

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

**Pearson Edexcel Level 1/Level 2 GCSE (9–1)**

**Time** 1 hour 45 minutes      **Paper reference** **1DR0/3B**

**Drama**

**COMPONENT 3: Theatre Makers in Practice**

**You must have:**  
Questions and Extracts Booklet (enclosed)

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
  - Section A: answer all questions on one set text.
  - Section B: answer both questions.
- Answer the questions in the spaces provided
  - *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  - *use this as a guide as to how much time to spend on each question.*
- You are **not** allowed to bring any performance texts into the examination.
- You **are** allowed to bring your live theatre performance notes into the examination – *do not return your live theatre performance notes with this question paper.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
- It is recommended that you spend approximately 75–80 minutes on Section A and approximately 25–30 minutes on Section B.

Turn over ►

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Q:1/1/1/1

## SECTION A

Answer ALL questions that relate to the ONE performance text studied for examination purposes. There are five questions in total for each performance text.

Text studied	Question/Extract	Page
100	<b>Questions</b> 1a to 1c <b>Extract</b>	Go to page 3 Go to page 5
1984	<b>Questions</b> 2a to 2c <b>Extract</b>	Go to page 8 Go to page 10
Blue Stockings	<b>Questions</b> 3a to 3c <b>Extract</b>	Go to page 13 Go to page 15
DNA	<b>Questions</b> 4a to 4c <b>Extract</b>	Go to page 19 Go to page 21
The Free9	<b>Questions</b> 5a to 5c <b>Extract</b>	Go to page 24 Go to page 26
Gone Too Far!	<b>Questions</b> 6a to 6c <b>Extract</b>	Go to page 29 Go to page 31

## SECTION B

Questions 7a and 7b – Answer BOTH questions in relation to ONE performance you have seen. Go to page 43

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## SECTION A: BRINGING TEXTS TO LIFE

100, Diene Petterle, Neil Monaghan and Christopher Heimann

Answer ALL questions.

You are involved in staging a production of this play. Please read the extract on pages 5–7.

- 1 (a) There are specific choices in this extract for performers.
- (i) You are going to play the Guide. Explain **two** ways you would use **non-verbal skills** to play this character in this extract. (4)
- (ii) You are going to play Alex. He doesn't know how to choose.
- As a performer, give **three** suggestions of how you would use **performance skills** to show this.
- You must provide a reason for each suggestion. (6)
- (b) There are specific choices in this extract for a director.
- (i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.
- You should refer to the context in which the text was created and first performed.
- Choose **one** of the following:
- costume
  - set
  - staging.
- (9)
- (ii) Nia realises what she must do.
- As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.
- You must consider:
- voice
  - physicality
  - stage directions and stage space.
- (12)

(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting
- props/stage furniture
- sound.

(14)

(Total for Question 1 = 45 marks)

**TOTAL FOR SECTION A = 45 MARKS**

**100, Diene Petterle, Neil Monaghan and Christopher Heimann.**

*This play had its first performance at the Soho Theatre, London in February 2003.*

*This extract is taken from the final section of the play.*

**Guide** Things would be a little impractical if we were all towering geniuses. (*Pushing ALEX.*) Besides, how would the world survive without its fools? We always need someone to make fun of. 75, 76, 77 ...

**Alex** (*fighting back*) Hey, I'm doing the best I can, alright?!

5

*A slight pause.*

**Nia** (*a sudden thought*) That's right!

*The other two turn to look at her.*

Why does it matter ... that our memories aren't earthshattering? (*Realising.*) The things that were really important to me weren't like that ... They were ... tiny ... almost insignificant. Things no one else ever saw.

10

**Alex** Like what?

**Nia** Remember the time we had that totally pointless row in the middle of Regent's Park? Suddenly we both realised how stupid we were being ... and then I felt your hand, so warm ... and we just hugged.

15

**Alex** Is that enough for you? Would you want to live eternity in that moment?

20

**Guide** Be thankful you have even that!

**Alex** What?

**Guide** (*mysteriously*) Nothing.

**Alex** (*to SOPHIE*) Won't we get bored of it?

**Guide** It doesn't work like that. As I understand it, it's a sort of loop ... new to you every time.

25

**Nia** (*to ALEX*) So what are we going to do?

**Guide** Choose ... you must choose quickly!

**Alex** Why so quickly?

**Guide** Because ... it all decays! All your precious memories ... everything you are ... everything you think you are ... you cannot hang on to it ... it fades ... until there is just a vague smudge of what you were.

