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90998



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 1 Drama, 2015

90998 Demonstrate understanding of features of a drama/theatre form

9.30 a.m. Wednesday 25 November 2015
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 2–12 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.

Achievement

TOTAL

13

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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
- commedia dell'arte
- Elizabethan theatre
- Greek 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: Brechtian/epic theatre/

QUESTION ONE: THE ACTING STYLE

Choose a well-known character or typical role that would have originally appeared in your chosen drama/theatre form.

Name of character/role: Albany Persecco/Protagonist

(a) Describe a typical situation this character/role would be involved in.

Albany was involved in many scenes that involved him being persecuted. The protagonist in a brechtian style performance would often be involved in scenes in which he/she would be persecuted against for various reasons.

Select (✓) ONE emotion that would be shown by the character/role during this situation:

Excitement

Jealousy

Pride

Fear

Joy

Sorrow

Hate

Love

Other: Misery

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(b) Explain how the actor would have communicated this emotion to an audience.

In a brechtian style play, the actor/actress could portray sadness misery in many different ways, move slowly, shoulder dropping or even crying but a more common way in the brechtian style would be to ~~address~~ address the audience directly, either one of the characters, a member of the chorus or the entire chorus could simply ~~say~~ break character and explain to the audience that the character is miserable. //

- (c) Explain how the acting style would have communicated a key idea to the audience.

The acting style was shaped and designed to pull the audience ~~of~~ ~~over~~ out of the story and give them the message which the performance carries ~~at~~ with ~~it~~ it. The ^{actors} ~~characters~~ will often change characters mid scene ^{by changing a hat or scarf} or ^{break} character completely and simply address the audience directly, while also the characters walk through the audience. ~~and~~ //

QUESTION TWO: THE INFLUENCE OF A HISTORICAL EVENT

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Drama/theatre forms have often been influenced by important events in history or society.

- (a) Describe an event that affected or shaped your chosen drama/theatre form.

Two main events shaped brechtian theatre, it was developed by Bertolt Brecht who lived in Nazi Germany at the time so one event that shaped brechtian theatre was the 1930's German depression as a result of WWI, the second was, of course, the rise of Hitler and the Nazi party, which Brecht strongly opposed.

- (b) Explain how a key feature of the drama/theatre form developed as a result of the event.

A key feature of brechtian theatre is that the play always carries real world situations that are relevant to the time that a play is written, however it doesn't show these things directly, it shows similar, ~~at~~ less significant situations such as which were allegories for larger situations. The reason Brecht did this is because he could not put on a play about how Hitler ^{was} a bad man or else he would be most likely killed so he put on a play about something that was an allegory for that.

(c) Explain the wider influence of the event on the drama/theatre form. You might consider its influence on:

