

Active Revision – DRAMA

Assessment Point – End of Year 10 Assessments

Research shows that students who do frequent chunks of revision across all 3 stages of revision below are more likely to reach their full potential.

- ✓ **Upload** – consolidate your knowledge
- ✓ **Process** – active retrieval practice
- ✓ **Download** – apply your knowledge



upload



process



download

SECTION A: 'Find Me'

[GCSE \(9-1\) Drama Teacher Guide - Find me by Olwyn Wymark](#)

TOPIC: 'Find Me' (Section A) - initial reading and exploration

- Read the full script - 'Find Me' by Olwen Wymark
- Annotate in pencil with initial thoughts/responses/ideas
- Note down/take account of the key scenes
- To do this, you can use flash cards/post-it notes/note down in books
- In your notes, give a short summary of each scene – including key moment, relationship dynamic, plot development, and audience impact

- Test yourself by quizzing with friends/family or writing the info down from memory
- Note down on a separate flash card/post-it note/page any scenes you forgot, as well as any specific info you did not include
- Can you re-frame/re-design your flash cards or notes to make this info more memorable and/or succinct?
- Colour-code important info (characters, locations, emotions)

- Complete a draft timeline of the play (timed/in class/exam conditions)
- Respond to a past paper question multiple times (question booklet provided), using a different scene/moment each time
- This can be repeated for different questions (4 marks, 6 marks, 8 marks)

<p>TOPIC: 'Find Me' (Section A) - themes</p>		
<ul style="list-style-type: none"> • Note down the key themes of 'Find Me' • Memorise them by using the STiP acronym (most important, as identified by the board, in capitals) • Refer to the teacher guide (except for 'identity') to expand knowledge on the context surrounding S, T, and P • Create succinct flash cards that provide 3-5 points on each theme (relevance, context, examples from the text) 	<ul style="list-style-type: none"> • Test yourself by quizzing with friends/family or writing down from memory • Accuracy is important (the examiner needs to know what you mean), so colour-code any theme that you do not describe in the way of the teacher guide • Repeat until accurate 	<ul style="list-style-type: none"> • In answering past paper questions, as well as those that specifically refer to 'themes', reference how performance, design, and direction of 'Find Me' ties to and/or shows theme
<p>TOPIC: 'Find Me' (Section A) - contexts</p>		
<ul style="list-style-type: none"> • Using the 'Find Me' study booklet and other resources provided, consolidate your knowledge and research of the social, historical, and political contexts of 'Find Me'. • Firstly, make sure you know the difference between each context – using flashcards, write down the correct definition of each context • Secondly, create a mind-map/poster of at least TWO examples of each context (e.g. a political event that had an impact on the plot of the play). This can then be condensed into flashcards. 	<ul style="list-style-type: none"> • Alone or with others, match the definition with the correct context (using cards) • Based on your knowledge, match the key moments in 'Find Me' with the correct context (using cards) • Go further and provide examples – from memory, can you create another mind-map/poster that links key moments with a context and provides a real-life example (e.g. a political event that would have impacted the characters/led to the events of the play) 	<ul style="list-style-type: none"> • Use your knowledge in answering past paper question that specifically ask about the social, historical, political context • Go further and see if you can refer to the context in your answers to other questions to add depth and relevance
<p>TOPIC: 'Find Me' (Section A) - design Theatre design - GCSE Drama - BBC Bitesize Staging - Staging - OCR - GCSE Drama Revision - OCR - BBC Bitesize</p>		
<ul style="list-style-type: none"> • Using the links and class resources provided, consolidate your 	<ul style="list-style-type: none"> • Draw set design diagrams to demonstrate your knowledge of set design in practice – label with 	<ul style="list-style-type: none"> • Use your knowledge in answering past paper questions focused on design

<p>knowledge of design to answer the relevant questions on the paper</p> <ul style="list-style-type: none">• Create flashcards (with diagrams) of the different staging types• Create a mind-map of the different lighting options available to you (this can be condensed into flashcards)• Create a mind-map/poster of possible costume choices for each character (considering the time period and context – influenced by your context research above).• Create a separate mind-map to explore Semiotics (through lighting, props, costume). What could you use to symbolise certain relationships, feelings, moods/atmospheres?	<p>justifications for decisions relating to plot, context, and audience impact</p> <ul style="list-style-type: none">• With the pictures from BBC Bitesize or in the ‘Find Me’ booklet, test yourself or others on the types of lighting. What picture goes with each lighting type?• With others or on your own, use a lighting gel flip book or the lighting filter comparator (provided/online) to quiz each other on what each colour could show semiotically.• Do the same as above with thoughtfully chosen props and costume.	<ul style="list-style-type: none">• Challenge yourself to justify your decisions by focusing on mood and atmosphere, and audience impact• Reflecting on your answers, highlight areas where you consider better explanation or justification of your ideas could have been achieved
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