

FOR OFFICIAL USE

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0700/401

Total

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NATIONAL
QUALIFICATIONS
2009

THURSDAY, 21 MAY
9.00 AM – 9.45 AM

DRAMA
STANDARD GRADE
Foundation 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.



SECTION A

Marks

Answer **all** of the following questions.

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

My group chose stimulus _____ (*enter number from Stimulus Paper*).

1. Describe the action during the **last scene** of your group's drama.

3

2. In the space below draw the ground plan for that **last scene**.

Key:

5

3. Theatre arts include **lighting, sound and props.**

In what ways would you use **two** of these in your **last scene**?

Theatre art number 1 _____

Theatre art number 2 _____

4. Complete the following information for **your character.**

Full name: _____ Age: _____

Occupation: _____

Appearance: _____

[Turn over

Marks

2

2

1

1

2

5. Read all of the parts of this question before you start to answer.

Now, think about all the scenes in the drama created by your group.

- (a) What part of the action do you think was the most exciting?

1

- (b) Give a reason for your answer.

1

- (c) Name **one** character in that part of the action.

1

- (d) How did that character **speak** at that exciting part of the action?

2

- (e) How did that character **move** at that exciting part of the action?

2

6. When your group were developing your drama from **stimulus** to **presentation**, which part of the process did you find most difficult? Say why.

2

SECTION B

Marks

Answer **all** of the following questions.

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

7. Look at these two faces and read the character information written below each picture.

Character A



Name: John Robertson
Age: 65
Occupation: Retired gardener

Character B



Name: Judith Evans
Age: 27
Occupation: Doctor

List two **personal props** and two items of **costume** for these characters.

Character A

Personal prop 1 _____

Personal prop 2 _____

Costume 1 _____

Costume 2 _____

Character B

Personal prop 1 _____

Personal prop 2 _____

Costume 1 _____

Costume 2 _____

2

2

2

2

[Turn over

8. Read the following information then answer the questions below.

Sharon has entered a talent competition

She has just finished her performance and is waiting for the result.

- (a) Describe Sharon's movement at this time.

2

- (b) What might she say?

1

- (c) How might she say it?

2

Now, you decide whether she wins or loses.

Tick the box.

Win

☐

or

Lose

☐

- (d) Describe Sharon's movement after she hears the result.

2

- (e) What might she say now?

1

- (f) How might she say it?

2

Marks

9. Read the definitions below and write the correct word in the space provided.

(a) The practice or preparation of a drama is called a

1

(b) When a character speaks their thoughts aloud it is called a

1

(c) A lantern giving a wide spread of light is a

1

(d) Blocks or platforms used to create levels are

1

(e) To come on stage is to

1

(f) The build up of excitement in a drama is called

1

(g) The speed of speech or movement is called

1

[END OF QUESTION PAPER]

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