

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.

3

91518



915180



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 3 Drama, 2019

91518 Demonstrate understanding of live drama performance

9.30 a.m. Wednesday 27 November 2019
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of live drama performance.	Demonstrate informed understanding of live drama performance.	Demonstrate perceptive understanding of live drama performance.

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

24

ASSESSOR'S USE ONLY

INSTRUCTIONS

Select ONE live drama performance that you have seen this year to answer ALL of the questions in this booklet.

Do not repeat information in your answers to different questions.

Write the details of the live drama performance in the box below.

Title:	A Fine Balance
Playwright:	Sudha Bhuchar and Kristien Landon-Smith
Theatre company/ensemble:	Prayas Theatre and Auckland Theatre
Venue:	Q Theatre, # Auckland

- Socio-economic people struggle with identity related to NZ
- Act a
- For me .
the horror
1. Marxism, technology of costume
Identity crisis →
* audience learnt the significance caste sys
 2. movement Shankar within Busting city
fluid then freeze
impact - consider the theme of hope
 3. Kindness shankar
independence - not giving up (Dina)
wider world

QUESTION ONE: USE OF TECHNOLOGY

ASSESSOR'S
USE ONLY

Identify a key idea or theme in the performance.

Marxism

- (a) Explain how technology was used in the performance to communicate this key idea or theme. In your answer, explain the effect of the use of the technology on the audience in a specific moment.

Give specific details from the performance to support your answer. You may illustrate your answer with a sketch in the space on page 4 if you wish.

The significant technology of 'costume' was used in the play 'A Fine Balance' directed by Ahi Karunharan, which communicated the theme of Marxism. ~~With contrasting~~ Given India's influence under the Emergency to which the play was set during 1975-1977 meant clear divisions were made between characters contrasting costume. Through the caste system we were able to distinguish upper class characters such as Dina and Mrs Gupta wearing pastel shades of orange, pink and orange with touches of patterns and textures. ~~While~~ While in comparison lower class characters by the names of Om, and Ishvar transitioned from tones of blue which they wore constantly until to represent their socio-economic group of being within the middle class until they appeared at the end in bleached ~~shades~~ rags with shades of Teracotta, ^{brown and grey} almost blending into the floor given they had gone down the ranks and become Dalits or untouchables. Costume designer Padma Akula "As if they had come from the floor..." - Padma

(continue back)

Extra space if required.

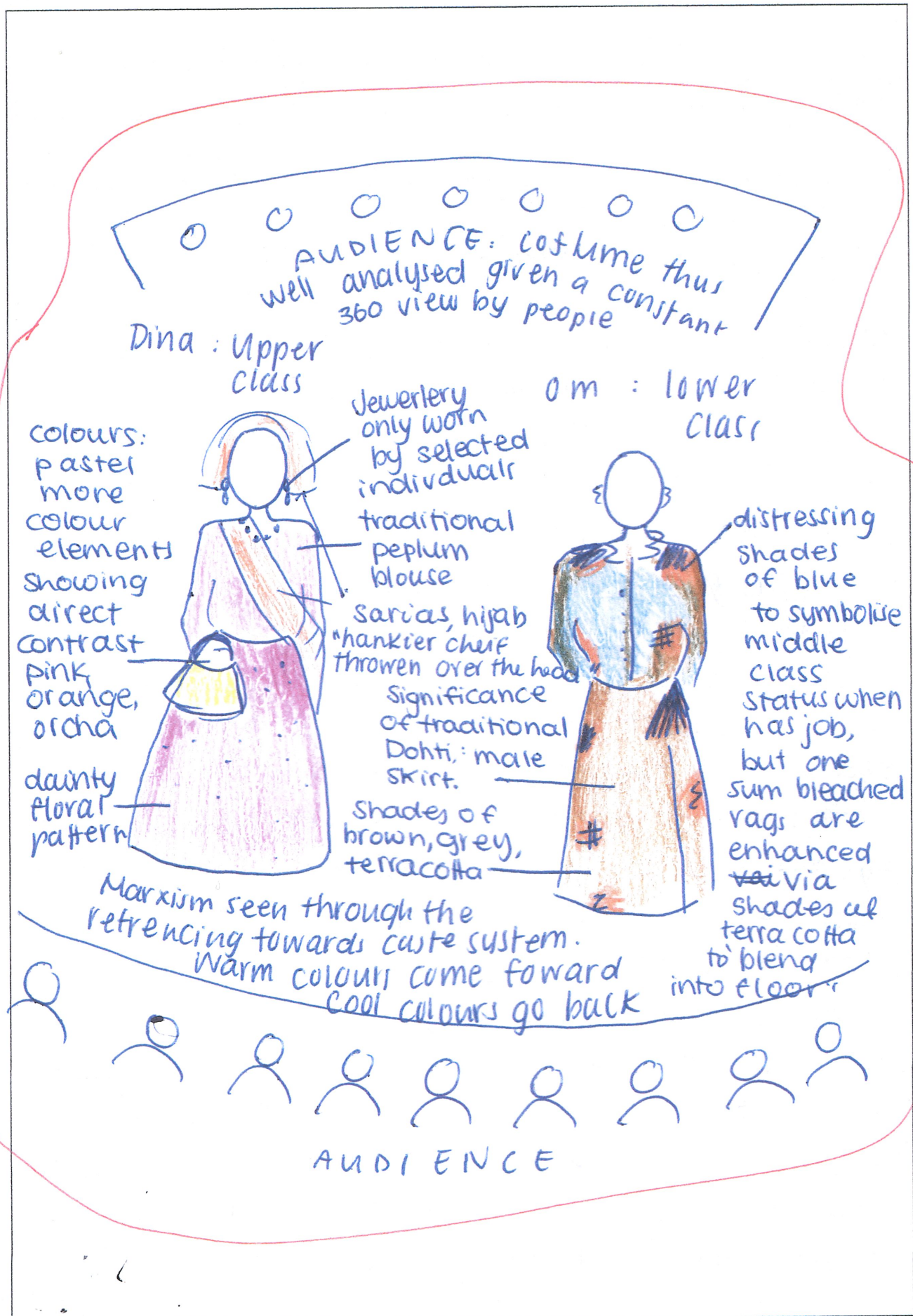
Write the question number(s) if applicable.

