

90998



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

1

SUPERVISOR'S USE ONLY

Level 1 Drama, 2013

90998 Demonstrate understanding of features of a drama/theatre form

2.00 pm Tuesday 26 November 2013

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of features of a drama/theatre form.	Demonstrate informed understanding of features of a drama/theatre form.	Demonstrate perceptive understanding of features of a drama/theatre form.

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 2–11 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.

TOTAL

ASSESSOR'S USE ONLY

You are advised to spend one hour answering the questions in this booklet.

INSTRUCTIONS

In this paper you are to discuss features of a drama/theatre form you have studied. Drama/theatre forms include (but are not limited to):

- clowning
- Elizabethan theatre
- Greek theatre
- kabuki theatre
- medieval drama
- melodrama
- musical theatre
- pantomime
- puppetry.

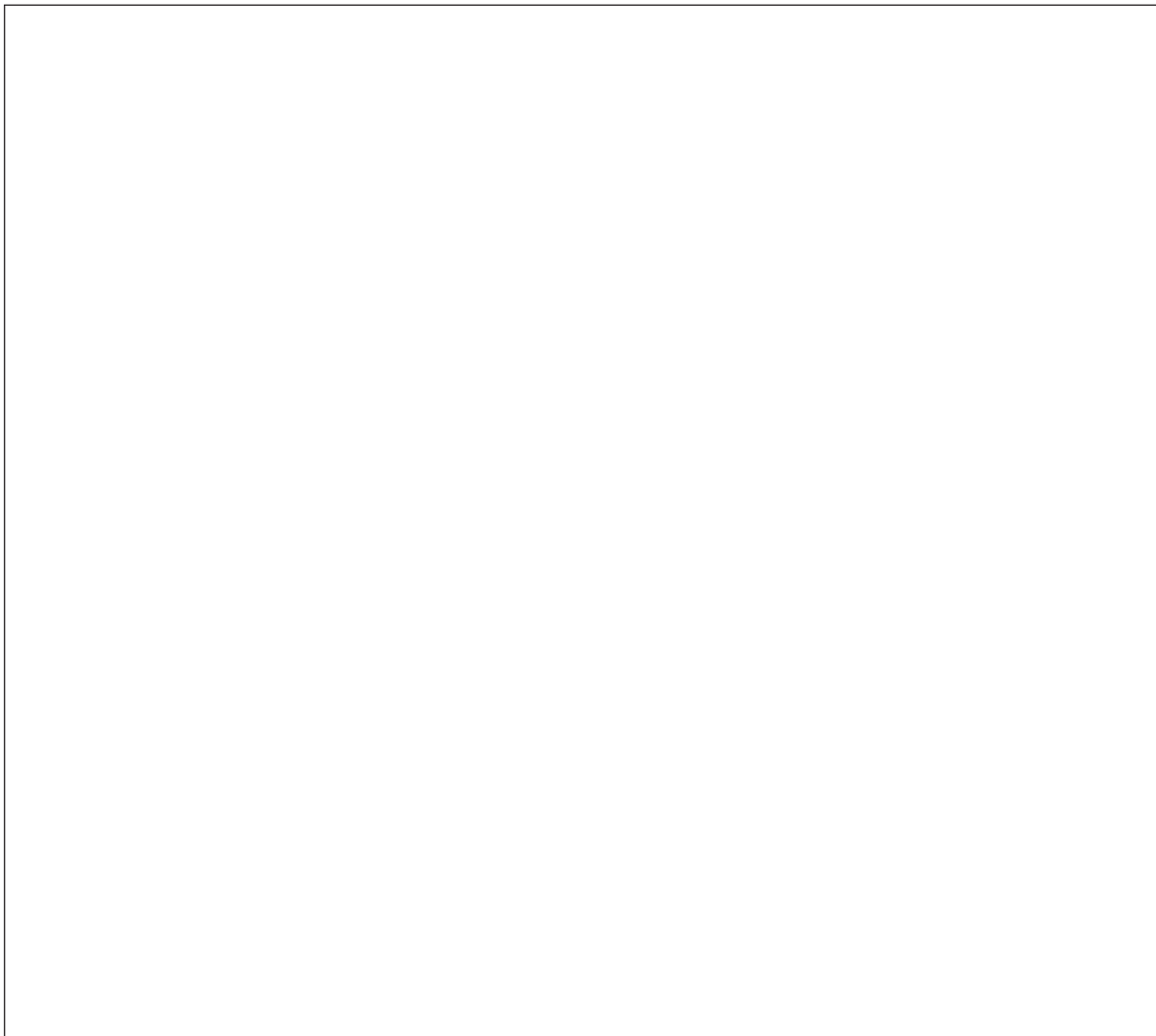
Read the questions carefully before you begin your answers.

Answer ALL of the questions using the same drama/theatre form.

Drama/theatre form: _____

QUESTION ONE: ACTING STYLE

- (a) Sketch an actor at a key moment of a performance. Clearly label your sketch to show the **body language** and/or **use of space** typical of your chosen drama/theatre form.



(b) Describe how the actor could use drama techniques to deliver a line of dialogue in a way that is typical of the drama/theatre form.

(i) Write a line of dialogue for the actor.

(ii) Describe how the actor could use drama techniques to deliver this line. You might consider the use of:

- voice (eg pitch, pace, pause, inflection, tone, volume, breathing)
- body (eg gesture, posture, body awareness, eye contact, facial expression)
- movement (eg timing, direction, energy)
- space (eg levels, personal, general).

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The examination continues on the following page.**

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