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91219



912190



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Level 2 Drama 2022

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

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 2–16 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (X). This area may be cut off when the booklet is marked.

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

Merit

TOTAL

16

ASSESSOR'S USE ONLY

In this paper you need to refer to at least TWO live performances: one that you have performed in **this year**, AND one that you have seen **this year**. For 2022, the latter may include a recorded live performance.

- Question One is about a live theatre performance you have performed in.
- Question Two is about a live theatre performance you have seen OR performed in.
- Question Three is about a live theatre performance you have seen.

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. They could include but are not limited to:

- narration
- chorus
- spoken thoughts
- split stage
- flash-back
- flash-forward
- freeze frame
- play-within-a-play
- monologue
- dance
- mime.

Techniques refer to use of voice, body, movement, and use of space.

Technologies refer to sound, lighting, set, costume, properties, digital projection, and make-up.

QUESTION ONE: Contrast

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

Title of performance: Crucible

Playwright/theatre company: Arthur ~~Wagner~~ Miller

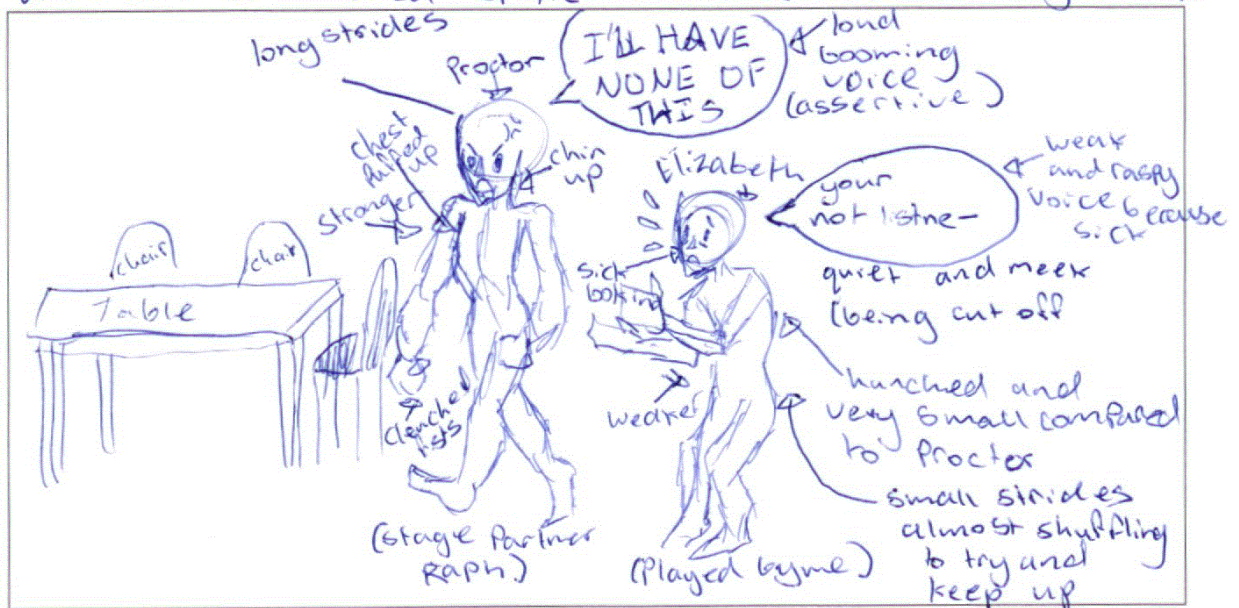
Identify two contrasting characters:

Name of character (1): Elizabeth

Name of character (2): Proctor

- (a) Explain how the actors used drama techniques to show the contrast between the two characters. Give specific details from the performance to support your answer. You may sketch and make annotations in the space below.

In the first Act, and opening scene I played Elizabeth and my ^{stage} partner Raph played my husband proctor. We were arguing about how I caught him cheating. Elizabeth is a very sick, soft spoken character who always gets interrupted and the husband is extremely loud and outspoken. I shrunk my body so I looked small and sicker and spoke in a soft, but annoyed tone, where as my stage partner stood up tall and assertive and spoke with a loud booming voice.



- (b) Discuss how the contrast between the two characters communicated a key idea in the performance.

