

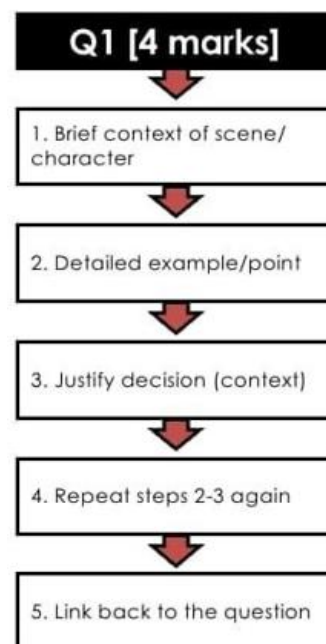
Component 1 Section B- Blood Brothers

Question 6.1 4 marks design

The mark scheme says...

Section B .1 questions (4 marks)

Band	Marks	Descriptors
4	4	Excellent description: <ul style="list-style-type: none">• The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed.• The design is entirely appropriate to the brief in the question and demonstrates highly developed knowledge and understanding of design and of the play.• Precise details are provided throughout the description.
3	3	Good description: <ul style="list-style-type: none">• The response demonstrates a good knowledge and understanding of how drama and theatre is developed and performed.• The design has a good degree of appropriateness to the brief in the question and demonstrates developed and secure knowledge and understanding of design and of the play.• A number of precise details are provided in the description.
2	2	Reasonable description: <ul style="list-style-type: none">• The response demonstrates a reasonable knowledge and understanding of how drama and theatre is developed and performed.• The design has some relevance to the brief in the question and demonstrates mostly sound knowledge and understanding of design and of the play.• A few precise details are provided in the description.
1	1	Limited description: <ul style="list-style-type: none">• The response demonstrates a limited knowledge and understanding of how drama and theatre is developed and performed.• The design may lack appropriateness to the brief in the question and demonstrate underdeveloped knowledge and understanding of design and of the play.• Minimal detail is provided in the description.
0	0	Nothing worthy of credit/nothing written.



WHAT is your design idea?

- Describe it in precise detail. Be specific.
- Be specific what you are stating in relation to the context of the play and the extract.
- What do you want the design to reflect (show).

If I were to design the set for a 1960's middle class home, I would This would reflect....

If I were to design costume for (...) in this section of the extract to reflect (e.g lower class 7-year-old Mickey)

HOW will you create/ contrast it? HOW do you want it to look/ effect?

- What do you want the design to reflect (show).
- Take the reader through what you are describing in clear detail.
- Go through item by item, clearly explaining what it is. (if set where on the stage it would be)
- The reader should be able to picture what you are telling them, clearly.
- Specific design terminology

- Give a good number of precise details (2-3).

- Set- **how** will you have the set to support your design idea?
- Costume- **how** will you specifically dress the character to support your design idea
- Lighting- **how** will you set the lighting to support the scene and your design idea.

The set for a 1960's comprehensive high school would have

(...) would wear...For a middle-class living room, I would...

1960's private school pupils wore...Therefore I would dress 7-year-old Edward in a

The fly would be dressed in bright floral wallpaper and picture of family portraits to show on the stage space this is the living room, and a middle-class family home would have...

"wearing a creamy white coloured oversized shirt..... the collar would be up turned and the top two buttons would be undone. One sleeve would be slightly rolled up and half of his shirt would be tucked in to long black trousers... The trousers would be slightly mucky by the ankles.....and he would have black leather shoes with the laces slightly undone."

WHY do you want it to look like this? Justify your ideas. Explain why you are making these specific choices, do not just describe what they look like. CONTEXT CONTEXT CONTEXT!

- This is where you will show your understanding of the context of the play and you can use this and create; set, costume, lighting etc.

I have chosen these design ideas because ...

I feel this (design idea) would best fit because...

This shows...

This reflects....

Example answer

Setting

Here, the scene is set in the Lyons' household whilst a 7-year-old Edward quizzes his mother about the 'Bogeyman'. This scene is important because it demonstrates the Lyons' excessive wealth and is an insight on the daily running of the Lyons household.

There should be a grand image of a lavish marble clad house wall with a classical painting on it as a backdrop for the living room flown in at the start of the extract to display the excessive wealth that the Lyons possess and should contrast from the scene before on the council estate street, representing the stark financial disparities in those times. In addition, a solid wooden coffee table, immaculately polished and without a single scratch should be trucked on from the wings, this is a piece of furniture in such pristine condition that it accurately displays the obsessive nature of Mrs Lyons as her attention to detail is unprecedented; making her seem slightly unhinged by her need to keep things clean. Along with the table, a white leather sofa should also be trucked on in spotless condition for much the same reasons as the table, a sign of wealth and demonstrating Mrs Lyons' obsessiveness over her household.

