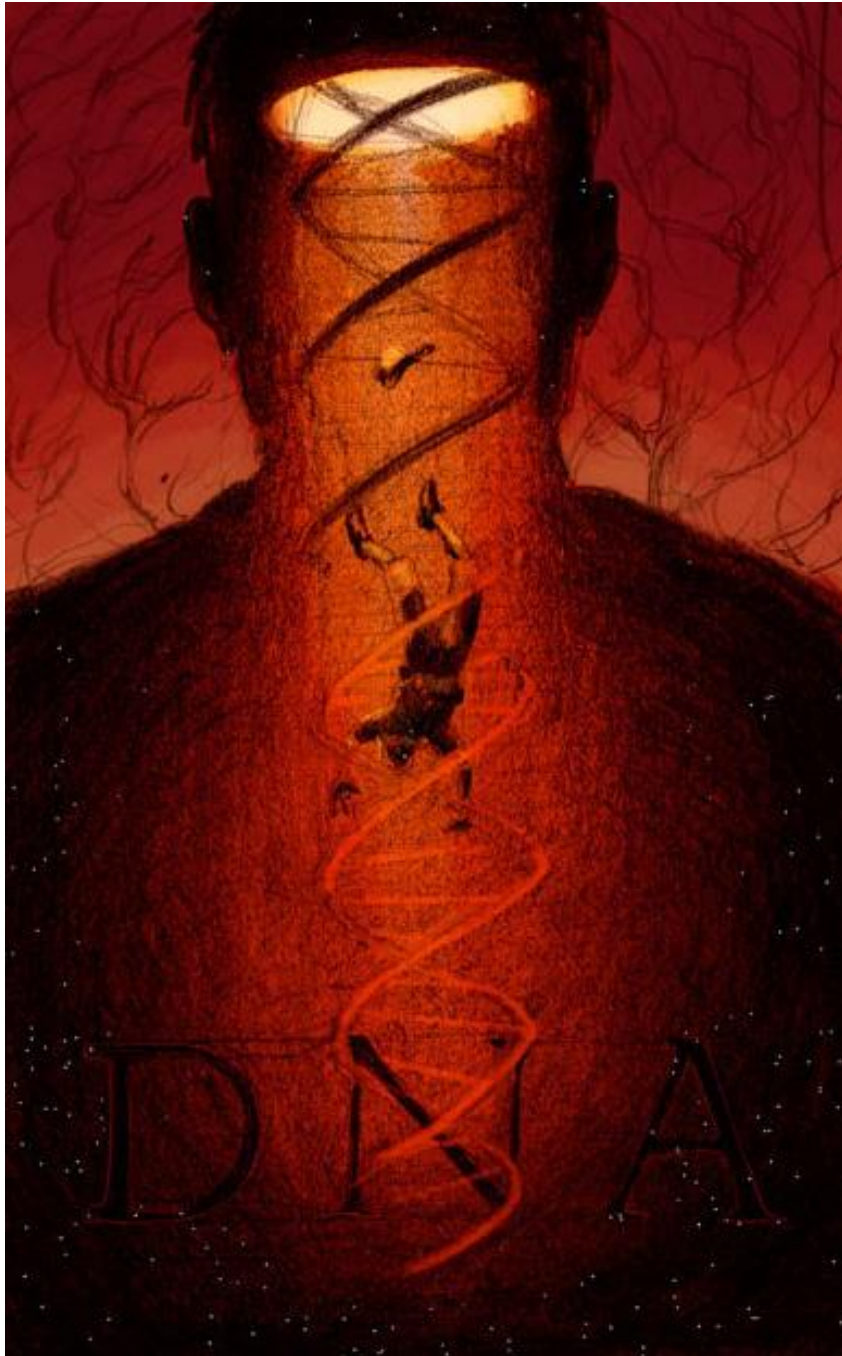


GCSE English Literature

DNA – Act One, Homework Tasks



Paper 2, Section A

Your Name _____

Understanding Setting in Act One

In the space below, in notes, write down what you think is the dramatic significance, or importance, of setting. Link your ideas to the dramatic action of the play. Highlight text references that you use.

