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91219



912190



NEW ZEALAND QUALIFICATIONS AUTHORITY
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SUPERVISOR'S USE ONLY

Level 2 Drama, 2017

91219 Discuss drama elements, techniques, conventions and technologies within live performance

9.30 a.m. Monday 27 November 2017
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Discuss drama elements, techniques, conventions and technologies within live performance.	Discuss drama elements, techniques, conventions and technologies within live performance in an informed manner.	Discuss drama elements, techniques, conventions and technologies within live performance in a perceptive manner.

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.

Merit

TOTAL

15

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In this paper you need to refer to at least TWO live performances that you have seen or participated in **this year**:

- Question One is about a drama (either devised or scripted) in which you performed
- Question Two is about a live theatre performance you have seen
- Question Three is about a drama you have seen OR performed in.

You may find this list of terms useful.

- **Elements** refer to role, time, place, situation, action, tension, mood, contrast, focus and symbol.
- **Conventions** refer to ways of working in drama or theatre that explore meaning, deepen understanding, or are established practices.
- **Techniques** refer to use of voice, body, movement and space.
- **Technologies** refer to sound, lighting, set, costume, properties, stage design, special effects and make-up.

QUESTION ONE: USE OF A DRAMA TECHNOLOGY

To answer this question, refer to a drama (either devised or scripted) **you performed in** this year.

Title: The Tempest

Brief summary of the action:

Prospero and Miranda are father and daughter living as outcasts on an island their lives are peaceful until Prospero's family become shipwrecked on the island, and Miranda falls in love with one of the

Select (✓) ONE technology that was used at a specific moment in the drama.

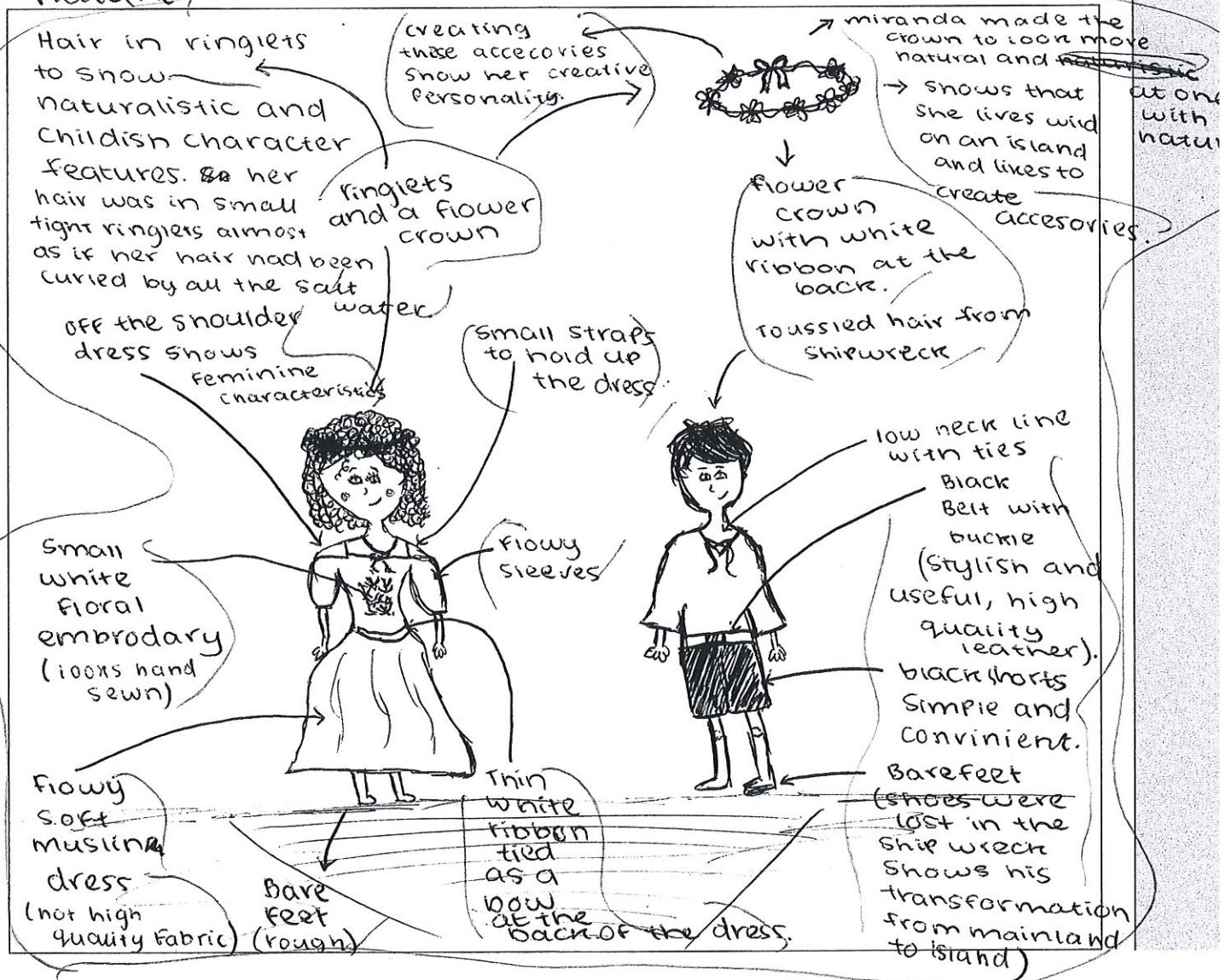
- | | | |
|---|-----------------------------------|--|
| <input checked="" type="checkbox"/> Costume | <input type="checkbox"/> Mask | <input type="checkbox"/> Sound |
| <input type="checkbox"/> Digital projection | <input type="checkbox"/> Puppetry | <input type="checkbox"/> Sound effects |
| <input type="checkbox"/> Lighting | <input type="checkbox"/> Set | <input type="checkbox"/> Staging |

