

GCSE (9–1)
Exemplar Candidate Work

DRAMA

J316
For first teaching in 2016

Devising – Exemplar 2 with commentary

Version 1



Introduction

This work has been produced by Drama students as part of their school curriculum time, studying how to devise drama using a stimulus. It offers teachers an insight into how the devising process can be recorded by students in their portfolio for Devising Drama (component 01/02).

As these responses have not been through moderation, an indication of the level of each response has not been included. A version of this resource which provides an indication of the level of the response will be made available in addition to this version in due course.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of an endorsed approach to creating a portfolio.

The sample assessment material used as the starting point for this work can be found on the GCSE (9–1) Drama web page and accessed via the following link <http://www.ocr.org.uk/Images/242631-unit-j316-01-02-devising-drama-sample-assessment-material.pdf>

EXEMPLAR CANDIDATE WORK 2

Working Record

Initial Ideas

We have chosen stimulus one, the trial of Martha Corey, for our project. As a group we decided this unique piece would be interesting to develop into our own as we had many ideas on how to adapt it. One thing that engaged us with the stimulus was its mysterious and supernatural aspects. It was something none of us had ever studied before which only made us want to do it more.

Martha Corey was set in the 16th century (1619/1620-1692), Salem. Corey was accused and convicted of being a witch during the Salem witch trials. After the accusation was made against her the community was surprised, as she was known for her dedicated church attendance. Due to not believing in witchcraft herself, she never showed any support or much interest into the witch trails. Two young girls named Ann Putnam and Mercy Lewis, both respected and thought of highly by the community, promptly accused her of witchcraft. Corey was unaware of the level of paranoia in the village at the time and when she went to trial she was simply truthful about her innocence. As the trial took place it began well and in her favour so the girls testified against her during the examination but Corey asked the judge not to believe the ranting coming from the untruthful children. The girls began mimicking her movements as if she was controlling them in a spell or some form of witchcraft, Mercy Lewis then called out "There's a man, he whispered in her ear." John Hathorne then asked if the man was the devil and shortly after Ann Putnam cried out that Martha Corey had a yellow bird sucking on her hand. This was evidence enough to persuade the jury of her guilt. She was hung on September 22, 1692 at 72 years old.

Our project is based around the original Martha Corey, however we have adjusted and improved it to make it better but also to make it distinctive. Our group of six, with some added background people, have developed it into an intriguing performance with a very creative plot twist to make it even more exciting. Every detail has been well thought off and every actor plays a key role to the performance. The cast and rolls are:

- Mia [redacted], Martha Corey
- Holly [redacted], Blair
- Caitlin [redacted], Madison Kings
- Amy [redacted], Abigail

- Sean, Nathaniel
- Toby, Damien

Adding the character of Abigail adds a sense of mystery to the performance, as she is a new character who no one knows anything about. She has a large impact on all the characters but also the performance as a whole because nobody knows what to expect from her leaving people on edge yet engaged at the same time. Much like the original, there are still two girls who are a key part in the trial of Martha Corey however Blare and Maddy are originally friends with her unlike before where Ann and Mercy never had a friendship with Martha. By doing this we have encountered betrayal and a slight sense of regret- from the girls for what they have done to Martha. This can have an emotional affect on the audience, as they may feel sympathetic towards Martha.

There were many planning lessons that made the performance what it is and as a group we all had to follow the steps to success. This started with brainstorming our chosen stimulus and writing a description of our initial ideas. Once we had chosen our stimulus and began brainstorming we decided our characters and began to think of scenes in which would take place. We decided Abigail would be a new pupil to Salem high. Martha Corey would not like this new girl, as she was a threat to her popularity, and soon began losing her friends who became friends with Abigail. The new pupil would be kind to Martha's face however behind her back she would be spreading poisonous thoughts and rumours about Martha Corey being a witch. People began to believe the rumours and she is taken to court where the girls pretend to be possessed by her by following her movements, much like the original Martha Corey. Martha's panic freezes everyone in the courtroom revealing she is a witch but when Abigail does not freeze it is also revealed she is to.

During the brainstorming we also decided on a time era. This was moved from the 16th century to modern day. By changing it to modern day we have made it more relatable as the characters are partly stereotyped for high school people in today's society. We think this will make the performance more believable for the audience and help to give them a better understanding.

