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3

91514



915140



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Level 3 Drama, 2018

91514 Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period

9.30 a.m. Thursday 8 November 2018
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period.	Interpret a text from a prescribed playwright to demonstrate informed knowledge of a theatre form or period.	Interpret a text from a prescribed playwright to demonstrate perceptive knowledge of a theatre form or period.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL

11

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INSTRUCTIONS

Choose ONE text by one of the prescribed playwrights whose work you have studied this year. Use your chosen text to answer ALL of the questions in this booklet.

Read the questions carefully before you begin. Each has different requirements.

PRESCRIBED PLAYWRIGHTS

Jean Anouilh	Federico García Lorca	Jacob Rajan & Justin Lewis
Aristophanes	Briar Grace-Smith	Renée
Samuel Beckett	Gary Henderson	Maurice Shadbolt
Albert Belz	Sarah Kane	William Shakespeare
Jean Betts	Oscar Kightley & Dave Armstrong	George Bernard Shaw
Bertolt Brecht	Hone Kouka	Stephen Sinclair
Lynda Chanwai-Earle	Greg McGee	Sophocles
Anton Chekhov	Bruce Mason	Tom Stoppard
Caryl Churchill	Arthur Miller	Mervyn Thompson
Euripides	Vincent O'Sullivan	Timberlake Wertenbaker
Michéline Forster	Harold Pinter	Oscar Wilde
Toa Fraser		Tennessee Williams

Write the details of your chosen text in the box below.

<p>the Text: <u>Merchant of Venice.</u></p> <p>Playwright(s): <u>William Shakespeare.</u></p> <p>Theatre form or period: <u>Elizabethan theatre.</u></p>
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QUESTION ONE: ACTING STYLE AND AUDIENCE

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- (a) Explain how the acting style typical of the form or period would be used to perform a scene from the text you studied. Give specific details to support your answer.

In Elizabethan theatre there were no female actors. This is because during the Elizabethan time (1558-1603) it would have been indecent to have a woman performing/acting on a stage. In the Merchant of Venice, characters such as Portia and Merissa (and all other female characters) would be played by young boy actors whose voices hadn't matured or gone deeper yet. Because these young boy actors had to play female roles, they would have to wear a lot of makeup, a wig and a ~~long~~ dress with a tight ~~waist~~ waist and puffy ~~in~~ skirt area to make them look more feminine in the face and body. In parts of the play the young boys would have to kiss other men such as in the scene in the Merchant of Venice where Portia kisses Bassanio after they get married. Although it was widely known to the audience that all the actors were male, the actors, mostly the young ones, did everything they could to act and sound like a female. //

- (b) Discuss the intended effect of this acting style on a typical audience of the form or period. Give specific details to support your answer.

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The society of the time had the rule that females were not allowed to act on stage, therefore Shakespeare followed that rule for when he got actors to preform ~~perform~~ in his play, The Merchant of Venice. Shakespeare was a contraversal playwrite, he would write very tradgic plays and harshly stereotype characters such as Shylock in The Merchant of Venice, but he never broke important rules such as this one. To make playgoers happy he had to cast only male actors but used young boys with high voices to play the female characters. Shakespeare didnt just get any young boys to play female characters, he got ~~an~~ boys who were excellent actors ^{so} ~~was~~ ^{they} that would fool the audience into thinking that they were females. The elizabethan audience were very particular about the~~nt~~ plays they watched and wouldnt shy away from showing the actors how they felt (by throwing rotten food) therefore playwrights would try not to cause too much contraversy. This meant only using male actors. in Elizabethan theatre.

A3

QUESTION TWO: CONVENTION AND CHARACTER

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Identify a key character from your chosen text.

Shylock //

Identify a convention typical of the form or period that would be used to communicate this character to an audience.

Monologues //

- (a) Explain how this convention would be used to communicate a character from your chosen text. Give specific details to support your answer.