You could consider:

- contrast in people's situations
- how people react to others who are different from them
- how people's differences can result in conflict.

Give specific details from the performance to support your answer.

This play was set in Salem during the witch trials, the 17 year old girl Proctor cheated on Elizabeth with a "practicing witchcraft". Proctor is trying to deny the allegations from his sickly stay at home wife. As the argument breaks out in the opening scene Proctor is getting more and more aggressive with Elizabeth who's trying to calm the situation down and just talk.

Another character enters near the end of the fight and takes his anger out on them instead, this is their servant, Mary. My stage partner Raph displays this by dragging our other stage partner Beth across the stage and yelling at her. In contrast, My character Elizabeth is very kind and soft spoken to Mary and consoles the now crying girl. I believe the key idea is around domestic violence and how easily someone can strike when angered. Having a weak soft spoken character having a conflict with a strong easily angered one results quickly in an escalation of violence and can be fuel on even more when other "weaker" or "beneath them" characters like servants try to intervene.

QUESTION TWO: Convention

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

Title of performance: Concubine

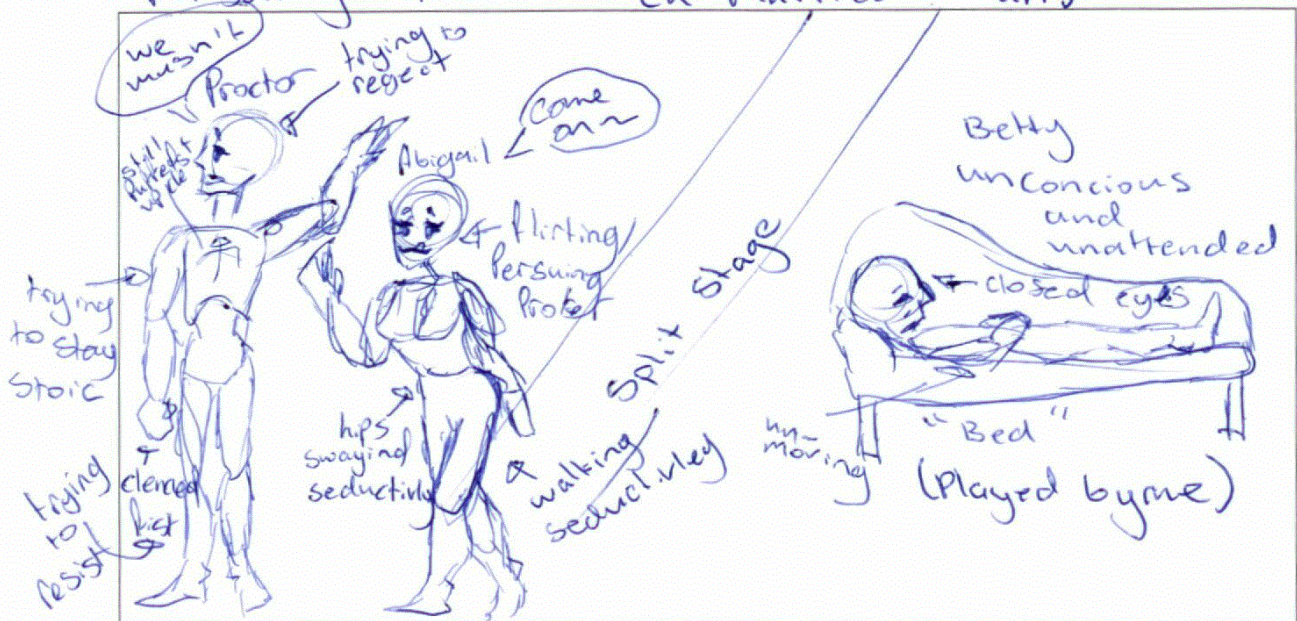
Playwright/theatre company: Arthur Miller

Identify a convention used at a specific moment in the performance (refer to page 2 for a list of possible conventions):

split stage

- (a) Describe how this convention was used in that moment. Give specific details from the performance to support your answer. You may sketch and make annotations in the space below.