Next we had to find research of the Internet on our chosen stimulus so we explored the trial of Martha Corey through google. This helped to understand the stimulus better and gave more ideas from the original to

add into our performance. Moreover, we then developed our characters even more and wrote what we knew about them at that point. We included general information where we spoke about the characters history and background. We moved on to talk about careers, attitudes and class. To finish the detailed description, we spoke about the personality of our characters and their status in the performance.

We moved on to roll on the wall. For this we drew the outline of a person and inside wrote words that described our character before we expanded them into sentences. The next step was magic if. For magic if we had to write about what we would do if we were the character. The final stage of part one was hot seating where we all took it in turns to be hot seated before choosing three questions we had been asked and writing about our answers to them in full detail.

Part two was all based around rehearsal. It started with a rehearsal plan to ensure the performance would be as good as it could but also to the best of our ability. After that we focused on the structure of our performance and explained why we'd chosen to it. My group chose two structures, which were, non-chronological and traditional. We chose them because they give a sense of warning and by varying chronological order it gives a sense of foreboding upon the audience. In addition, we then wrote out the scenes which were as followed:

1. Martha alone with a candle crying
2. The girls start school
3. Alex is sick on the step
4. Martha and Abigail's argument
5. Lunch table convocation
6. Blair and Martha meet
7. Split screen- Martha's magical encounter-Abigail, Blair and Maddy
8. Abigail trying to convince girls that Martha is a witch
9. Blair calls Martha telling her about Abigail's theory
10. Maddy text scene
11. Halloween formal
12. Judge scene then flashback to being alone with the candle

We went on to draw an audience and performance space diagram showing where the actors and audience would be scene by scene. The next stage was to describe genre, performance style and conventions. The genre of our drama performance was tragedy with aspects of mystery. Our performance style was non-naturalistic and we used many conventions

including: still image, sound tracking, mark the moment, split staging, defining space and choral speech. We included still image in one of the final scenes during the court when Martha freezes everyone. There is a still image in that moment and it is also the moment we mark because it is a major part in the performance. Another was we used convections is split staging, we have two scenes in one and they are separated by spotlights to give a clear understanding of what is happening.

The final stage was semiotics. First we started by describing costumes. As a group we allocated each of the girls with a different coloured costume idea. These colours are a metaphor off their personalities.

Martha's colour is purple. This colour can be a sign of royalty or high class however it is a cold and dark colour. People sometimes recognise this colour as a danger. Deep purple can also be associated with villains as some dress in darker purples such as the joker. Disney villains also dress in dark purple these include maleficent and mother Gothel.

Abigail has two colours, which are white and black. She begins in white as it shows her purity but as the performance goes on and secrets are revealed about her she changes to black for her mysterious side. Blares colour is green as it represents her jealousy and the unstableness she feels and Maddy is baby pink to show her girly side and that she is spoiled but also very stupid and ditsy.

