

3 Supported focus – From non-dramatic literature to live theatre

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS transformation • translation • rehearsal • evidence
• proposal

Objective

- Transform a non-dramatic extract through purposeful theatre choices
- Explain and evaluate the transformation in an individual oral

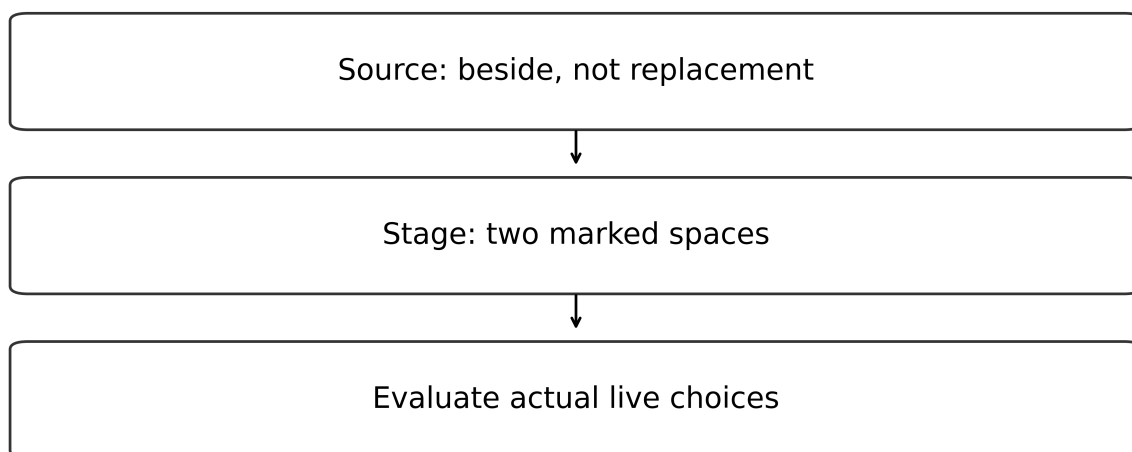
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Transformation creates theatre from non-dramatic literature, integrating literary understanding with performance craft.

Explain what is retained, changed or omitted and how those decisions affect meaning for an audience.

Transformation makes theatre from non-dramatic literature. Map a source feature to a practical choice and explain what is retained or changed. For Text B, two cup positions can become two marked spaces, while the final refusal becomes a deliberate stillness. A storyboard, script or commentary prepares a performance; it does not fulfil the required live performance or individual oral.



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

Worked example from the native lesson: Take an approved non-dramatic extract and map a recurring image to a repeated spatial pattern. Test whether viewers can perceive the intended relation. After live performance, use the oral to explain your choices, evidence and limitations.

■ Complete original case context

Original classroom texts, written for this supplement. They are not school-selected assessed works.

Text A – The label Every morning I polished the brass plate beside the door. It carried my father’s name, and visitors asked for him even after I took charge of the shop. I answered their questions, found the parts, and wrapped each purchase. Still, at the door, they thanked the name on the plate. One afternoon I put a small card below it: “Ask for Leila.” The next visitor read the card aloud, hesitated, and then asked me where the hinges were. I left the brass plate shining. The card stayed too.

Text B – A space on the shelf (original poem) I cleared a place beside the cup, not where the cup had been. The shelf kept its old circle; the new wood still looked clean. By evening, two rings darkened it. I did not rub them out.

Context supplied for this exercise: both texts are contemporary original classroom writing in English. No author biography, translation history or evidence about a real society is supplied. Compare what the wording permits; do not invent historical facts. A real course comparison must use the school’s eligible studied works.

2 Practice

2.1 What best explains a transformation choice? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Propose a complete short transformation of Text B with beginning, development and ending. Explain one retained feature, one change and one omission. [3]

3.2 Give two alternative voice or movement choices and a question for observers that would test the intended meaning without leading them. [3]

3.3 Outline an individual oral evaluating the transformation after live work. Identify the evidence still absent now. [3]