30

Choose, while it is still real to you!

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

*They look at the GUIDE who appears very anxious.* 35

ALEX looks at NIA.

**Alex** I never took the time to think about *us*.

**Nia** What's there to think about . . . it's a feeling. Alex . . .

*She concentrates on the thought.*

When I met you I thought you were a sexy guy . . . and 40  
maybe you'd . . . (*Quoting him.*) 'be the one'. I never  
actually decided you were the love of my life. (*She*  
*smiles.*) But it seems you were.

ALEX *smiles*.

**Alex** I don't know what to choose. There are just too many 45  
things . . .

**Nia** I know! I remember my favourite Sunday.

**Alex** You have a favourite Sunday?

**Nia** It was the day after the carnival.

**Alex** Yes, of course . . . (*Recalling.*) I'd got very drunk . . . 50

**Nia** Margaritas at that Salsa club . . . Shall I choose for us?

**Alex** Am I going to be spending eternity with a hangover?

**Nia** You were OK.

**Alex** (*warmly*) OK. (*Affirmatively.*) OK, let's do it!

*The lights slowly change.* 55

### **Nia's memory**

**Nia** I remember . . . It was a Sunday afternoon in my  
bedroom. I was sharing with that ageing socialist and  
his hippy wife at the time.

ALEX *lies down*. 60

**Alex** Yeah, and wafting up from the kitchen there's a smell  
of that awful mung bean broth they insist on making.

NIA *lies down*.

**Nia** I open my eyes . . . it's bright out . . . we haven't left 65  
the bed all day.

*Pause. A ticking clock. The atmosphere is very lazy.*

**Nia** Hey you . . . don't I get any of the bed? (*She pushes*  
*ALEX to the side.*)

**Alex** It's not my fault, this thing was built for midgets.

*Pause. A ticking clock.*

70

**Nia** What do you want to do today?

**Alex** (*enjoying being in bed*)  
I'm already doing it.

*NIA gets up and crosses the room.*

**Nia** Yes . . .

75

*NIA opens a window. We hear birdsong outside. NIA  
breathes in the fresh air, before returning to ALEX.*

Let's do absolutely nothing.

*NIA drops into ALEX's lap.*

**Alex** Good.

80

**Nia** Good.

*A pause. The clock ticks, birds sing.  
(Narrates.) And somewhere in the haze of that utterly  
lazy afternoon . . . it was all there.*

*Sound of heartbeat.*

85

I can feel your heartbeat . . . and my own.

*Second heartbeat joins the first.*

*(Narrates.) And then you said it so quietly . . . as if  
I wasn't meant to hear . . . Like it's a thought you'd  
accidentally said aloud.*

90

**Alex** (*whispers*) I love you.

**Nia** I love you.

*Sound of heartbeat.  
The camera flashes. Blackout.*



## SECTION A: BRINGING TEXTS TO LIFE

1984, George Orwell, Robert Icke and Duncan Macmillan

Answer ALL questions.

You are involved in staging a production of this play. Please read the extract on pages 10–12.

2 (a) There are specific choices in this extract for performers.

- (i) You are going to play Charrington. Explain **two** ways you would use **non-verbal skills** to play this character in this extract.

(4)

- (ii) You are going to play Winston. He becomes emotional.

As a performer, give **three** suggestions of how you would use **performance skills** to show this.

You must provide a reason for each suggestion.

(6)

(b) There are specific choices in this extract for a director.

- (i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should refer to the context in which the text was created and first performed.

Choose **one** of the following:

- costume
- set
- staging.

(9)

- (ii) Julia is excited.

As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space.

(12)

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(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting
- props/stage furniture
- sound.

(14)

(Total for Question 2 = 45 marks)

**TOTAL FOR SECTION A = 45 MARKS**

**1984, George Orwell, Robert Icke and Duncan Macmillan**

*This play had its first performance at Nottingham Playhouse in September 2013.*

*This extract is taken from the middle section of the play.*

*We're back in the antique shop. CHARRINGTON moves to the cord and pulls it: the lights illuminate.*