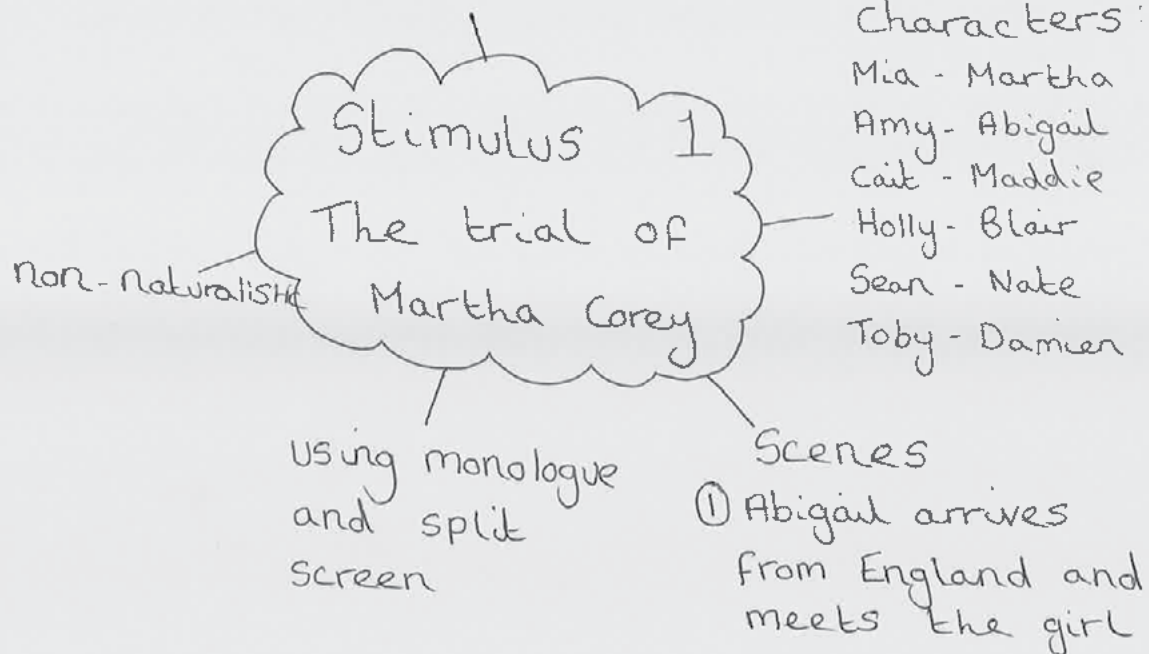
Much of our performance is in open areas of school therefore lighting is pure sunlight however some scenes in other rooms need lights. Scene one with Martha crying has nothing but a candle light to give the audience a sense of uncertainty and fear but scene seven, the split screen, consists of two spotlights on either side of the stage. Scene eleven has a dull light for the Halloween formal to add a spooky atmosphere and this light continues through to the court, scene twelve, and then goes back to nothing for Martha's crying scene once more.

Sound and music is key to the performance, mostly towards the end as it is used to send a text, which everyone must receive. Also, a play list must be included for the formal to make it fun and realistic and finally the court has some dramatic music for a dramatic scene.

After all the planning was put into our performance the final piece was...

Set in modern day, Salem. Martha Corey, referred to as M, is a student at Salem high alongside her friends, Blair and Madison, Maddy. It is a new school year and as the girls return they fall back into their old routine and claim M's step once again. It isn't long before they soon realise Salem high has a new student, Abigail. Abigail is a British transfer who M soon begins to despise of. Much to M's disapproval Maddy becomes friends with Abigail and shortly after Blair does also. M wrongfully accuses Abigail of sabotaging her step and forcefully pushes her to the ground. Abigail's theories about M and her mysterious supernatural force are shared with Blare and Maddy. Later at home there is another witchcraft encounter witnessed by Damien- her half brother- and soon rumours are all over the school. At the Halloween formal Maddy and Blare trick Martha into going to another room, which the girls have set up in a courtroom style. With Damien and Nate's help things get heated and without any control she freezes everyone. To her confusion Abigail has not froze. She's taken to a dark and empty place where Abigail explains everything and it is revealed that she is also a witch before leaving Martha to die.

traditional structure



Abigail is new to Salem high and Martha does not like her. Her hate loses her friends who become friends with Abigail. Abigail is nice to Martha's face but behind her back she is trying to convince people Martha is a witch. When Martha gets taken to court the girls pretend to be possessed by her and when Martha turns out to actually be a witch and freezes everyone, Abigail reveals herself also as a witch.

Martha Corey (1619/1620 - September 22, 1692) was accused and convicted of being a witch during the 1692 Salem witch trials, alongside her husband, Giles Corey.

The community was surprised to see Corey accused, as she was known for her piety and dedicated church attendance. She had never shown support for the witch trials, since she did not believe witches existed. She was outspoken in her belief that the accusers were lying, and upon hearing this, two young girls Ann Putnam Jr. and Mercy Lewis promptly accused her of witchcraft. She was unaware of the level of paranoia in the village, and when she went to trial she was simply truthful about her innocence and never doubted she would be exonerated. As the girls testified against her during examination, Corey asked the judge not to believe the rantings of hysterical children. The girls began mimicking her movements as if they were being controlled by her, Mercy Lewis called out "There's a man he whispered in her ear." John Hathorne asked her if the man is the devil then shortly Ann Putnam Jr. cried out that Martha Corey had a yellow bird sucking on her hand which was evidence enough to persuade the jury of her guilt. She was hanged on September 22, 1692. She was 72 years old.

