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Level 1 Drama 2020

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

2.00 p.m. Wednesday 25 November 2020
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

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INSTRUCTIONS

For all responses in this examination you may choose a live performance that **you participated in** as an actor or **have seen** this year. For 2020, this can include a recorded live drama performance.

If you choose to write about the same performance for each question, you should be careful not to repeat information from previous responses.

You may find this list of terms useful.

Elements include role, time, place, situation, action, tension, mood, contrast, focus, and symbol.

Techniques include the use of:

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

Technologies include sound, lighting, set, costume, properties, digital projection, set design, special effects, and make-up.

Conventions involve ways of working in drama / theatre that explore meaning, or deepen understanding, or are established practices. They could include, but are not limited to:

- aside
- entrances and exits
- flashback and flash-forward
- narration
- slow motion
- soundscape
- split focus
- split stage
- spoken thoughts
- stage directions
- still image
- telephone conversations.

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QUESTION ONE: Achieving a goal

Choose a live performance that **you participated in** as an actor or **have seen** this year.

Title of performance: _____

Name of a character: _____

Think about a scene when this character wanted to achieve something important.

(a) Describe what this character wanted to achieve.

(b) Describe how drama techniques were used to show how important the goal was to the character. Refer to the list of terms on page 2. You may make a labelled sketch to support your answer.

There is more space for this answer over the page ➤

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(c) Explain what you learned from the character achieving or not achieving their goal. You could consider:

- why we set goals and how to achieve them
- how to work through challenges
- the importance of inner strength and resilience in the world today.

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QUESTION TWO: Technology

Choose a live performance that **you participated** in as an actor or **have seen** this year. You may use the same performance you wrote about in Question One, but do not repeat information in your answer.

Title of performance: _____

Playwright / theatre company: _____

(a) Identify a time and place in the performance.

Select (✔) up to TWO technologies that were used to create time and place in the performance.

- ☐ Lighting
- ☐ Sound
- ☐ Digital projection
- ☐ Costume
- ☐ Set
- ☐ Properties (props)
- ☐ Other: _____

(b) Describe and / or make a labelled sketch to show how these technologies helped to create time and place in the performance.

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(c) Explain how the use of technology supported a key message in the wider performance. You could consider how technology:

- revealed information about a character or situation
- was symbolic or had a deeper meaning
- provided contrast with another time and place in the performance.

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QUESTION THREE: Tension

Choose a live performance that **you participated in** as an actor or **have seen** this year. You may use the same performance you wrote about in Question One and/or Question Two, but do not repeat information in your answer.

Title of performance: _____

Playwright/theatre company: _____

Tension can be present in moments of pressure, excitement, stress, worry, jealousy, anxiety, fear or conflict.

(a) Describe a scene or episode when a character experienced tension.

Please turn over for part (b) ➤

(b) Explain how the character changed or developed as a result of the tension, and what this shows about the wider world. You could consider:

- how it surprised or inspired you
- how it reflects the way people deal with tension
- how tension can have an impact on our lives.

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Extra space if required.
Write the question number(s) if applicable.

QUESTION NUMBER

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