men
named Ferdinand
and they
get married!

- (a) Describe, in detail, the ways this technology was used at this moment in the performance. You may sketch and make annotations on the opposite page to support your answer.

In the Play the Tempest the use of the technology, costume was used in the moment where Ferdinand and Miranda first meet. Ferdinand was wearing a white shirt and black pants that are tight at the knee, he has bare feet and

tussled hair. Miranda is wearing a flowy white dress ~~as~~ made of muslin, and she has her hair in ringlets with a flower crown on her head. Ferdinand's shirt is made of cotton and the neckline has a crisscrossed string threaded through it. Ferdinand and Miranda are both wearing white in this scene and this symbolises their youth and purity. Ferdinand's pants are short because he had been helping on the ship and they were easier to move around in and Miranda wore a dress to show her childish feminine nature.



(b) Discuss the effectiveness of the use of this technology. You could consider:

- the building up and/or releasing of tension
- contrasting uses of the technology
- the development of mood.

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Give specific details from the performance to support your answer.

The use of technology, costume made this moment more effective because the audience could see the contrast between the two characters. Ferdinand's clothes were of a lot higher quality than Miranda's the ^{stitching} ~~seams~~ was perfect and the clothes were simple and modern whereas Miranda's costume was a lot more intricate and made of less sturdy material, the small embroidery on the dress added a hand made touch and also she was wearing a flower crown. The flower crown was symbolic of her living on the island, she had created little items to add to her plain muslin frock, like hand embroidery ^{and the flower crown} thin straps and bits of ribbon. The two costumes are effective because they give the audience an insight of where the two characters grew up. Ferdinand and Miranda are both wearing white to show that even though ~~like~~ Miranda is unsocialised and grew up isolated on an island and Ferdinand was mature and grew up on the mainland the two could still work in harmony. The white symbolises purity and when they fall in love it represents their marriage.

QUESTION TWO: USE OF DRAMA TECHNIQUES

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To answer this question, refer to a live theatre performance **you have seen** this year.

Title: Neil Gwynn

Playwright/theatre company: Jessica Swale / Auckland theatre company

Identify an important character relationship in the performance.

An important relationship was between Neil Gwynn and King Charles. ^{one of} Neil was ~~an~~ the first female actresses and she also becomes King Charles's mistress.

