

HOW TO ANSWER QUESTION 1

The question will say:

You are designing a costume for _____ to wear in a performance of this extract. The costume must reflect the context of Blood Brothers, set in a Liverpool community in the early 1970s. Describe your design ideas for the costume.

OR

You are designing a setting for a performance of this extract. The setting must reflect the context of this scene in Blood Brothers, set in a middle class home in the 1960s. Describe your design ideas for the setting.

(4marks)

How to Answer:

- Identify the character and age
- Identify who you are designing for and how old they are.
- Age affects costume (young/teen/adult) and set (school, home, street).
- Consider where the scene takes place - it will influence costume and set choices.

Costume Design: "Head to Toe" Approach

Think about **everything** the character wears or carries.

Aim to describe **at least 5 items**:

- Hair/hairstyle
- Top (shirt, jumper, blouse)
- Bottom (trousers, skirt, jeans)
- Footwear (shoes, trainers, boots)
- Accessories (tie, belt, scarf, bag)

Explain **why each item** is appropriate for the character's age, background, personality, and the scene.

You should aim to spend 5 minutes on this question in the exam

Set Design: Be Specific!

Describe **what is on the stage** and **where it could be placed**.

Include at least **5 elements**: furniture, props, backdrops or flats,.

Mention **practical details**:

- Items on wheels for easy movement
- Flats or panels for quick scene changes
- Where things are positioned (upstage, downstage, left/right, centre)

Explain **why each item** is suitable for the scene, mood, and character actions.

Costumes you need to know for revision

Character Ages (affects costume)

- **Mickey**: 7, 14, adult
- **Edward**: 7, 14, adult
- **Linda**: 7, 14, adult
- **Mrs Johnstone**: start of play (young), end of play (older)
- **Mr Lyons**: adult
- **Mrs Lyons**: adult
- **Sammy**: 9, 16, adult
- **Narrator**: adult (timeless, omniscient)

Key Set Locations to know for revision

- **Mrs Lyons' house** - living room
- **Mrs Johnstone's house** -
- **The streets of Liverpool**
- **Mickey's school classroom**
- **Edward's school classroom**



HOW TO ANSWER QUESTION 2

The question will say:

You are performing the role of _____.

Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create.

‘ _____ ’ (8 marks)

How to Answer:

1. Split the line into 2 or 3 sections

Use punctuation, stage directions or changes in mood to find natural breaks. This helps organise your answer and focus on different emotions.

Example splits:

Quote 1 - *"For God's sake, Jennifer, / I told you on the phone, / he'll just be out playing somewhere."*

Quote 2 - *"Are you soft? / (He suddenly realises.) A blood brother."*

Quote 3 - *"Twins? / You're expecting twins? / (Almost inaudibly) Give one to me."*

2. Explain how you would perform each section using your voice, body language and facial expressions. Link your choices to the character's feelings or intentions in each section.

3. Justify your choices by linking to the mood or context of the scene. Explain why you use those vocal and physical skills here. Show how they help reveal the character's emotions or the moment's significance.

You should aim to spend 10 minutes on this question in the exam

PRACTICE QUESTIONS

You are performing the role of **Mrs Lyon's**. **Describe** how you would use your vocal and physical skills to perform the line below and **explain** the effects you want to create.

"There's nothing wrong with my nerves. Its just...just this place...I hate it."

You are performing the role of **Mrs Johnstone**. **Describe** how you would use your vocal and physical skills to perform the line below and **explain** the effects you want to create.

"Mickey. Don't shoot Eddie. He's your brother. You had a twin brother."

You are performing the role of **Linda**. **Describe** how you would use your vocal and physical skills to perform the line below and **explain** the effects you want to create.

"Have we come all this way just to look at the bleedin estate. Mickey were fourteen"

You are performing the role of **Mickey**. **Describe** how you would use your vocal and physical skills to perform the line below and **explain** the effects you want to create.

Well, how come you got everything...an' I got nothin'?"

You are performing the role of **Edward**. **Describe** how you would use your vocal and physical skills to perform the line below and **explain** the effects you want to create.

"It's just a secret. Everybody has secrets, don't you have secrets?"

HOW TO ANSWER QUESTION 3

The question will say:

You are performing the role of **X**. Focus on the **shaded part of the extract**. Explain how you and the actor(s) playing **Y** might use the **performance space** and **interact with each other** to create/show _____ for your audience." **(12 MARKS)**

This means:

- Write about the **SHADED PART ONLY**.
- Focus on how the characters **move and interact**, not just what they say.
- Always explain the effect on the audience.