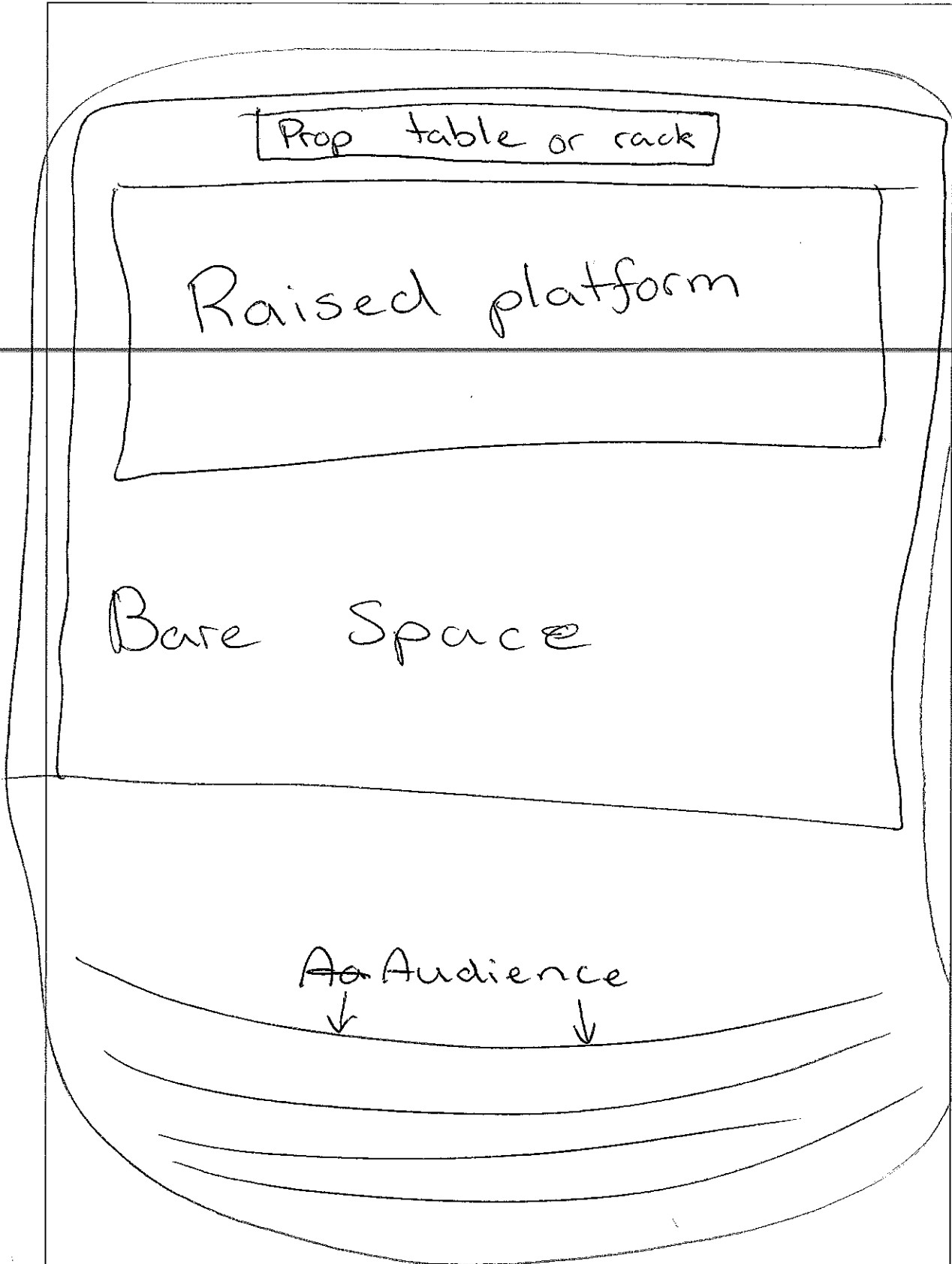
- roles or characters
- the use of technology
- storylines or action.

It gave people a new way to spread a message about something, without a new way to learn about something or even to warn people of an impending ~~air~~ situation. Also it let people speak out, without having to be afraid of the ~~consequences~~ consequence. ///

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QUESTION THREE: THE PERFORMANCE SPACEASSESSOR'S
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- (a) Make an annotated sketch of a performance space typical of your chosen drama/theatre form. Include details such as:
- the shape and size of the performance space
 - the location of the audience
 - the placement of set and/or key objects.



(b) Explain how actors would have used this performance space. You might consider their use of:

- entrances and exits
- stage space
- set.