A street

- Jan and Mark reveal someone has died

A wood

- The group convene. It is revealed what has happened to Adam and how it happened.
- Phil reveals his plan

A field

- Scenes with Leah and Phil. Phil silent. Leah's monologues.

What do you learn about the characters in Act One – how are they introduced by Kelly?

Jan & Mark	Leah	Phil	John Tate	Cathy	Brian	Lou, Danny & Richard

Structural and Dramatic Methods in Act One of DNA

For each of the following, note what you see as the significance. Remember, you are aiming to write ALAAL. Note form here is acceptable. Link ideas to context explored in the lesson.

Structural or Dramatic Method	Note your ideas on the effect here. Use note form. Highlight text references you refer to.
Overlapping dialogue	
Ending the first section with the question “what are we going to do?”	
Use of monologues for Leah’s character – what are they for? What do they reveal about Leah?	
Use of proxemics – proximity between characters. Pg 19 and Pg 20. John Tate “begins to talk towards Brian” and “places a finger on [Leah’s] lips.”	
Leah attempts to strangle herself and is in “considerable pain.” Phil eats.	
Act 1 ends with Leah saying “trouble now.”	

Improving Exam Technique for Paper 2, Section A

- Unlike other questions in Literature at GCSE, you will not have an extract to refer to in your response to DNA.
- You will have a choice of essays, you pick 1. The essay will likely be on a character, a theme or idea in the play, or setting.
- Your approach should be similar to the extract based questions, where you are still aiming to 'write a lot about a little'.
- When planning, consider your 2 or 3 ideas that are relevant to the question, then amass plenty of supporting detail from text and context to support your ideas.

For example, questions will be along the following lines:

Write about what Kelly is saying about society by calling his play DNA.

Your 2 or 3 ideas may be along the following lines:

<i>Idea 1</i>	<i>That DNA shapes our behaviour, it determines who we are and our characteristics. It can be in our DNA to behave in immoral ways.</i>
<i>Idea 2</i>	<i>Though DNA is intrinsic in defining who we are and how we behave, the teenagers show how nurture and peer pressure also play a part in shaping decisions. It's not just DNA. Opens up the nature / nurture debate regarding human behaviour.</i>
<i>Idea 3</i>	<i>DNA is key in the plan to frame the postman. Highlights how integral DNA is in modern society to solve crimes but potentially flawed nature of it.</i>

Then you want to amass the detail and references that support these ideas. When using text references, analyse HOW Kelly presents these ideas too. For each idea, you want to range confidently around the play.

It is very unlikely you will get a question just focusing on one act alone. However, for the sake of developing your exam technique while you study the play, you will complete some essays that are based on the acts you have explored.

On the planning sheet overleaf, complete a detailed plan for the following essay:

In Act One, what ideas is Kelly suggesting about youth culture? Write about:

- what Kelly is saying teenager and
- how he presents these ideas

In Act One, what ideas is Kelly suggesting about youth culture? Write about:

- what Kelly is saying teenager and
- how he presents these ideas

Idea 1:

Idea 2:

Idea 3:

Idea 4:

Some Useful Key Words

Methods	<i>Proxemics... overlapping dialogue... dramatic setting... monologue... questions... stichomythia... postmodern minimalism... colloquial language... meiosis... microcosm...</i>
Context	<i>Nihilism... gang culture... peer pressure... anomie... social realism... communitarianism</i>

Power and Leadership in Act One

- The play presents a social hierarchy. Some of the group are more in leadership roles than others. Some characters are respected, others are not. Some characters are strong. Others are not.
- Some of the group will do anything to try to 'fit in' and be part of the group.
- Who do you think has the most power in Act One and why?
- Place the key characters at the various points on the social hierarchy ladder below and next to each character, state what makes you think they have more power and authority in the group, at this early stage in the play.

