response to the stimuli...	Your Thoughts	<i>I: liked/ was hopeful that/ interested by/ Optimistic about</i>	<i>I was: concerned/ doubtful/ dubious/ questioning/ suspicious of</i>	<i>Having thought about/ considering all things/ to conclude/ I personally ended up</i>	How socially... When culturally Why politically...
	Your Feelings				Audience: better understand/ appreciate/ reflect upon/ re-think ...the issue of/ the problem of/ the question of
Intentions ...	What you wanted your drama to say to your audience				Audience: better understand/ recognise/ appreciate/ reflect upon/ re think/ The Issue of / the problem of / the theme of / the question of
	Using Brecht to realise intentions				Alienate and thought provoking/ Educate Audience/ Didactic/ Stylised/ Narration/ Placards/ participation/

j.harris@theacadmycarlton.org

