

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

2

91219



912190



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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.**

Excellence

TOTAL

23

ASSESSOR'S USE ONLY

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 Bellbird /

Brief summary of the action:

a pakeha woman Flo, married a māori man Api and then  
tries to learn the ways of his community. Api cheats  
on Flo with a member of the māori community,  
Aoraki. Flo doesn't know and still tries to be friends  
with her.

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

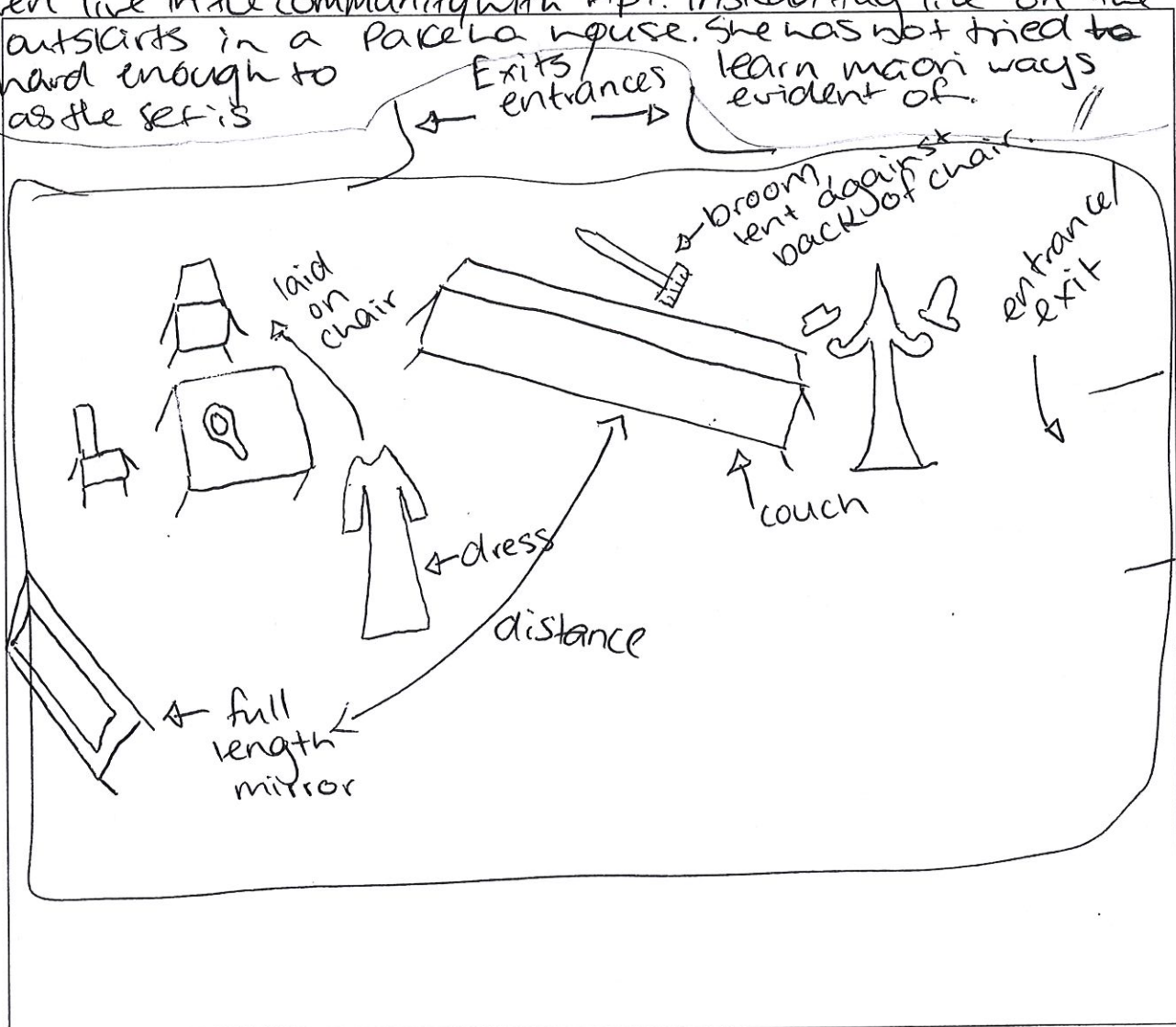
- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Costume            | <input type="checkbox"/> Mask           | <input type="checkbox"/> Sound         |
| <input type="checkbox"/> Digital projection | <input type="checkbox"/> Puppetry       | <input type="checkbox"/> Sound effects |
| <input type="checkbox"/>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

- (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.

