

FOR OFFICIAL USE

--	--	--	--	--	--

F

Total  
Mark

--

**0700/27/01**

NATIONAL  
QUALIFICATIONS  
2012

FRIDAY, 18 MAY  
9.00 AM – 9.45 AM

DRAMA  
STANDARD GRADE  
Foundation 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

--	--	--	--	--	--	--	--	--	--

Number of seat

--

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.** When you were creating your drama, in what **two** ways did you help your group?

---

---

---

2

**2.** (a) Describe what happened at the **beginning** of your drama.

---

---

---

2

(b) Describe what happened at the **end** of your drama.

---

---

---

2

2. (continued)

Think about the **lighting** and **sound** that could have been used at the beginning and end of your drama.

Now choose **either** the beginning **or** the end.

beginning  **or** end

In what way could lighting and sound be used?

(c) Lighting \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2

(d) Sound \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2

3. Complete the following information for **your character**.

Full name and age: \_\_\_\_\_

1

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

1

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

\_\_\_\_\_  
\_\_\_\_\_

2

Appearance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2

**[Turn over**

*Marks*

4. (a) What was the most important moment for your character?

---

1

(b) How did your character **feel** at that moment?

---

---

2

(c) How did your character **speak** at that moment?

---

---

---

2

(d) How did your character **move** at that moment?

---

---

---

2

**[Turn over for SECTION B on *Page six***

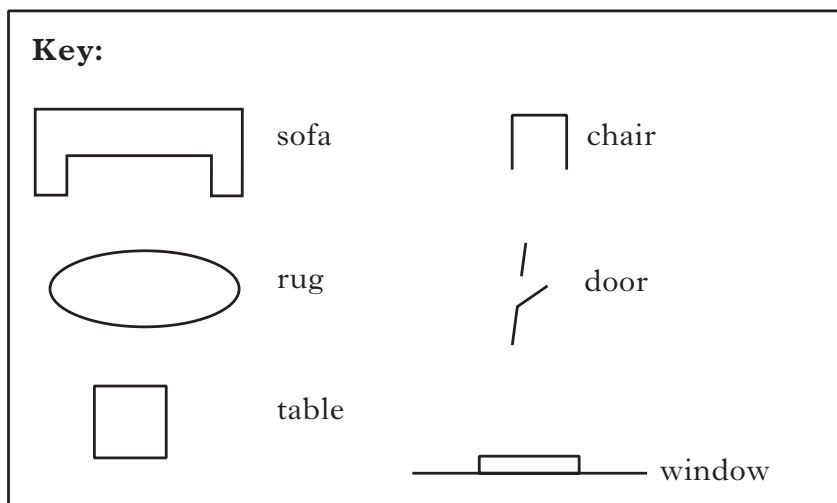
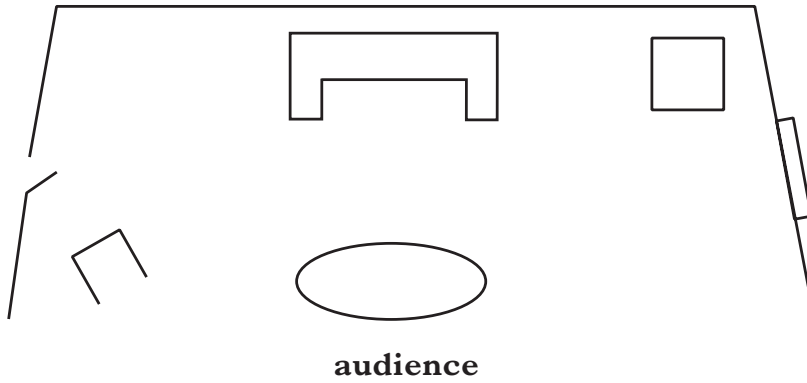
SECTION B

Answer **all** of the following questions.

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

5. Here is a Ground Plan.

Look at it carefully and answer the questions on the next page.



**5. (continued)**

(a) What type of staging is it?

\_\_\_\_\_

**1**

(b) The door is (tick **one** box)

USR

CSR

DSR

**1**

(c) The rug is (tick **one** box)

USL

CSR

DSC

**1**

(d) The chair is (tick **one** box)

USR

DSL

DSR

**1**

(e) Where is the window?

\_\_\_\_\_

**1**

(f) Where is the sofa?

\_\_\_\_\_

**1**

(g) Where is the table?

\_\_\_\_\_

**1**

**[Turn over**

6. Read the following information then answer the questions below.

***John Henderson, age 37, is waiting outside a Head Teacher's office. He is holding a piece of paper.***

(a) Who do you think John is? \_\_\_\_\_

1

(b) Why is he there? \_\_\_\_\_

1

(c) Describe what you think John is wearing.

\_\_\_\_\_  
\_\_\_\_\_

2

(d) Describe John's movement at this time.

\_\_\_\_\_  
\_\_\_\_\_

2

***The Head Teacher opens the door to her office.***

(e) What might John say to the Head Teacher?

\_\_\_\_\_

1

(f) How might he say it?

\_\_\_\_\_  
\_\_\_\_\_

2

(g) What might the Head Teacher say?

\_\_\_\_\_

1

(h) How might she say it?

\_\_\_\_\_  
\_\_\_\_\_

2



7. Read the following questions and put a tick in the box next to the correct answer.

(a) To leave the acting area

wings

exit

strike

venue

**1**

(b) Acting out an event in the past

dramatic moment

flashback

recall

cue

**1**

(c) The action is frozen in time

timing

gesture

tension

freeze frame

**1**

(d) Movement performed at a slowed down speed

mime

dance drama

signal

slow motion

**1**

(e) Acting out of a future or imagined event

rehearsal

presentation

flashforward

dream sequence

**1**

**7. (continued)**

(f) A character speaks their thoughts aloud

monologue

point

aside

volume

**1**

(g) Use of body as a means of communication

gesture

dance drama

monologue

movement

**1**

(h) Stylised form of movement that creates an illusion of reality

body language

mime

height

pace

**1**

[END OF QUESTION PAPER]

**[BLANK PAGE]**

**[BLANK PAGE]**