DRAMA

Written examination

Monday 16 November 2009

Reading time: 9.00 am to 9.15 am (15 minutes)
Writing time: 9.15 am to 10.45 am (1 hour 30 minutes)

QUESTION AND ANSWER BOOK

Structure of book

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of questions</th>
<th>Number of questions to be answered</th>
<th>Number of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>1</td>
<td>20</td>
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<td></td>
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<td>Total 75</td>
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- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions
- Write your student number in the space provided above on this page.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.
SECTION A

Instructions for Section A
There are two questions in Section A. Both questions have stimulus materials that must be used in answering each question.
Answer all parts of both questions in the spaces provided.

Question 1
This question asks you to consider how you would use the images and text provided as stimulus for developing and performing a non-naturalistic solo performance. Within this solo performance you will create two characters.
• The Stereotype of the Pirate
• The Modern Pirate
Look at Images 1, 2 and 3 which provide the stimulus material for The Stereotype of the Pirate and then answer parts a., b. and c. of the question.

Image 1

Due to copyright restriction, this material is not supplied.
(A photo of a pirate with a parrot on his shoulder. One hand is a metal hook. He is standing on a beach.)

Image 2

Due to copyright restriction, this material is not supplied.
(A photo of two pirates on a beach digging for treasure. They are watched by a group of pirates.)

Image 3

SECTION A – Question 1 – continued
a. Briefly explain three ideas from the stimulus material that you would use to develop the character of *The Stereotype of the Pirate*.

b. Describe how you would use your voice to create the character of *The Stereotype of the Pirate*.

c. Discuss how you would use two physical movements to present the character of *The Stereotype of the Pirate*.
Look at the newspaper headlines and Image 4 which provide the stimulus material for *The Modern Pirate* and then answer parts d., e., f., g. and h. of the question.

## Newspaper headlines

<table>
<thead>
<tr>
<th>21 January 2009: A total of 293 incidents related to piracy and armed robbery against ships were reported globally last year</th>
<th>Pirates holding a merchant vessel stand on the deck of the ship</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Australian warship could be sent to Indian Ocean in piracy purge</em></td>
<td><em>Music pirates will not be disconnected from the Internet</em></td>
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<td>Bags will be searched in cinema piracy crackdown</td>
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<td>Pirates kill ship captain off Cameroon</td>
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<td><strong>Video pirate fined in court crackdown</strong></td>
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## Image 4

![Image of a skull and crossbones]

**d.** Briefly outline two ideas from the stimulus material that you would use to develop the character of *The Modern Pirate* in your solo performance.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2 marks
e. Describe how you would use one gesture as a symbol in your performance of the character of The Modern Pirate.


4 marks

f. Explain the technique(s) you would use to transform between the character of The Stereotype of the Pirate and the character of The Modern Pirate in this solo performance.


4 marks
g. Analyse how one object will be used significantly to transform between the character of The Stereotype of the Pirate and the character of The Modern Pirate in this solo performance.

h. Describe a specific dramatic moment in this solo performance that evokes an intended mood generated by Image 4. In your answer you must refer to two other dramatic elements that will be manipulated to create the intended mood.
CONTINUES OVER PAGE
**Question 2**

This question asks you to consider how you would use the *images* and *text* provided as stimulus for developing and performing an ensemble performance in a non-naturalistic style.

**Alone in the crowd**

Your group is to create and present an ensemble performance in a non-naturalistic style called: *Alone in the crowd*. Some of the themes for this ensemble performance include community, individualism and modern urban life.

The following images demonstrate some of these themes and will assist you in creating and presenting the performance.

**Image 1**

Due to copyright restriction, this material is not supplied.

*(Cahill Expressway, Jeffrey Smart)*

**Image 2**

Due to copyright restriction, this material is not supplied.

*(Collins St at 5 pm, John Brack)*
Due to copyright restriction, this material is not supplied.

(No Vacancy, an image from Shaun Tan’s *Tales from Outer Suburbia*. The image shows a small car dwarfed by towering buildings. All the buildings have ‘No vacancy’ written on them.)

Your ensemble performance will include the following characters.

- The worker
- The stranger
- The taxi driver
- The photographer

a. Select a non-naturalistic performance style that you would use in this ensemble performance.
b. Describe two techniques of this non-naturalistic performance style that you would use in developing this ensemble performance.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4 marks

c. Select one of the characters listed as your focus in the ensemble performance. Describe this character’s role and relationship with the audience in this ensemble performance.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4 marks

d. Describe one dramatic moment that reveals something unexpected about this character’s past.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2 marks
e. Explain how the play-making technique of improvisation would be used to develop this dramatic moment.

3 marks

f. Explain how this dramatic moment would be presented using disjointed time sequences and transformation of place.

6 marks
g. Your ensemble performance will finish with a climax. Describe how your group would create tension to achieve this climax.

5 marks
Total 25 marks
SECTION B

Instructions for Section B
Select one of the Questions, 1–5 below, on the productions from the 2009 Drama playlist. Answer both parts (i. and ii.). Write the number of the question and the name of the production at the top of your answer in the space provided.

Question 1
Odyssey
   i. Discuss the ways in which stagecraft was manipulated to create mood in the performance of Odyssey.
   ii. Analyse the use of character transformation and how the actor–audience relationship was manipulated in the performance of Odyssey.

OR

Question 2
A Dream Play
   i. Analyse how the set design and use of space contributed to the non-naturalistic performance style of A Dream Play.
   ii. Evaluate how one actor used their expressive skills to create two characters in the performance of A Dream Play.

OR

Question 3
The Glass Threshold
   i. Discuss the ways in which the non-naturalistic performance style gave meaning to the theme(s) in The Glass Threshold.
   ii. Analyse how one character was represented by two different actors in The Glass Threshold.

OR

Question 4
Big Sky Town
   i. Explain how the performance style of Absurdism gave meaning to the theme(s) in the performance of Big Sky Town.
   ii. Evaluate how the use of contrast and props enhanced the non-naturalistic performance style of Big Sky Town.

OR

Question 5
The Shape of A Girl
   i. Analyse the use of character transformation and disjointed time sequences in the performance of The Shape of A Girl.
   ii. Evaluate how the use of sound and set design created tension in the performance of The Shape of A Girl.

10 + 10 = 20 marks

SECTION B – continued
TURN OVER
Extra space for responses

Clearly number all responses in this space.
A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your student number in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.