<b>CHARRINGTON</b>	The one place in the world where the past still exists. My shop. Antiques. As was, anyway: no-one wants old things any more. There's another room in the back. Not even a telescreen in there: never bothered.	5
<b>WINSTON</b>	No telescreen?	
<b>CHARRINGTON</b>	It's just for storage, now, after all. There's a little yard too. It's ragged, but it's discreet. Used to be our garden.  Are you alright?	10
<b>WINSTON</b>	Yes. I've / been here before	
<b>CHARRINGTON</b>	You've been here before. Bought the / diary.	
<b>WINSTON</b>	Keepsake album.  ,	15
<b>CHARRINGTON</b>	I'll rent it to you for very little. The room. If you need somewhere. Everyone needs a bit of privacy sometimes.	
<i>WINSTON looks around.</i>  ,		20
<b>WINSTON</b>	Yes. Yes I'd like that. Thank you.	
<b>CHARRINGTON</b>	Follow me then and we'll settle up. No paperwork. No need to leave records.	
<i>CHARRINGTON gestures to the cupboard as before.</i>  You'll do with a light.  It's just through there. Along the corridor. It's the only door.		25
<i>WINSTON opens the cupboard door, which now opens onto a corridor. He walks through the door. CHARRINGTON calls after him.</i>		30

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Those pictures in there were wedding presents. Couldn't bear to part with them. And there's a bed. All antiques. Keep hold of that key and you can come and go as it suits you.

35

*WINSTON enters a small room full of beautiful antiques. Old furniture, a threadbare carpet, peeling walls. A bed.*

**WINSTON** Thank you.

*He looks out of the window. He jumps on the bed.*

No mics. No telescreen!

40

*He looks up and sees JULIA, smiling.*

**JULIA** The size of the bed. For two people at once!

I've got a surprise. Here.

*She unloads a toolbox. Concealed in the base of it are various tins and paper packets which she throws to WINSTON.*

45

Fresh bread. Jam. Milk. Real sugar!

**WINSTON** How did you —

**JULIA** Tea. There's been a lot of it about lately. They've captured India or something.

*He tickles her, she laughs and wriggles free.*

50

And this is the one I'm most proud of!

*She holds a package to WINSTON's face.*

Real coffee from the Inner Party! TWO bags of —

*She holds up a second bag, and coffee grains pour out.*

55

They've chewed right through the paper! The city's swarming with rats. They're everywhere.

**WINSTON** (Quietly.) Stop it.

**JULIA** When hungry or agitated, rats can strip all the flesh from a human face in a matter of minutes. They show astonishing intelligence in knowing when someone is helpless.

60

**WINSTON** (Louder.) Stop it stop it can you please stop it please please stop!

65

*WINSTON is breathing heavily. He's trying not to vomit.*

**JULIA** What? Winston, what?

**WINSTON** Anything but rats. Anything.

*JULIA moves towards him and he flinches.*

**JULIA** Winston. You're shaking.

70

*She puts her arms around him, cradling his head.*

**WINSTON** Anything. Anything but rats. Anything but rats. Please. Please. Anything.

**JULIA** Look at me. They won't come in here. I'll plaster up every crack if necessary. We're alright here. We're alone. We're safe.

75

*She sings to him, softly.*

*'Oranges and lemons,' say the bells of St. Clement's.*

*'You owe me three farthings' say the bells of St Martins.*

*'When will you pay me?' say the bells of Old Bailey.*

80

**WINSTON** That song...

**JULIA** I've seen oranges. They're a kind of fruit with a thick skin.

I wonder what a lemon was.

85

**WINSTON** How do you know that song?

**JULIA** I've always known it.

**WINSTON** But I didn't show you did I? The object, the — you weren't with me when —

**JULIA** My grandfather sang it to me.

90

**WINSTON** Your grandfather?

**JULIA** Yes.

**WINSTON** What else did / he — ?

**JULIA** He was unpersoned when I was eight.

**SECTION A: BRINGING TEXTS TO LIFE*****Blue Stockings, Jessica Swale*****Answer ALL questions.****You are involved in staging a production of this play. Please read the extract on pages 15–18.****3** (a) There are specific choices in this extract for performers.

- (i) You are going to play Mrs Welsh. Explain **two** ways you would use **non-verbal skills** to play this character in this extract.

**(4)**

- (ii) You are going to play Billy. He is impatient.

As a performer, give **three** suggestions of how you would use **performance skills** to show this.

You must provide a reason for each suggestion.

**(6)**

(b) There are specific choices in this extract for a director.

- (i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should refer to the context in which the text was created and first performed.

Choose **one** of the following:

- costume
- set
- staging.

**(9)**

- (ii) Maeve feels increasingly desperate.

As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space.

**(12)**

(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting
- props/stage furniture
- sound.