ASSESSOR'S
USE ONLYQUESTION
NUMBER

1a main purpose in doing so was to visually communicated to the audience the theme of Marxism. Thus demonstrating the ~~comparison~~ ~~of the~~ caste influence of the caste system causing negative human division depending on ones wealth and quota. This was specifically seen during the end of Act one in the market place, with all 18 chorus members on stage the audience was confronted by stark variations of individuals from ~~differe~~ different sectors of the caste system. ~~Again enabling the audience to~~ With upper class individuals strutting around the stage in coloured garments, accessories (handbags, jewellery) and traditional pieces such as hijabs, saris and peplums; again enable the audience to draw their eye to ^{the} characters who's ~~role~~ get pushed back into the shadows because of the impact of ~~the~~ the caste system causing the uprising of Marxism.

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

ASSESSOR'S
USE ONLY



- (b) Discuss what the audience learned or understood about the key idea or theme from this use of technology.

ASSESSOR'S
USE ONLY

Because of the use in costume demonstrating the theme of Marxism as a result of socio-economic power, the audience was effectively able to make connections to the wider world. I personally was struck thinking about how even in Aotearoa today we experience inequality through divisions of wealth in clothing. From comparing 'The Warehouse' to 'Gucci' ~~we~~ or simply colours of genders boy = blue, girl = pink we make unjustified assumptions about people. So although we as a nation take pride in concluding we are equal, thus hiding behind an ideological gloss. We demonstrate parallels to India during a ~~time~~ poignant time reflecting authoritarianism. Via this it made myself as an audience member understand the key idea of Marxism and just how much of a negative impact social divisions take on people and thus how they are treated as individuals because of it. From this I can claim that through Padmar Akula and Ahi Kahanharans joint decision on how the caste system would be conveyed through a costume design colour palette and traditional influence, I learnt the power of visual assumptions. Thus how much so clothing tells us about people and their identity //

* "The horror is not that it happened to people of the past but it continues to happen here and now."

E8

QUESTION TWO: USE OF MOVEMENT

For this question, movement could include:

- the way an actor moved to communicate character
- the way a character or groups of characters travelled across the acting space
- the energy, timing or direction of movement
- the contrasting use of movement or stillness for effect.

freeze frame

- (a) Explain how movement was used by an actor or group(s) of actors at a key moment in the performance. In your answer, explain the purpose of the use of movement in that moment. Give specific details from the performance to support your answer.

A key moment ^{displaying movement} was at the end of Act 2.

Here the significance of political power was demonstrated through a choreographed chorus movement by the full cast (18 members) filling onto stage ^{with a fast, direct pace}; the round quickly became filled by individuals symbolically holding newspapers over their heads. A reference to the 'black out' the first night where electricity had ^{journalism} been cut off from all means of media, and advertising; the newspapers acted as protection ~~from~~ from the omnipresence of Indira Gandhi.

"Brothers and sisters the government has declared state of emergency. There is no need to panic" (- Indira Gandhi June 26 1975) Before ^{the character} ~~freezing in~~ stopping and holding freeze frame positions such as ball tucks, arm crossed, hugging, fists pumped into the air (a reference towards the revolution) and staring blankly into the sky. Demonstrating a variation of different character responses to the declaration. This movement showed in sync changes of energy via transitioning into the next position with fluidity and persist direction. I believe Ahi Karandhian's main purpose in

/ 2a doing so was to communicate not only the vast effect it had on all individuals no matter their positioning within the caste system but how an actor, each actor was realistically able to embody ~~set~~ such raw emotion and connection, to such a distant time of the past. Further the contrast from walking around each other to sudden stillness for effect purposely heightened ^{the movement's} ~~the~~ importance

(b) Discuss the impact of this use of movement on the audience. You could consider:

- how the use of movement in that moment compared or contrasted with movement elsewhere in the performance
- how the shape of the acting space supported the movement
- changes in the audience's understanding of relationships in the performance because of the use of movement.