- (a) Describe, in detail, how an actor (or actors) used drama techniques to show this relationship to the audience.

You may sketch and make annotations in the space on page 7 to support your answer.

In the play 'Neil Gwynn', the two characters who have a strong relationship is King Charles and Neil. The King sees Neil perform on stage and ~~decideds~~ decides that he wants her to be his new mistress. The two form a loving relationship. In the moment when the king confesses his love to Neil he uses strong eye contact to show that he honestly loves her. Also the two have a far proximity in terms of space but as king ~~char~~ Charles continues to pronounce his love "I love you" the two begin to move closer together this symbolises their relationship becoming stronger and more physically close. Also King Charles speaks in a low volume and pitch but as he realises that he no longer cares if anyone hears him he starts to repeat the line louder and more high pitched.

(more at the)

(b) Discuss the importance of this relationship to the performance as a whole. You could consider:

- how it enhanced the mood of the performance
- the audience's response to the actors
- the audience's response to or understanding of a key idea or message.

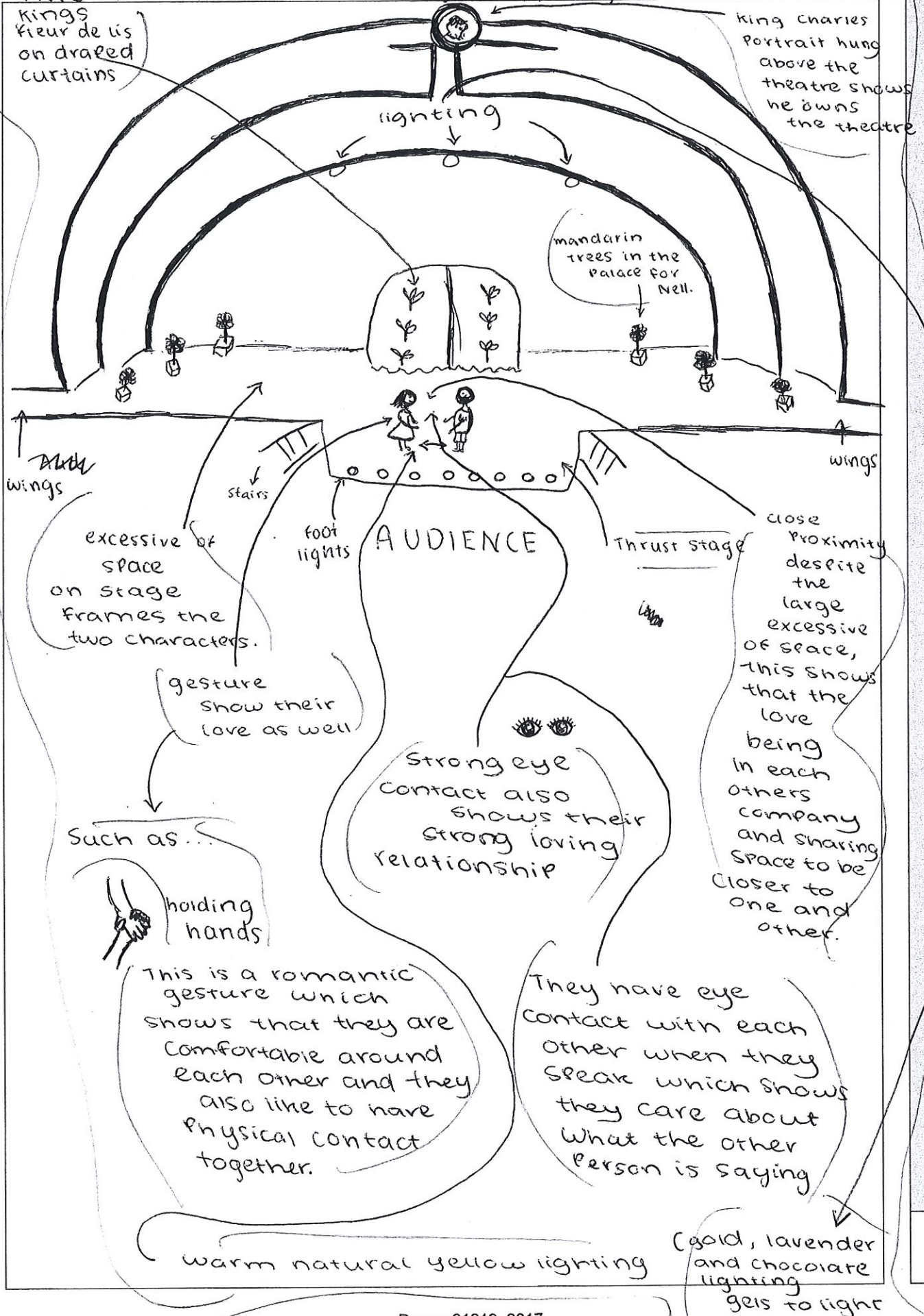
Give specific details from the performance to support your answer.