Props & Furniture

In this extract, 7 year old Eddie is at home with Mrs Lyons on an evening, I want to convey the great extent of luxury the Lyons prosper in, even in their home. I would place a large, wooden, crème painted 8-seated dining table downstage left, this would exemplify the need Mrs Lyons has for a family unit even though there are only three in the family. In addition, I would have Eddie reading a newly-looking hard back book to convey the pressures of living in an upper class family, in that you are expected to be intelligent due to the high amount of opportunities on offer. Finally, I would have a small, oak square table downstage right to convey that everything has to be luxurious despite the size or function, subsequently highlighting the mind set of all upper class people in that they constantly want to look good and protect their reputation in every aspect of their life.

Costume

Here, Edward Lyons is aged 7 and lives in a very wealthy household with his mother and father, in this scene, Edward's appearance should reflect his and his parent's uptight and upper class status although take on a more casual approach than if he were outside, as he is in his own home.

Eddie's golden hair should be immaculately combed over in a side swept manner, the attention to detail with not a single hair out of place, should scream the work of his mother, as she is an obsessive perfectionist who cares way too much for her family's presentation. On his torso, Eddie should adorn a comfortable looking, hand knitted jumper; which should be a precise exemplification of his mother's adoration towards her son and the fact that she has way too much free time, caring for him, which could have probably lead to her fierce protectiveness over him. As for his feet, some mirror polished leather shoes should top off his image of perfection to represent Eddie as a pure golden boy, which would certainly contrast with Mickey's wild attire, when he enters the stage.

Lighting

Here, the scene is set in the Lyons' household whilst a 7 year old Edward quizzes his mother about the 'Bogeyman', until Mickey enters, asking if Eddie can play out. This scene is important because it demonstrates Eddie's impressionable nature and is an insight on the daily running of the Lyons household before Mickey arrives.

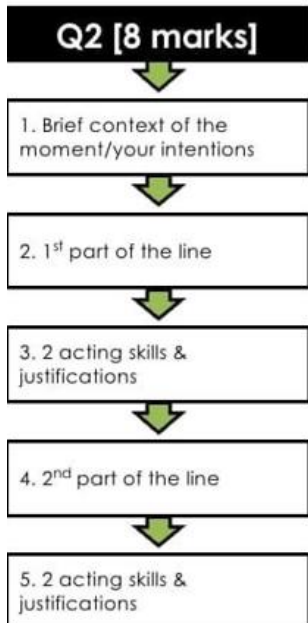
Initially, a pink flood lantern should fade on over 2 seconds, pink is a symbol of warmth although can issue a sense of forced comfort, which would convey how the family is perhaps unnatural, given Eddie's true heritage whilst covering it in a mask of fake equilibrium and happiness. Then, when Mickey arrives, there should be a sudden snap to a yellow Fresnel lantern on the two boys, whilst not excluding the parents (although certainly leaving them on the sidelines) it would show how comfortable Eddie is around his friend and that he feels a sense of belonging with him unlike that with his family, as yellow is also a much more naturally warm colour, as it mirrors the sun's own glow.

Sound

During this extract, Eddie is relaxing in his living room at home, the atmosphere appears to be happy and content however a sense of superstition and worry is soon signalled through Mrs Lyons' panic. On the line "we were born on the same day" I would have a recorded SFX sound of a heartbeat, gradually increasing in volume and then quickly snapping off when Mrs Lyons begins to speak. Consequently, this would illustrate Mrs Lyons' worry and paranoia starting to stem, on the other hand, the indication to the heart could perhaps portray how much she loves Eddie and how much she doesn't want to lose him. Moreover, I would have an underscore of a spookily content piano melody, which has been pre recorded on Eddie's mention of the "bogeyman" and ends when Mrs Lyons answers the door. It would be quiet and would highlight Mrs Lyons constant reminder of superstition in that it is always following her.

Question 6.2 8 marks you are the performer performing a line of the extract...

What the mark scheme says...



Section B .2 questions (8 marks)

Band	Marks	Descriptors
4	7–8	Excellent description and explanation: <ul style="list-style-type: none"> The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The description of how vocal and physical skills would be used is exact and supported by precise detail throughout. The intended effects given are entirely appropriate to the role and to the context of the extract and are comprehensively explained.
3	5–6	Good description and explanation: <ul style="list-style-type: none"> The response demonstrates a good knowledge and understanding of how drama and theatre is developed and performed. The description of how vocal and physical skills would be used is clear and supported by a number of precise details. The intended effects given have a good degree of appropriateness to the role and to the context of the extract and are clearly explained.
2	3–4	Reasonable description and explanation: <ul style="list-style-type: none"> The response demonstrates a reasonable knowledge and understanding of how drama and theatre is developed and performed. The description of how vocal and physical skills would be used is reasonably clear and supported by a few precise details. The intended effects given have some relevance to the role and to the context of the extract and are reasonably well explained.
1	1–2	Limited description and explanation: <ul style="list-style-type: none"> The response demonstrates a limited knowledge and understanding of how drama and theatre is developed and performed. The description of how vocal and physical skills would be used lacks clarity and includes minimal detail. The intended effects may lack appropriateness to the role or to the context of the extract and are not explained.
0	0	Nothing worthy of credit/nothing written.