(14)

(Total for Question 3 = 45 marks)

**TOTAL FOR SECTION A = 45 MARKS**

## Blue Stockings, Jessica Swale

*This play had its first professional performance at Shakespeare's Globe, London in August 2013.*

*This extract is taken from Act One, Scene Eleven.*

**BILLY.** Excuse me.

*They turn around to see BILLY in the doorway. He's rough-looking, poorly dressed.*

I'm here to see my sister.

**MINNIE.** Sir, if you could just wait there. *(Running off.)* Mrs Welsh, there's a man in the building!

5

TESS enters.

**TESS.** A man in the building?

**CAROLYN.** Yes, a man in the building.

**BILLY.** I'm here to see my sister.

10

**TESS.** Who are you?

CELIA appears.

**CELIA.** What's going on? *(Seeing BILLY.)* Oh Lord. There's a man in the building!

MRS WELSH appears.

15

**MRS WELSH.** A man in the building? Ladies, make yourselves decent. May I help you?

**BILLY.** I need to speak to Maeve.

**MRS WELSH.** Ah, Mr Sullivan.

**BILLY.** Look, lady, just tell me where my sister is.

20

**MRS WELSH.** If you could be patient / for a moment.

**BILLY.** I need to see her now. Maeve!

**MRS WELSH.** Mr Sullivan, you are welcome at Girton but whilst you are here you must respect our rules so please don't threaten us.

25

MAEVE appears.

**MAEVE.** Billy? What are you doing here? *(Pause.)* Billy?

**BILLY.** Maeve. You look different.

**MAEVE.** Thanks. You too.

**BILLY.** Not surprising. It's been a long time.

30



**MAEVE.** How are you?

**BILLY.** Ah, you know.

**MRS WELSH.** Mr Sullivan –

**BILLY.** Look. We can talk later. You gotta come with me.

**MAEVE.** What are you talking about?

35

**BILLY.** You're coming with me. I'm taking you home.

**MAEVE.** I'm not going anywhere.

**BILLY.** You are.

**MAEVE.** You've got no right / to walk in here like this.

**BILLY.** I've got every right. Don't make me drag you out of here.

40

**MRS WELSH.** That's enough! This is a ladies' college.

**BILLY.** She's not a lady.

**MRS WELSH.** She's a member of this college and while she's under my roof –

**BILLY.** You got to come home.

45

**MAEVE.** I'm not coming home, Billy.

**BILLY.** We need you.

**MAEVE.** You can manage. You said.

**BILLY.** Things are different now.

**MAEVE.** Don't, Billy.

50

MISS BLAKE *enters*.

**MISS BLAKE.** What's going on?

**TESS.** It's her right to be here.

**BILLY.** Here? This isn't her world. (To MAEVE.) You're not one of them. Look at you.

55

**MAEVE.** I took the examinations. I work hard. / I've got good marks. If you'd just listen to me for one – just for one minute, Billy!

**BILLY.** Examinations? They don't make no difference. Not out there – there, where you left the rest of us.

60

**MRS WELSH.** Mr Sullivan, your mother and I made an agreement. Lady Beaumont provides you with an allowance so that Maeve can study. It has worked perfectly well so far. She's an extraordinary student.

**BILLY.** No good though, is it, being extraordinary at books when there's a babe and young 'uns with no one to mother them.

65

**MAEVE.** What?

**BILLY.** You heard.

**MAEVE.** What's happened to Mother?

**BILLY.** Oh, now the concern –

70

**MAEVE.** Billy, where's Mother?

**BILLY.** She's dead, Maeve.

*Beat.*

**MAEVE.** What? Dead?

**BILLY.** She...there was...I can't say, Maeve. Not here.

75

**MAEVE.** She's dead? Dead?

**BILLY.** I tried to send word but couldn't find anyone to write me a letter. Just my coming here's lost me my job. With the big ships they don't hang about, and the yards have their own law, the police daren't set foot in them. I can't mess them about. I can't work and look after the girls. You got to come home.

80

*Beat.*

**MAEVE.** Did she suffer? Ma?

*BILLY can't answer. Beat.*

85

I can't.

**BILLY.** What? What do you mean 'you can't'?

**MAEVE.** I can't come home.

**BILLY.** What?

**MAEVE.** This is my home.

90

**BILLY.** But what about us?

**TESS.** This is her home.

**BILLY.** What would you know?

**MRS WELSH.** We understand —

**BILLY.** How could you understand? We don't have nothing. The girls won't survive, miss!

95

**MAEVE.** I can't do it, Billy.

**BILLY.** You have to. Maeve? Maeve! (To MRS WELSH.) Tell her. Tell her she has to come home. They're her sisters. Your sisters, Maeve. We won't survive!

