

SUPERVISOR TO ATTACH
PROCESSING LABEL HERE

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

Letter

Drama

Question and Answer Book

VCE Examination – Day Date Month Year

- Reading time is **15 minutes**: — to —
- Writing time is **1 hour 30 minutes**: — to —

Materials supplied

- Question and Answer Book of 24 pages
- Detachable Insert for Sections B and C in the centre of this book

Instructions

- Use the additional space at the end of each section if you need extra space to complete an answer.
- Remove the Insert from the centre of this book during reading time.
- At the end of the examination, you may keep the 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, 20 marks)	2–7
Section B (1 question, 25 marks)	8–15
Section C (1 question, 15 marks)	16–20

Section A

Instructions

- Answer **all** questions in the spaces provided.
- The questions in Section A will be based on plays from the VCE Drama Playlist. This sample exam uses the 2025 Playlist.
- Write your responses in English.

Shade the box for **one** play from the VCE Drama Playlist.

- 37
- The Robot Dog
- The Beep Test
- NIUSIA
- Beetlejuice the Musical
- Soldier Boy

Question 1 (20 marks)

- a. Describe how **one** actor used **one** expressive skill to represent **one** character. 3 marks

SAMPLE

Do not write in this area.

Students should discuss what they saw on stage. They should make it clear that the actor is using an expressive skill – they should not simply describe the character. Students are encouraged to move beyond a listing or discussion of the narrative or plot and instead focus on what the actor did on stage.

Do not write in this area.

SAMPLE

Section B

Instructions

- The Insert contains stimulus material for Question 1 in Section B. The stimulus material **must** be used when answering the questions.
 - Answer **all** questions in the spaces provided.
 - Write your responses in English.
-

Question 1 (25 marks)

Use **Stimulus 1** to **Stimulus 8** to answer Question 1.

You will use the stimulus material to create a devised ensemble performance.

The devised ensemble performance will focus on the application of symbol to enhance the chosen themes or ideas to the audience. Application of symbol will be used to create meaning that is not literal through the use of production areas, performance styles and conventions.

The ensemble will use the stimulus material to develop a theme or idea. This theme or idea will be represented symbolically throughout the performance.

The devised ensemble performance will incorporate a range of conventions from contemporary drama practices, as well as conventions from a selected performance style, to create meaning for the audience in specific and intentional ways.

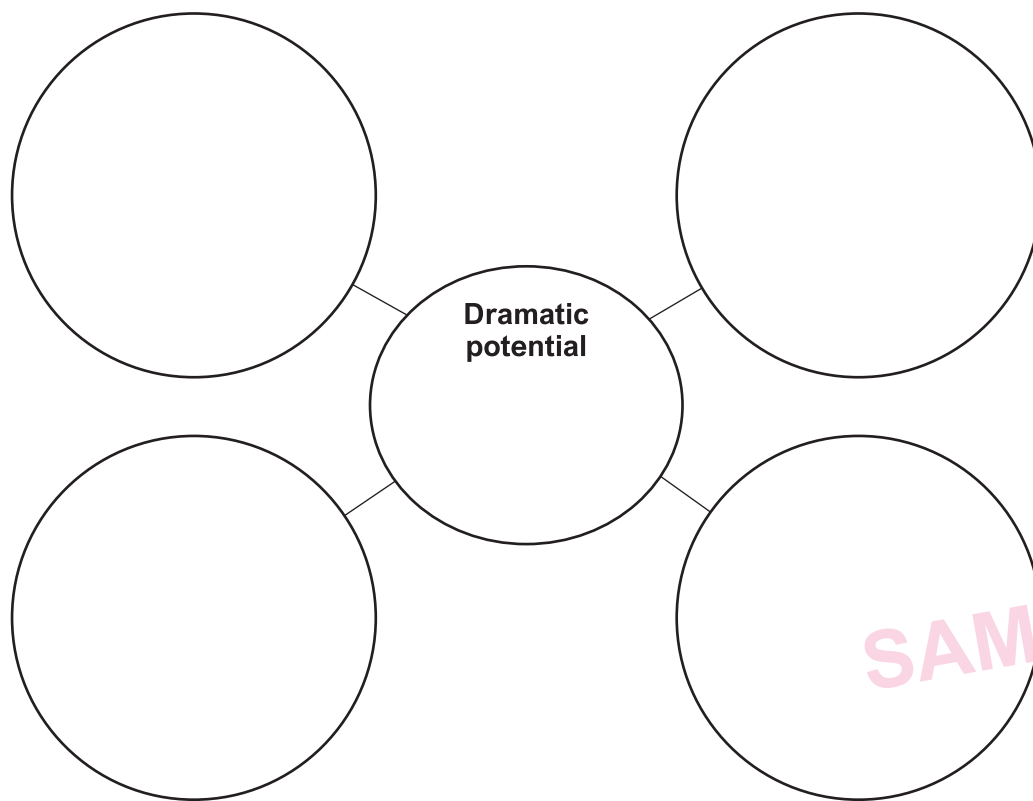
The ensemble can use one of the performance styles suggested below, or any other performance style not listed.