WHAT vocal and physical skills would you use?

- What do you want to communicate to the audience.
- What are your intentions when performing the line
- **Terminology**
- How are you going to show your intentions.
- What vocal and physical skills are you going to use to support your intentions and communicate your intentions.
- Go through the quote from beginning to end explaining how you are going to perform the quote in precise detail.
- Is it appropriate to the role? What is happening in the play at that moment? Context.
- Specifically, and clearly explained.

Note the punctuation.

How does ! , ? and Impact your vocal choices? Are there any words that are repeated? What impact does this create?

What vocal skills will help me show this meaning?

What physical actions will I use in addition to vocal skills to **emphasise meaning?**

Split the line into smaller sections. (At least 2, most likely 3 sections)

Look for the punctuation clues – these will show a change in voice and physicality.

You need to write about a **WIDE range of vocal and physical skills.**

'If I was performing the line "Richard and I have been talking it over and well, the thing is, we both think it would be better if you left." I would want to communicate to the audience that... I would intend to show Mrs Lyons as...'

'At the beginning of the quote where Mrs Lyons says, "Richard and I", I would emphasise "Richard and" to show Mrs Johnstone that it is not only me, Mrs Lyons, who this message is coming from, but Richard is also involved in what is about to be said. I would also look away from Mrs Johnstone, looking into the audience, whilst delivering the news. This shows Mrs Lyons polite nature and distancing herself from this situation, so

she does not look responsible. But she still is in full control of what Mrs J being fired and not seeing Edward again. '

HOW will you deliver the line using that technique?

- Why do you want to perform the quote with these techniques.
- Why is it appropriate to what you are conveying to the audience.
- Describe how you would use your vocal and physical skills to perform the line and explain the affects you want to create.
- Support each technique you have chosen to use with a number of precise and clear detailed descriptions.

'I would now speak at a faster pace and step towards Mickey with my hand beginning to stretch out to touch Mickey's shoulder... I would emphasise the word 'just' to show that Edward is adamant he was only friends with Linda'

'This shows Mrs Lyons polite nature and distancing herself from this situation, so she does not look responsible. But she still is in full control of what Mrs J being fired and not seeing Edward again. '

'I would start off with a quiet, low-pitched voice when I say 'Mickey'. I would then use a slight pause to create a small moment of tension as Edward and the audience know that Mickey is very volatile and fragile at the point in the play.'

WHY will you use them like this? WHAT effect do you want to create?

- What effect are you wanting to create
- Effect on the audience
- This question simply tests your ability to describe the **vocal** and **physical** skills you would use and asks you to explain why those skills will be **effective in performance**.

'The slow pace and hesitance from the pause would show how Edward is trying to be very careful by what he is saying to Mickey to try and keep him calm'

'The tension at the start of the quote/ the tension I would want to create at the start of the quote, and slight effect of desperation in Edwards voice because he does not want to lose Mickey as a friend or a brother.'

CEC = Context / Example / Communicate.

Step 1. Split the line into smaller sections. (At least 2, most likely 3 sections)

Look for the punctuation clues – these will show a change in voice and physicality.

You need to write about a **WIDE range of vocal and physical skills**.

Step 2. CONTEXT. Write your intro. Keep it brief. Use the sentence starter.

INTRO: At this point in the play.... (give me a one sentence update on what has happened in this scene and how Edward is **feeling**)

Step 3: EXAMPLE / COMMUNICATE = Vocal/Physical/Why.

VOCAL: In role as Edward, I would say the first line... (insert vocal skills – use your mat)

PHYSICAL: As I say this, I would... (insert physical skills including facial expressions – use your mat)

WHY: Explain the effect you want to create: This would show/This would communicate to the audience/ This would create the effect of...

Step 4. Use a linking sentence to move on to the next section of the line before repeating Vocal, Physical, Why for the next part of the line:

As I say 'I want to stay... ' I would..... **V, P, W**

Example answer

As the role of Edward I would have a Scouse accent, however be a lot more posh by emphasising certain letters. I would also have a very upright posture to further show class. In this line I would want the audience to feel sorry for me as I am upset and being forced to leave my friends. During this line I would have a distressed and sad facial expression to show how distraught I am. When I first say the line I will shoot my head up from its previous lowered place from when I began to cry to show I am trying to be strong. When I say "I don't want to go" I would slouch my posture and say it in a bratty tone of voice to show I'm not getting what I want. I would often my tone to a more sad depressed tone when I say "Where Mickey is" to show that I will really miss him. This links to the scene where Edward and Mickey meet up again as it will make the audience feel happy for them because they saw how sad they were when they thought they wouldn't see each other again

Question 6.3 12 marks shaded part of the extract, how you might use the performance space and interact with the other actor to show the audience...

