

FOR OFFICIAL USE

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Total

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0700/402

NATIONAL
QUALIFICATIONS
2008

TUESDAY, 20 MAY
10.05 AM – 10.50 AM

DRAMA
STANDARD GRADE
General Level

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Date of birth

Day Month Year

--	--	--	--	--	--

Scottish candidate number

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Number of seat

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- 1 Read each question carefully.
- 2 Attempt **all** questions in **both** sections.
- 3 You may use sketches and diagrams to illustrate your answers.
- 4 All answers are to be written in this answer book. If there is not enough space for you to complete your answer to any question, **additional paper** can be obtained from the invigilator.
- 5 The Stimuli for Section A are supplied in a separate paper. Check that you have this paper before the examination begins.
- 6 Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.



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Marks

Your answers should be based
on work from the **stimulus material**.
(*A copy of the Stimulus Paper is provided.*)

1. Use the space below to write a **brief scenario** of the drama created by your group.

[illegible]

2. Think about the most important relationship between **your character** and **one other character**.

(a) What was the relationship between these two characters?

2

(b) Complete the following character information for **that other** character.

Name of character: _____ Age: _____

1

Occupation: _____

1

Physical Description: _____

2

Personality: _____

2

(c) What was the **most important moment** in your drama for the relationship between these two characters? Why?

3

Marks

2. (continued)

(d) How did you and the other actor use voice and movement to highlight the importance of **that moment**?

6

[Turn over

3. Look at the following **theatre arts** terms. Select **four** of these and say when you could have used them in your group's drama.

follow spot	live (SFX)	cross fade
rostra	stage make up	personal prop

(a) _____ could have been used when _____

1

(b) _____ could have been used when _____

1

(c) _____ could have been used when _____

1

(d) _____ could have been used when _____

1

4. What would have been the ideal venue and target audience for your drama? Say why.

3

SECTION B*Marks*

Answer **all** of the following questions.

Your answers should **not** be based on work from the
stimulus material.

5. Complete the following definitions.

(a) Stage within an enclosing arch.

1

(b) Change of voice to express emotion.

1

(c) Recall of words said about a character or situation.

1

(d) A conversation between two or more characters.

1

(e) Questioning a character in role.

1

(f) Drama created 'on the spot' without a script or plan.

1

[Turn over

6. *A ground plan is a bird's eye view of the set.*

A fully correct ground plan must include certain details. List **five** of these.

(i) _____

1

(ii) _____

1

(iii) _____

1

(iv) _____

1

(v) _____

1

7. *The purpose of a drama must be established in order to communicate meaning.*

List **three** examples of purpose.

(i) _____

1

(ii) _____

1

(iii) _____

1

Read the following question carefully before answering parts (a) and (b).

Marks

8. Imagine that you have been asked to devise a **movement piece** in two scenes under the following titles.

Scene 1 Lost in the City

Scene 2 Found

- (a) Describe in detail the **movement** in each of these two scenes.

Scene 1 _____

4

Scene 2 _____

4

[Turn over

(b) How would you use **theatre arts** to enhance this movement piece? Indicate which theatre arts you would use, when you would use them and why. Refer to **at least two** theatre arts in your answer.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

8

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