In the performance the relationship between King Charles and Nell Gwynn was important to the play as a whole because it allowed the audience to understand one of the key ideas of the play. This idea was about love and social status. King Charles was married and he had a mistress whose only purpose was to "satisfy" the king's needs, ~~mean~~ majority of the mistresses were from a much lower class. The thing that was important about the relationship between Nell Gwynn and the king was it went beyond the norm. The king actually ended up falling in love with Nell and the two had such a strong relationship, the pair even had multiple children together and their strong loving bond showed the audience the message that social status does not control love ~~an~~ and even though it was rare, love is love no matter where the person came from. The audience's response to this message was positive because the audience could see that the two had such a strong emotional connection through love.

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

ASSESSOR'S
USE ONLY

Title: The illustration of Nell Gwynn and King Charles's relationship.



QUESTION THREE: USE OF A DRAMA CONVENTION

To answer this question refer to a drama you have seen OR performed in this year.

Title of the performance: ~~the Tempest~~ Neil Gwynn

Playwright/theatre company: ~~William Shakespeare~~ Jessica Swale / Auckland theatre company.

Brief summary of the action: (summary at the back)

~~Prospero and Miranda are living on an island with a magic
powers and until Prospero's family get shipwrecked
on the island. Miranda and Ferdinand fall in
love and end up getting married.~~

Identify a drama convention that was used at a specific moment in the performance. (The meaning of "convention" is defined in the list of terms on page 2.)

Song used when Neil is mocking the French mistress.

- (a) Describe, in detail, the ways this drama convention was used at this moment in the performance. Give specific details from the performance to support your answer.

In the performance King Charles's Personal Assistant and friend who is in charge of Parliament, Arlington, wants to create a closer ^{alliance} ~~relationship~~ with ^{the country} France. So Arlington gets the king a French mistress to replace Neil Gwynn. The mistress wears an extremely frilly blue and white dress with an enormous hat perched on her head, she is sour and rude to Neil Gwynn. So one night when the king brings ^(French mistress) her to the theatre, Neil decides to sing her a song. Neil (sings) comes out onto the stage wearing an orange frilly dress and a huge hat to mock the French ^{costume} ~~mistresses~~. Neil flounces around the stage singing rude but witty song lyrics in...
(more at the back.)

(b) Discuss the reasons why this convention may have been used at this moment in the performance. You could consider:

- the effect of its use
- how its use supported a key idea in the performance
- how its use highlighted a particular character's situation.

Give specific details from the performance to support your answer.

The convention of Song was used at this moment because it showed the audience that Nell Gwynn loved the king she did not want any snobby French mistress taking away the king. ^{from her.} ~~SO~~ She had to fight back and she expressed her situation through the rude song. This convention allowed Nell's character to show off her talent and quick ^{witty nature} ~~was~~ in a way that was very entertaining and effective. Although the lyrics of the song were not in English the audience was still able to understand how Nell felt towards the rich posh French mistress. She felt that because the French mistress ~~on~~ was of a higher class Nell could potentially be over ridden by the French mistress so she had to scare her off quick so that she could not take away from her relationship that she had ~~it~~ with the king. The song combined with the mockery costume highlighted that Nell was not going to get pushed off without a fight and she expressed her fiery nature in the song. Overall the convention was used in this moment of the performance because it highlighted

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M5

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR
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QUESTION
NUMBER