What the mark scheme says ...

Section B .3 questions (12 marks)

Band	Marks	Descriptors
4	10–12	Excellent explanation: <ul style="list-style-type: none"> The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The explanation is exact, well-developed and entirely appropriate to the brief in the question. Precise details are provided throughout the explanation.
3	7–9	Good explanation: <ul style="list-style-type: none"> The response demonstrates a good knowledge and understanding of how drama and theatre is developed and performed. The explanation is clear, developed and secure and has a good degree of appropriateness to the brief in the question. A number of precise details are provided to support the explanation.
2	4–6	Reasonable explanation: <ul style="list-style-type: none"> The response demonstrates a reasonable knowledge and understanding of how drama and theatre is developed and performed. The explanation is reasonably clear, mostly sound and has some relevance to the brief in the question. A few precise details are provided to support the explanation.
1	1–3	Limited explanation: <ul style="list-style-type: none"> The response demonstrates a limited knowledge and understanding of how drama and theatre is developed and performed. The explanation demonstrates underdeveloped knowledge and may lack clarity and/or appropriateness to the brief in the question. Minimal detail is provided to support the explanation.
0	0	Nothing worthy of credit/nothing written.

The question will

- Tell you which **character** you are playing.
- Ask you to focus the shaded part of the extract.
- Ask you to **explain** how you will use the ‘**performance space**’ and ‘**interact with each other**’ to show **SOMETHING** (known as a ‘**specified effect**’)

The ‘**SOMETHING**’ (**specified effect**) could be:

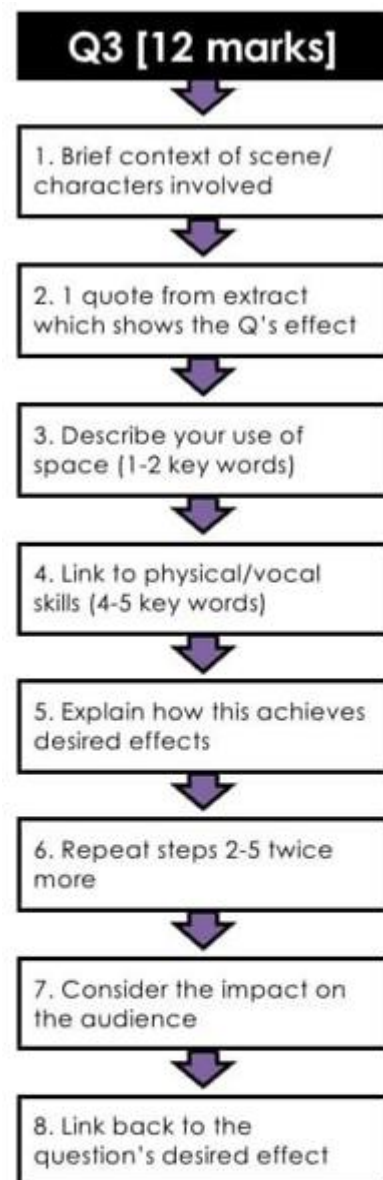
- The relationship (*between the characters*)
- The emotional relationship (*between the characters*)
- The increasing tension
- To create comedy
- To gain sympathy from the audience
- Literally one million other things that the exam board might come up with*

This question tests your ability to explain how you would use proxemics within your performance in order to communicate something important that is happening within the scene

Writing frame...

Step 1: Highlight three key moments from the shaded part to write about – beginning, middle and end. This will ensure you cover the whole of the shaded part.

Step 2: Write your intro. Provide some context about the character you are playing. The Sentence starter is underlined in red below:



For space, refer to:

- stage space / size
- configurations
- proximity to audience
- proxemics to others
- sets/props 'in the way'
- movement restrictions

- **Intro: At this point in the play, Edward is feeling..... The emotional relationship is.....**

Step 3: Write about your first moment:

- **As I say the line ‘...’ I would.....**
- **Use of space: ...move towards Mrs Johnstone...?**
- **Body Language:.... Gesture with hands open?....**
- **Interaction with the other character:as I say As I do this, the other actor should.....**

Refer back to the ‘specified effect’ – to show the increasing tension:this would show therelationship because

- **This will show the within their relationship because.....**

Step 4: Move on to the next line by repeating step 3 and 4 twice for x3 examples.

‘I would shout very loudly directly at Mickey’s face while thrusting my fists downwards and stamping my foot on the ground to show the audience that Edward is beginning to lose patience with Mickey and his anger towards him.’

At the start of the scene I would keep my distance from Mickey as he begins to shout, to show Edward’s shock and desperation to convince Mickey of the truth.

