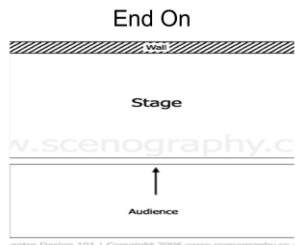
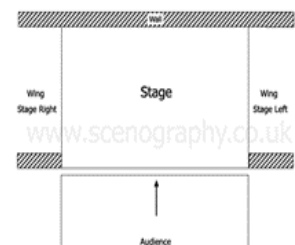
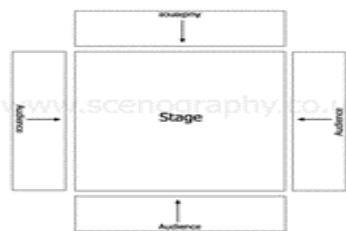
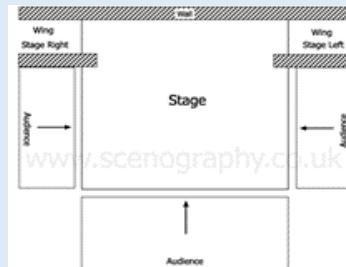



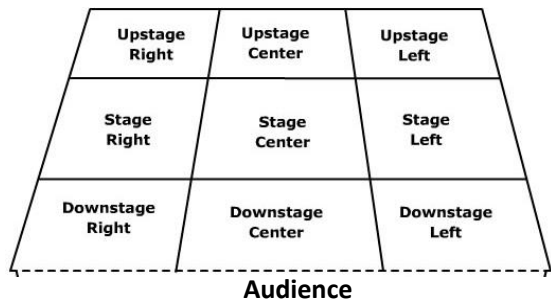
**Question Overview:**

**Useful Terminology and Definitions:**

<p><b>Q1</b> 25 seconds</p>	<p><b>Multiple choice question</b></p> <p>focuses on the different theatre roles. You will be asked to identify who would take on a specific role in the theatre. <b>(1 mark)</b></p>	<p><b>Playwright-</b> The person who writes the play.  <b>Director-</b> In charge of the creative aspects of the production. <b>Performer-</b> An actor or entertainer who performs a role in front of an audience.  <b>Understudy-</b> An actor who studies someone’s role so they can take over if and when needed.  <b>Technician-</b> Sets up and operates the technical equipment.  <b>Theatre manager-</b> Looks after the front of house, audience, box office, tickets, etc.  <b>Stage manager-</b> In charge of the backstage area, rehearsals, schedules, etc.</p>	<p><b>Lighting designer-</b> Responsible for designing the lighting aspects of a performance.  <b>Sound designer-</b>Responsible for designing the sound required for the performance.  <b>Set designer-</b> Responsible for designing the set required for a performance.  <b>Costume designer-</b> Responsible for designing the costumes for the performance.  <b>Puppet designer-</b> Responsible for designing puppets for a performance.</p>
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<p><b>Q2</b> 25 seconds</p>	<p><b>Multiple choice question</b></p> <p>focuses on suitable staging. You will be asked to identify types of staging, their layout, or what they are used for. <b>(1 mark)</b></p>	<p><b>End on-</b> Audience sat in front of the stage, directly facing it, but there is no frame around the stage. (Q2&amp;3)</p> 	<p><b>Proscenium arch-</b> Audience are sat at the front of the stage, with a large frame around the stage. (Q2&amp;3)</p> 	<p><b>Theatre in the round-</b> Audience are seated all the way around the stage. (Q2&amp;3)</p> 
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<p><b>Q3</b> 25 seconds</p>	<p><b>Multiple choice question</b></p> <p>focuses on types of stage. You will be asked to look at an image and identify what type of stage is shown. <b>(1 mark)</b></p>	<p><b>Thrust-</b> Audience are seated on 3 sides of the stage and the stage comes out into the audience. (Q2&amp;3)</p> 	<p><b>Traverse-</b> Audience are seated on 2 sides of the stage, like a catwalk. (Q2&amp;3)</p> 	<p><b>Promenade-</b> Audience stand or follow the actors through the performance. This can be within any environment, outside of a theatre. (Q2&amp;3)</p>
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<p><b>Q4</b> 25 seconds</p>	<p><b>Multiple choice question</b></p> <p>focuses on stage positioning of props and set. You will be asked to look at an image and identify where a specific prop or item of set is positioned on stage. <b>(1 mark)</b></p>	<p><b>Remember the perspective you are looking at-</b>          To understand what is “left” or “right”, imagine you are an actor standing on the stage facing the audience. Stage left is to your left, and stage right is to your right. Downstage is at the front of the stage, near the audience, And upstage is at the back of the stage.</p> 
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# Knowledge Organiser: GCSE Drama Component 1, Understanding Drama – Section B

