



FOR OFFICIAL USE

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National  
Qualifications  
2024

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**X821/75/01****Drama**

FRIDAY, 3 MAY

1:00 PM – 2:30 PM



\* X 8 2 1 7 5 0 1 \*

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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Date of birth

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**Total marks — 60****SECTION 1 — 20 marks**

Attempt ALL questions.

**SECTION 2 — 40 marks**Choose **one** of the stimuli and attempt ALL the questions based on the chosen stimulus.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 8 2 1 7 5 0 1 0 1 \*

Downloaded free from <https://sqa.my/>

**SECTION 1 — 20 marks**

**Attempt ALL questions**

Consider a performance you have taken part in during your course as either an actor or in a production role.

Tick (✓) the box to indicate your role.

|                        |                          |          |                          |                  |                          |     |                          |
|------------------------|--------------------------|----------|--------------------------|------------------|--------------------------|-----|--------------------------|
| Actor                  | <input type="checkbox"/> | Lighting | <input type="checkbox"/> | Costume          | <input type="checkbox"/> | Set | <input type="checkbox"/> |
| Props and set dressing | <input type="checkbox"/> | Sound    | <input type="checkbox"/> | Make-up and hair | <input type="checkbox"/> |     |                          |

1. (a) Identify the purpose of your drama. Justify your answer.

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- (b) Describe a key scene in which this purpose was communicated to the audience.

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\* X 8 2 1 7 5 0 1 0 2 \*

1. (continued)

- (c) Identify **one** reaction you wanted the audience to have during this scene. Give a reason for your answer.

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[Turn over



2. Evaluate the effectiveness of your final performance.

If you were an actor, you should include comments on **your own** performance concepts, using appropriate terminology.

**OR**

If you were in a production role, you should include comments on **your own** design concepts, using appropriate terminology.

4

[illegible]

Consider a performance **one** other drama student has taken part in during your course as either an actor or in a production role.

3. Describe **their** contribution to the rehearsal process.

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[Turn over



4. (a) Identify a moment of tension in this student's drama. Justify your answer.

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- (b) Describe **one** way this student helped to create tension in their final performance.

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If they were an actor, you should include comments on **their** performance concepts, using appropriate terminology.

If they were in a production role, you should include comments on **their** design concepts, using appropriate terminology.

4

[illegible]

[Turn over



## SECTION 2 — 40 marks

Attempt ALL questions based on your chosen stimulus

Choose **one** of the following stimuli to develop ideas for a drama with **two** or more characters. The drama must be suitable for a live performance.

## Stimulus A

## Jamie

I've got my headphones on and it's on shuffle and it's playing this well slow song. This slow cheesy song that my mum likes but turned up well loud. And I'm standing there, in the middle of the street. Just watching it all. Watching it all play out.

And the music is slow and everything looks slow too you know? I know it sounds corny but it's true. It's real. It's like playing out like slow motion, and out the corner of my eye I can see the tube sign like a title caption at the start of a film yeah. Like the start or maybe more like at the end. Just hovering there above everything big bright white letters.

And I can see a smashed window.

And I watch kids cycling away from the bike shop on their new wheels.

And I watch more police arriving. Lines and lines of them.

And I'm thinking:

It's not about just wanting a new bike.

*Chalk Farm* by Kieran Hurley and AJ Taudevin

## Stimulus B

I do desire we may be better strangers.

*As You Like It*, William Shakespeare (Act 3 Scene 2)



\* X 8 2 1 7 5 0 1 0 8 \*



Stimulus C



[Turn over



\* X 8 2 1 7 5 0 1 0 9 \*

Tick (✓) the box to indicate which stimulus you have chosen to write about.

Stimulus A

☐

Stimulus B

☐

Stimulus C

☐

You should now READ ALL of the following questions to guide your answers on your chosen stimulus.

You may use drawings and/or diagrams to illustrate any of your answers if you wish.

The space below is provided for any rough working and **will not** be marked.



\* X 8 2 1 7 5 0 1 1 0 \*

6. (a) Identify the **style** of your drama.

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(b) Identify the **structure** of your drama.

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(c) Describe the way in which you would use **one** convention to highlight the style or structure of your drama.

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7. (a) Identify an important theme in your drama. Justify your answer.

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(b) Describe **two** rehearsal activities you would use to help the actor(s) understand this important theme. Justify your answer.

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**Activity 1** \_\_\_\_\_

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**Activity 2** \_\_\_\_\_

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8. (a) Identify **one** character that appears in your drama who you consider to be important. Give a reason for your answer.

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- (b) Describe an important moment in your drama involving this character.

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[Turn over



**8. (continued)**

- (c) Describe the ways in which you would direct the actor playing the character identified in (a) to use voice **and** movement during this important moment.

4

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.

9. (a) Identify the genre of your drama. Justify your answer.

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(b) Describe a scene in your drama where the genre is highlighted.

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[Turn over



9. (continued)

(c) Describe **one** way a designer could use sound during this scene.

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(d) Describe **one** way a designer could use lighting during this scene.

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10. (a) State the time period in which you would set your drama. Justify your answer.

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(b) Describe the ways in which you would use **two** production skills from the list below to ensure that this time period is clear to the audience.

6

Set Design ☐ Props ☐ Costume ☐ Make-up and hair ☐

Production Skill 1 \_\_\_\_\_

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[Turn over



10. (b) (continued)

Production Skill 2 \_\_\_\_\_

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11. (a) Identify a suitable target audience for your drama. Justify your answer.

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(b) Identify a character in your drama that this target audience would relate to. Give a reason for your answer.

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(c) Describe **one** way in which you would want the audience to respond to this character at the end of the drama.

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[END OF QUESTION PAPER]



MARKS

DO NOT  
WRITE IN  
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MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 8 2 1 7 5 0 1 2 0 \*

ADDITIONAL SPACE FOR ANSWERS



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*Acknowledgement of copyright*

- Stimulus A      Extract is taken from “Chalk Farm” by Kieran Hurley and AJ Taudevin. ISBN 9781783190218. Published by Oberon Modern Plays. © Kieran Hurley and AJ Taudevin, 2024, “Chalk Farm,” Oberon Books, an imprint of Bloomsbury Publishing Plc.
- Stimulus B      Extract is taken from “As You Like It” by William Shakespeare. Public Domain.
- Stimulus C      andrey\_l/Shutterstock.com