Example answer...

1. When playing the role of Edward I would have a Scouse accent however be more posh be emphasising certain letters. I would also have an upright posture to show upper social class. During this scene I would want the audience to see this as a nice moment however feel sorry for Mrs Johnstone as Edward is relying on her as if he was her son. When Mrs Johnstone asks me if I would like a picture of Mickey my facial expression will change from my previous sad, crying to an excited one. I will also sit up straight leaving Mrs Johnstone’s arms and quickly wipe my tears away. On the line “Yes please” I will calm down my facial expression and have a calm however hint of excitement in my tone of voice. I would follow this line with a sniff of my nose to still show I’m upset and was crying. When Mrs Johnstone says “See, look ... there’s Mickey, there” I would lean in a rest of her shoulder to say “And is that you, Mrs Johnstone”. I will look up at her with a happy facial expression and now a much more relaxed tone of voice to show I am comfortable. However when I say “can I really have this?” I will get up from leaning on her, holding my upright posture, I will raise one eyebrow to show a question facial and have more of a serious tone of voice to show that I really would like the locket but wants to make sure. When Mrs Johnstone confirms I may have it I would grow a small grin on my face to show joy. When I say “Alright, Mrs Johnstone, I will say this with a now large smile on my face and in a chirpy tone of voice. When Mrs Johnstone says “What y’

looking at?" my facial expression will drop to show I am worried and didn't want her to take any offence. However when I start my line I will soften my face to a more questioning look. I will hold this while I say "I thought you didn't like me. I thought you weren't very nice." I would emphasise on the word 'thought' to show it was past tense. However when I say "But I think you're smashing" I will hold my head tall and say it in a very confident tone to show I have changed my mind. This links to when Mickey and Edward meet up again as teens and Mrs Johnstone asks Edward about the locket, this will show to the audience how they still hold that loving relationship.

2. . When Mrs Johnstone says "would you like a picture of Mickey to take with you" I would step closer towards her to show that I am very happy to have something to remember Mickey by. This would let the audience know that Edward and Mrs Johnstone were comfortable enough with each other to stand close together. When I say the line "yes please!" I would have a posh accent and I would stand up taller than before to show how excited I was. I would have an excited facial expression and an eager tone of voice. I would also nod my head frantically to show how excited I am. When Mrs Johnstone takes the locket off she would hold it out and I would take it from her and open it. I would have a happy facial expression. When Mrs Johnstone says "see look... there's Mickey" she would put her arm around my shoulders to show that she misses me and desperately wants to keep me in her life. This would make the audience feel sympathy for Mrs Johnstone and Eddie. When I say "is that you, Mrs Johnstone" I would look up to her and smile with a happy facial expression. This shows the audience that Eddie and Mrs Johnstone are happy being around each other. When I say "can I really have this?" I would have an excited tone of voice but a sad facial expression to show that I don't want to leave. This informs the audience that Eddie doesn't want to leave Mickey and Mrs Johnstone. When Mrs Johnstone says "just our secret, between you an' me" we would smile at each other to show that Eddie and Mrs Johnstone like being together. When I say "all right, Mrs Johnstone" I would have a happy facial expression but a melancholy tone of voice to show that I'm happy to have the locket but sad that I can't tell people about it. Then I would look at Mrs Johnstone, still with a happy facial expression. This would show the audience that Eddie likes her. When Mrs Johnstone says "what y' looking at?" I would keep smiling and use a happy tone of voice when I reply.

Question 6.4 20 marks The question will always:

- Tell you the name of the character you are playing
- Ask you how you will interpret their character
- Ask you to refer to this extract

AND

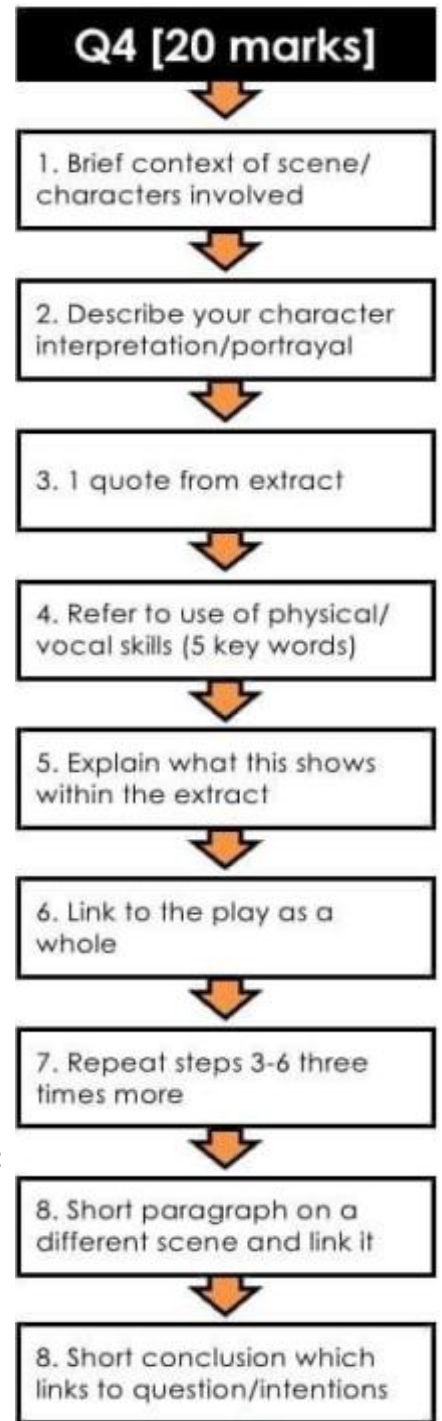
- Ask you to refer to the play as a whole.