Question Two - Part a

The repetition of the line "I love you" shows that King Charles has strong feelings for Nell. As for Nell she is also infatuated with the king, she uses physical gestures towards the king to show that she loves him. She also gives him eye contact as well. Throughout the whole performance the audience is able to see the loving relationship between King Charles and Nell grow. The two characters start their relationship by pushing ^{away their feelings about each other but still interacting} ~~away from each other~~ in a flirtatious manner until they both finally realise their strong loving connection. The relationship is mostly portrayed through the direct strong eye contact, the close proximity between the two characters and also the way they interact with gestures physically like holding hands and kissing each other. These were the drama techniques which showed the forming of Nell Gwynn and King Charles's close loving relationship.

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLYQUESTION
NUMBERQuestion Two - Part b

Through love and also friendship. The audience were very ~~am~~ accepting of King Charles and Nell's relationship despite the pairs drastic differences in social class.

~~When~~ whenever the two kissed the audience expressed their positive thoughts by clapping or saying "aww", the audience was also very heartbroken and sad when the king died because they could feel the deep emotional connection between the two characters being broken and severed.

Overall this strong loving relationship between Nell Gwynn and King Charles was very important because it showed the audience the idea of love and social status and that even though it was a rare occurrence the emotion of love is very strong and if two people are in love nothing can change that relationship. Stereotypes are able to be broken and people should never be afraid to go after the person they love no matter what; this is the important key message that King Charles and Nell's relationship showed the audience //

M5

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR
USE ONLYQUESTION
NUMBER

Question Three : Summary of the Action,
 Nell Gwynn is about a young lady who gets
 noticed for her humorous nature and quick wit.
 Nell becomes one of the first female actresses
 in Theatre, she also becomes King Charles favourite
 mistress and the two share a special connection.

Question Three : Part a

... song lyrics in French. Although the whole
 song is in French the scene is very
 amusing because the audience can tell
 from the French mistress's facial expressions
 that the song is very rude and inappropriate.
 The song is an important convention
 because it shows the audience Nell's
~~stubborn~~ stubborn and protective nature
 surrounding the king, and she sings
 her song to show the French mistress
 (it) that she is in charge and she will
 go to great lengths to make a mockery
 of anyone who interferes with her.

91219

Merit exemplar 2017

Subject: Drama		Standard: 91219	Total score: 15
Q	Grade score	Annotation	
1	M5	<p>The technology of costume is clearly sketched and described, including use, style, colour and fabrics: <i>"Ferdinand's shirt is made of cotton...black pants are simple and convenient...short because he had been helping on the ship and they were easier to move around in."</i></p> <p>The clear explanation describes the intended symbolism of the costume linked to the setting: <i>"Miranda is wearing a flowy white dress made of muslin...to show her childish, feminine nature...symbolises youth and purity...small white floral embroidery (looks hand sewn)...Miranda is unsocialised and grew up isolated on an island."</i></p> <p>If the candidate had added new information in (b) to explain the effect in detail, they may have gained M6.</p>	
2	M5	<p>This response gains M5 because the character relationship is clearly described through with explanation and sketch of the use of techniques, with some knowledge of the ideas and audience response to support this.</p> <p><i>"strong eye contact also shows their loving relationship... which shows they care about what the other person is saying...close proximity despite the large excessive space, this shows that they love being in each other's company and sharing space to be closer to one another...the audience were very accepting of King Charles and Nell's relationship despite the pairs drastic differences in social class...it showed the audience the idea of love and social status...stereotypes are able to be broken."</i></p>	
3	M5	<p>The candidate clearly describes how a convention was used in a specific moment and explains the purpose linked to a key idea in the performance.</p> <p><i>"Nell flounces around the stage singing rude but witty song lyrics in French...the audience can tell from the French Mistress's facial expressions that the song is very rude and inappropriate...she sings her song to show the French Mistress that she is in charge and will go to great lengths to make a mockery of anyone that interferes with her...she felt that because the French Mistress was of a higher class Nell could potentially be over ridden...so she had to scare her off quick so that she could not take away from her relationship that she had with the king."</i></p>	