Question Overview:		Useful answer Structure:	You must remember .....
<b>Q6.1</b> <b>4 min</b>	You are designing a [x] for a performance of [the extract] The [x] must reflect the context of 'Blood Brothers' Set in a [...] community in [year] Describe your design ideas for the [x]  <b>(4 marks)</b>	<b>Use PEEL structure to structure your answer X2;</b> <b>POINT- specific drama terms from terminology</b> <b>EXPLAIN- how this shows your understanding of the play and its context</b> <b>POINT-specific drama terms</b> <b>EXPLAIN- how this shows your understanding of the play and its context</b>	<b>Read and understand the full extract;</b> The question wants you to focus on the whole extract. <b>Context of the play;</b> Write about where the play was set, when, and what you understand about that place and time. <b>Look at the community and year;</b> These will effect your design significantly.
<b>Q6.2</b> <b>8 min</b>	You are performing the role of [x] How would you use your <b>vocal and physical skills</b> to perform the line below? What effects do you want to create? [line from the extract]  <b>(8 marks)</b>	<b>Use PEEL structure to structure your answer X3 (BRIEF);</b> <b>POINT-What drama skill would you use</b> <b>EVIDENCE- precise moment of the line given in the question</b> <b>EXPLAIN- why are you using this skill</b> <b>LINK BACK- to what the question asks ( effects)</b>	<b>Highlight the line you are directed to;</b> The question only wants you to focus on one line of the extract. <b>Identify the character;</b> Think about how old your character is, where they live, their social background etc. <b>Be aware of the effect you want to create;</b> How you want your audience to react and/or feel when you perform this line.
<b>Q6.3</b> <b>12min</b>	You are performing the role of [x] Focusing on the lines from [x] to [x] How would you and the actor playing [other character] might use <b>[performance skill] to interact with each other</b> to create [tension/atmosphere] for your audience?  <b>(12 marks)</b>	<b>Use PEEL structure to structure your answer X3 (DETAILED);</b> <b>POINT-What drama skill would you use</b> <b>EVIDENCE- choose specific line from shaded extract</b> <b>EXPLAIN-why are you using this skill to achieve the effect set out in the question</b> <b>LINK: to another character's reaction or response.</b>	<b>Understand the character;</b> Understand which character you are being asked to perform as and think about how old your character is, where they live, their social background etc. <b>Highlight the lines you are directed to;</b> The question only wants you to focus on a small section of the extract. <b>You are writing about you and another performer;</b> Remember that you are writing about 2 characters interaction with each other. <b>Use of space;</b> Think about positioning on stage, proxemics and the relationship between the two characters in the extract.
<b>Q6.4</b> <b>25 min</b>	<b>Answer this question OR Q6.5</b>  You are performing the role of [x] How would you use your acting skills to interpret [x]'s character in this extract? Why are your ideas appropriate for this extract and the play as a whole?  <b>(20 marks)</b>	<b>Use PEEL structure to structure your answer X3 (DETAILED);</b> <b>POINT-What drama skill would you use</b> <b>EVIDENCE- When will you do this, quote a specific line.</b> <b>EXPLAIN- What you want to convey about the character in this scene.</b> <b>LINK BACK- foreshadow, echo, contrast this to another moment in the play and explain how your skills here will be similar/different</b>	<b>Identify the character;</b> Think about how old your character is, where they live, their social background etc. <b>You are describing how you would act;</b> Remember to write about how you would use your <b>vocal</b> and <b>physical</b> skills to perform the role. <b>Think about your character's feelings;</b> Your interpretation of the character will be effected by how they are feeling and what is happening in the extract. <b>Link back to context;</b> How will your use of voice and movement be similar or different to this at another part of the play – <b>WHY?</b>
<b>Q6.5</b> <b>25 min</b>	<b>Answer this question OR Q6.4</b>  You are a designer working on <b>one aspect of design</b> for this extract How would you use your design skills to create effects that <b>support the action in the extract?</b> Why are your ideas appropriate for this extract and the play as a whole?  <b>(20 marks)</b>	<b>Use PEEL structure to structure your answer X5 (DETAILED);</b> <b>POINT-What drama skill would you use</b> <b>EVIDENCE- Why are you using this- show knowledge of your character.</b> <b>EXPLAIN-foreshadow, echo, contrast this to another moment in the play.</b> <b>LINK BACK- to what the question asks</b>	<b>Choose one design element;</b> Remember, you are only being asked to write about how you would design one element. <b>Write as a designer;</b> You are taking on the role of the designer in this question. <b>Understand what's happening in the extract;</b> Think about what's happening in the extract and how your design can support the action within the extract. <b>Link back to context;</b> How your ideas are appropriate for the extract and play, in relation to the context of the play.