There are two questions –you must choose 1. One is on design and 1 on acting –choose acting!!!

What the mark scheme says...

Section B .4 and .5 questions (20 marks)

Band	Marks	Descriptors
4	16–20	<p>Excellent description and explanation:</p> <ul style="list-style-type: none"> • the response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed • the ideas given are exact, well-developed, entirely appropriate for the extract and indicate an excellent knowledge of the play as a whole • the range of theatrical skills referenced is extensive and specifically calculated to interpret character/support the action • precise details are provided throughout the response.
3	11–15	<p>Good description and explanation:</p> <ul style="list-style-type: none"> • the response demonstrates a good knowledge and understanding of how drama and theatre is developed and performed • the ideas given are clear, developed and secure, have a good degree of appropriateness for the extract and indicate a good knowledge of the play as a whole • the range of theatrical skills referenced is wide and clearly targeted at successfully interpreting the character/supporting the action • a number of precise details are provided to support the response.
2	6–10	<p>Reasonable description and explanation:</p> <ul style="list-style-type: none"> • the response demonstrates a reasonable knowledge and understanding of how drama and theatre is developed and performed • the ideas given are reasonably clear, mostly sound, have some relevance for the extract and indicate a reasonable knowledge of the play as a whole • the range of theatrical skills referenced is fair and has some potential to interpret the character/support the action • a few precise details are provided to support the response.
1	1–5	<p>Limited description and explanation:</p> <ul style="list-style-type: none"> • the response demonstrates a limited knowledge and understanding of how drama and theatre is developed and performed • the ideas given demonstrate underdeveloped knowledge, may lack clarity and/or appropriateness for the extract and indicate a limited knowledge of the play as a whole • the range of theatrical skills referenced is narrow and has limited potential to interpret the character/support the action • minimal detail is provided to support the response.
0	0	Nothing worthy of credit/nothing written.



There is a million ways to interpret something – so you will be right if it makes sense for the character and is justified!

STEP 1 - Interpret the Character

Define the character you are playing.

FIRSTLY In terms of the extract -

You must explain why your ideas fit the context/ are appropriate.

Which Characteristic do we see?

Example: 'Throughout the play Mickey is seen as a loving and caring character. However, as the play progresses Mickey's unlucky misfortunes make him very depressed and the use of pills during his time in prison causes him to be envious and angry.'

Step 2 – Explain the characteristics we see in the extract:

We see _____'s _____ nature in this scene, when they...

Example: 'During this extract Mickey's fragile mental state is betrayed as he is concerned his wife, Linda has been cheating on him with his childhood friend Edward.'

Say how will you communicate this characteristic(s)?

Vocal Skills

Pitch, pace, tone, stress, volume, emphasis, inflection, accent

Physical Skills

Movement, gesture, facial expressions, posture, gait, stance, speed, body language.

Facial Expressions

Eyebrows – Eyes – Mouth

Raised, furrowed brows

Smile, pout, pursed lips

Scowl, wide eyes, eye roll

Looking down/to the side/ up

Interaction with other characters

Eye contact and withdrawal

Touch

Proxemics

Step 3-Prove your statement about the character; choose a moment from the scene and describe how you would play them using your vocal, physical, and interaction. Quote specific lines or moments.

When saying the line.....I would....

Then JUSTIFY your V, P, I, FE &G ideas in terms of HOW it would communicate that characteristic. how would you act it

This would show..

Try to come up with at least 3 suggestions and reasons. Ideally you would also talk about 2 moments from within the extract.

Example: 'When I say the line 'stay where you are' I would vary my pitch creating a shaky voice to show Mickey is not normally a violent character. As I say this I would increase my volume so that I am shouting to demonstrate that Mickey is trying to intimidate everyone. However, my fast pace breathing would reflect that Mickey is in a bad state of mind. I would be stood centre stage, so the attention is on me, and use the gesture of holding the gun out towards Edward, I would have a high level of tension, so my arm is shaking, this would show that Mickey is livid he has been betrayed as well as nervous as he has never held a gun before.'

