

Practise Questions for OCR Drama and Theatre GCSE

- How would you use proxemics effectively to show relationships at key moments in the performance text you have studied?  
4 marks

- Where in the performance text you have studied is evidence of the historical context?  
4 marks

- What is the structure and performance style of the text you have studied?  
[4marks]

- Select **one** line from the list below. Explain what it tells you about the character in the performance text you have studied.  
Mrs Lyons: I don't want her to hold the baby, Richard. She's...I don't want the baby to catch anything. Babies catch things very easily, Richard. (4 marks)

- Select **one** of the following theatre makers and explain why they are important in communicating the social or historical context of the performance text you have studied. [4] lyricist / set designer / stage manager [4 marks]

- How Would you use technical elements such as lighting, sound and costume to highlight the themes present in the text you have studied?  
[4marks]

- Explain why this is a key moment in the text you have studied.

**Mrs Lyons:** They...they say that if either twin learns that he once was a pair, they shall both immediately die. (4 marks)

- List two types of staging that would be suitable for the text you have studied and justify why. (4marks)

Staging type	Justification

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- As a character from the performance text you have studied, outline how you would use voice at key points to demonstrate the character's use of emotion.

6 marks

Voice	Moment in the text

- As an actor, using a different character to the one in the previous question, outline how you would use movement to communicate the intentions of the character to an audience in a performance of the text you have studied.

6 marks

- What are the advantages of staging the performance text you have studied using a thrust stage? 6 marks
- Explain and justify how you might use semiotics within the production of your chosen performance text. 6 marks

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- Explain, using examples for the performance text you have studied, how stage directions can be used to support an actor in communicating their role to the audience. 6 marks

- Compare the advantages and disadvantages for an actor when presenting the performance text you have studied on a traverse stage. [6 marks]

- As a director, how would you stage key scenes in the performance text you have studied to highlight the themes of the play?  
8 marks

- As a designer how would you use lighting to communicate mood and atmosphere in the performance text you have studied?  
8 marks

- As an actor how would you highlight social context within the performance text you have studied?

8 marks

- Blood Brothers- Mickey  
Explain how, as an actor, you would show the change in characterisation for this character throughout the play. (8 marks)

- As a director describe how would you prepare an actor in rehearsals for playing the role of Linda?

[8marks]

- Discuss how a director could stage the ending of the play you have studied to engage the audience in the final scene of the play. You may refer to the direction of the performers and/or design of the scene in your answer. [8 marks]

- Choose a scene from the play you have studied and explain how you would use lighting to enhance meaning. [8 marks]

SECTION B -Live Theatre

- **In a live performance you have seen, analyse and evaluate the impact the actors had on you as an audience member.**

In your response you should refer to:

- The actors use of characterisation skills and how this impacted you as an informed member of the audience.
- Key moments in the performance you have seen where the acting had an impact on you.
- Use of movement and physicality as well as vocal delivery.
- How the design elements enhanced the performance of the actors.

You should use appropriate subject specific vocabulary in this response.

30 marks

- Evaluate the impact one key scene in a live production had on you as an audience member.

You must include examples from the live performance you have seen in your answer. At the start of the answer state the name, venue and date (month and year) of the live performance you have seen.

(30 marks)

- Evaluate the impact that **one design element** in a live production had on you as an audience member. You must include examples from the live performance you have seen in your answer. At the start of your answer state the name, venue and date (month and year) of the live performance you have seen. [30]
- Evaluate the impact of how directorial choices suited the genre of the live theatre performance and impacted you as an audience member. You must include examples from the live performance you have seen in your answer. At the start of your answer state the name, venue and date (month and year) of the live performance you have seen. **(30)**

Other 30 mark Section B's you could do:

1. Evaluate the visual impact a live production had on you as an audience member.
2. Evaluate the impact that the characterisation of an actor from the live production had on you as an audience member.
3. Evaluate how an actor's vocal skills in a live production have impacted the audience

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4. Evaluate how an actor's physical skills in a live production have impacted the audience
5. Evaluate how the live productions style impacted you as an audience member.
6. Evaluate how the technical aspects within the live performance impacted you as an audience member.
7. Evaluate the impact Costume within a live production had on you as an audience member
8. Evaluate the impact Lighting within a live production had on you as an audience member
9. Evaluate the impact Sound within a live production had on you as an audience member
10. Evaluate the opening scene of the live production and its impact on the audience
11. Evaluate the final scene of the live production and its impact on the audience
12. Evaluate a key scene of the live production and its impact on the audience
13. Evaluate how the choices in staging impacted the audience of the live production
14. Evaluate the semiotics of a live production and their impact on the audience