100

**MRS WELSH.** Maeve, listen / to me.

**MAEVE.** I can't. I can't go back.

**BILLY.** You have to! Tell her she has to, miss. You can't just... (Beat.) Is that it? You're just going to... (Beat.) You're like he was.

105

**MAEVE.** I'm nothing like he was.

**BILLY.** You're just like him. Dear God, Maeve. I can't even look at you.

*He leaves. There is a long pause.*

## SECTION A: BRINGING TEXTS TO LIFE

*DNA*, Dennis Kelly

Answer ALL questions.

**You are involved in staging a production of this play. Please read the extract on pages 21–23.****4** (a) There are specific choices in this extract for performers.

- (i) You are going to play Mark. Explain **two** ways you would use **non-verbal skills** to play this character in this extract.

(4)

- (ii) You are going to play Jan. She is surprised.

As a performer, give **three** suggestions of how you would use **performance skills** to show this.

You must provide a reason for each suggestion.

(6)

(b) There are specific choices in this extract for a director.

- (i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should refer to the context in which the text was created and first performed.

Choose **one** of the following:

- costume
- set
- staging.

(9)

- (ii) Leah is seeking attention.

As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space.

(12)

(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting
- props/stage furniture
- sound.

(14)

(Total for Question 4 = 45 marks)

**TOTAL FOR SECTION A = 45 MARKS**

**DNA, Dennis Kelly**

*This play had its first performance at the Cottesloe Theatre of the National Theatre, London in February 2008.*

*This extract is taken from the second section of the play.*

*A Street. JAN and MARK.*

*Pause.*

**JAN:** What?

**MARK:** He's not going.

**JAN:** What do you mean he's not going?

5

**MARK:** He's not going.

**JAN:** He's not going?

**MARK:** Yes.

**JAN:** That's what he said?

**MARK:** Yes

10

**JAN:** He said he's not going?

**MARK:** Yeah, he said he's not, he's not...

**JAN:** What?

**MARK:** Going.

*Beat.*

15

**JAN:** Is he off his head?

**MARK:** I know.

**JAN:** Is he insane?

**MARK:** I know.

**JAN:** Is he joking?

20

**MARK:** I know, I know.

**JAN:** No, that's a question.

**MARK:** He's not joking, he's not going, he's said he's not going, I said you've gotta go, he said he's not going, 'I'm not going' he said.

25

**JAN:** That's what he said?

**MARK:** That's what he said, I'm saying that's what he said.

**JAN:** Shit.

**MARK:** Exactly.

*Beat.*

30

**JAN:** What are we going to do?

\* \* \*

*A Field. PHIL and LEAH, PHIL slowly eating a pack of Starburst.  
LEAH has a Tupperware container on her lap.*

**LEAH:** Are you happy?

35

No, don't answer that, Jesus, sorry, what's wrong with me  
sorry —

Are you?

No, I'm just wondering. I mean what is happy, what's  
happy all about, who says you're supposed to be happy,  
like we're all supposed to be happy, happy is our natural,  
and any deviation from that state is seen as a failure, which  
in itself makes you more unhappy so you have to pretend  
to be even happier which doesn't work because people can  
see that you're pretending which makes them awkward  
and you can see that they can see that you're pretending to  
be happy and their awkwardness is making you even more  
unhappy so you have to pretend to be even happier, it's a  
nightmare. It's like nuclear waste or global warming.

40

45

*Beat.*

50

Isn't it Phil? Phil? Isn't it, like nuclear...

*PHIL doesn't answer.*

Yeah, you know, you know it is, you know more than  
I do, I can't tell you any, you know. People getting all  
upset about polluting the natural order? When this planet  
is churning molten lava with a thin layer of crust on  
top with a few kilometres of atmosphere clinging to it?  
I mean, please, don't gimme all that, carbon dioxide?  
Carbon dioxide, Phil? And look at the rest of the universe,  
Venus, Phil, there's a, look at Venus, what about Venus,  
hot enough to melt lead or Titan with oceans of liquid  
nitrogen, I mean stars, Phil, a billion nuclear reactions a  
second, I mean to be honest it's all ether red hot or ice  
cold, so, so, so... No. It's life that upsets the natural order.  
It's us that's the anomaly.

55

60

65

But that's the beauty, isn't it Phil. I couldn't say this to  
anyone else they'd say 'That's a pretty bloody grim view  
of the world, Leah' but you can see the beauty, which is  
why I can talk to you, because you can see the incredibly  
precious beauty and fragility of reality, and it's the same for

70



happiness, you can apply the same theory to happiness, so don't start Phil, don't come here giving it all the, you know, all the, all the...