Step 4- Link to another example of the character from the rest of play – either COMPARE or CONTRAST the characteristic.

Compare and Contrast the characteristics in the extract **to at least two other scenes** within the play.

Another scene in which we see...

This characteristic contrasts the bright, bubbly character we see in Act....

This interpretation would also work well in

I would use a similar voice/gesture/posture in....when.... Is trying to....

COMPARE: We also see ... When... performing in this scene I would.... this would show....

Or

CONTRAST: Although they are... later on we see a more... side.. When... In this scene I would... this would show...

Repeat – Say how will you communicate the characteristics

- **Vocal Skills**
- **Physical Skills**
- **Facial Expressions**
- **Interaction**

Example: Mickey's behaviour in this scene contrasts with the beginning of the play where Mickey, Eddie and Linda are playing a shooting game. Mickey says 'I don't want to play with this' As I say this I would emphasise the word 'don't' with a louder volume while crossing my arms and frowning. I would stamp my foot to highlight Mickey's young age and innocence. This contrast in attitude highlights how Mickey's mental health and circumstances have led to him resorting to violence.'

Example...

1. Intro: Throughout the play Mickey is seen as a loving and caring character. However, as the play progresses Mickey's unlucky misfortunes make him very depressed and the use of pills during his time in prison causes him to be envious and angry.

Extract 1: During this extract Mickey's fragile mental state is betrayed as he is concerned his wife, Linda has been cheating on him with his childhood friend Edward. When I say the line 'stay where you are' I would vary my pitch creating a shaky voice to show Mickey is not normally a violent character. As I say this I would increase my volume so that I am shouting to demonstrate that Mickey is trying to intimidate everyone. However, my fast pace breathing would reflect that Mickey is in a bad state of mind. I would be stood centrestage, so the attention is on me, and use the gesture of holding the gun out towards Edward, I would have a high level of tension, so my arm is shaking, this would show that Mickey is livid he has been betrayed as well as nervous as he has never held a gun before.

Extract 2: Mickey's more caring side can be seen when I would say the line 'Just get her out of here mister' as I say this I would flick my hand in the direction of the door and use a quieter voice to show he does not really want people to get hurt. However, I would fix my gaze on Edward still with a furrowed brow, to show who Mickey's more violent side is aimed at.

Compare: Mickey's behaviour in this scene contrasts with the beginning of the play where Mickey, Eddie and Linda are playing a shooting game. Mickey says 'I don't want to play with this' As I say this I would emphasise the word 'don't' with a louder volume while crossing my arms and frowning, to show Mickey doesn't want to play the violent game. I would stamp my foot to highlight Mickey's young age and innocence. This contrast in attitude highlights how Mickey's mental health and circumstances have led to him resorting to violence.

Extract 3: In this extract we can see that Mickey feels bitter towards Edward. On the line 'Well how come you got everything' I would step aggressively towards Edward while making a sweeping gesture around the whole room to indicate the large difference in their lives. I would also use a lower pitch and a bitter tone, to convey how disgusted Mickey is, that he was the twin who grew up poor. When Mickey say 'I got nothing' I would lower my volume, and use a slower pace, dropping my arm down and looking to the floor to show Mickey's disappointment that he had less privileges than Edward.

Compare: This compares to the beginning of the play when the two become blood brothers. Mickey says he promises to 'stand by' Eddie. Here I would have a strong Liverpudlian accent to highlight the difference between Mickey and Edward who would use RP to show their difference in class. However, I would stand on an equal level to Edward, both looking at each other with upright posture and chins up to convey how in this moment despite their differences they feel like equals. I would use a higher pitch, and excited tone and smile on my face to show how happy Mickey is that he has found a best friend.

Example...

2. In this scene, Mickey is depressed and has just found out that his best friend has been cheating with his wife. I would use my acting skills to convey my anger and intense feelings of betrayal towards Edward.

I would enter downstage left, my hands tightly gripping the gun. I would walk with a slow gait, my shoulders hunched and my head hung low to show the effect depression has had on my character, I would then look up, slowly raising my head as I looked Edward directly in the eyes. My eyes would be narrowed into a harsh glare and my mouth pulled into a snarl. My shoulders would be squeezed together and my whole body tense to show the extreme anger my character is feeling as well as to show his attempts of restraining himself and holding himself back. I would remain physically distant to show the feelings of hurt and betrayal Mickey feels and to show how his and Eddie's relationship has declined and the emotional separation between them due to Edward's act of betrayal as well as how life and social status has caused them to grow up into very different individuals.

