

2 Supported focus – Individual performance choices and analysis

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS dramatic feature • intended effect • observed effect
• close reading • rehearsal • evidence • gesture

Objective

- Explore a dramatic extract through rehearsal
- Analyse how personal performance choices communicate its dramatic features

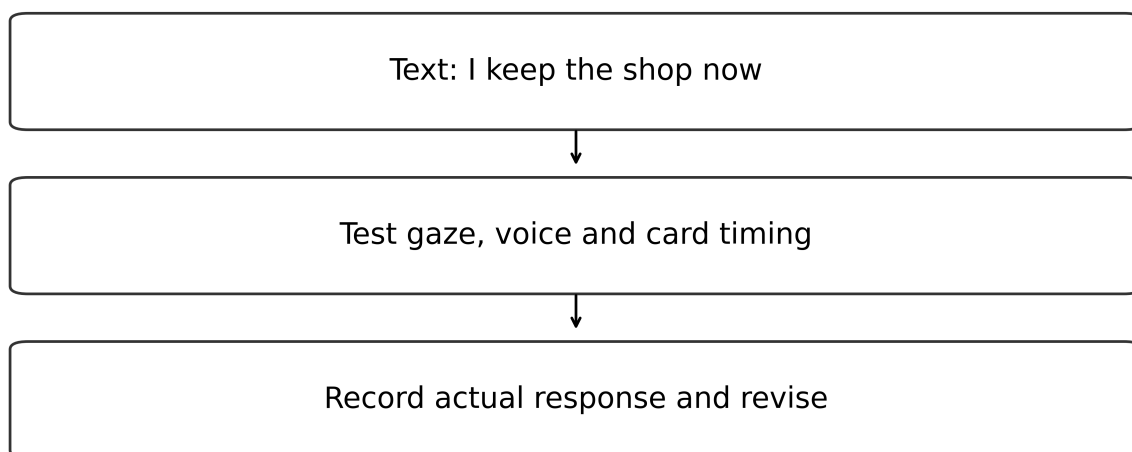
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Explore voice, gesture _____, pace and space in relation to the dramatic text.

Analyse a specific choice, its reason and its observed effect _____, connecting text and practical experience.

Rehearsal tests how a practical choice communicates a dramatic feature _____. Change one choice at a time and keep a dated record of what actually happened. Intended effect _____ is what you hoped; observed effect is what a viewer or recording can support. A written assignment needs your personal performance evidence _____, not an invented report of success.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Rehearse two versions of an approved extract with one spatial choice changed. Record the trials with consent and evaluate how the relation between characters changes. Use the stronger version as evidence for a focused analytical paragraph.

■ Complete original case context

Original dramatic extract: LEILA (beside the door): You asked for the keeper. VISITOR (looking at the brass plate): Is he here? LEILA: I keep the shop now. (A pause. LEILA places a card below the plate.) VISITOR: Then may I ask you about this hinge?

Two rehearsal proposals, not reports of completed performance: A: Leila speaks softly toward the plate and leaves a long pause before placing the card. B: Leila turns toward the visitor, speaks clearly, and places the card during “now”.

2 Practice

2.1 What is the strongest assignment evidence? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Explain how A and B could communicate different relationships. Link voice, gaze or timing to specific words rather than declaring one universally better. [3]

3.2 Design a fair rehearsal comparison and a record template. What would count as personal performance evidence? [3]

3.3 Write an analytical paragraph in conditional language using a proposed choice, and explain what must replace that language after actual rehearsal. [3]

Solutions

Authored self-check guidance: accept equivalent correct methods and supported interpretations. The points check reasoning, not an official grade.

2.1 A specific personal performance choice linked to the text and evaluated through actual rehearsal. Rehearse two versions of an approved extract with one spatial choice changed. Record the trials with consent and evaluate how the relation between characters changes. Use the stronger version as evidence for a focused analytical paragraph.

Correct response linked to the given case.

3.1 A's gaze toward the inherited name and pause may make hesitation or continuing dependence visible. B's turn, clearer voice and card on "now" may assert present authority. Both can be defensible interpretations of the exchange; actual reception must be tested, not assumed.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.2 Perform the same extract with the same partner, space and text, varying the chosen gaze/timing package or one element at a time. Record date, exact choice, textual reason, observer response and revision, with consent for recordings. Actual participation and specific observed effects count; a plan or invented positive reaction does not.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 "Placing the card during 'now' could align visible action with Leila's assertion of present authority. Turning toward the visitor may make the address more direct, but could reduce the hesitation implied by the pause. I would compare whether viewers notice both assertion and uncertainty." After rehearsal, add what was actually done, observed evidence, limitations and a justified revision. Do not report unperformed choices as completed work.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.