The full length mirror was used when Aoraki is  
admiring herself in the mirror, this is when  
she accidentally lets it slip that she was  
sleeping with Api, Flo's husband. "Don't you  
think I look pretty in these?" Api thinks I look



pretty in these." Flo is sitting on the couch. This use of levels shows who has the most power in this scene. Aoraki is at a high level standing moving/spinning around whereas Flo is at a lower level sitting still on the couch. The set is used to show the main room in Flo's house. It is filled with Pakeha items, many that Aoraki hasn't seen up close before. The distance between Flo and Aoraki and the use of levels increases tension between the two characters. Flo is trying her hardest to fit into the Maori community but still holds on to many of her Pakeha things. She doesn't even live in the community with Api. Instead they live on the outskirts in a Pakeha house. She has not tried hard enough to learn Maori ways as the set is





(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.

ASSESSOR'S  
USE ONLY

Give specific details from the performance to support your answer.

The set builds tension because it shows the contrast of māori culture and pakeha culture. Everything around Aoraki seems new to her, her reactions to pakeha items around the house show her disapproval - almost disgust - to this way of living. A theme that is evident in this scene is Indigenous resistance ~~to~~ to ~~the pakeha way of life~~ assimilation. Flo assimilates into white culture. Flo grabs items around the set and tries to offer them to Aoraki.

When Aoraki doesn't take them willingly, Flo forces them on her. For example Flo offers Aoraki one of her Pakeha hats, when Aoraki doesn't take it <sup>Flo</sup> ~~she~~ puts the hat on <sup>Aoraki</sup> herself. This symbolises the pressure pakeha had put on māori to assimilate. Aoraki shows resistance when she turns a pakeha item into a māori weapon. She grabs Flo's hand held mirror and holds it above her head like a patu (a māori club).

At one point in the scene, the dress Flo offers Aoraki is abandoned and laid on the seat.

Aoraki refuses to try it on. The whole scene shows the effects of colonisation and influence of western culture. The mood is awkward throughout as Flo and Aoraki don't relate to each other. The clash of different cultures. // →



## QUESTION TWO: USE OF DRAMA TECHNIQUES

ASSESSOR'S  
USE ONLY

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

Title: The Love of the Nightingale

Playwright/theatre company: Timberlake Wertenbaker.

Identify an important character relationship in the performance.

Tereus and Philomele. Tereus is King of Thrace, Philomele's brother in law and her oppressor. This is a negative relationship. He uses his power to sexually abuse her.

- (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.

The actors used the space technique, the use of levels, to show status. Philomele is at a low level, sat on her knees, where Tereus is standing, a high level. This scene is after Philomele is raped by Tereus. Tereus dominates the space taking up more of it, where as Philomele is small and has close personal space. Tereus's body awareness is that his back is to Philomele when she is begging for him to tell her why. "Am I the cause?" her tone (v) is distraught, her volume is low because she is weak. Tereus doesn't want to look at her because he is disgusted. This reflects what Niobe said to Philomele just beforehand, "they don't like us much after." Tereus says very little, he stands there (v) silent, sometimes giving small responses "what?" "Be quiet." Philomele starts off by blaming herself. "was it something in my walk?" "Hair up? Hair down?" But as she starts to realise that she is not the cause of her



(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.

The mood of the performance starts off very tense.

It is a very taboo thing to talk openly about.

The audience is in shock. How Philomela is being told that her rape is her fault. And

Philomela believes this for a while. This is because of internalized sexism. Philomela lives in

a sexist culture where external sexism influences internal sexism. The people around her, Niobe

and Tereus, blame her. Niobe said "She should have consented. It would of been easier that way."

instead of blaming Tereus. She tells her to

"smile" and "beg" because they need to eat.

Another key idea is, that it also tells us the power of words. Niobe had told her to "hold her tongue" but she

didn't listen. She says she will use her words to expose Tereus. That is when he

cuts off her tongue - taking her words away - her most powerful tool. This symbolises how

the patriarchy takes away a woman's voice in society. The audience is disgusted and angered,

because everyone has the right to voice their opinions and this right was taken away

