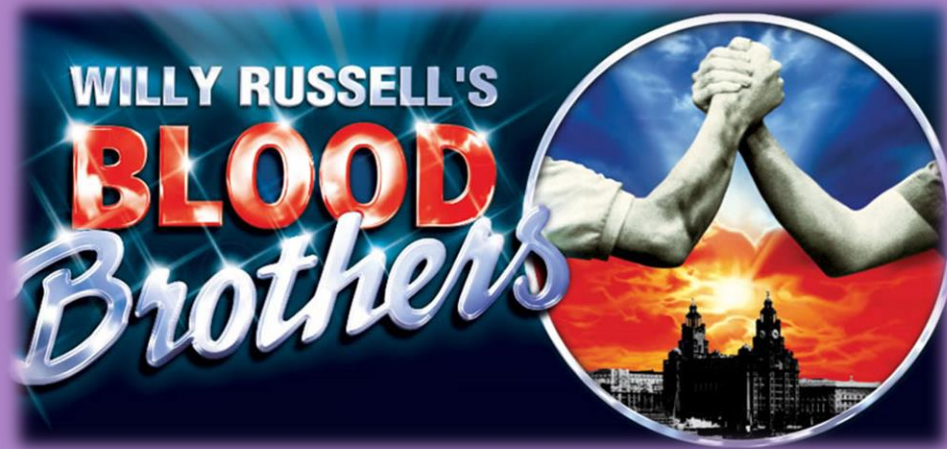


REVISION IN DRAMA

HOW TO REVISE AND PREPARE FOR YOUR UPCOMING WRITTEN DRAMA EXAMINATION



Section A: 50 Marks



Section B: 30 Marks

KEY DATES



Monday 14th February Tuesday 15th February	Presenting and Performing live performance examination (40 marks)
Friday 4th March	Presenting and Performing coursework sent to examiner (20 marks)
Tuesday 15th March Wednesday 16th March	Option C Band – March mock drama exam Option B Band – March mock drama exam
Thursday 19th May (PM)	Written Drama examination (80 marks)

PREPARING FOR *BLOOD BROTHERS* SECTION A



- **Complete past papers and study the mark schemes to evaluate how to improve. Find these at the GCSE Drama OCR website - <https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>**

Assessments → Question papers, mark schemes and reports → 2018 / 2019 / 2020 series.

- **Use top band model responses in the ‘Candidate response’ section of the website.**
- **Remember, in detail, 3 key scenes from *Blood Brothers* that impacted you in some way** and, write an idea of how you would design, direct or act in these key scenes. This will help you to prepare for questions that include the phrase “in a key scene of your choice...”.

Suggestions for revision

notes:

- Create mind maps on everything you remember about *Blood Brothers*.
- Compare with your drama book or revision guide and focus on the gaps in your knowledge.
- Create flashcards of key facts and information about the characters in *Blood Brothers*.

PREPARING FOR *BLOOD BROTHERS* SECTION A



- Watch the West End version of *Blood Brothers* on YouTube.
- Take notes on the production and performance choices made including:

- Lighting
- Sound effects/ music
- Dance/movement
- Props
- Costume
- Set design
- Physical skills
- Vocal skills
- Characterisation
- Staging (blocking)
- Semiotics/ symbolism



Think about:

How did the director stage a particular scene?

How did the actors play their characters effectively?

Why did the set designer choose this backdrop / furniture / prop?

How does the costume reflect the context of the play?

What sound effects are used, when and why?

What is the lighting like throughout? Does it change? How and why?

Does this version of the musical reflect Willy Russell's original play intentions?

Overall, what impact does it leave on the audience?

PREPARING FOR *BLOOD BROTHERS* SECTION A



■ Prepare your answers for the following questions...

What are Willy Russell's intentions and how can we reflect them through...

- set
- costume
- lighting
- sound effects
- props
- staging choices
- characterisation

Which improvisation techniques would be used to build Mickey and Eddie's relationship? Why?

What are the physical skills?
How can the actors in *Blood Brothers* use these to create sincere, emotional characters?

How is the genre (musical) shown throughout?

What are the contextual factors in *Blood Brothers*? Think about...

- historical
- social
- political

What are the vocal skills?
How can the actors in *Blood Brothers* use these to create sincere, emotional characters?

Which stage style/type would you have *Blood Brothers* in? Why? (proscenium arch, in-the-round, thrust, traverse, promenade, black box)

How are semiotics used?

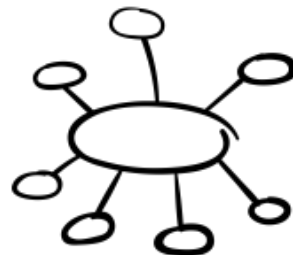
What are the advantages/disadvantages of each stage style for *Blood Brothers*?

Which set type is best for *Blood Brothers*? Why?
(box set, non-naturalistic set, composite set)

PREPARING FOR SECTION B (30 MARKS)



- Re-watch *Frankenstein* Live (National Theatre on Demand).
- Take notes on key scenes that use significant:
 - Special effects
 - Lighting
 - Sound effects/ music
 - Dance/movement
 - Props
 - Costume
 - Set design
 - Physical skills
 - Vocal skills
 - Characterisation
 - Staging (blocking)
 - Semiotics/ symbolism



Take notes for both ANALYSIS and EVALUATION points:

Analysis – interpreting the meaning behind the choices.

Ask yourself why this choice was made.
What was the effect on the audience? How did the choice link to the theme/ story/ character?

Evaluation – weighing up the strengths and weaknesses of the performance.

