

# Active Revision – DRAMA

## Assessment Point – Year 11 Mocks

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)

<b>TOPIC: 'Find Me' (Section A) - themes</b>		
<ul style="list-style-type: none"> <li>Note down the key themes of 'Find Me'</li> <li>Memorise them by using the STiP acronym (most important, as identified by the board, in capitals)</li> <li>Refer to the teacher guide (except for 'identity') to expand knowledge on the context surrounding S, T, and P</li> <li>Create succinct flash cards that provide 3-5 points on each theme (relevance, context, examples from the text)</li> </ul>	<ul style="list-style-type: none"> <li>Test yourself by quizzing with friends/family or writing down from memory</li> <li>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</li> <li>Repeat until accurate</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>TOPIC: 'Find Me' (Section A) - contexts</b>		
<ul style="list-style-type: none"> <li>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'.</li> <li>Firstly, make sure you know the difference between each context – using flashcards, write down the correct definition of each context</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Alone or with others, match the definition with the correct context (using cards)</li> <li>Based on your knowledge, match the key moments in 'Find Me' with the correct context (using cards)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Use your knowledge in answering past paper question that specifically ask about the social, historical, political context</li> <li>Go further and see if you can refer to the context in your answers to other questions to add depth and relevance</li> </ul>
<b>TOPIC: 'Find Me' (Section A) - design</b> <a href="#">Theatre design - GCSE Drama - BBC Bitesize</a> <a href="#">Staging - Staging - OCR - GCSE Drama Revision - OCR - BBC Bitesize</a>		
<ul style="list-style-type: none"> <li>Using the links and class resources provided, consolidate your</li> </ul>	<ul style="list-style-type: none"> <li>Draw set design diagrams to demonstrate your knowledge of set design in practice – label with</li> </ul>	<ul style="list-style-type: none"> <li>Use your knowledge in answering past paper questions focused on design</li> </ul>

<p>knowledge of design to answer the relevant questions on the paper</p> <ul style="list-style-type: none"> <li>• Create flashcards (with diagrams) of the different staging types</li> <li>• Create a mind-map of the different lighting options available to you (this can be condensed into flashcards)</li> <li>• Create a mind-map/poster of possible costume choices for each character (considering the time period and context – influenced by your context research above).</li> <li>• Create a separate mind-map to explore Semiotics (through lighting, props, costume). What could you use to symbolise certain relationships, feelings, moods/atmospheres?</li> </ul>	<p>justifications for decisions relating to plot, context, and audience impact</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> <li>• Do the same as above with thoughtfully chosen props and costume.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge yourself to justify your decisions by focusing on mood and atmosphere, and audience impact</li> <li>• Reflecting on your answers, highlight areas where you consider better explanation or justification of your ideas could have been achieved</li> </ul>
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## SECTION B: ‘Live Theatre Evaluation’

<ul style="list-style-type: none"> <li>• Having watched the live performance, make notes/flashcards/mind-map to document all elements of the production and your thoughts on it. <a href="#">Watching actively and making notes - Live theatre evaluation - OCR - GCSE Drama Revision - OCR - BBC Bitesize</a></li> <li>• Elements of focus: performance (vocal and physical), set design, lighting design, costume design, sound design</li> <li>• Make sure that your notes/flashcards/mind-maps focus on the specific techniques used rather than simply the effect it created</li> </ul>	<ul style="list-style-type: none"> <li>• Use your notes to formulate draft responses that follow the PDAE formula. <a href="#">Understanding the question - Live theatre evaluation - OCR - GCSE Drama Revision - OCR - BBC Bitesize</a></li> <li>• Repeat these making them clearer and more succinct each time – focus on how the elements of the performance created audience impact and mood and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to past paper questions with different focuses (performance or design)</li> <li>• In the early stages, plan your responses before moving onto immediate responses (with clear attention to what the question is asking of you) <a href="#">Responding to the question - Live theatre evaluation - OCR - GCSE Drama Revision - OCR - BBC Bitesize</a></li> </ul>
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