

FOR OFFICIAL USE

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Total

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0700/402

NATIONAL
QUALIFICATIONS
2011

WEDNESDAY, 18 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.



Marks

Marks

Marks

Marks

- Marks*

Marks

2. When you and your group were developing your drama, which part of the **drama process** did you find challenging? Give reasons for your answer.

Part of process _____

1

Why was it challenging? _____

2

3. (a) Name **two** characters with an important relationship in the drama. What was each character's **role**?

Character 1 _____

1

Role in the drama _____

1

Character 2 _____

1

Role in the drama _____

1

- (b) Complete the following details for **one** of the characters you named above.

Character chosen _____

Age _____

1

Occupation _____

1

Appearance _____

2

Relevant background information _____

2

[Turn over

3. (continued)

- (c) How did the character you have described in 3(b) feel about the other character you chose in 3(a)?

1

- (d) How were these feelings shown through the character's voice and movement?

Voice

2

Movement

2

4. Theatre arts are:

Lighting

Sound

Set

Props

Costume

Make Up

Choose **three** and explain how they could enhance your group's final presentation.

Theatre art 1 _____

2

Theatre art 2 _____

2

Theatre art 3 _____

2

[Turn over for SECTION B on *Page six*

SECTION B

Marks

Answer **all** of the following questions.

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

5. Read the following definitions and write the correct **drama term** in the space provided.

(a) Wooden frames, joined together and covered with canvas, which can be painted

1

(b) Drama created “on the spot” without a script or plan

1

(c) Recorded speech played during a drama

1

(d) Control board for lighting

1

(e) Storyline of the drama

1

6. Read the information below, then answer **all** parts of the question.

The situation

A young person aged 16, still at school, has an interview with an employer for a part time job.

Opening stage picture

The young person opens the door. Enters. Shuts the door. Walks across the room. Sits down opposite the interviewer.

With reference to at least **four** different movement words, describe the young person's movements in situations (a)–(d).

- (a) The young person is confident of doing well in the interview.

2

- (b) The young person is anxious about the interview because it is important.

2

- (c) The young person isn't bothered. Some extra money would be useful, but it isn't much of a job.

2

- (d) The young person is angry because they overheard the receptionist say the interviewer thinks an older person would be a harder worker.

2

[Turn over

6. (continued)

The interview takes place in an office. Describe the **set and/or set dressings** you would use to show the following.

- (e) The office has a warm and welcoming atmosphere.

3

- (f) The office has a cold and unfriendly atmosphere.

3

7. Below are comments made by two Standard Grade Drama pupils who have just completed a movement presentation on the theme of “Loneliness”.

What **stylised movement** terms are they describing? Write your answers in the space provided.

- (a) “Our dance drama started with me **reaching up high** whilst standing on some rostra and my partner **crouched low** on the floor of the stage.”

Term described _____

1

- (b) “When we were leaning back to back we had to make sure we had an **even distribution of weight** so that we didn’t fall over.”

Term described _____

1

- (c) “Our movements changed **from quick to slow** as we wanted to show the audience how loneliness was making us afraid.”

Term described _____

1

- (d) “We both stretched up our arms **at the exact moment** the beat of a loud drum sounded.”

Term described _____

1

- (e) “When the music faded at the end of our dance **we were far apart** at either side of the stage.”

Term described _____

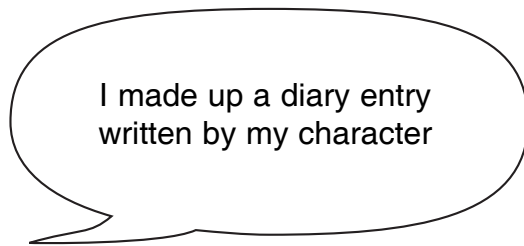
1

[Turn over for Question 8 on Page ten

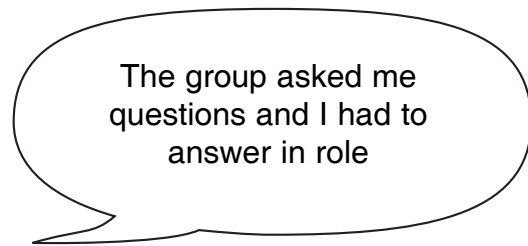
8. What **characterisation techniques** are these drama pupils talking about?

Write the correct technique on the line under each speech bubble.

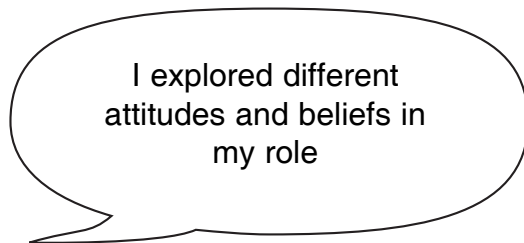
(a)



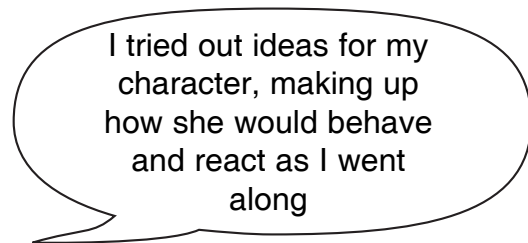
(b)



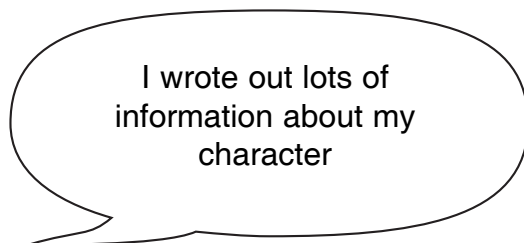
(c)



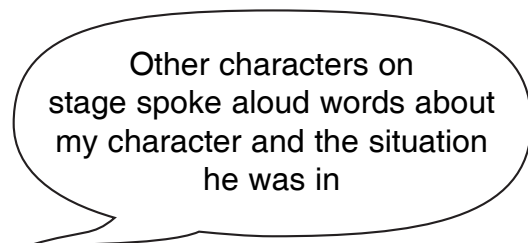
(d)



(e)



(f)



6

[END OF QUESTION PAPER]

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