Shylock is a very stereotypical Jew in the Merchant of Venice. In the beginning the audience sees him stereotypically money hungry, it is not until Shylock's monologue that we see that the reason for his money greed is because he wants to ~~be~~ own and have things just like anyone else. Shylock's monologue allows the audience to see how he feels, about how unfair he is being treated for being a Jew. In his most memorable monologue, he tells the Christians that Jews are not so different from them, "If you prick us, shall we not bleed. If you wrong us, shall we not revenge..." Monologues are very important in the Merchant of Venice because it gives the character the opportunity to tell everyone how they feel or what they want to do. //

(b) Discuss what the use of this convention communicates about the character.

In your answer, you could consider:

- the purpose of the character
- how typical he or she is of the society of the time.

In the Merchant of Venice, Shylock is portrayed as the villain. To help the audience see this, he is given many monologues to tell everyone how he feels. In one of his monologues he says that he will not accept three times the money that he is owed, instead he demands to have a pound of flesh taken off the man who owes him the money. This shows the audience how evil and greedy Shylock is for revenge, that he'd rather kill a man than have 3 times the money that he needs. Not only is Shylock the villain but he is also a Jew. The people in the Elizabethan era were very religious and mostly Christian. This meant that most people in the audience didn't like Shylock from the start. Shylock is a very stereotypical Jew in the play, the audience is first shown this in his monologue aimed towards Antonio. In this monologue he says how if he does not get his money back in time from Antonio, he will cut a pound of flesh off him. This proved to the audience that Shylock is a stereotypical Jew that cares more about money than he does people.

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A4

QUESTION THREE: USE OF A TECHNOLOGY TO COMMUNICATE A KEY MESSAGE

Circle ONE technology typically used in your theatre form or period to write about from the options below.



Mask

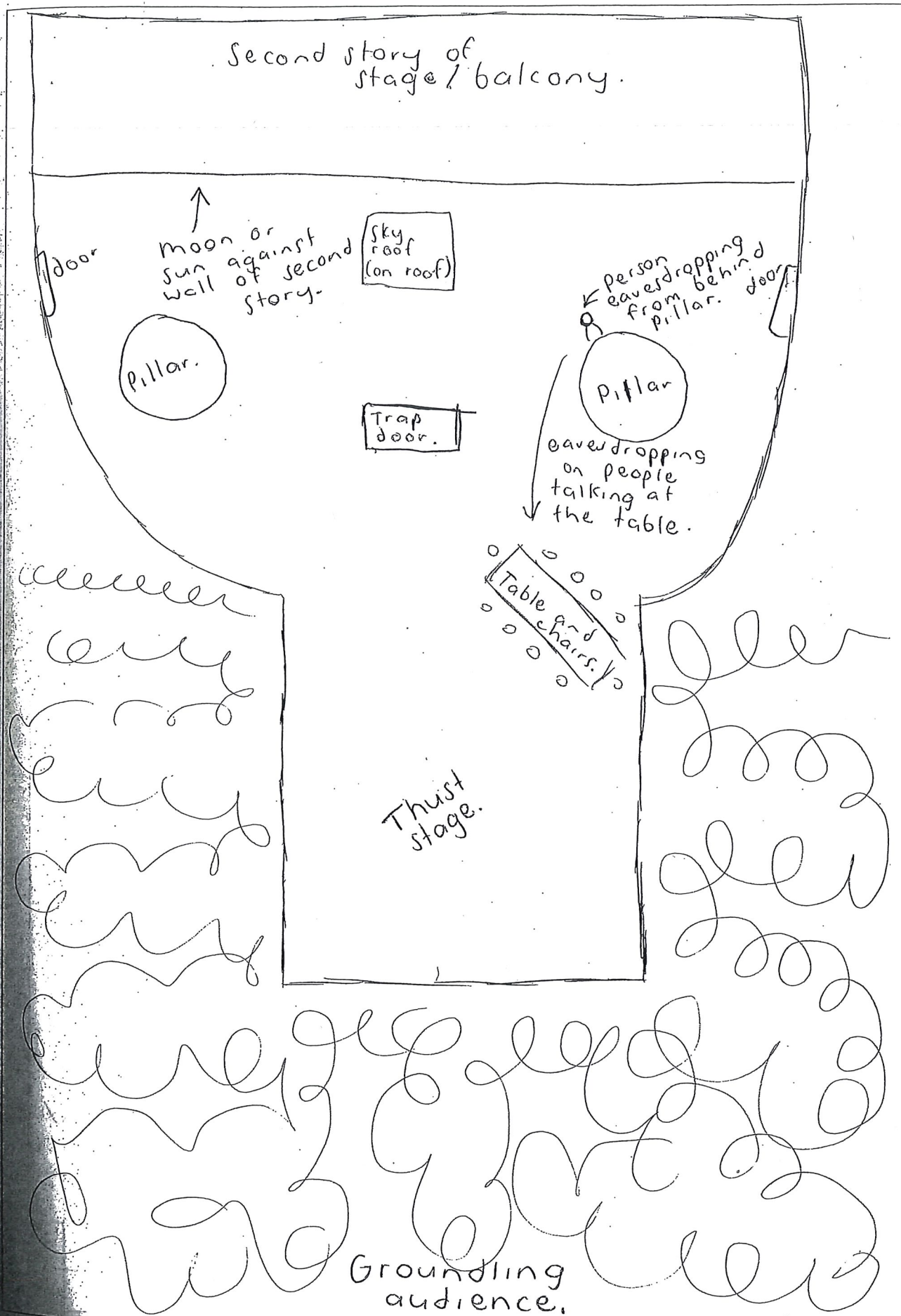
Property (prop)