How effective was that production element/ design elements at that point in the performance? Why was it effective? How did you as an audience member feel?

PREPARING FOR SECTION B



■ Memorise at least 4 key scenes!

What do these scenes tell us about the...

- Genre
- Style
- Themes
- Characters
- Plot
- Audience intention
- Theatre makers decisions (actors, designers, director)
- The overall Artistic intention



PREPARING FOR SECTION B



Pre-write an opening paragraph for your Frankenstein response...



Include...

- **Key information:** On 5th January 2022 I watched a recorded production of a play called *Frankenstein*. This was recorded at the National Theatre and was directed by Danny Boyle.
- **Show-off your knowledge:** Include a brief synopsis, or the overall artistic intention from Boyle. Include theatre makers real names, such as the actors and designers of the production.
- **Quotation:** You could use a quotation from a reviewer of the show – immediately setting the idea that you have extensive knowledge of the show and the impact:
The Times stated the show was a “A Monster hit”, which I personally agree.
- **Question into a statement:**
 - Question: What visual impact did *the live production* you see have on its audience?
 - Statement: The visual impact that *Frankenstein* had on the audience was...

PREPARING FOR LIVE REVIEW SECTION B



For each remaining paragraph, practise this structure:

- Use **Point, Evidence, Explanation and Link (PEEL)** in each separate paragraph.
- For each **Explanation**, use the 'WHY, WHY, WHY?' structure for each explanation.



Conclusion:

- Make sure you have a **summary** at the end of your response that discusses the overall success of the performance as a whole. You can include something negative!

Model Answer: Evaluate the visual impact of a play you have seen.

Point – The visual impact was significantly exciting and thought-provoking in the opening scene.

Evidence – In this scene, the Creature is suspended in a womb-shaped pod and there are jolting light flashes cascading across the ceiling, resembling bolts of lightning.

Explain – This was particularly enthralling to watch as an audience member.

WHY? I was stunned each time a jolt would appear and at the same time, confused by the electrical atmosphere associated with the birth of a Creature.

WHY? Personally, I would not associate sharp, electric jolts with the birth of a child which made me consider Danny Boyle's intention. I feel Danny Boyle intended for the audience to feel a sense of shock and wonder and to be instantly intrigued by the light flashes to allow the audience to question the theme science vs nature from the very beginning.

WHY? Furthermore, this questioning of the electronic methods being used to bring the Creature to life, was a way for us audience members to consider the controversy that 'playing God' would have caused at the time the play was set. Allowing the audience to understand the severity of Dr Frankenstein's transgression from nature from the moment the play begins.

Link – Nevertheless, I personally feel Danny Boyle successfully uses the visual impact of lighting jolts, to stun the audience and allow us to question the nature of the Creature's birth.

DRAMA REVISION SITES

Frankenstein Video

- [Official Frankenstein with Benedict Cumberbatch as the creature Free National Theatre Full Play I 08 – YouTube](#) – Frankenstein Live

Information about Frankenstein.

- [Doubling Frankenstein and The Creature | National Theatre at Home – YouTube](#)
- [The Creature: A Character Study | Frankenstein | National Theatre at Home – YouTube](#)
- Frankenstein revision - https://media.bloomsbury.com/rep/files/nt_frankenstein-learning-guide.pdf

Blood Brothers

- Blood Brothers West End show on YouTube - <https://www.youtube.com/watch?v=8doNZfeQZmA>
- [Blood Brothers - Theatre Ink 2014 – YouTube](#)
- [Blood Brothers \(Act One\) – YouTube](#)
- [Blood Brothers Final – YouTube](#)
- [The 2010 OMTF production of "Blood Brothers" by Willy Russell – YouTube](#)

Blood Brothers Revision

- [The Context of Blood Brothers – YouTube](#)
- [Physical and Vocal Skills - Blood Brothers – YouTube](#)
- [Blood Brothers Characters GCSE Drama and GCSE English – YouTube](#)

DRAMA REVISION SITES

Helpful Revision Guides for Blood Brothers:

- OCR GCSE Drama help book by Annie Fox - https://www.illuminatepublishing.com/wp-content/uploads/samples/OCR_GCSE_Drama_Student_Book/
- **BBC BITESIZE – OCR DRAMA - [GCSE Drama - OCR - BBC Bitesize](#)**
- **OCR Drama website (past exam papers, mark schemes, example exam responses).** [GCSE - Drama \(9-1\) - J316 \(from 2016\) – OCR](#)
- [Drama revision guide ks4 year 9.pdf \(arkelvinacademy.org\)](#)
- [Getting started - Writing about and evaluating theatre - GCSE Drama Revision - BBC Bitesize](#)
- [Blood Brothers Drama.pdf \(whitworth.lancs.sch.uk\)](#)
- Quizlet key theatre definitions for OCR GCSE Drama - <https://quizlet.com/en-gb/content/ocr-gcse-drama-flashcards>

Helpful Revision information for Frankenstein:

- [Understanding the question - Live theatre evaluation - OCR - GCSE Drama Revision - OCR - BBC Bitesize](#) Section B information.
- [NT at Home: Frankenstein | National Theatre streaming on YouTube and NT Collection](#) (reviews and information)
- [Frankenstein at the National Theatre Online | Theatre review –The Upcoming](#) (example review)
- [Section-B-Revision-Guide.pdf \(wchs.co\)](#) – Practice revision pack
- [GCSE \(9-1\) Drama Candidate Style Answers, Performance and Response - Section B, Live theatre evaluation exemplar 1 \(ocr.org.uk\)](#) – Example question B answers.