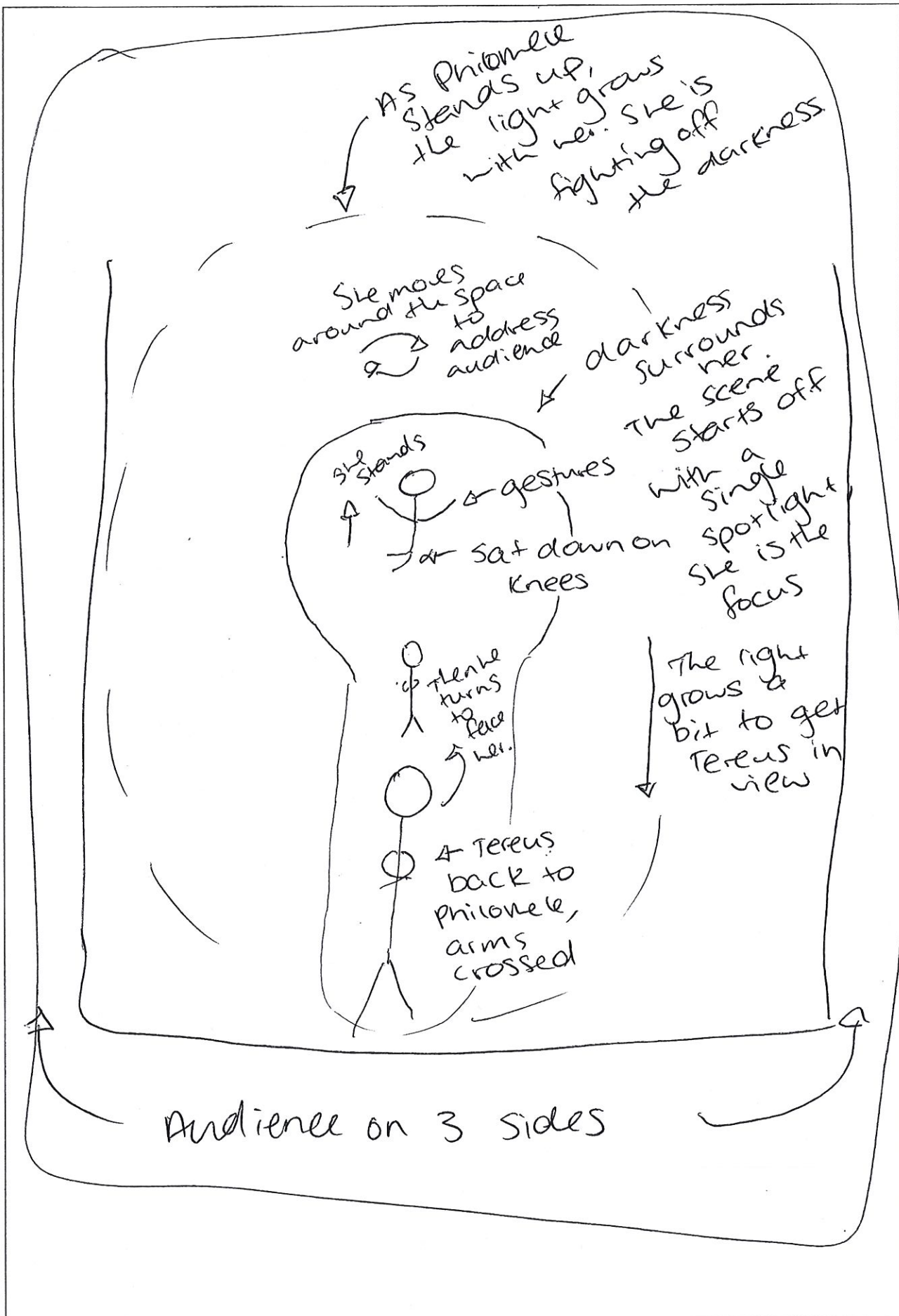
from Philomela. This relates to the

real world and victim blaming. It's the woman's fault, her tempting beauty, not the man's. Philomela

refuses that she is to blame and fights back. Showing

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





### QUESTION THREE: USE OF A DRAMA CONVENTION

ASSESSOR'S  
USE ONLY

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

Title of the performance: The Love of the Nightingale

Playwright/theatre company: Timberlake Wertenbaker

Brief summary of the action:

The people around Philomele have noticed Tereus's advances for weeks, but choose not to say anything. To them it is already as good as done. They are bystanders to Philomele's rape.

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.)

Male chorus

- (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.

The male chorus are used to give context to what is happening in the play. They are also here to transition into time and place. They are united as one, and show this by wearing the same costume, a white greekian robe, no shoes, a leather belt. No shoes symbolise their lack of status, the leather belt symbolises their male dominance in a sexist society, as a belt is a symbol of power, and leather is a strong material. They are a group of people, that symbolise the male patriarchy. They are bystanders. They move as a group, and all mime rowing a boat, to show that time is passing, and that they are moving towards thrace. They speak in monotone, to show unison but also to show that they are apathetic



(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 effect of the male chorus symbolising the male patriarchy and bystanders is there to show no one feels responsible to warn Philomela about what is going to happen. "Could we have done something? we choose to be accurate and record." In the article "we are all bystanders" by Jason Welsh he talks about the 'diffusion of responsibility.' and how when ~~there~~ <sup>there</sup> are more people to witness the emergency less people feel compelled to help. He also talks about the passive bystander and how when there is a calm bystander the urgency of the situation diminishes. In the article it also says that people are more compelled to help people who are like them. This is proven true in the male chorus. The male chorus is vastly different from Philomela, they speak ~~calmly~~ calmly with no expression. There is also a number of them, ~~and~~ so ~~the male chorus stands up for Philomela~~, they are diffused from responsibility. The convention highlights Philomela's situation. The male chorus almost decide her fate for her, as they accept this is the path history is going to take before it even happens. Timberlake Wertenbaker wanted us to know that bystanders can be just as bad as the abuser, as they choose not to help/stand



Extra space if required.