*Beat.*

Can you remember the happiest moment of your life?

75

*Beat. PHIL eats another Toffo.*

I know mine. I know my happiest moment. Week last Tuesday. That sunset. You remember that sunset? Do you? You don't do you. Oh my God, you don't.

*He says nothing.*

80

*She opens the Tupperware container.*

*Show it to PHIL.*

It's Jerry. I killed him. I took him out of his cage, I put the point of a screwdriver on his head and I hit it with a hammer. Why do you think I did that?

85

PHIL *shrugs*.

No. No, me neither.

*She closes the lid.*

Everything's much better, though. I mean really, it is. Everyone's working together. They're a lot happier. Remember last month, Dan threatened to kill Cathy? well yesterday I saw him showing her his phone, like they were old friends. Last week Richard invited Mark to his party, bring a friend, anyone you like, can you believe that? Richard and Mark? Yep. Everyone's happier. It's pouring into the school, grief, grief is making them happy.

90

95

They say John Tate's lost it though, won't come out of his room. Bit odd. Maybe that's what's making people happier. Maybe it's just having something to work towards. Together. Do you think that's what it is. Are we really that simple?

100

Where will it stop? Only been four days but everything's changed

## SECTION A: BRINGING TEXTS TO LIFE

### *The Free9* by In-Sook Chappell

Answer ALL questions.

You are involved in staging a production of this play. Please read the extract on pages 26–28.

5 (a) There are specific choices in this extract for performers.

- (i) You are going to play Sunny. Explain **two** ways you would use **non-verbal skills** to play this character in this extract.

(4)

- (ii) You are going to play the News Anchor. She is dramatic.

As a performer, give **three** suggestions of how you would use **performance skills** to show this.

You must provide a reason for each suggestion.

(6)

(b) There are specific choices in this extract for a director.

- (i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should refer to the context in which the text was created and first performed.

Choose **one** of the following:

- costume
- set
- staging.

(9)

- (ii) Mini is frustrated.

As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space.

(12)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting
- props/stage furniture
- sound.

(14)

(Total for Question 5 = 45 marks)

**TOTAL FOR SECTION A = 45 MARKS**

## **The Free9 by In-Sook Chappell**

*This play had its first performance at the Dorfman Theatre of the National Theatre, London in June 2018.*

*This extract is taken from the opening to the play.*

### **Scene One**

*North Korea. Near future.*

*A television studio. Portraits of Kim Il-sung and Kim Jong-il on the back wall.*

*A female **News Anchor** dressed in a hanbok (traditional Korean dress) and heavy make-up.*

*Climactic notes heralding a news programme.*

5

**News Anchor** Welcome to the eight o'clock news on KCTV.

*The following speech is declamatory and highly dramatic.*

Let us never forget that our Great Leader Kim Jong-un is our loving and benevolent mother.

**The Nine** enter. *They are dressed in school uniform: white shirts, grey trousers or skirts.*

10

**News Anchor** Nine North Korean *kotchebi*, vulnerable orphans, who were kidnapped by the South Korean puppet regime have today been returned to the bosom of their motherland.

**The Nine** stand in a semi-circle.

**News Anchor** The evil regime promises much but had these children arrived in the South they would have been tortured for information and then executed.

15

**The Nine** bow.

**The Nine** We give thanks to our Great Marshall for rescuing us and his Kimist love, generosity and forgiveness.

*Music swells and they start to sing 'You are Mother.'*

20

### **The Cast**

Taking care of the sons and daughters of this land. The Party shows its motherly love to them.

New strength of love is in your great heart.

You are, you are mother,

You are mother who gave grace to our life.

25

**Sunny** starts to cry.

**The Forgotten** creep out of the shadows. *They wear old dirty clothes which might once have been uniforms.*

### **The Cast**

30

Overcoming all hardships to make us happy,  
The Party shows infinite  
strength of a mother.

**Blade** reaches out and takes hold of **Sunny's** hand.

**The Cast**

35

Your wise leadership brought prosperity today.  
You are, you are mother,  
You are mother who guards our destiny.