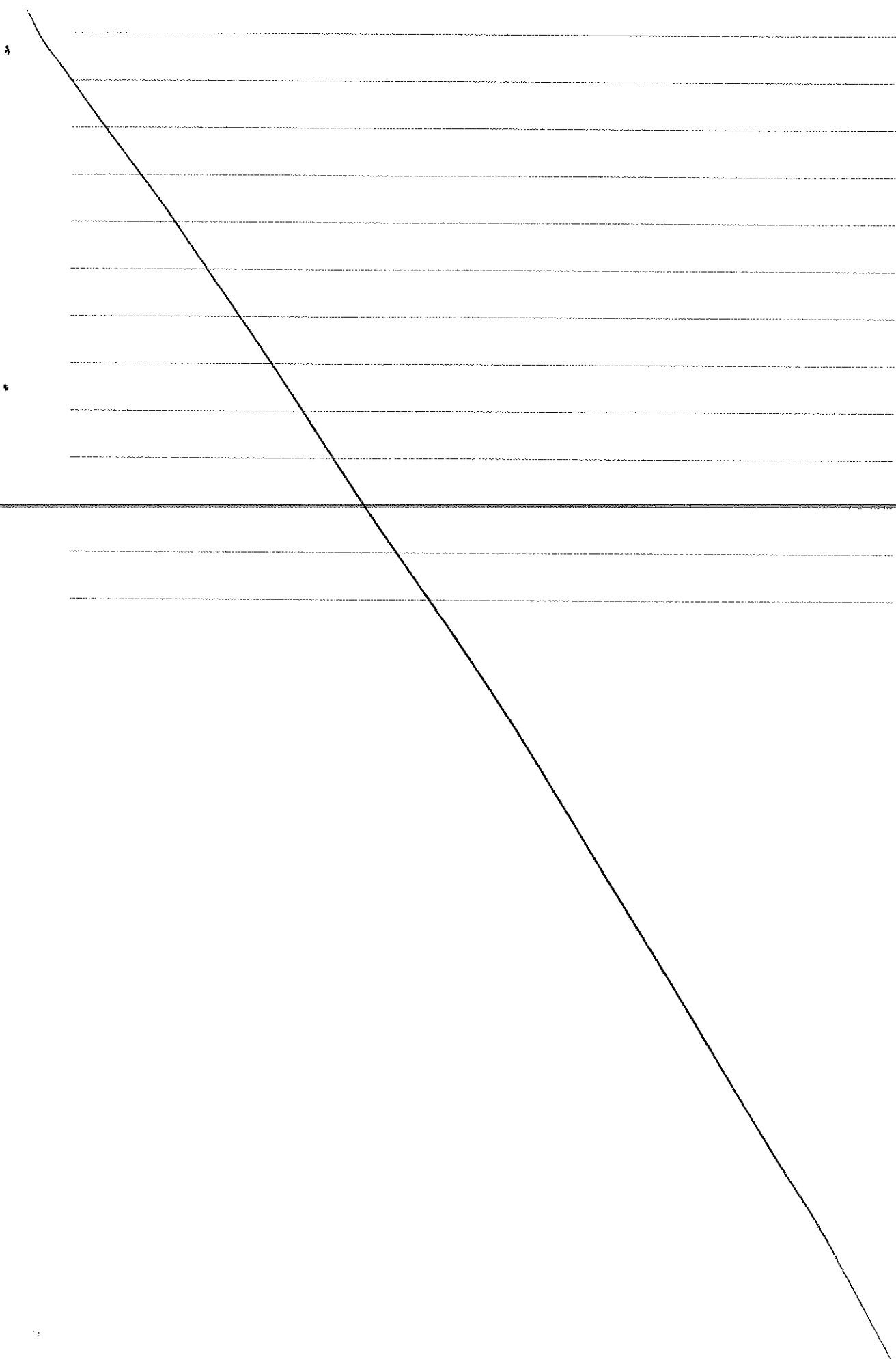
The actors used all of the space and they never leave the stage, props ~~wh~~ would be placed where they needed to be in full view of the audience and the set would be moved by the actors //

(c) Explain why the performance space would have been used in this way. You might consider:

- the relationship between actors and audience
- the presentation of key ideas/themes
- the limitations and advantages of the performance space.

It means that the audience is pulled from the ~~se~~ story to see the message, also with all actors on stage there is no need for ^{large} props ^{eg a table} as the actors can mime or simply have ~~other~~ actors create them for them. This is ~~wave~~ what creates a ~~se~~ such a bare space, again, pulling the audience out of the story to focus on the message //

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A4

Achievement exemplar for Level 1 Drama 2015		Total score	13
Q	Grade score	Annotation	
1	M5	<p>The candidate provides some accurate detail about how a typical character of their chosen theatre form would have used drama techniques of body and movement, making a specific link to the theatre form.</p> <p>To reach M6 the candidate needs to provide further examples or details about 'how' the actor conveyed the chosen emotion.</p>	
2	A4	<p>The candidate describes an event that affected the theatre form and a way in which this affected the theatre form.</p> <p>To reach M5 the candidate needs to either provide more accurate detail about the chosen even or its effect on the theatre form.</p>	
3	A4	<p>The candidate describes a typical performance space for the theatre form and a way in which the actors would typically have used it,</p> <p>To reach M5 the candidate needs to provide a specific detail about how the actors would typically have used the performance space.</p>	