Write the question number(s) if applicable.

QUESTION  
NUMBER

2 a) own pain she stands up. Her and Tereus are at the same level now so hold the same power in the scene. Tereus is facing her now. This makes Philomele the focus of the scene since she is talking. She uses her words- her most powerful weapon, to fight back. Philomele moves around the three way stage- addressing the audience, this gives her more power as she is free to speak and free to move. Tereus stands still, in the centre stage. Philomele says "Am I the cause?" No that can't be right, why would I be the cause of my own pain?" There are a lot of pauses by Philomele throughout, like she almost expects an answer from Tereus. Her voice is stronger, & louder and her tone is unforgiving and confident. Her power is diminished though when Tereus cuts off her tongue. She returns to a low level. A blanket wrapped around her making her smaller. The use of techniques show Tereus's status is higher than Philomeles, Philomeles attempt to regain power, and then Philomeles low status as a result of Tereus's oppression //



Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S  
USE ONLYQUESTION  
NUMBER

1 b) Aoraki hates Flo because of what the pakeha have done to Māori, taking away their land and the nature they value to make houses. Pakeha items and pressure to try things on she doesn't want to reminds her of the atrocities pakeha has done to her people. Aoraki says, "You think you are so clever with your pakeha clothes and your pakeha things. Api might like having a ~~the~~ pale skinned wife but it is my bed he comes to!" She is also ~~angry~~ <sup>angry</sup> that Flo is taking Api away from them. He is a member of their community who has assimilated into Flo's pakeha lifestyle. //

E7

# Excellence exemplar 2017

Subject: Drama		Standard: 91219	Total score: 23
Q	Grade score	Annotation	
1	E7	<p>The technology of set is clearly sketched and described in a specific moment: <i>"Flo is sitting on the couch. This use of levels show who has the most power in the scene...The set is used to show the main room in Flo's house."</i></p> <p>The discussion of how and why the technology is used in a specific moment to build tension includes detailed examples: <i>"Flo is trying her hardest to fit into the Maori community but still holds on to many of her Pakeha things...A theme that is evident in this scene is indigenous resistance to assimilate into white culture. Flo grabs items around the set and tries to offer them to Aoraki...the dress is Flo offers Aoraki is abandoned and laid on the seat."</i></p> <p>The candidate shows some insightful understanding by referring to the social and historical context of the play by comparing the treatment of the items on the set to the difference in the characters' beliefs: <i>"The whole scene shows the effects of colonisation and the influence of western culture...Aoraki hates Flo because of what the Pakeha have done to Maori, taking away their land and the nature they value to make houses, Pakeha items...reminds her of the atrocities Pakeha have done to her people."</i></p>	
2	E8	<p>The character relationship is clearly described in depth through a detailed explanation of the use of techniques, including how the character relationship and status changes during this moment: <i>"Her tone is distraught, her volume is low because she is weak...She uses her words – her most powerful weapon, to fight back...her tone is unforgiving and confident"</i>.</p> <p>The candidate discusses the importance of this relationship, referring to mood and two key ideas supported with relevant quotes from the performance to show insight: <i>"Philomele lives in a sexist culture where external sexism influences internal sexism...This symbolises how the patriarchy takes away a woman's voice in society...This relates to the real world and victim blaming. It's the woman's fault, her tempting beauty, not the man's."</i></p>	
3	E8	<p>The candidate describes with details how a convention was used in performance with insightful understanding: <i>"The Male Chorus are used to transition into time and place... They are united as one ...speak in monotone to show that they are apathetic."</i></p> <p>The purpose and key idea of the use of Chorus is shown with perceptive understanding by linking relevant quotes, reference to an article about 'Diffusion of Responsibility' and the playwright's intention: <i>"The effect of the male chorus symbolising the male patriarchy and bystanders is there to show no one feels responsible to warn Philomele... Wertenbaker wanted us to know that the bystanders can be just as bad as the abuser, as they choose not to help/stand up for someone who can't/ is oppressed in society."</i></p>	