

STUDENT NUMBER Letter

DRAMA

Written examination

Wednesday 16 November 2022

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

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	1	1	15
B	2	2	35
			Total 50

- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 16 pages
- Detachable insert for Section B in the centrefold
- Additional space is available at the end of the book if you need extra space to complete an answer.

Instructions

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

At the end of the examination

- You may keep the detached insert.

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**

Answer the question(s) in the spaces provided.

The following question relates to the 2022 VCE Drama playlist.

Select one of the following plays.

1. *Midsummer* adapted by Scott Middleton from Shakespeare's *A Midsummer Night's Dream*
Theatre company: Sheoak Productions

OR

2. *Jack and Millie* by Alaine Beek
Theatre company: Essence Theatre Productions Limited

OR

3. *Mother Courage and Her Children* by Bertolt Brecht, translated by Tony Kushner
Theatre company: La Mama Theatre, with Lara Week and Bagryana Popov

OR

4. *SLAP. BANG. KISS.* by Dan Giovannoni
Theatre company: Melbourne Theatre Company

OR

5. *Driftwood* by Jane Bodie, based on the original memoir by Eva de Jong-Duldig, original music and arrangements by Anthony Barnhill, lyrics by Tania de Jong and Jane Bodie
Theatre company: Umbrella Events in association with Creative Universe

OR

6. *Owl and the Albatross* by Paris Balla
Theatre company: Theatre Works and Locomotion

Write the number and title of the play in the spaces provided.

Play no.

Title of play _____

DO NOT WRITE IN THIS AREA

Question 1 (15 marks)

- a. Describe how **one** actor applied one expressive skill to communicate **one** character to the audience in the performance of this play. 3 marks

Expressive skill _____

- b. Analyse how **one or more** actors manipulated two conventions of the performance style to communicate meaning to the audience in the performance of this play. 5 marks

Performance style _____

Convention 1 _____

Convention 2 _____

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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TURN OVER

SECTION B**Instructions for Section B**

Please remove the insert from the centre of this book during reading time.

The insert contains stimulus material for Question 1 and Question 2 in Section B. The stimulus material **must** be used when answering both questions.

Answer **all** questions in the spaces provided.

Question 1 (18 marks)

Use **Stimulus 1** to **Stimulus 4** to answer Question 1.

This question asks you to explore the dramatic potential of **one** image in the stimulus material for Question 1 in order to create a devised ensemble performance.

The focus of the devised ensemble performance is to evoke a range of moods for the intended audience.

The ensemble group of actors will work collaboratively both in the play-making process and in the performance. Therefore, the emphasis is on the group creating the performance together, not on an individual working alone. The ensemble group of actors may rehearse and perform in any appropriate venue or space.

To explore the way in which acting conventions and production areas shape the performance, the ensemble group of actors will:

- experiment with performance styles or the work of drama practitioners and draw on contemporary practice
 - select a drama practitioner or performance style.
- a. Select one image from the stimulus material for Question 1 (**Stimulus 1** to **Stimulus 4**) and identify one detail in the selected image.

Stimulus number _____

Detail _____

Briefly explain how the detail that you have identified could be used to create a mood for the intended audience in the opening moment of the performance.

2 marks

- d. The ensemble group of actors will then create the second moment in the performance. This moment will be between 10 seconds and one minute in length, and will convey the same mood as the opening moment.

Describe how the ensemble group of actors will manipulate one convention of the selected drama practitioner or performance style from **part c.** in the second moment.

3 marks

Convention _____

DO NOT WRITE IN THIS AREA

Question 2 (17 marks)

Use **Stimulus 5** to **Stimulus 12** to answer Question 2.

This question asks you to consider how you will use the stimulus material for Question 2 in order to create a devised solo performance using **one or more** of the stimulus images.

The devised solo performance will draw on features from a range of performance styles and be eclectic in nature.

In this devised solo performance, the actor will create two characters, either of which could be the primary character in the devised solo performance.