Her husband, Giles, defended her against the allegations, and in due time he was accused of witchcraft himself. He refused to undergo a trial and was executed by pressing, a slow crushing death under a pile of stones. The main reason usually cited for his refusal to be tried or to say yea or nay was to keep his estate from being confiscated from his heirs. When the sheriff asked how he would plead, he responded only by asking for more weight. He died on September 19, 1692, three days before his wife Martha was hanged. Since he had not been convicted, his estate passed, in accordance with his last will and testament, to those of his children who had maintained that he was innocent.

ours

Martha corey (1999-) ha sbeen accused of witchcraft by three girls, one of wuitch also turn out to be a witch

Wednesday 27th June

My character is Abigail Smith. Born 6th March 2000. Abigail is English and moves to Salem, America. Her mother and father split and she was forced to live with her father from about the age of 8 after her mother disappeared. - Abigail and her father became distant, even when living together. At the age of 14 visions began to arise of which Abigail was confused about. They became more frequent and an American girl would always appear, Martha Corey. On her 16th birthday she contacted her aunt Judith who lives in Salem and moves out there to her aunts.

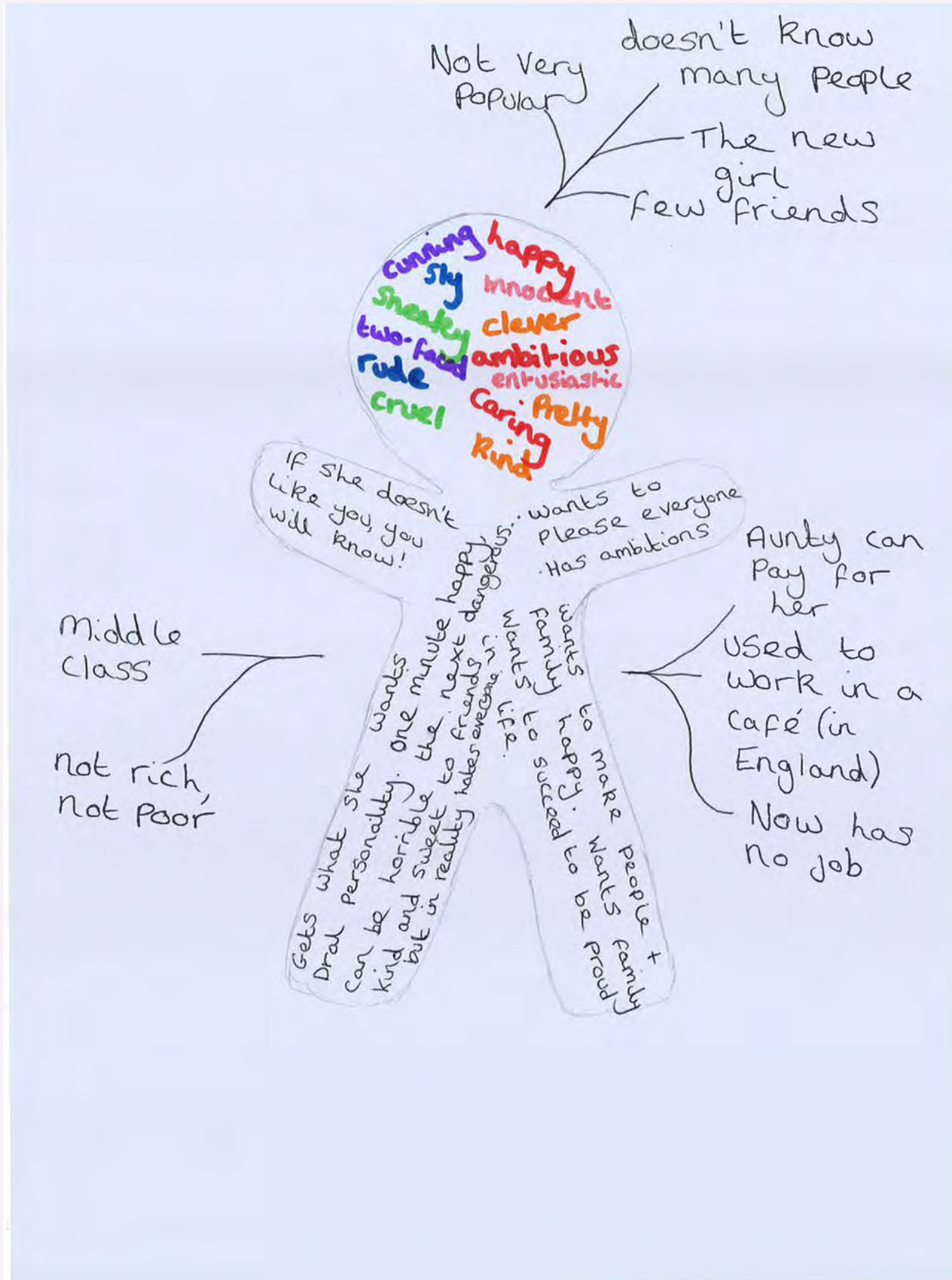
Abigail does not have a job as she has just moved to America but her Aunt has enough money to get by.