Suggested performance styles: Australian Gothic Theatre, Butoh, Commedia dell'Arte, Epic Theatre, Kabuki, Melodrama, Physical Theatre, Poor Theatre, Theatre of the Absurd or Theatre of Cruelty.

- a. Explore the dramatic potential of the stimulus material by brainstorming possible themes or ideas for the devised ensemble performance. You may use the template provided below or the blank space at the bottom of the page. In your response, you must refer to **one or more** of the stimulus materials.

2 marks

Stimulus number(s) chosen: _____



A large rectangular area enclosed by a dotted line, intended for writing a response.

Do not write in this area.

Select one theme or idea from the brainstorm in **part a**.

Theme or idea _____

- b. Describe how the ensemble will use improvisation to explore the chosen theme or idea to create the opening moment. In your response, refer to **one** specific improvisation activity.

3 marks

SAMPLE

Do not write in this area.

Conventions are techniques or devices incorporated into the style of a performance. Linking conventions to a performance style supports its purpose. For example, Epic Theatre aims to create social or political change and uses conventions such as placards, songs and direct address to achieve this, but direct address, songs and placards can be used for other purposes within contemporary drama practices. Students should carefully consider whether they are using conventions to define a style or using them independently for dramatic effect. The use of the term 'explore' suggests that this moment is during the play-making process and is therefore not performative.

The ensemble creates the dramatic closing moment of the performance, which explores the chosen theme or idea selected for **part b**. This moment needs to have a specific and intentional impact on the audience, and the ensemble chooses a specific performance style to create this effect. The actors use a convention of the chosen performance style, a dramatic element and application of symbol to highlight the chosen theme or idea.

d. Analyse how the ensemble will highlight the chosen theme or idea selected for **part b** and how it will impact the audience in specific and intentional ways in the dramatic closing moment by using:

- one convention associated with the chosen performance style **and**
- one dramatic element **and**
- application of symbol.

7 marks

Chosen performance style: _____

Associated convention: _____

Dramatic element: _____

SAMPLE

Do not write in this area.

- f. Explain how the ensemble will apply symbol through the use of **one** production area throughout the devised ensemble performance. In your response, refer to the way(s) the production area has been sustainably sourced and/or applied.

4 marks

SAMPLE

Do not write in this area.

Section C

Instructions

- The Insert contains stimulus material for Question 1 in Section C. The stimulus material **must** be used when answering the questions.
 - Answer **all** questions in the spaces provided.
 - Write your responses in English.
-

Question 1 (15 marks)

Use the stimulus images for Section C in the Insert, and the article on page 17, to answer Question 1.

Create a solo performance based on the character of The Detective.

The selected dramatic element of this solo performance is mood.

The selected convention is use of fact.¹

The lighting provided in the performance space cannot be altered. Any use of lighting must be in addition to the current state.

SAMPLE

Do not write in this area.

¹**Use of fact** – This refers to research that is used to provide the basis for selective and informed scripting. This information should become part of a cohesive narrative rather than be a summary of events and actions or a list of facts and related information. Facts should be presented in a variety of ways rather than just verbally.

- a. Annotate the following article to extract the dramatic potential.

2 marks

A BREAK IN THE CASE?

Melbourne, 5 October 2024 – A mysterious briefcase filled with cash discovered at a Melbourne train station has sparked a new investigation led by Detective Carter. The briefcase, found abandoned near a platform locker last week, contains over \$1,000,000 in unmarked notes. ‘We’re exploring every possibility – from lost property to something more suspicious,’ said Detective Carter. Security footage shows a person of interest dropping off the briefcase, but they are yet to be identified. No one has come forward to claim the briefcase. Authorities are now appealing for witnesses, hoping to uncover the origin of the mysterious cash-filled case.

SAMPLE

Students could use a highlighter to underline elements or circle important information or features from the research material. The aim is to use this material to extract dramatic potential such as character(s), time(s), place(s), symbols and/or themes or ideas. Students could also consider the application of production areas, performance styles and appropriate dramatic elements.

Using your annotated article, as well as the stimulus images for Section C in the Insert, identify two contrasting characters that you could create in the solo performance.

Character 1 _____

Character 2 _____

- b. Describe how you will explore the use of **one** expressive skill to show the transformation between the **two** contrasting characters identified above using **one** transformation technique.

3 marks

SAMPLE

Do not write in this area.

Students should use a specific transformation technique as well as detailed information about the specific expressive skill. Only using the term 'voice', for example, is not appropriate – more specific language for the expressive skill is needed. Terminology is listed in the study design. The use of the term 'explore' suggests that this moment is during the play-making process and is therefore not performative.

SAMPLE

Do not write in this area.

Do not write in this area.

SAMPLE

If you use any additional Question and Answer Books to complete your responses, write your **student number** on the front cover. At the end of the examination, place the additional Question and Answer Books inside the front cover of the first Question and Answer Book.

