

SUPERVISOR TO ATTACH
PROCESSING LABEL HERE

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

Write your **student number** in the boxes above.

Letter

Drama

Question and Answer Book

VCE Examination – Friday 15 November 2024

- Reading time is **15 minutes**: 11.45 am to 12 noon
- Writing time is **1 hour 30 minutes**: 12 noon to 1.30 pm

Materials supplied

- Question and Answer Book of 20 pages
- Detachable Insert for Section B in the centrefold

Instructions

- Use the additional space at the end of the book if you need extra space to complete an answer.
- At the end of the examination, you may keep the detachable Insert.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

Contents

pages

Section A (1 question, 15 marks) _____ 2–5

Section B (2 questions, 35 marks) _____ 6–17

Section A

Instructions

- Answer the question(s) in the spaces provided.
 - Write your responses in English.
-

The following question relates to the 2024 VCE Drama playlist.

Select one (shade box) of the following plays.

- Hamlet (A Commedia Tragedy)** by William Shakespeare, adapted by Scott Middleton
Theatre Company: Sheoak Productions

OR

- The Trojan War** by A Slightly Isolated Dog
Theatre Company: A Slightly Isolated Dog

OR

- Garage Girls** by Candace Miles, Madelaine Nunn and Anna Rodway
Theatre Company: Three Birds Theatre and The Shift Theatre with La Mama Theatre

OR

- The Roof is Caving In** by Matilda Gibbs and Belle Hansen
Theatre Company: Frenzy Theatre Co. with La Mama Theatre

OR

- World Problems** by Emma Mary Hall
Theatre Company: Melbourne Theatre Company

OR

- a/lone** by Janine McKenzie
Theatre Company: Project Connect

OR

- Way** by Sally McKenzie
Theatre Company: theCoalface

Section B

Instructions

- Please remove the Insert from the centre of the 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.
 - Write your responses in English.
-

Question 1 (18 marks)

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

This question asks you to explore the dramatic potential of the stimulus material to create a devised ensemble performance.

The devised ensemble performance may reflect one performance style or may be eclectic in nature and draw on aspects/conventions of a performance style.

Note: The performance style must be different from the performance style chosen for Section B, Question 2 on page 12.

An ensemble group of three to five actors is to develop and present a devised ensemble performance titled 'Achievement'.

This performance will explore the idea of achievement, which could be realised through several related or unrelated scenes, narrative structure or story.

The actors may play more than one character.

Some examples of achievements are:

- a victory
- solving a problem
- graduation
- overcoming adversity
- a personal or group accomplishment.

You may find inspiration in a symbolic or literal interpretation of the stimulus material. Characters may be human and/or non-human.

This question asks you to create three different moments in this devised ensemble performance. A moment could be a scene, which could last a minute or more, or some brief action on stage.

- a. Identify **one** idea from the stimulus material that will be explored in the devised ensemble performance and explain how this dramatic potential has been inspired by the chosen image.

2 marks

The ensemble group of actors must choose a performance style based on the dramatic potential identified in **part a** above.

State the chosen performance style _____

To explore the dramatic potential of the idea identified in **part a**, the ensemble group of actors develops **one** moment in the devised ensemble performance and decides to use **one** production area in a symbolic way to create meaning for the audience. Symbol must be used in a way that is appropriate to the chosen performance style.

- b. Explain how the ensemble group of actors will explore application of symbol through **one** production area to develop the dramatic potential of the idea identified in **part a**.

4 marks

Do not write in this area.

The ensemble group of actors uses the idea identified in **part a** and a convention of the chosen performance style from **part b** to create a second moment.

The ensemble group of actors uses improvisation to create this new moment, exploring its chosen convention.

- c. Describe how the ensemble group of actors will use improvisation to explore **one** convention to communicate the idea identified in **part a** in the development of the second moment.

3 marks

Convention _____

Question 2 (17 marks)

Use **Stimulus 5** to **Stimulus 8** to answer Question 2.

Consider how the stimulus material for Question 2 in the Insert could be used to create a devised solo performance.

The devised solo performance will be eclectic in nature, with aspects of one performance style. Consider how the chosen performance style will engage and affect the audience in specific and intentional ways.

Note: This performance style must be different from the performance style chosen for Section B, Question 1 on page 7.

The devised solo performance will use a single clearly lit space. No changes to the lighting grid are permitted. All production areas must be manipulated on stage during the performance.

The devised solo performance may be inspired by a symbolic or literal interpretation of the stimulus material. The response must focus on two characters, inspired by the stimulus material. Characters may be human and/or non-human. There may be a distinct difference in status between these two characters. Possible relationships between the two characters could be:

- younger and older self
- public versus private persona
- real and fantasy life
- siblings or other family relationships
- fan and celebrity
- apprentice and master
- employer and employee.

Use **one** of these examples **or** create your own.

Performance style: Eclectic with aspects of _____

State the two characters.

Character 1 _____

Character 2 _____

Identify the relationship between the two characters _____

a. Explain how the relationship between the two characters has been inspired by the stimulus material.

2 marks

Do not write in this area.

The actor then explores how to use expressive skills to develop a character. Using improvisation, the actor comes up with options about how to use the expressive skills as appropriate for the performance style to develop the character.

- b.** Describe how the actor develops their character by manipulating one or more expressive skills through improvisation.

3 marks

Do not write in this area.

The actor now decides to develop the opening moment of the devised solo performance using a play-making technique.

The opening moment will:

- reference the relationship explored in **part a**
- be between 10 and 30 seconds in length
- be consistent with the chosen performance style.

The actor may play either of the two characters identified on page 12 or another character(s).

The opening moment may be movement-based or have a combination of movement and voice. The emphasis during the opening moment should be on 'action' rather than 'narration'; that is, 'doing' rather than 'telling'.

- c. Use the play-making technique of brainstorming **or** scripting to develop the opening moment consistent with the chosen performance style. In your response, refer to:
- the use of space **and**
 - the relationship established in **part a**.

4 marks

A large rectangular area enclosed by a dotted line, intended for the student to write their response to question c.

Do not write in this area.

The actor then creates a moment when the relationship between the two characters changes. The actor now works with features of the chosen performance style and applies one convention and one performance skill. The convention must **not** be transformation of character, time, place, or application of symbol.

This moment could include Character 1 or Character 2 or another character(s).

e. Describe how the actor creates the moment when the relationship between the characters changes. In your response, refer to:

- **one** convention from the chosen performance style
- **one** performance skill (**not** actor–audience relationship).

3 marks

Drama 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



Stimulus 2

Sources: Stimulus 1: Ruth Black/Shutterstock.com
Stimulus 2: Ground Picture/Shutterstock.com



Stimulus 3



Stimulus 4

Stimulus material for Question 2 – Devised solo performance



Stimulus 5



Stimulus 6

Sources: Stimulus 5: Ruud Morijn Photographer/Shutterstock.com
Stimulus 6: studiovin/Shutterstock.com



Stimulus 7



Stimulus 8

Sources: Stimulus 7: agsandrew/Shutterstock.com
Stimulus 8: fran_kie/Shutterstock.com