



### Section A: Play extract

*Frankenstein* by Nick Dear after Mary Shelley

This section is worth 30 marks.  
Answer **all** questions in this section.

- 1 Read Scene Twenty-One from line 474 [*'The CREATURE enters ...'*] to lines 486–487 [*'The cottagers burn.'*]. Identify **one** appropriate acting technique and say how you would use it in this scene.

.....

.....

..... [2]

- 2 Read the passage from line 180 [*'DE LACEY's cottage.'*] to line 214 [*'We've work to do!'*]. Give **one** piece of different performance advice to **each** of the actors playing AGATHA, DE LACEY and FELIX.

.....

.....

.....

..... [3]

- 3 You have been cast in the role of DE LACEY. How would you play the role in Scene Sixteen [lines 248–312]?

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

- 4 Read Scenes Nine **and** Ten from line 125 [*Night. A beggar ...*] to lines 178–179 [*The beggars collect up their belongings and exit hurriedly.*].

How could the actors playing GUSTAV and KLAUS create dramatic impact by varying the pace of their performance in this passage?

[5]

- 5** Write about how you would use design elements to stage Scene Eighteen, line 313 [*Months later.*] to line 346 [*Why are you sad?*].

[5]

- 6** How would you direct the opening of the extract as far as the end of Scene Five to create a sense of horror **and** sympathy in the audience? [10]

[illegible]

## Section B: Play extract

*Father Returns* by Kikuchi Kan

This section is worth 25 marks.  
Answer Question 7 and **EITHER** Question 8 **OR** Question 9.

- 7 As an actor, how would you approach playing the role of SŌTARŌ, the Father?

Make close reference to specific lines from the extract in your answer.

[10]

[illegible]

**EITHER**

- 8** How would you use a range of design elements to make a production of this play appealing to a present-day audience? Give reasons to support your ideas. [15]

**OR**

- 9** As a director, how would you present the shifting family tensions within the play? [15]

Question number: .....

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**Section C: Devised piece**

**If you have been given permission to NOT attempt this section  
you should leave these questions blank.**

**Your time for the exam will be reduced to 1 hour 50 minutes.**

This section is worth 25 marks.  
Answer Question 10 **AND** Question 11.

**Questions 10 and 11 are based on a devised piece that you have developed and performed.**

In the box below **briefly** state the title of your chosen devised piece, the stimulus you used and the part you played.

This information is to help the examiner but is **not** assessed.

TITLE:

STIMULUS:

PART:



- 10** What was the message of your devised piece, and how was this communicated to your audience? Support your answer with examples. [10]

[illegible]

11 How did you create dramatic interaction between characters in the performance of your devised piece? [15]

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.