



# Victorian Certificate of Education 2009

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Figures

Words


Letter

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## 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

Section	Number of questions	Number of questions to be answered	Number of marks
A	2	2	55
B	5	1	20
			Total 75

- 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

- Question and answer book of 20 pages.
- 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**

- a. Briefly explain **three** ideas from the stimulus material that you would use to develop the character of *The Stereotype of the Pirate*.

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3 marks

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

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3 marks

- c. Discuss **how** you would use **two** physical movements to present the character of *The Stereotype of the Pirate*.

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4 marks

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

**21 January 2009: A total of 293 incidents related to piracy and armed robbery against ships were reported globally last year**

**Pirates holding a merchant vessel stand on the deck of the ship**

*Australian warship could be sent to Indian Ocean in piracy purge*

Bags will be searched in cinema piracy crackdown

Music pirates will not be disconnected from the Internet

Pirates kill ship captain off Cameroon

**Video pirate fined in court crackdown**

**Image 4**



- 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.

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2 marks

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

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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.

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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.

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4 marks

- 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.

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6 marks

Total 30 marks

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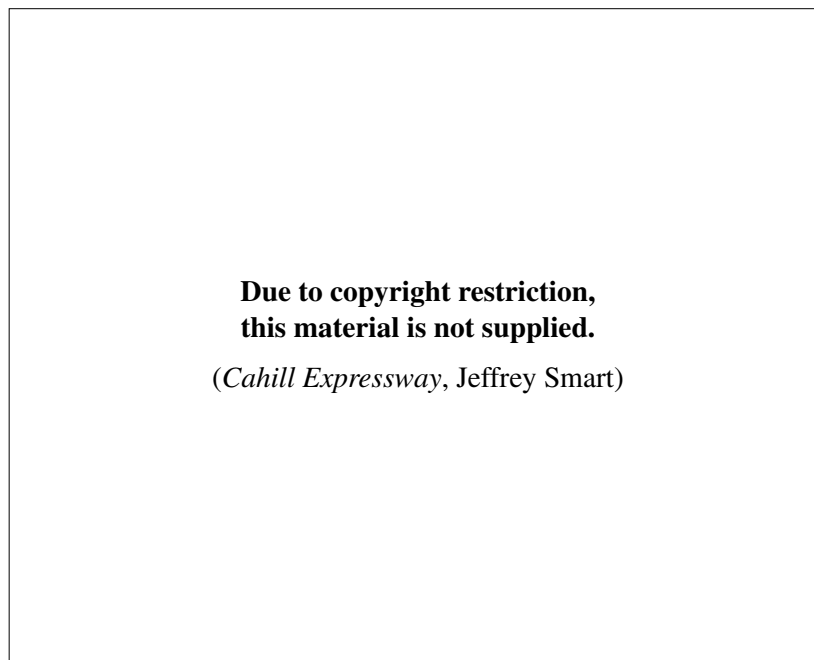
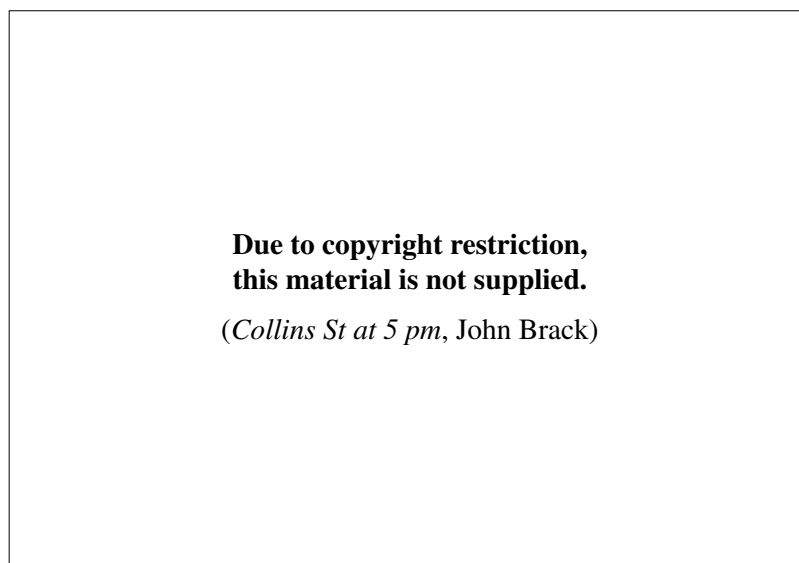
**Question 2**

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****Image 2**



**Image 3**

**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.

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1 mark

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

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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.

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4 marks

- d. Describe **one** dramatic moment that reveals something unexpected about this character's past.

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2 marks

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**SECTION A – Question 2 – continued**  
**www.theallpapers.com** **TURN OVER**

- [illegible]

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

Question No.  Name of production

**Part i.** \_\_\_\_\_

[illegible]

[illegible]

**Part ii.**



[illegible]

**Clearly number all responses in this space.**

[illegible]

[illegible]

[illegible]

**Victoria**  
The Place To Be