Her attitude to life is always wanting to please people and have someone proud of her.

Abigail is middle class, enough money to get by but not rich.

Her personality is kind but also sneaky. She can be nice and look innocent however, if you get on the wrong side of her she will turn against you. No one fully knows how dangerous she can be as no one has ever experienced anyone as sneaky about what she wants.

Her status is, she is the new girl and isn't that popular because she doesn't know anyone.



Magic if

If I were really my character I would be really judgemental of people but keep it to myself because I'm too two-faced to tell them. I would find someone who I have a problem with and make and make it my goal to destroy them. I would make their life so horrible it wouldn't be worth living. The person however would not know about this or the fact it was me until it was too late to reverse or change as I would be sly or extremely sneaky with my every move.

If I were really my character I would find some people to act fake friends with. I would be really nice to them and be the perfect friend for them but the reality of it all would be that they are nothing more than my minions, my errand girls who do the dirty work. I would get the girls so I didn't look unpopular or lonely and it would make it seem like I had a form of power to be friends with who ever I wanted, whenever I wanted.

If I were really my character I would protect my family at no cost, I don't care who'd I have to throw under the bridge, I would always protect them. As true as that is remember to always look out for number 1

Abigail Smith

How do you view yourself?

I view myself as a very ambitious person who has had to start from the bottom ~~to~~ and work to get to where I am now. I get what I want and I don't care who I have to hurt to get it. I suppose I might be classed as a little two-faced at times but I can't help that and if I need to be like to get my own way, that's just what I have to do.

Do you like Nate?

I think Nate is a flirt. He can be sweet sometimes but he's not my type if I'm honest. Blair can have him but secretly I like to think that if I wanted to, I could have him though.

Are you happy that you've moved to America?

Yes I am. My life back in England was pretty rubbish. My mom left and even though my dad was always at home, he was never fully there, especially after mom left. Moving to America has been the best thing I could've done for myself and I am so happy I've moved. Never the less, it's not all about fun and holidays, I'm here for a reason and I need to stick to the plan.

We have used two structures for our drama piece. These are non-chronological and traditional. The reason we have chosen to mix non-chronological and traditional is because it gives a sense of warning. By varying chronological order it gives a sense of foreboding upon the audience.

~~the~~ Varying chronological order

In what is often called the well-made play, characters are introduced, the action develops, rises to a climax and things are resolved. Here the action progresses in time order as would happen in ordinary everyday life. This structure can be varied however. The most popular variation uses flashback, where the meat of the plot is contained in events that occurred before the starting point of the ~~action~~ ^{action of the play}. In such drama, ~~the option is open~~ ^{the option is open} ~~events that occurred before~~ for the beginning of the play to be the ending as well, with the thrust of the action being about the journey from earlier events. Alternatively, a twist can lead the audience to believe that the beginning will be the ending, but then, following the flashback, there is a further development after the action returns to the present.