- (a) Explain how this technology would typically be used in a performance of your chosen text. Give specific details to support your answer.

In the globe theatre where Elizabethan plays / theatre were performed the set mostly stayed the same. There would be a thrust stage where the actors could perform right next to the groundling audience, two pillars on each side of the stage where the actors would hide behind to eavesdrop on the others, a second story platform where actors could look down on the other for example when Portia is up in her mansion / castle and looks down to see Bassanio for the first time, a trapdoor for people to enter from hell and a sky roof for people to enter from the heavens. The thrust stage is used a lot in the Merchant of Venice because it helps the audience feel as though they are apart of the play because they are so close. Most other settings were quite minimal. There tended to be a sun or moon to show if it were night or day and some table and chairs for when they were inside and eating or talking at the table. //

Sketch in the space below if you want to support any part of your answers to Question Three. Annotate the sketch(es) to explain the point(s) you are making.

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- (b) Discuss how a key message or theme in the text would be shown through the use of this technology.

The key themes of the Merchant of Venice were love, greed and mercy. The set in the scene where Shylock is preparing to take a pound of flesh off Antonio shows the intensity of the scene. In the scene the only set used is the thrust stage and a chair that Antonio is strapped to. This is done so that all the audience has to focus on is what Shylock is saying and the greed that he has. Another scene where set shows the main messages of the film is when Portia first sees Bassanio. Portia is standing on the second floor / balcony which makes her stand out in the scene. This means that when Bassanio enters the scene, the audience is able to see the amount of love that Portia has when she first sees him. Mercy is shown when Shylock begs to Antonio at the end of the thrust stage and Antonio spares his life. Shylock is kneeling at the end of the thrust stage so that the people in the audience can see how much he wants Antonio to give him mercy.

Achievement Exemplar 2018

Subject	Drama		Standard	91514	Total score	11
Q	Grade score	Annotation				
1	A3	Explains simply how the acting style of the form is used and explains the effect. Supports with limited reference to text. To gain a higher grade the candidate may have included more detailed evidence and detailed explanation of the acting style and the intended effect on the audience.				
2	A4	Identifies and explains how a convention would be used to communicate character. Supports response with relevant direct evidence from the text. Explains what the convention communicates about the character. To gain a higher grade the candidate may have included greater detail on the convention, character and what is communicated by the convention about the character.				
3	A4	Technology is selected and sketch used to support. Part A is simply explained. Part B on theme is explained and the key message is supported with evidence and linked to the technology. To gain a higher grade the candidate may have included greater detail and direct evidence from the selected form and text.				