

FOR OFFICIAL USE

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Total

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**0700/402**

NATIONAL  
QUALIFICATIONS  
2007

TUESDAY, 15 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

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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

Scene number	Time, place and action

2. (a) What was your character's **role** in the drama?

\_\_\_\_\_

1

(b) What was the most important moment in the drama for your character?

\_\_\_\_\_

1

(c) Why was this the most important moment for your character?

\_\_\_\_\_

1

3. Think of another character present at that moment.

Complete the following Character Card for that other character.

Full Name: \_\_\_\_\_ Age: \_\_\_\_\_

1

Occupation: \_\_\_\_\_

1

Physical Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Personality: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

4. Describe the relationship between your character and any other character in your drama. Give reasons for that relationship.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

5. Think back to your group's drama.

In what ways would you have liked to use **two** of the following to enhance your drama and why?

<b>lighting</b>	<b>voice over</b>	<b>flashback</b>	<b>SFX</b>
	<b>freeze frame</b>	<b>music</b>	

Marks

6

6. Look at the following voice words. Select **five** and say when they were used in your group's drama.

**clarity      accent      emphasis      volume      pause      pitch      tone**

(a) \_\_\_\_\_ was used when \_\_\_\_\_

\_\_\_\_\_

**1**

(b) \_\_\_\_\_ was used when \_\_\_\_\_

\_\_\_\_\_

**1**

(c) \_\_\_\_\_ was used when \_\_\_\_\_

\_\_\_\_\_

**1**

(d) \_\_\_\_\_ was used when \_\_\_\_\_

\_\_\_\_\_

**1**

(e) \_\_\_\_\_ was used when \_\_\_\_\_

\_\_\_\_\_

**1**

**[Turn over**

**SECTION B***Marks*

Answer **all** of the following questions.

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

**7.** Give the correct drama term for the following definitions.

Insert your answers in the spaces provided below.

- |  |          |
|--|----------|
| (i) This person tells part(s) of the drama _____       | <b>1</b> |
| (ii) A lantern giving a hard-edged beam of light _____ | <b>1</b> |
| (iii) Change of voice to express emotion _____         | <b>1</b> |
| (iv) Keeping an even distribution of weight _____      | <b>1</b> |
| (v) Place where a drama is presented _____             | <b>1</b> |
| (vi) The written words of a drama _____                | <b>1</b> |

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

**A: You've got to help me!**

**B: Why should I?**

**A: You can't mean that. After all I've done for you.**

**B: Oh, I might have known you'd bring that up.**

**A: Please. I'm desperate.**

**B: Well . . .**

(a) Who are the characters?

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2

(b) **"Oh, I might have known you'd bring that up"**. What do you think has happened between these two characters in the past?

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3

(c) Which of the two characters do you think has the higher status and why?

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3

**[Turn over**

8. (continued)

*Marks*

- (d) In what ways could facial expression, body language and gesture be used to show the status of **both** characters?

Facial expression \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

Body language \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

Gesture \_\_\_\_\_

\_\_\_\_\_

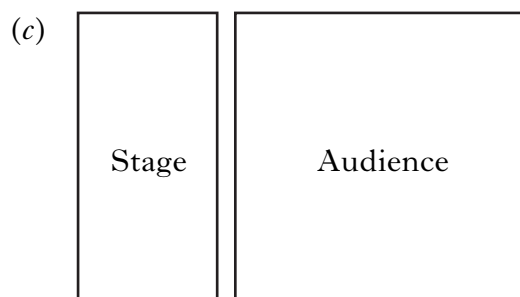
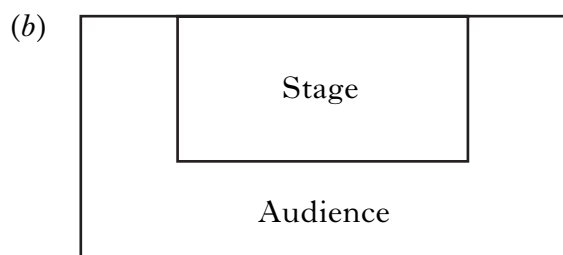
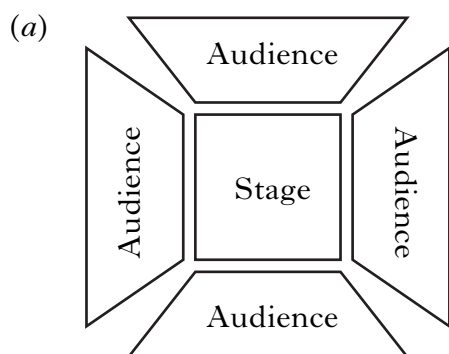
\_\_\_\_\_

\_\_\_\_\_

3



9. The diagrams below are of three different types of staging.



Name each type of staging.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

1

1

1

[Turn over for Question 10 on *Page ten*]

**10. “A variety of techniques can be used in the investigation of characterisation.”**

In the list below are four of these characterisation techniques.  
Identify the **four** by ticking the correct boxes.

1.	Posture	<input type="checkbox"/>
2.	Hot-seating	<input type="checkbox"/>
3.	Eye contact	<input type="checkbox"/>
4.	Timing	<input type="checkbox"/>
5.	Conflict	<input type="checkbox"/>
6.	Voices in the head	<input type="checkbox"/>
7.	Explore	<input type="checkbox"/>
8.	Writing in role	<input type="checkbox"/>
9.	Character cards	<input type="checkbox"/>

*[END OF QUESTION PAPER]*

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