Scenes:

- 1- Martha alone with candle crying
- 2- Girls start school, sitting on steps. Abigail comes over
- 3- Abigail and Nate talking. Alex Sick on Steps

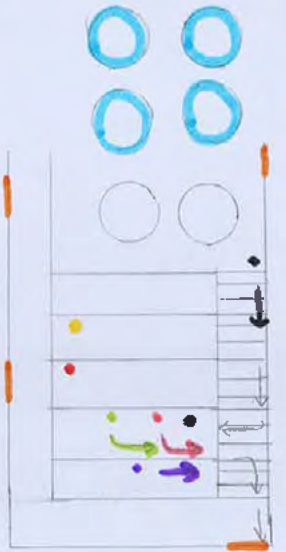
- 4- Martha/Abigail argument
- 5- Lunch scene
- 6- Blair + Martha meet up
- 7- Split screen → Martha magical encounter → Abigail, Blair and Martha
- 8- Abigail trying to convince girls that M's a witch. Only Maddison believes her
- 9- Blair calls Martha telling her about Abigail's theory
- 10- Maddison texting that M's a witch
- 11- School scene/halloween formal. School makes joke about Martha being a witch.
- 12- Judge scene
- 13- Flashback, Abigail with uncle
- 14- Crying scene again, Abigail explains flashback to Martha.

● Audience ● Martha ● Blair ● Maddison ● Abigail ● Damien ● Nate ● Entrance/Exit - candle

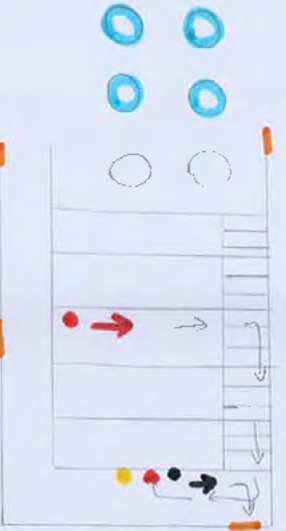
Scene 1
Main hall



Scene 2
stairs



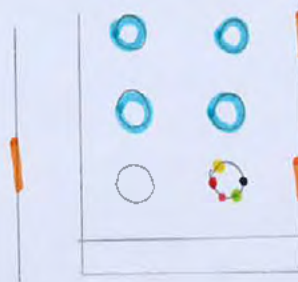
Scene 3
stairs



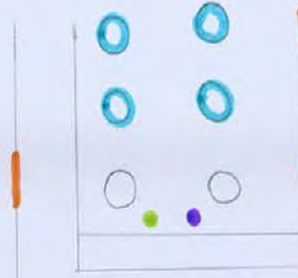
Scene 4
stairs/tables



Scene 5
tables



Scene 6
tables



Lighting

Scene 1 - Completely dark other than candle light

Scene 2, 3, 4, 5, 6 - Natural sunlight

● Audience ● Martha ● Blair ● Maddison ● Abigail ● Damien ● Note ● Entrance/Exit ● curtain □ chairs

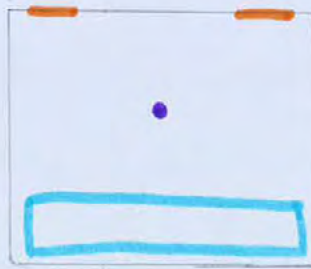
Scene 7 + 8 + 9

Drama studio



Scene 13

Main hall



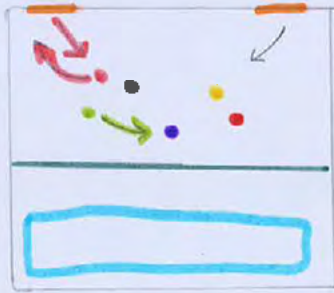
Scene 10

Main hall



Scene 11

Main hall



Scene 12

Main hall



Lighting

Scene 7, 8 - Two spotlights, one stage right, one stage left.

Scene 9 - spotlights stage left and centre stage

Scene 10 - upstage wash

Scene 11 - Dull upstage wash, disco ball affect also

Scene 12 - Dull upstage wash

Scene 13 - completely dark other than candle light

Evaluation

As a group we changed many parts and adapted them to improve our performance. The initial idea was for our first scene to be help on the stairs and all the characters would be starting a new year at school. We changed this to scene two and scene one now consists of Martha Corey in a dark place with a candle being the only lighting. She is crying and the scene then ends. The same scene is included at the end of the performance also. This gives the audience a sense of mystery and spookiness. By doing this we have also added non-chronological order which can give a sense of warning and foreboding upon the audience.