Performance Space

- Where would you have them stand on stage?
- Would they move closer or further away? (proxemics)
- Would they be upstage, downstage, centre, or to the side?
- Would they sit, stand, kneel, or use levels?

Interactions with Others

- Facial expressions (smile, frown, stare, eye contact).
- Gestures (pointing, shrugging, shaking hands, pushing away).
- Movement towards or away (proxemics, closeness, distance, tension).
- Physical contact (hugging, pushing, holding hands, pulling away).
- Use of props or objects (e.g. knife, chair, cot, gun).

Stage Directions

- If stage directions are included, make sure you mention them as they are specific to how things should be performed.

How to Answer: Step-by-Step Structure

You need to take 3 key moments from the shaded extract: Start, Middle, End.

P1 - Introduction

- Explain what is happening in this extract.
- Say what the mood/atmosphere is (funny, tense, sad, emotional).
- Briefly state how you want to portray your character.

P2 - First Moment (Start of Shaded Extract)

- Choose your first line of dialogue OR interaction.
- Explain how you would act this out (performance space, interactions, vocal/physical skills).
- Say WHY you would do this.
- Link back to the question.

P3 - Second Moment (Middle of Shaded Extract)

- Choose a second line of dialogue OR interaction.
- Explain how you would act this out (performance space, interactions, vocal/physical skills).
- Say WHY you would do this.
- Link back to the question.

P4 - Third Moment (End of Shaded Extract)

- Choose a final line of dialogue OR interaction.
- Explain how you would act this out (performance space, interactions, vocal/physical skills).
- Say WHY you would do this.
- Link back to the question.

You should aim to spend 15 minutes on this question in the exam

HOW TO ANSWER QUESTION 4

The question will say:

You are performing the role of _____. Describe how you would use your acting skills to **interpret** _____ character in this extract **and** explain why your ideas are appropriate for this extract and the play as a whole. **(20 MARKS)**

How to Answer: Step-by-Step StructureParagraph 1 - INTRODUCTION

Give a brief outline of your character's feelings and attitude to the situation and others in this extract

Example:

In this extract, Mickey feels angry, betrayed, and humiliated after discovering the truth about Eddie and Linda. His attitude towards Eddie is hostile and bitter, and he feels hopeless about his life.

Paragraph 2 - FIRST KEY MOMENT (from the full extract)

Write about your first chosen line of dialogue from the character .

- Explain **vocally** how you would deliver it
- Explain **physically** how you would perform it
- Explain **why** this interpretation fits your character's feelings in the extract, and the play as a whole.

Example:

When Mickey shouts, "Friends? I could kill you!", I would deliver the line at a loud volume, my voice shaking with rage and pain. I would take an aggressive step towards Eddie, closing the proxemics between us, with one fist clenched and the other gripping the gun tightly. My eyes would be wide, staring intensely at Eddie to create tension and highlight Mickey's inner conflict. This is appropriate because it shows Mickey's emotional breakdown, driven by feelings of class inequality, jealousy, and betrayal, which ultimately fuel the tragic events of the play.

Paragraph 3 - LINK TO ANOTHER MOMENT (Similar or Contrasting)

- Describe another scene in the play.
- Choose **one quote**.
- Explain **how** and **why** you'd perform it (vocal + physical).
- Explain how it **connects or contrasts** with your extract.

Example:

Earlier in the play, when Mickey first meets Eddie and says, "Do you wanna be my blood brother?", I would use a warm, excited tone, speaking with a slightly higher pitch and faster pace to show his enthusiasm. I would smile widely and keep my arms open, leaning slightly forward to show trust and friendliness. My facial expressions would be bright and relaxed, and I would use open, relaxed body language to convey innocence and eagerness. This demonstrates their childlike innocence and shows that they were once the best of friends, carefree and unaware of the challenges and conflicts that would later drive them apart.

Paragraph 4 - SECOND KEY MOMENT (from the full extract)

- Choose your second line of dialogue.
- Explain **vocal**, **physical**, and **why**.
- Link back to your character's feelings in this scene and their journey in the whole play.

Paragraph 5 - LINK TO ANOTHER MOMENT (Similar or Contrasting)

- Describe another scene.
- Choose **one quote**.
- Explain **how/why** you'd perform it (vocal + physical).
- Explain **why** it links or contrasts with your extract.

Paragraph 6 - THIRD KEY MOMENT (from the extract - if time)

- Choose a final line of dialogue
- Explain **vocal**, **physical**, and **why**.

You should aim to spend 25 minutes on this question in the exam