In Act two scene one ~~for~~ we used split stage to show my two stage partners Raph (as Proctor) and ~~the~~ chloe (as Abigail) having an affair and on the other side of the split stage was me (as Betty) Abigail's cousin/adopted sister unconscious ~~because of~~ as a result of abigail's ~~witch~~ witch craft dabbling the night prior. Betty is left unsupervised as Abigail is Persuading Proctor (a married man)



- (b) Discuss how the use of this convention deepened the audience's understanding of the performance.

You could consider:

- highlighting an important theme
- use of symbolism
- connections to the wider world.

Give specific details from the performance to support your answer.

us using split stage emphasised to point that Abigail was so desperately trying to pursue / get back together with proctor again that she's essentially abandoning her sick and unconscious cousin / adopted sister to pursue him even though it was her fault Betty ended up like that in the first place. It emphasises that people are willing to abandon anything in their lives, no matter how important it is, and what the outcome of leaving it is. Abigail is essentially a home-wrecker as she's pursuing a married man which often happens in the real world, unfortunately cheating spouses is quite common, ~~but I~~ I have no personal experience with cheating or being "cheated on", but I've heard many experiences of it from friends and people online to know it happens all too often.

QUESTION THREE: Technology

To answer this question, refer to a drama you have **seen** this year.

Title of performance: BOYS

Playwright/theatre company: Eleanor Bishop

Briefly describe the opening OR closing moment of the performance.

opening moment of 'boys' is a team of rugby players entering the locker room after practice

Choose (✓) one or two of the following technologies:



Lighting

Sound

Props

Digital projection

☒

Set

☒

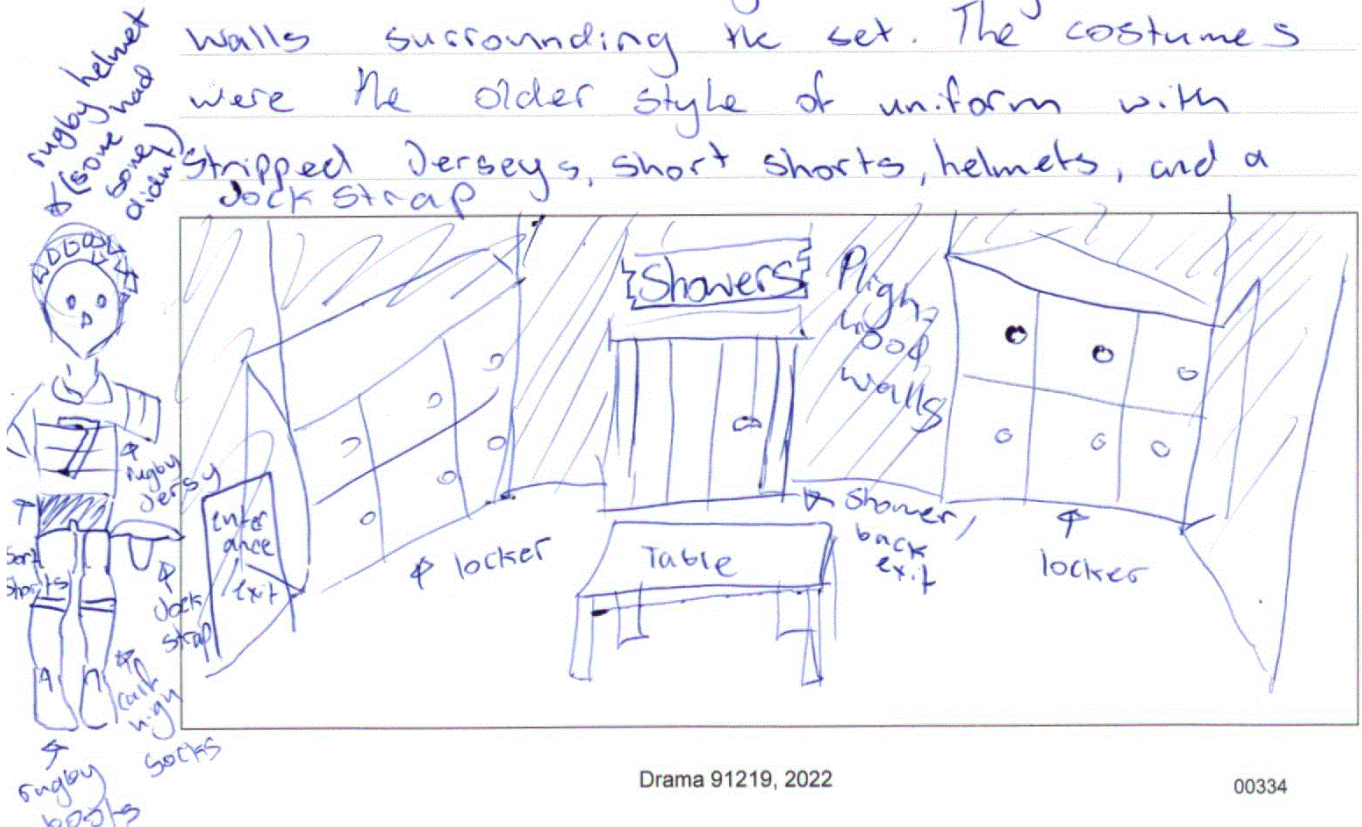
Costume

Make-up

- (a) Explain how your chosen technology/technologies was used in the opening OR closing moment. Give specific details from the performance to support your answer. You may sketch and make annotations in the space below.

The set was made up of two sets of lockers on each side with a door with a sign labeled 'showers' above it and a table center stage. With pligh wood walls surrounding the set. The costumes were the older style of uniform with

Stripped Jerseys, short shorts, helmets, and a jock strap



- (b) Discuss how the use of this technology/technologies in the opening OR closing moment was effective.

You could consider:

- communication of key drama elements in the opening OR closing of the performance
- the purpose of the performance
- the importance of thoughtful design and effective use of performance technologies.

Give specific details from the performance to support your answer.

It was effective because the set ^{created} ~~you~~ instantly made me/the audience know that we were in an old school-style sports lockers room. When the actors came on stage the mood was instantly set to a "rudy rough rugby boys" and very masculine. The costumes they wore made their roles clear as rugby players. The purpose of this opening scene was to show how rough and tumble these boys are and that they were very manly and wouldn't show weakness as they are men. You could clearly tell it was after a game or practice as they were all getting ready to hit the showers. It's important to put thought into set and costume design as it makes the intention of the scene very clear to the audience and so there is no confusion. These technologies were used very effectively to establish that they are very rough, loud manly rugby players after a game/training session.

Merit Exemplar 2022

Subject	Drama		Standard	91219	Total score	16
Q	Grade score	Annotation				
1	M6	<p>The candidate has detailed the use of techniques for both Elizabeth and Ralph Proctor. When describing Elizabeth's use of body and voice, they said: "looked small and sicker ... spoke in a soft but annoyed tone ...", and in the illustration they described her movement as "small strides, almost shuffling". In contrast, Ralph's stance and voice was also detailed: "<i>stood up tall ... spoke with a loud, booming voice</i>", and in the illustration, his "clenched fist ... chest puffed up" adds further detail.</p> <p>In Part (b) this candidate identified the key idea as domestic violence and explained it as "how easily someone can strike when angered". They detailed the contrasts in characters to this idea, explaining how Ralph took his anger out on Mary, the servant, through violence "by dragging [her] ... across the stage and yelling". The candidate detailed Mary's contrasting actions as being "very kind and soft-spoken to Mary and consoles the now crying girl".</p>				
2	M5	<p>The candidate has detailed how the convention Split Stage is shown, with sleeping Betty on one side and seductive Abigail and Proctor on the other. They supported their response with an illustration with detailed annotations.</p> <p>The candidate described in some detail how the split stage showed Abigail pursuing Proctor, with the abandoned, unconscious cousin [Betty] on the other side. They identified cheating as the theme, but could have linked this idea more clearly to the use of split stage within their response to secure a higher grade.</p>				
3	M5	<p>The candidate described the opening moment very clearly. In their response and annotated illustration, they detailed the use of set, for example: "sign labelled showers ... table centre stage ... lockers", and costumes as "old style of uniform ... rugby helmet ... short shorts". They explained the effectiveness of both set and costume by describing their own response as an audience member. They identified the set as "an old-style sports locker room", and in some detail they explained how actors' roles as rugby players were made clear by their use of costume. More detail could have been added to explain how they knew the set and costumes were "old school style" to achieve M6.</p>				