Question Overview:		Useful Structure:	You must remember .....
<p><b>Q11</b> 50 min</p> <p><b>Answer this question OR Q12 OR Q13</b></p> <p>Describe how one or more actors used [acting skills] to create [x] characters. How successful were they in communicating their characters to the audience? Make reference to [....]</p> <p style="text-align: right;"><b>(32 marks)</b></p>	<p><b>Use PEEL structure to structure your answer;</b></p> <p>3 key moments of the play 3 peel paragraphs for each moment</p> <p>Therefore, you should have 9 PEEL paragraphs.</p> <p><b>Each paragraph should focus on a different acting or performance skill.</b></p>	<p><b>POINT;</b> Using drama terminology. Describe an element from the play <b>EXAMPLE;</b> Exactly when this skill was used. <b>EVIDENCE;</b> What did this convey about the character or symbolise? <b>LINK;</b> To the question, what was your opinion and why? What would you change?</p> <ul style="list-style-type: none"> <li>• <b>You must use the past tense.</b></li> <li>• <b>You must refer to the performers as actors, not characters.</b></li> <li>• <b>You get 12 marks for <u>DESCRIBING</u> and using subject terminology.</b></li> <li>• <b>You get 20 marks for <u>ANALYSING</u> the symbolism and <u>EVALUATING</u> the effect it created or what you learn.</b></li> </ul>	
<p><b>Q12</b> 50 min</p> <p><b>Answer this question OR Q11 OR Q13</b></p> <p>Describe how [design] was used to support the action in the production. How successful was the [design] in communicating the action to the audience? Make reference to [....]</p> <p style="text-align: right;"><b>(32 marks)</b></p>	<p><b>Use PEEL structure to structure your answer;</b></p> <p>3 key moments of the play 3 peel paragraphs for each moment</p> <p>Therefore, you should have 9 PEEL paragraphs.</p> <p><b>Each paragraph should focus on a different acting or performance skill.</b></p>	<p><b>POINT;</b> Using drama terminology. Describe an element from the play <b>EXAMPLE;</b> Exactly when this skill was used. <b>EVIDENCE;</b> What did this convey about the character or symbolise? <b>LINK;</b> To the question, what was your opinion and why? What would you change?</p> <ul style="list-style-type: none"> <li>• <b>You must use the past tense.</b></li> <li>• <b>You must refer to the performers as actors, not characters.</b></li> <li>• <b>You get 12 marks for <u>DESCRIBING</u> and using subject terminology.</b></li> <li>• <b>You get 20 marks for <u>ANALYSING</u> the symbolism and <u>EVALUATING</u> the effect it created or what you learn.</b></li> </ul>	
<p><b>Q13</b> 50 min</p> <p><b>Answer this question OR Q11 OR Q12</b></p> <p>Describe how [design] was used to support the action in the production. How successful was the [design] in communicating the action to the audience? Make reference to [....]</p> <p style="text-align: right;"><b>(32 marks)</b></p>	<p><b>Use PEEL structure to structure your answer;</b></p> <p>3 key moments of the play 3 peel paragraphs for each moment</p> <p>Therefore, you should have 9 PEEL paragraphs.</p> <p><b>Each paragraph should focus on a different acting or performance skill.</b></p>	<p><b>POINT;</b> Using drama terminology. Describe an element from the play <b>EXAMPLE;</b> Exactly when this skill was used. <b>EVIDENCE;</b> What did this convey about the character or symbolise? <b>LINK;</b> To the question, what was your opinion and why? What would you change?</p> <ul style="list-style-type: none"> <li>• <b>You must use the past tense.</b></li> <li>• <b>You must refer to the performers as actors, not characters.</b></li> <li>• <b>You get 12 marks for <u>DESCRIBING</u> and using subject terminology.</b></li> <li>• <b>You get 20 marks for <u>ANALYSING</u> the symbolism and <u>EVALUATING</u> the effect it created or what you learnt.</b></li> </ul>	