

MAXIMUM 4 SHEETS OF A4, MINIMUM OF 2 SHEETS for each section- response, development and evaluation - 12 sheets maximum A4/6 sheets A3

Using header/footer, head as follows

GCSE Drama 1699	Paper 1, Unit 1 - Portfolio
Your Name/Tutor Group	Response/Development/Evaluation Task (depending on which it is!)

GUIDANCE ON RESPONSE for A Different State of Mind

This written task requires you to show how you have responded to the stimulus used. You should focus on the 4 EXPLORATIVE STRATEGIES you have used and how these strategies have helped you understand further the issue of madness. It should be between 500-1000 words long.

You should include in your **response section** the following;

- Analysis of 4 of the different Explorative Strategies you used and how why they were useful to you, in understanding theme of madness.
(hot-seating, still image, thought-tracking, narration, forum theatre, marking the moment, role-play, cross-cutting)

You are writing about the strategy used to explore madness, how it was explored, what was the result of the exploration and how useful it might have been in your understanding of the issue of madness.

1. Name the Explorative Strategy (i.e. Still Image)
 2. Say how you used it (For a Still Image actually describe how you and your group used GEMS, levels, space and focused the audience)
 3. Tell me what you were trying to get over to the audience about the issue of madness.
- You should respond to at least 3 of the stimuli that you were given to work with (pictures, articles, words, emotions, songs etc)
DISCUSS what you found in the stimulus that gave you ideas for drama, what type of drama, the mood/feel /atmosphere of that drama, the issues of the drama.

You don't need to go into too much detail about what was in the stimulus; copies of these will be sent to the exam board along with your work. What you need to focus on is how you reacted to stimulus - what they made you think of - what ideas you had for drama as a result of studying/using these stimuli.

- **A/A* candidates must** Compare/contrast several of the stimulus, briefly how they show the changes in societies responses to madness over the years, how are they similar/different.

GUIDANCE ON DEVELOPMENT for A Different State of Mind

Introduction

How did you devise your monologue? You could include details about what we did in the first lesson after the initial brainstorm about the kinds of people who might be in the institution... the lights off and you were asked to think of someone who was in the institution. Who were you? Why were you there? What made you think of that particular character? How did the Hotseating help you?

You then mingled with each other. How did this help you to develop your character? What did you find out about other people?

- How did you rehearse? Why did you make certain decisions when you were thinking about how you were going to perform it?
- You could do a ROLE-ON-THE-WALL of your character, which details the information you came up with
- You need to talk about how you wrote/devised your monologue and include a copy of your monologue.

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Monologue

- Annotate your script with Stage Directions you used (you should write them onto your monologue in italics and/or brackets)
- Add any new ones you would develop/add following your performance, to improve your monologue, in a different font/colour and explain what extra effect you want to create with them. You can add extra cross-cut scenes/characters/explorative strategies/use of elements and medium

Conclusion

- If you were to further develop this for performance what set/lights/music and sound effects/costume/theatre space would you use to enhance your atmosphere/performance?

A/A* candidates must include;

- Who is your target audience? What is your intended impact on them and why?
- Finally analyse the performance of your monologue – do you think your character came across to the audience? How would you have done anything differently to further develop your character or enhance the impact on your audience?

GUIDANCE ON EVALUATION for A Different State of Mind

You should include;

- What you have learnt about mental illness through the Drama that we created over the half term. Consider key moments of the workshop either by focussing on one whole lesson or on different areas of several that have been significant in your learning.
- What you learnt about Drama from the work we did?
- Evaluate other individual(s) and what they did that you thought was particularly powerful. Evaluate what was effective their work/performance, discuss GEMS and give detailed examples.
- Evaluate other group(s) and what they did that you thought was particularly powerful. Evaluate what was effective their work/performance, discuss GEMS and give detailed examples.

Try to focus on what really sticks out in your mind – this will be the most powerful work to you.

- What for you were the significant moments from the unit of work and why?
- Crucially you need to include a paragraph that analyses the treatment of the mentally ill by society and/or over the last hundred years. Use examples from what you have learnt from lessons and/or your own research (source any quotes from the internet with http addresses, or with author/title/date/publisher of books, to avoid plagiarism failure)

All three written tasks (Response, Development and Evaluation) must be completed and handed in, first lesson back after half term

Final drafts must be completed by FRIDAY 17TH NOVEMBER for submission to the Exam Board.