

## Section B

*Text: Blood Brothers*

*Time: 55 minutes*

### **Question 6.1 (4 marks) 5 minutes**

**This question could cover: costume, lighting, sound/music, setting or props**

**Example:** Identify a suitable costume for (character) in this extract and explain how **costume** communicates (this will state a point linked to the character).

Read the **extract** and the **question**

1 paragraph

**I must:**

- ◇ Zoom in on the design element
- ◇ List four areas that I will explore
- ◇ Use technical terminology

**Sentence starters:**

- ◇ If I was designing the costume for (characters name) I would use the context of Blood Brothers....
- ◇ Here, the scene is set in .....
- ◇ In this extract, (characters name) is (name the place)...
- ◇ During this extract, (characters name) is relaxing in his living room at home, the atmosphere appears to be....
- ◇ I would....

### **Question 6.2 (8 marks) 10 minutes**

Read the **question** and find the **line** in the given extract

Write down four **vocal** and four **physical** skills.

2 paragraphs—1 on vocal and 1 on physical

**Example:** You are performing the role of (character). Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create. (quote)

**I must:**

- ◇ Use the quote given
- ◇ Refer to both vocal and physical skills (1 paragraph for each)
- ◇ Give justification for my choices/ audience impact

**Sentence starters:**

- ◇ I would use my vocal skills when performing the lines ....
- ◇ I would slow down my pace to create a tense mood ....
- ◇ I would also use my physical skills to create a sympathetic response from the audience for the lines ....
- ◇ I would do this by having .....

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### **Question 6.3 (12 marks) 15 minutes**

Read the **question** and the **shaded part** of the given extract

3 paragraphs

Example: You are performing the role of (character) Focus on the shaded part of the extract.

Explain how you and the actor playing (other character) might use the performance space and interact with each other to create (**intention**) for your audience.

**I must:**

- ◇ Use the shaded part of the extract
- ◇ Refer to physical skills (or sometimes vocal skills) that can show /effect the space between the characters. List six.
- ◇ Give justification for my choices and use the audience intention from the question.
- ◇ Use quotes from the shaded part of the extract. ( four quotes)
- ◇ Refer to the context of the play and consider what has happened before and after this scene.
- ◇ Link in the themes of the play.

**Structure: 3 paragraphs- only use quotes from the shaded part of the extract.**

Point– Intention stated in the question

Evidence— quote from the given extract

Skills– explain what theatrical skills you will use to show the interaction between the characters.

Evaluate— the impact on the audience

**Use this structure THREE TIMES**

**Don't forget the themes and context of the play**

**Sentence starters:**

- ◇ If I was playing the role of (characters name) in this extract, I would use performance space and interaction with ( other characters name) to create ( use the intention given in the question).
- ◇ When I say the line .....
- ◇ This would develop ( intention) from the audience .....
- ◇ I would.....
- ◇ To gain the intended effect .....
- ◇ At this moment in the extract I would.....

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### **Question 6.4 (20 marks) 20 minutes**

You are now focusing on the **whole** extract given and the **whole** play based on the **character** in the **question**.

5 paragraphs

**Example:** You are performing the role of (character). Describe how you would use your acting skills to interpret (character) in this extract and explain why your ideas are appropriate both for this extract and the play as a whole.

#### **I must:**

- ◇ Use a range of quotations from across the play but support my response. (min of 6 quotes)
- ◇ Refer to both vocal and physical skills
- ◇ Give justification for my choices

#### **How to write the question:**

**Introduction:** Explain the point of the character in the play— link in the context. Explain the purpose and point of the given extract—link in a theme and then finish by explaining Willy Russell's intention for the character.

#### **For the next three paragraphs follow the structure below:**

Point— the characters purpose and the playwrights intentions

Evidence— quote from the given extract

Skills— explain what theatrical skills you will use to show the characters intention.

Evaluate— the impact on the audience

Link— make a link to the whole play this can contrast or fit the given intention.

Evidence— quote from the whole play that fits your link and explain how you would perform this line (theatrical skills).

**Conclusion:** Make it clear what your overall intention for the given character is ( what you have covered in the essay), how it fits Willy Russell's intentions and then link to a theme and finish by giving one last piece of evidence to prove your point.

#### **Sentence starters:**

- ◇ Throughout Blood Brothers (characters name) is...
- ◇ Willy Russell's intention is.....
- ◇ The play shows .....
- ◇ During this scene I want to show ....
- ◇ As the extract progresses I want to express ....
- ◇ This contrasts to a point prior to this scene where .....
- ◇ As I say this line I will .....
- ◇ In conclusion, It would be my intention to show....

**5 minutes to read your work through.**

**Use this structure THREE TIMES**

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**Quotes:**

**Mickey:**

"You're great you are Mam."

"Leave me alone will y'? I can't cope."

"An' the bleedin' thing won't go"

"Because while no one was looking I grew up. An' you didn't, because you didn't need to

**Edward:**

"Look...come on...I've got money, plenty of it."

"It's just a secret, everybody has secrets, don't you have secrets?"

"It's a magpie, never look at one magpie. It's one for sorrow"

**Linda:**

"I'll tell my mother why all her ciggies always disappear when you're in our house"

"Take no notice, Mickey. I love you."

**Mrs Johnstone:**

"Livin' on the never never"

"Kid's can't live on love alone"

"Oh bright new day, we're movin' away

"They say I should put some of them into care. But I won't. I love the bones of every one of them."

**Mrs Lyons:**

"They say that if either twin learns that he was once a pair, they will both immediately die."

"You are my son, mine"

"I feel that something terrible will happen, something bad"

**Mr Lyons:**

"The house is your domain"

"Edward... how would you like to move to another house?"

"Jenifer, he's not a baby"

**Narrator**

"So did y'hear the story of the Johnstone twins?"

"But y'know the devil's got your number."

"A debt is a debt and must be paid"

"Life has no ending when you're sweet sixteen "

**Sammy:**

"He's a friggin' poshy"

"Shut it ( to the conductor) I'm fourteen. I wanna fourpenny scholar."

### Section C

**Play: *The Unreturning* by Frantic Assembly**

**Time: 45minutes**

#### **Question 11 ( 32 marks)**

**The question will be about evaluating the Live theatre performance**

5 paragraphs

**Example:** Evaluate the impact that the characterisation of an actor from the live production had on you as an audience member.

**I must:**

- ◇ Give justification for my choices– audience response
- ◇ Be specific when evaluating the skills
- ◇ Use the actors name

**How to write the question:**

**Introduction:**

The name of the play- The name of the playwright-The name of the director-Where and when you saw it in theatre. One sentence about plot-Your initial opinion of the performance.

**For the next three/ four paragraphs follow the structure below:**

Point– Use the words from the question in your answer and consider context.

Evidence— Refer to moments or scenes and quote from the play

Skills– Explain what theatrical skills they used– Explicit examples in specific moment-link to the question

Evaluate— the impact on the audience and how you reacted as an audience member. Was it successful?

Link– Always link back to the question and your original point

**Conclusion:**

Your overall impression at the end -Link to the question-Give your final point

**Sentence starters:**

On (date) I saw the production of ...

My favourite actor in the play was (name) who played the role of (characters name)....

One particular scene that had a great impact was.....

As an audience member I felt .....

In conclusion.....

**5 minutes to read your work through.**