In addition, the character Abigail was changed. Her personality was originally a kind girl who would be filled with poison from the girls about Martha and her witchcraft. We decided to change this and add a plot twist. Abigail was now a witch who had been sent to Salem high to seek out and kill another witch, Martha Corey. This made Abigail the cruel one who would poison the girls minds with Martha's witchcraft. Doing this made the performance much better and would make it more interesting, enjoyable and engaging to the audience. It developed all the characters and gave Abigail's character more purpose along with a better storyline and jaw dropping plot twist.

Furthermore, we made the performance to promenade to change the performance around. By doing this we made it different from all other groups and it became more unique. We thought it would also help to make it flow better and make it more interesting.

These were all very effective changes and added tremendously to the performance. We included them all in the final piece and without them the performance would be less engaging as there would be no sense of mystery, which is what a lot of the play bases around.

No lesson or message or meanings were purposely made to fit into the performance however inferences can be made such as, people can be deceiving.

Costume was a big part of our performance. We allocated each one of the girls with a colour associated with their personality. Martha was dressed in purple as this can be related to royalty or high class yet also has a cold and dark side to it. Abigail was white and black. At the start of the play she would wear white to symbolise purity but as secrets were revealed she began to wear black for mystery. Blair wore green because of her jealousy and Maddy wore baby pink due to her being stupid but spoiled. These colours were a metaphor of their personality.

Lighting was used to the best it could. We used a variety of natural sunlight, candle light, spotlights and upstage wash. This was to continuously be adding more mystery to our performance. Sound was rarely used however, when it was, it was key to the performance and also helped the audience to understand what would be happening. They were all big factors in creating mystery, our theme, and making the performance the best it could be.

Our biggest strengths were costume ideas and the stimulus we chose. Our costume ideas were unique and distinctive from the other groups. It was a very creative idea and is not an obvious thing to realise therefore it subtly adds an artistic aspect to the performance. The stimulus we chose is another strength as it was something new for all of us. We adopted it into our own performance and I think the trial of Martha Corey pushed us all to the best of our ability.

For me the biggest thing I have learned is that doing promenade is a lot harder than it seems. I'm happy that we tried it however it is hard to make it flow nicely. There is also so much to consider such as: where the audience will sit, where you stand, where you move to but keep the audience where they are, moving the audience and so much more. It was a challenge to do promenade for sure!

Marks

Portfolio - Section 1	AO1	5 out of 10 marks
Portfolio - Section 2	AO1	6 out of 10 marks
Portfolio - Whole Portfolio	AO4	10 out of 20 marks
Total marks		21

Commentary

Section 1 – Research and developing ideas

The candidate made some link to the stimulus.

There was some research but it was not detailed and there was no evidence to indicate how the research was going to be used to inform the drama being created.

There was a brief description of initial thoughts.

Section 2 – Creating and developing drama

The candidate used role on the wall as one technique for developing character – this has limited effect.

Reference was made to the 'magic if' which contained some brief character detail.

There was reference to a rehearsal plan but again brief.

Scenes were mapped but with limited detail.

Roles within the play were identified – reasoning was given for additional role.

Some detail was given about the role to be played by the candidate.

The candidate identified genre and performance style.

The candidate listed conventions used with some brief detail.

Reference was made to target audience and performance space.

Semiotics were addressed:

Costume – use of colour as a metaphor – details given.

Lighting – some brief details given – lighting plan included.

Sound/Music – general comments made no specific information given – no detail as to purpose.

Some brief details on plotline.

Hot-seating responses given.

Reference to structure.

Whole portfolio – Analysis and evaluation

There was some evidence of competent evaluation and analysis throughout the portfolio and in the final section on the performance.

The portfolio did not contain enough detailed evaluation and analysis of changes made during the devising process. It is important to identify firstly the dramatic intention of the piece and then as the piece is created to reference that and how decisions made will impact on the audience.

Within the portfolio there was some mis-spelling of subject specific terminology.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to-find-resources/

www.ocr.org.uk

OCR Customer Contact Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2017** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

