

90011



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

1

SUPERVISOR'S USE ONLY

Level 1 Drama, 2014

90011 Demonstrate understanding of the use of drama aspects within live performance

9.30 am Monday 1 December 2014

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of the use of drama aspects within live performance.	Demonstrate informed understanding of the use of drama aspects within live performance.	Demonstrate perceptive understanding of the use of drama aspects within live 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.

TOTAL

ASSESSOR'S USE ONLY

INSTRUCTIONS

In this paper you are to discuss the use of drama aspects within live performance.

- Question One is based on a live performance that **you participated in as an actor**.
- Questions Two and Three are based on a live performance that **you have seen**.

Read the questions carefully before you begin your answers.

QUESTION ONE: USE OF PROCESS CONVENTIONS TO DEVELOP A CHARACTER

Choose a live performance that you participated in as an actor.

Title of the performance: _____

Name of the character you played: _____

- (a) Give the following details about the character that you played.

Age of the character:

Personality of the character:

A goal the character has:

A problem that stands in the way of the character achieving that goal:

An action the character takes to overcome this problem:

Emotions felt by the character:

(b) Select (✓) ONE of the following process conventions that you used to develop your character in preparation for your performance.

Hot-seating Improvisation Research Role-on-the-wall

Other: _____

(i) Give a brief description of this convention.

(ii) Describe how you used the convention to develop your character.

**This page has been deliberately left blank.
The examination continues on the following page.**

QUESTION TWO: USE OF VOICE TECHNIQUES TO CREATE A ROLE

Choose a live performance that you have seen.

Title of performance: _____
Playwright/theatre company: _____
Performance venue: _____

Name a character in the performance who made use of voice techniques.

Think of a key moment in the performance where the actor used voice techniques for specific effect.

(a) Describe what was happening on stage during this moment.

(b) Explain how the actor made use of specific voice techniques in this moment to communicate his or her role to the audience. You might consider their use of:

- accent
- inflection
- pause
- tone
- breathing
- pace
- pitch
- volume.

QUESTION THREE: USE OF TECHNOLOGY IN A MOMENT OF TENSION

Choose a live performance that you have seen. *You may use the same performance you referred to in Question Two.*

Title of performance: _____

Playwright/theatre company: _____

Performance venue: _____

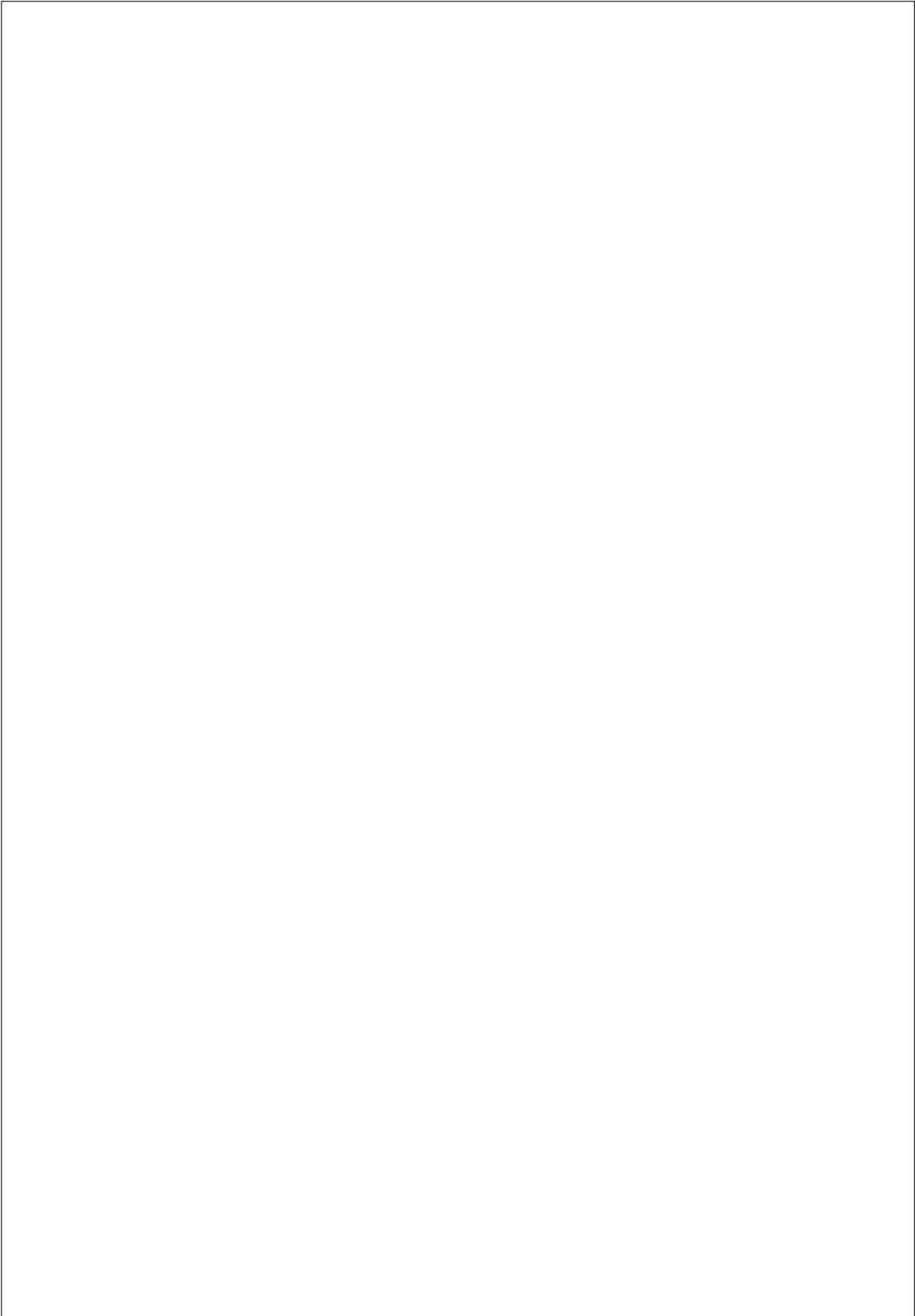
Think of a moment of tension in the live performance.

- (a) Describe what was happening during this moment of tension.

- (b) Select (✓) ONE technology that was used in the performance, and describe how it was used during this moment of tension.

<input type="checkbox"/> Costume	<input type="checkbox"/> Lighting	<input type="checkbox"/> Props	<input type="checkbox"/> Set
<input type="checkbox"/> Digital projection	<input type="checkbox"/> Mask	<input type="checkbox"/> Puppetry	<input type="checkbox"/> Sound

You may sketch and make annotations in the space on page 9 to support your answer.



Question Three continues on page 10 ►

