

Know it!
What is a dilemma?

... a situation in which a difficult choice has to be made. There are usually at least two solutions- both are often undesirable and pose weighty problems.

Think it!
Consider the following:

Discuss this with your partner and consider what reason might justify this decision.

a mother has taken the decision to give away her child.



Grasp it!
What might be the impact on the mother and the child?

Recall! The story so far!

In 60 seconds, you will present all the information of the story so far!

Include each character and the time period, particularly the connection between Eva and Evelyn.

You have 5 minutes!



What happens next?

- When reading through the next extract, consider who The Ratcatcher represents.
- Why is Helga reluctant to read it? What does this also suggest about Eva?
- What is the significance of the split scene here? What is Faith learning about her mother?



Know it!

Create a family tree to recall the relationships in Kindertransport.

Think it!

Identify what you know about each character and what is implied about their personality.

Grasp it!

What do we learn about each character during the 'revelation' scene? Why does each character respond in this way?



Left: Edith (centre)
with her sisters.
Below: with
husband Béla and
daughter Marianne

'I am a survivor,
not a victim'

Kindertransport by Diane Samuels

- Diane Samuels was born in Liverpool in 1960 and has been a playwright since early 1990s. Prior to this, she was a drama teacher after graduating from Cambridge University in 1982.
- Kindertransport was first staged in 1993.
- Samuels was a young mother with a toddler when she watched a 1989 documentary marking the 50th anniversary of the Kindertransport.
- “It hit me that whilst in most cases a parent will choose to send a child away to be safe if the family’s life is threatened, the child will in most cases choose to stay with the parent and prefer to die with them.”
- The entire play is set in the present and reveals different levels of inner and outer reality.
- Themes of survival, guilt, family, betrayal and loss are present throughout the play.



Choose two instances in the performance text when a **change in relationship** between characters moves the action forward. **Explain** your answer. (4)

- **1 mark** for any accurately identified instance when a **change in relationship** moves the action forward. To a maximum of **2 marks**.
- An additional **1 mark** for an **explanation** of why it moves the action forward. To a maximum of **2 marks**.
- The explanation **must** link to the identified instance to gain the mark and **discuss/highlight how** the instance moves the action forward.



This question is to identify your understanding of the plot and characters. Any instance is acceptable but it must involve at least two characters. You must justify your choice with a valid explanation of how it moves the action forward.

For example: the moment in which Faith finds the Rattenfanger book changes the relationship between Lil and Faith as they realise each has been lied to by Evelyn. This prompts Faith to confront Evelyn about her past.

Question 6

As an actor, discuss how you would create mood and atmosphere at two moments in the performance text you have studied.

DO IT NOW

Know it!

Work with someone you were working with last lesson. Which two moments have you chosen to write about?

CU**Scribble**TARD



Re-cap all key movement and vocal skills you explored in your two chosen moments throughout last lessons practical session

Think it!

CUS**Think**ARD

Think about how the vocal movement skills affect the mood and atmosphere within the scene.

Accept for mood and atmosphere - menace, fear, tense, intimacy, horror, humour, etc.

To gain a Level 3 the response should be explicit in what mood and atmosphere is being created.

- Level 3 responses should:
 - refer to two moments
 - have a very clear idea of how mood and atmosphere is created through the use of pause, voice, movement, gestures, proxemics, interaction with other characters, use of space, use of props, set, etc
 - show how the mood/atmosphere will support the plot/storyline
 - consider how the mood/atmosphere would impact on the audience/play, etc.



Grasp it!

Make connections between your *scribble* and your *thinking*.

CUSTAccountRD

- **Account** for every part of the question in your answer.
- Ensure you fully understand what the question is asking you from your **Circle** and **Underline**.
- Write some key sentences or the start to your answer together that you could use in your final answer.



RED ZONE — Remember this is an 8 mark question so you should spend 8 minutes answering this now. Use your planning and the mark scheme below to help you.

Question	Answer	Marks	Guidance
6	<p>As an actor, discuss how you would create mood and atmosphere at two moments in the performance text you have studied.</p> <p>Level 3 (7–8 marks)</p> <ul style="list-style-type: none"> • Very clear understanding of how an actor can create mood/atmosphere linked to the two moments in the performance text. • Two valid examples from the performance text which fully support the discussion and show how the actor creates mood and atmosphere. <p>Level 2 (4–6 marks)</p> <ul style="list-style-type: none"> • Clear understanding of how an actor can create mood/atmosphere which are generally accurate, with some reference to the performance text. • Two examples from the performance text which show some ways an actor can create mood and atmosphere. <p>Level 1 (1–3 marks)</p> <ul style="list-style-type: none"> • Limited discussion of how mood/atmosphere is created by the actor. • Limited reference to examples from the performance text. <p>0 marks No response or no response worthy of credit.</p>	8	<p>The response should be from the perspective of an actor using the performance text.</p> <p>Choice of any moments is for the candidate to make.</p> <p>Accept for mood and atmosphere - menace, fear, tense, intimacy, horror, humour, etc.</p> <p>To gain a Level 3 the response should be explicit in what mood and atmosphere is being created.</p> <ul style="list-style-type: none"> • Level 3 responses should: <ul style="list-style-type: none"> ◦ refer to two moments ◦ have a very clear idea of how mood and atmosphere is created through the use of pause, voice, movement, gestures, proxemics, interaction with other characters, use of space, use of props, set, etc ◦ show how the mood/atmosphere will support the plot/storyline ◦ consider how the mood/atmosphere would impact on the audience/play, etc. • Level 2 responses should: <ul style="list-style-type: none"> ◦ refer to two moments ◦ have clear idea of how mood and atmosphere is created through some use of voice, pause, movement, gestures, proxemics, interaction with other characters, etc ◦ consider how mood and atmosphere are important within the examples they have selected ◦ consider some aspects of the potential impact of mood and atmosphere on the play/audience.



Once you have finished ensure you CUSTAR**Read**D over your answer and remember CUSTAR**Do not rush!** (I know that is easier said than done in 8 minutes, do your best!)

Self Assessment – Share your work with your other group member and using the mark scheme assess your own and each others work. Do you agree? Be prepared to feedback.

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