**Sunny** *breaks down. The News Anchor looks at her in shock and exits. The bright lights dim.*

40

**The Nine** and **The Forgotten** *look at each other.*

**The Forgotten** Welcome.

**Mini** No.

**The Forgotten** You're with us now.

**The Nine** *look at each other.*

45

**Rat** We're together.

**The Forgotten** Yes. All. Together.

**Forgotten One** *(female) walks towards Mini.*

**Mini** Omoni? *(Mother? If this isn't clear in the playing the English word can be used instead.)*

50

**Forgotten One** *nods.*

**Mini** Mother . . . we weren't meant to meet here.

*Pause.*

**Forgotten One** and **Mini** embrace.

**The Forgotten** How did you come to be here?

55

**Ice** We shouldn't . . .

**The Forgotten** No.

**Poppy** We were waiting. Locked in a room.

**Moon** They said 'Pack your bags, you're going to South Korea'.

**The Forgotten** *remove the pictures of Kim Il-sung and Kim Jong-il from the back wall.*

60

*The light changes, a high-up barred window.*

**The Forgotten** This room?

**Moon** Yes.

**Blade** It could have been . . .

**The Forgotten** Different? . . . We know.

65

*They move back into the shadows. Poppy, Blade, Moon, Ice, Rat, Sunny, Jia and Mini take off their white shirts – underneath they wear dirty lime-green T-shirts, apart from Mini who wears a tatty pink jersey dress.*

**Scene Two**

*Laos. Present. (Companies may wish to include a headline of the location.)* 70

*A squalid room in a detention centre. A high-up barred window.*

**Moon** It's ridiculous.

**Mini** Says you.

**Moon** Yes, I do. It's completely unbelievable.

**Mini** You're so . . . literal. You've got no imagination. 75

**Moon** Life isn't like that.

**Mini** *looks around the depressing room.*

**Mini** Because I really want to see this on television. It's the most popular show in South Korea. Don't you want to fit in?

**Jia** *covers her ears with her hands.* 80

**Jia** Aargh. I can't believe you two are still going on about this. Do you see a TV in this room? No. Well then, it doesn't matter. We don't all have to like the same thing.

**Poppy** Well said.

**Mini** Moon can say he doesn't like it but he can't say it's crap. The Chinese are mad about it too. 85

**Jia** (to **Moon**) You're older, you know what she's like.

**Moon** OK . . . It's extremely successful and the girls like it.

**Poppy** I like it.

## SECTION A: BRINGING TEXTS TO LIFE

*Gone Too Far* by Bola Agbaje

Answer ALL questions.

You are involved in staging a production of this play. Please read the extract on pages 31–33.

6 (a) There are specific choices in this extract for performers.

- (i) You are going to play Flamer. Explain **two** ways you would use **non-verbal skills** to play this character in this extract.

(4)

- (ii) You are going to play Ikudayisi. He is upset.

As a performer, give **three** suggestions of how you would use **performance skills** to show this.

You must provide a reason for each suggestion.

(6)

(b) There are specific choices in this extract for a director.

- (i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should refer to the context in which the text was created and first performed.

Choose **one** of the following:

- costume
- set
- staging.

(9)

- (ii) Yemi is angry.

As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space.

(12)



(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting
- props/stage furniture
- sound.

(14)

(Total for Question 6 = 45 marks)

**TOTAL FOR SECTION A = 45 MARKS**

## Gone Too Far by Bola Agbaje

*This play was first performed at the Royal Court Jerwood Theatre Upstairs, London in February 2007.*

*This extract is taken from Scene Nine*

**Flamer** Speak English.

**Ikudayisi** I don't have anything on me – please don't kill me.

**Flamer** I'm not playing around! Give me my money.

**Ikudayisi** I beg-oh. I don't have no money with me.

**Flamer** Empty out your pockets.

5

**Ikudayisi** Ah ah, now you don't believe me. Why will I lie? Look, I live on this estate. Give me your trainer and I will go and wash it for you now.

