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OCR drama Bitesize link

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# Drama GCSE OCR exam board mock exam preparation

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Plot summary GCSE Bitesize link

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Themes song summary GCSE Bitesize link



# You are only answering Section A on Blood Brothers

- ▶ You have an hour to complete this section
- ▶ This section is worth 50 marks so you need to think it is a minute a mark when answering your paper, so you should be finished after 50 minutes
- ▶ This will allow you 5 minutes at the start and end to scan read your paper
- ▶ There are always 8 question and follow this pattern:

Q1- 4 marks

Q2- 4 marks

Q3- 6 marks

Q4- 6 marks

Q5- 6 marks

Q6- 8 marks

Q7- 8 marks

Q8- 8 marks

- ▶ Start at the back on question 8 and work your way through the paper as these questions are worth more marks so you don't want to run out of time!



## Section A

There are a total of 50 marks available in Section A. This means that candidates should spend approximately 1 minute answering the question for each mark available. This leaves 5 minutes to go back to any questions they wish to add to.

For example: when answering a six mark question, candidates should spend about 6 minutes on the answer.

You are advised to spend about 55 minutes on this section.

*Blood Brothers – Willy Russell*

*Death of a Salesman – Arthur Miller*

*Find Me – Olwen Wymark*

*Gizmo – Alan Ayckbourn*

*Kindertransport – Diane Samuels*

*Missing Dan Nolan – Mark Wheeler*

*Misterman – Enda Walsh*

The list of set texts will be printed in italics. Candidates may wish to underline or circle the texts they have studied as well as writing the play name below.

This will ensure the examiner knows which play the candidates are writing about. The candidate must write about the same set text for all their answers.

State the performance

.....

Candidates should know that the term **'performance text'** means their set text, or the play they have studied.

studied:

.....



# Exam paper command words

Common words used in the exam paper:  
Explain  
Justify  
Compare  
Discuss  
Describe

Command words	Meaning
Analyse	Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comments.
Compare and contrast	Show the similarities and differences.
Conclude	Make a decision after reasoning something out.
Define	Give the meaning of.
Describe	Give a detailed account of.
Differentiate	Explore and explain the differences.
Discuss	Explore the subject by looking at the advantages and disadvantages.
Explain	Describe, giving reasons and causes.
Evaluate	Give an opinion by exploring the good and bad points.
Identify	Recognise or prove something as being certain.
Illustrate	Show by explaining and giving examples.
Interpret	Explain the meaning by using examples and opinions.
Justify	Give good reasons for offering an opinion or reaching a conclusion.
Outline	Concentrate on the main points of the topic or item.
Summarise	Give the main points of an idea or argument. Leave out unnecessary details.





CUE:

Circle – command word

Underline- key words

Expand- quick plan of your answer

PEE:

Point- state your point

Evidence- give evidence of where your point can be seen

Explain- why you have chosen that point and justify your choice



2. Select **one** stage design from the photographs below. Justify why this could be suitable for a production of the performance text you have studied.



Again, the instruction will be at the start of the sentence. In questions which assess only AO3, these words can include:

- List
- Name
- State
- Identify
- Give
- Select
- Describe
- Define
- Annotate
- Explain

Questions will ask candidates to answer the question in relation to the performance text studied.

Questions with stimuli can vary in length and number of marks, and can appear anywhere in Section A.

Where images are provided, they will be printed in colour where it is deemed necessary.

**This question is representative of the images in the SAM or of the potential images for assessment.**  
This is just to indicate the location of the images in the paper.

Candidates need to write their answers in the space provided.

Where stimulus is provided for a question these lines may be on the next page.

This question assesses AO3 and is worth 8% of the total marks for Section A.

[4]



8. Explain, using **two** examples, how the social and/or historical context can be seen in the performance text you have studied.

Questions may have built in optionality within them. These questions will include 'and/or' between the options.

In this question, these examples may both be social context, both historical context, or one of each.

Every paper will include at least one question on context. These questions can vary in length and number of marks and can appear anywhere in Section A.

Questions on context may include any combination of social, cultural and/or historical context and the theatrical conventions of the period in which the performance texts were created.

The question(s) may refer to any of these specific areas. Therefore, candidates need to know the difference between social, cultural and historical context.

[8]

This question assesses AO3 and is worth 16% of the total marks for Section A.



A director is staging the final scene of Blood Brothers, when Mickey shoots Edward. Explore how they might direct the performers to make this scene engaging for the audience.

The director could position Mickey and Edward at opposite sides of the stage to create distance between the brothers. This lack of proximity would show how they have been driven apart, visually highlighting their fractured relationship for the audience. The director could position Mrs Johnstone in between the twins, standing slightly closer to Mickey to show that her focus is on him. Linda could be positioned upstage at a distance from Mickey, Edward and Mrs Johnstone. This would create tension for the audience as they wait to see if she will intervene. It is Mrs Johnstone who acts- *when she walks "slowly" towards her sons, a director could direct her to use slow and gentle movements to suggest she doesn't want to alarm Mickey.* This would encourage the audience to be wary of how Mickey might react. The director might tell Mickey to use quick and erratic movements to show his state of distress. *This would heighten the tension of this scene for the audience- they know that the situation will escalate and result in the twins' deaths, but they aren't sure how or when.* The director might instruct Edward to stand still and quiet, his attention focused on Mickey- this would reflect that what has happened is out of his control.

This shows you understand the role of a director

You should use examples from the play to support your ideas

Explain how your choices would engage the audience





# Some for you to try on your own!

- ▶ Imagine you are a set designer for a production of Blood Brothers. Suggest a set design for the Lyons's house at the start of Act one and explain why your choices are appropriate. You should refer to the play's context in your answer. (6)
- ▶ You are going to play the Narrator in a production of Blood Brothers. Give two ways you would use physical skills to communicate this character. (4)
- ▶ Explain what important challenges there are for the set designer in communicating meaning to an audience at **one** key moment in the performance text you have studied. (8)
- ▶ As a designer, how would you light the scene in Act two when Mrs Lyons goes mad after attacking Mrs Johnstone? (4)
- ▶ As an actor, discuss how you would create mood and atmosphere at **two** moments in the performance text you have studied. (8)