I would then pause, my tight grip on the gun loosening as I dropped my arm by my side. I'd take a sharp intake of breath before looking down at the floor and mumbling "I stopped taking the pills." I'd use a soft vulnerable tone my voice trailing off towards the end, this moment of calm would contrast with my entrance showing the volatile nature of my character and the effect his depression and anger is having on him causing him to be a range of emotions and unhinged. I'd then look up at Eddie with an intense look almost as if I'm seeking his approval to convey how after all this time Mickey still deep down cares about Eddie's opinion of him even if at the moment his main emotion is anger.

When I said the line “Just one thing I had left, Eddie – Linda – an’ I wanted to keep her.” I’d shake my head taking a steady step forward making direct eye contact with Eddie. I’d then emphasise the word “Just”. Shaking my head as I said it, my voice quiet and my tone weak. I’d then say “I had left” gesturing to myself and taking another step forward as my tone became harsher and more of a snarl, conveying Mickey’s bitter attitude and how he feels Edward has taken everything from him. I’d then spit “Eddie” my lips pulled into a narrow line and my eyes narrowed and brow furrowed to show his feelings of utter betrayal towards Edward. I’d raise my gun pointing it at him as I took a threatening step forward closing the distance between me and Eddie’s actor, creating tension and a sense of confrontation that causes suspense as the audience questions when Mickey will snap and his composure will break. I’d then drop the arm holding the gun down as I said “Linda” my eyes widening and my brows and lips downturned to show his extreme feelings of sadness at losing Linda the one thing he had left. I’d then clutch my arms to myself lowering my head and drooping my shoulders as I said “and I wanted to keep her” to show Mickey’s love for Linda and intensify his feelings of betrayal as Edward stole the woman he loved. This would also elicit sympathy for Mickey from the audience, as they would feel sorry for him and pity him.

This scene contrasts to the earlier scenes with Mickey especially when he is a child. It shows how his social class and position has caused him to change from a cheery bright happy child to an unhinged and out of control adult.

Comparatively when I played Mickey as a child in the scene where he first meets Edward, I would sit cross legged on stage rocking back and forth to show how Mickey can not contain his joy and enthusiasm. When I said the line “Gis a sweet” I would bounce up onto my feet, arching my back and puffing my chest out to create a frightening front raising my eyebrows. This shows Mickey imitating his older brothers and trying to physically dominate Eddie. I’d lower my voice and bellow “Gis” to show Mickey trying to be threatening, then say “us a sweet” taking a threatening step forward before giggling and jumping with joy. This scene contrasts to the end scene as it shows Mickey full of life and him mock threatening Edward whereas in this scene he is truly threatening Edward. ***Last comparison not here! Have a go at doing your own!***

On the next page I have put a writing frame for you to use in your revision.

Step 1 – Start by defining the character in a general sense.

Example: Throughout the play Mickey is seen as a loving and caring character. However, as the play progresses Mickey's unlucky misfortunes make him very depressed and the use of pills during his time in prison causes him to be envious and angry.

Your turn:

Step 2 – Explain the characteristics we see in the extract:

We see _____'s _____ nature in this scene, when they...

Example: During this extract Mickey's fragile mental state is betrayed as he is concerned his wife, Linda has been cheating on him with his childhood friend Edward.

Your turn:

Step 3 – Prove your statement about the character; choose a moment from the scene and describe how you would play them using your vocal, physical, and interaction. *Quote specific lines or moments.*

When saying the line.....I would....

Then JUSTIFY your V, P, I, FE &G ideas in terms of HOW it would communicate that characteristic.

This would show..

Try to come up with at least 3 suggestions and reasons. Ideally you would also talk about 2 moments from within the extract.

Example: When I say the line 'stay where you are' I would vary my pitch creating a shaky voice to show Mickey is not normally a violent character. As I say this I would increase my volume so that I am shouting to demonstrate that Mickey is trying to intimidate everyone. However, my fast pace breathing would reflect that Mickey is in a bad state of mind. I would be stood centrestage, so the attention is on me, and use the gesture of holding the gun out towards Edward, I would have a high level of tension, so my arm is shaking, this would show that Mickey is livid he has been betrayed as well as nervous as he has never held a gun before.

Your turn: Quote 1 (from the extract) – how would you act it – what does it show about Edward at this point.

Step 4 – Link to another example of the character from the rest of play – either COMPARE or CONTRAST the characteristic.

COMPARE: We also see ... When... performing in this scene I would.... this would show....

Or

CONTRAST: Although they are... later on we see a more... side.. When... In this scene I would... this would show...

Example: Mickey's behaviour in this scene contrasts with the beginning of the play where Mickey, Eddie and Linda are playing a shooting game. Mickey says 'I don't want to play with this' As I say this I would emphasise the word 'don't' with a louder volume while crossing my arms and frowning. I would stamp

my foot to highlight Mickey's young age and innocence. This contrast in attitude highlights how Mickey's mental health and circumstances have led to him resorting to violence.

Your turn:

Your turn: Quote 2 (from the extract) – how would you act it – what does it show about ... at this point.

Compare to another part of the play – how would you act there.