**Flamer** I have never seen you round here before, so don't take me for an eediate. Empty your pocket.

**Ikudayisi** *empties out his pockets.*

10

**Flamer** Where is your phone?

**Ikudayisi** I don't have one.

**Flamer** You ain't got a phone? What type of . . . ?

*He looks Ikudayisi up and down from head to toe.*

**Flamer** Take off your trainers.

15

**Ikudayisi** Ah, ah, I can't give you the trainers, I said I will clean your shoe for you.

**Flamer** I said, take off the trainers.

**Ikudayisi** It's not mine. Please, it's my brother's.

**Flamer** Take off dem trainers now!

**Ikudayisi** Please, I didn't mean to step on your trainer. It was an accident, ah ah –

20

**Flamer** *moves closer to Ikudayisi with the knife. Ikudayisi quickly takes off the trainers.*

**Ikudayisi** What is happening to this country? Why are you behaving like dis?

**Yemi** *enters and sees what is happening. He shouts over.*

**Yemi** Oi!

25

**Flamer** *takes the trainers and runs. Yemi runs over to Ikudayisi.*

**Yemi** Why you letting people push you around? This is what I mean bout you need to change.

**Ikudayisi** Just leave me. *Awon olorì buruku.* [These horrible people.]

**Yemi** What happen, man? 30

**Ikudayisi** This London *babanla problem lo wa fun mi* [This London is nothing but trouble for me.]

**Yemi** I don't have time for this – what happen?

*Pause.*

Where is your – I mean *my* trainers? 35

**Ikudayisi** He took it now.

**Yemi** You *got jacked!*

**Ikudayisi** No!

**Yemi** So what happened?

**Ikudayisi** I stepped on his trainer – 40

**Yemi** You let someone take your trainers and you never even fought back? What the hell is wrong with you? See, see, I thought everyone was nice to you! You just made a man take you for an eediate and you couldn't do nothing.

**Ikudayisi** I tried now.

**Yemi** Tried! Tried! I swear in African you train with lion. 45

**Ikudayisi** Yemi, don't start that . . . In Nigeria people die over things like this all the time-oh. I value my life. He had a knife.

**Yemi** So?

**Ikudayisi** What did you want me to do?

**Yemi** NOT TO GET ROBBED! 50

**Ikudayisi** I said he had a knife.

**Yemi** If that was me, I would fight him same way. Do you think I care? You just made a man take you for an eediate and you didn't do nothing? And you were saying I don't know what I'm talking bout. I DON'T KNOW WHAT I'M TALKING ABOUT! Do you *now* see what this country is like? Do you see? 55

**Ikudayisi** Where were you, eh?

**Yemi** What! You tryna switch this on me? Was you not there when the police told me to walk? If you had any sense you would have followed me, instead of just standing around with them.

**Ikudayisi** They told me to wait. 60

**Yemi** Why did you listen?

**Ikudayisi** Why didn't you stay?

**Yemi** So is it my fault? You're a big boy and you got rob – I would never let that happen to me.

**Ikudayisi** It wasn't my fault, it wasn't my fault. I beg him not to take it, he didn't listen. I'm not going to get killed because of trainer.

65

**Yemi** You pussy.

**Ikudayisi** I don't like this country. *Babalan* [enormous] problem.

**Armani** *enters, looking for Razer.*

**Armani** Razer, where are you? RAZER!

70

*She sees Yemi, cuts her eye at him, then quickly runs off the other way.*

**Yemi** Come on, let's go.

**Ikudayisi** Where are you going to go?

**Yemi** I'm going to settle this once and for all.

**Ikudayisi** I don't have shoes on.

75

**Yemi** We are going after the shoes.

**Ikudayisi** You don't know where it is.

**Yemi** Do you think it a coincidence that that girl is looking for her man in the same place you got robbed? Open your eyes.

**Ikudayisi** Who?

80

**Yemi** Armani. You blind? Did you not just see her come round da corner?

**Ikudayisi** I don't want trouble. Let's just go home. We already have the milk. Mum will be worried.

**Yemi** In this country you ain't got to look for trouble before it finds you. Can you not see dat?

85

## SECTION A: BRINGING TEXTS TO LIFE

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:    **Question 1** ☒      **Question 2** ☒      **Question 3** ☒  
   **Question 4** ☒      **Question 5** ☒      **Question 6** ☒

Question (a)(i)

(4)

1

2

Question (a)(ii)

(6)

1

2

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3

Question (b)(i)

(9)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

Question (b)(ii)

(12)

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Question (c)

(14)

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**TOTAL FOR SECTION A = 45 MARKS**

**SECTION B**

**Answer both questions on the performance that you have seen.**

- 7** (a) Analyse how vocal skills created tension at one key moment in the performance. (6)
- (b) Evaluate how set design was used to engage the audience. (9)

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**(Total for Question 7 = 15 marks)**

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**TOTAL FOR SECTION B = 15 MARKS**



## SECTION B: LIVE THEATRE EVALUATION

**Answer both questions in this section on the performance you have seen.**

**Write the title, venue and date of the performance you have seen in the space below.**

**You must use the questions on page 43.**

Performance details

Title:

Venue:

Date seen:

Question 7(a)

(6)

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Question 7(b)

(9)

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**(Total for Question 7 = 15 marks)**

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**TOTAL FOR SECTION B = 15 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**

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