

— Public use —

LUI

Venue code

School name

Given name/s

Family name

Attach your
barcode ID label here

Sample assessment 2020

Question and response book

Drama

Time allowed

- Planning time — 20 minutes
- Working time — 120 minutes

General instructions

- Answer the question in this question and response book.
- Write using black or blue pen.
- Respond in paragraphs consisting of full sentences.
- Planning paper will not be marked.

Section 1 (30 marks)

- 1 extended response question



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Section 1

Instructions

- Respond to **one** of the following questions for the recorded live performance studied in class.
- Select **one** question. Indicate the question you have selected by filling in the bubble completely.

If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely.

Example:

Question 1	<input checked="" type="radio"/>	Question 2	<input type="radio"/>
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- Cancel any incorrect response by ruling a single diagonal line through your work.
- If you do not do this, your original response will be marked.
- Respond in 800–1000 words.

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Select **one** question. Indicate the question you have selected by filling in the bubble completely.

Question 1 <input type="radio"/>	Question 2 <input type="radio"/>
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Prescribed recorded live performance 1: *Hoods*

QUESTION 1

‘As glimpsed fleetingly through the car window, the action masterfully switches perspective from the two children to a multitude of characters from their lives, often at break neck speed.’

(Source: Jordan, N & Penty, R 2007, ‘Introduction’ in Betzien, A 2007, *Hoods*, Currency Press, Sydney, p. vii.)

Use the quote above to argue a position about how effectively *Hoods* manipulates dramatic focus and time, in conjunction with a key convention, to communicate dramatic meaning.

OR

QUESTION 2



Use the key convention of motif and two key elements of drama to argue a position about how the message in the cartoon challenges the dramatic meaning communicated in *Hoods*.

END OF PAPER

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