The actor begins by exploring and experimenting with a range of play-making techniques to extract dramatic potential from the stimulus material using the following physical expressive skills:

- movement (for example, gait, posture and stance)
- gesture (for example, using the body or body parts – usually the hands – to create symbols and meaning)

Note: Performing without an audience is a rehearsal and is therefore part of the development process.

- a. Select one image from the stimulus material for Question 2 (**Stimulus 5** to **Stimulus 12**) and identify one detail in the selected image.

Stimulus number _____

Detail _____

Briefly describe the first of the two characters of the devised solo performance. The description of the first character must be clearly linked to the detail that you have identified. 2 marks

Insert for Section B

Please remove from the centre of this book during reading time.

Stimulus material for Question 1 – Devised ensemble performance**Stimulus 1**

Due to copyright restrictions,
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Stimulus 2**TURN OVER**



Stimulus 3

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Stimulus 4

Stimulus material for Question 2 – Devised solo performance**Stimulus 5**

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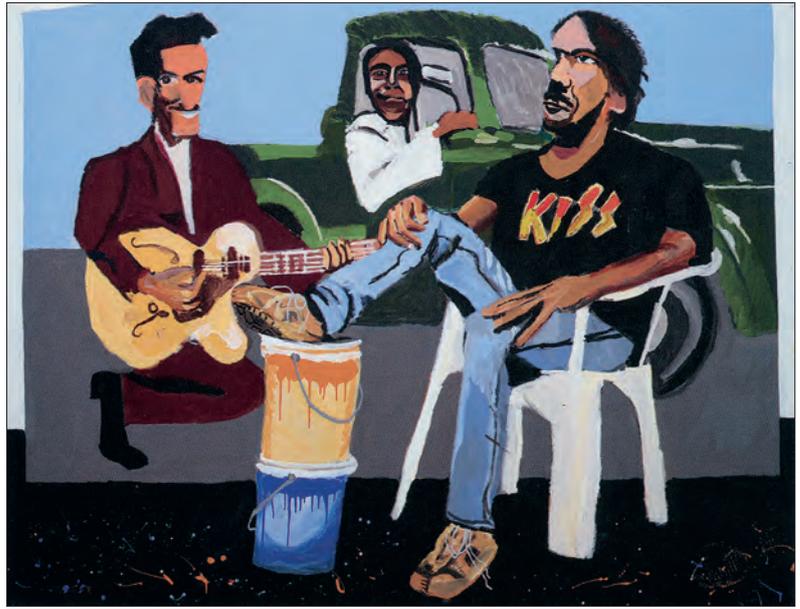
Stimulus 6**Stimulus 7**

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Stimulus 8



Stimulus 9



Stimulus 10

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Stimulus 11

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Stimulus 12

Sources

Stimulus 1: Bob Graham, *Rose Meets Mr Wintergarten*, Penguin Books Australia Ltd, Ringwood, 1994; © 1992 Blackbird Design Pty Ltd, reproduced by permission of Walker Books Australia Pty Ltd

Stimulus 2: *One Planet*, Lonely Planet Publications Pty Ltd, Footscray, 2004, p. 106

Stimulus 3: Banana Oil/Shutterstock.com

Stimulus 4: Jaime Murcia, *Little Big Town*, The Five Mile Press Pty Ltd, Scoresby, 2014, p. 91

Stimulus 5, Stimulus 8, Stimulus 9, Stimulus 10 & Stimulus 12: Natalie Wilson with contributions by Ciara Derkenne, *Archie 100: A Century of the Archibald Prize*, Art Gallery of New South Wales, Sydney, 2021, pp. 39, 41, 147, 61 and 241; Stimulus 5 © Kate Beynon/Copyright Agency 2023; Stimulus 10 © Vincent Namatjira/Copyright Agency 2023

Stimulus 6, Stimulus 7 & Stimulus 11: *National Portrait Gallery: The Companion*, National Portrait Gallery, Canberra, 2014, pp. 216, 237 and 254; Stimulus 7 © Kerrie Lester/Copyright Agency 2023