ASSESSOR'S
USE ONLY

through the use of movement choreographed by Tupa Taigua, via characters ~~transitioning~~^{transitioning} through multiple freeze frame positions. The audience was confronted by the idea of working together as a nation. Thus providing this was only one of two moments where we saw such a large variation of caste system divisions working together. Further making me think about the maori proverb "What's the most important thing in the world?" He Tangata, He Tangata, He Tangata... the people, the people, the people. Connecting to maori culture I felt this definite drive throughout the play, of the influence of working as one. Thus I believe India as a whole were able to overcome those two suffocating years during the Emergency because eventually ~~they~~ at the end they came together as one. The impact of this movement was further enhanced by the directors choice in staging / theatre space. The Rangituna Theatre, in a theatre provided a true sense of 'hustle' given its confined space and 360 audience seated seating surrounding the round. This not

E8

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

2b only provided a very personal touch, given the audience close proximity and ability to watch the actors from all angles. ~~But~~ through analysing the movement the space ment ~~actors~~ audience members could directly see the change in ^{chrous} pace from being slow and steady to almost a quick jog where they would push into contact with one another. Again highlighting the detament effects the Emergency had an individual

QUESTION THREE: THE WORLD OF THE PLAY

Consider the **values** of the world of the play. You could think about the time(s) and place(s) in which the play was set, as well as the morals or culture of that world.

Identify an important value in the world of the play.

Kindness

- (a) Explain ONE way in which a character's actions on stage reflected OR conflicted with this value. Give specific details from the performance to support your answer.

The play opened to Shankar a poor crippled beggar racing on stage left at a continuous direct pace on a diagonal angle. A character whose main purpose was to significantly demonstrate the effects of the ~~po~~ dehumanising time era for India when under the control of Indira Gandhi, prime minister of the time. Further reflecting the value of kindness in a time of plight. Once reaching centre of the 'round' theatre, Shankar freezes with wide eyes, a twitching mouth and arms relaxed against his gaddi (mode of transport, given his disability significantly putting him at a lower level, visually referencing towards his level of ~~the~~ low hierarchy). Before luring the audience into the world of a bustling market place, ^{in an unidentified city in India} through a monologue describing the "suffering", and "death".

"The city grabs you, it digs its claws into you and never lets you go" Here Shankar becomes submersed ~~sub~~ within other characters as they go about their lives, ignoring him. Until ~~key~~ ^{looking lost} central character Dina a Parisian widow ~~then~~ enters from stage right with a loud clear tone and a

(continue back)

hope
finding
moment
light

ASSESSOR'S
USE ONLY

(b) Discuss the appropriateness of the character's actions. You could consider:

- the character's motivation and/or the consequences of their actions
- how their actions might be judged in your own world
- the purpose of seeing theatre.

Shankars actions were appropriate, however oddly unexpected. In a environment, where ~~you~~ he lives ~~off~~ off the street and employment goes as far as begging its hard to believe that someone with so little has the humanity purity and honest integrity to demonstrate Kindness. Thus I believe ~~because of that~~ its Shankars motivation to survive that lead me as an audience member to visualise the theme of hope. As quoted by the director "For me 'A Fine Balance' is about holding onto hope it reminds me that even the darkest of horrors cannot suffocate the fundamental faculty of the human condition" Thus I believe for Shanker it came down to him being able to make the most of his situation and accepting his fate Through finding the moment of light - this case spreading kindness was a beautiful way to capture a characters place in a time of horrific negative influence. I believe the directors purpose for ~~these actions~~ was to enable the audience to make connections to ourselves ; providing the importance of helping others. No matter difference in ethnicity, cultural background, or socio-economic makeup we need to be able to help

E8

3b one another get through the darkest of times. Furthermore making me connect to the widerworld thinking about the purpose of realism theatre. Because ultimately in a time of fake news, bipartisan politics, heightened passions, horrific social issues and events marking a time in history. A theatre form which began in the 19th century and is demonstrated through 'A Fine Balance' provides people with the opportunity to think deeper and reflect. How we may see ourselves within these characters or learn from their mistakes. Overall Shankar's actions were a result of a pure good person demonstrating what we as humans all need to implement. "The universal message is that like characters we all want to do better" - Rohinton Mistry original novel author.

Excellence Exemplar 2019

Subject	Drama		Standard	91518	Total score	24
Q	Grade score	Annotation				
1	E8	The candidate has clearly defined a theme of “A Fine Balance” and has written perceptively about costume. The details given are very well chosen and support the candidate’s answer. The candidate has given a clear, annotated sketch which gives excellent detail and the discussion in part b is perceptive and thought-provoking.				
2	E8	The candidate has clearly defined a key moment of “A Fine Balance” and has written perceptively about movement. The details given are very well chosen, comprehensive and support the candidate’s answer. The candidate has considered the wider impact of the performance and the discussion in part b is perceptive and thought-provoking.				
3	E8	The candidate has clearly defined a value of kindness in “A Fine Balance” and has written perceptively about the character’s actions. The details given are very well chosen and support the candidate’s answer. The candidate has given excellent detail and the contextual discussion in part b is perceptive and thought-provoking.				