

90998



NEW ZEALAND QUALIFICATIONS AUTHORITY
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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.

Excellence

TOTAL

23

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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: *Melodrama*

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: *Villain*

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

The villain would typically be plotting an evil plan against the heroine, to get in the way of her happiness with the hero.

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

- | | | |
|-------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Excitement | <input type="checkbox"/> Jealousy | <input checked="" type="checkbox"/> Pride |
| <input type="checkbox"/> Fear | <input type="checkbox"/> Joy | <input type="checkbox"/> Sorrow |
| <input type="checkbox"/> Hate | <input type="checkbox"/> Love | <input type="checkbox"/> Other: _____ |

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

The actor would have used an upright posture and held his chin up high, ~~he would have~~ to seem proud and snobbish. He would've wrapped his black cape around him and used an evil smile to look invincible. He would've used spoken thoughts aloud to communicate his plan to the audience, thinking of himself as brilliant and witty, ~~and~~ proud of his evil and brilliant plan that is bound to succeed.

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

The acting style would've communicated a key idea to the audience because, during melodrama, the typical audience was middle-class. With the Industrial Revolution, they grew in power/money due to their hard work, and went to the theatre to spend that newly achieved money with a form of entertainment that would fit their moral and religious beliefs. Melodrama was perfect for that purpose, since it was based around simple morality (good triumphs over evil) and the middle-class audience always expected to see an aristocrat, high-class villain interfere with the happiness of the good hearted hero and heroine, since the middle class resented the higher class, as they had lots of money without working for it and offered terrible working conditions in their factories. Thus, the villain's acting style, with an upright posture and chin held up high^{n to seem snobbish} whilst communicating his evil plans would pass the key message that the higher-class people were greedy, snobbish and evil. The gesture of wrapping his coat around him with his overblown acting style ~~is~~ highlighted that key idea to the audience, as the black silk cape was a symbol of the evil, distrusted aristocracy.

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.

The Industrial Revolution. With the Industrial Revolution, people started flooding from the country to the major cities, where work, especially in factories, was very abundant. England went through major transformations and modernisations due to the new production technologies becoming available due to the Industrial Revolution.

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

Technology on stage was highly developed during Melodrama. The invention of electricity and ^{the} new machinery were combined with very accurate painting to create the most grand and realistic settings. Those innovations, possible due to the development resultant of the Industrial Revolution, allowed for great spectacles on stage: For example, in the production of "The Whip", rails, ~~and~~ a train and a real horse were put on stage, with the train in full movement as its sound made the audience nervous, as it approached the horse's box on the rail. The ~~train~~ locomotive with the fellows that came to save the horse was releasing real steam, and all of this was possible due to the new machinery and technology that came with the Industrial Revolution. In another production

(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.

With the Industrial Revolution, people flooded into the big cities from the country, and Victorian theatre, or Melodrama, came as a way of entertaining that mass of people. With the Industrial Revolution, the middle-class began to work very hard, and they grew in power, and specially in wealth. They wanted to spend that money on a form of entertainment that would reflect their moral and religious beliefs, and Melodrama suited those purposes perfectly.

With the Industrial Revolution and the characterization of the middle-class as the typical audience, Melodrama storylines became plots around simple morality, where good always triumphs over evil (which suited the middle-class' moral/religious expectations) and would ~~fit~~ always have an aristocrat villain that did something evil to get in the way of the good hearted, middle-class hero and heroine's happiness, and that in the end, would always be defeated by the hero; with good triumphing over evil. The villain would be an aristocrat character because, during the Industrial Revolution, the higher class was very wealthy but didn't work hard for it (as opposed to the middle-class, who believed in hard work). The higher class profited from others' work in the factories they owned, where they offered terrible working conditions. ~~The~~ The hero and heroine were middle-class as the typical audience could relate to those good characters being wronged by aristocrat villains. The Industrial Revolution also brought great innovation to

QUESTION THREE: THE PERFORMANCE SPACE

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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.

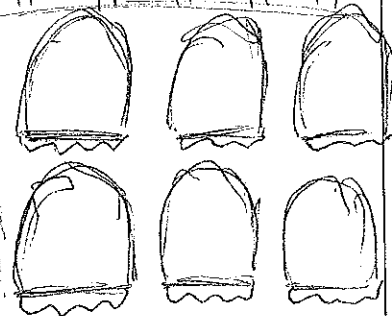
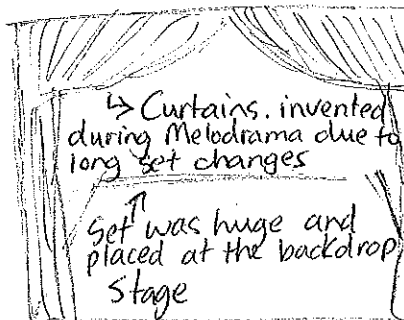
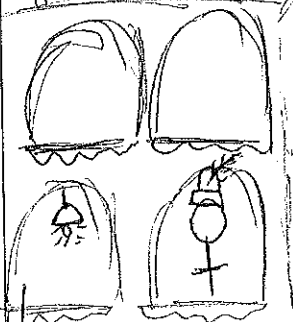
→ The performance was very big in size, with an architecture that had a greatness of its own, enveloping the audience.

Gidiron - Space above stage, out of view.
Machinery was placed here and below stage.
Crew would also be placed here to assist manually.

Gallery - Not good view

Proscenium Arch

→ also cheap seats.

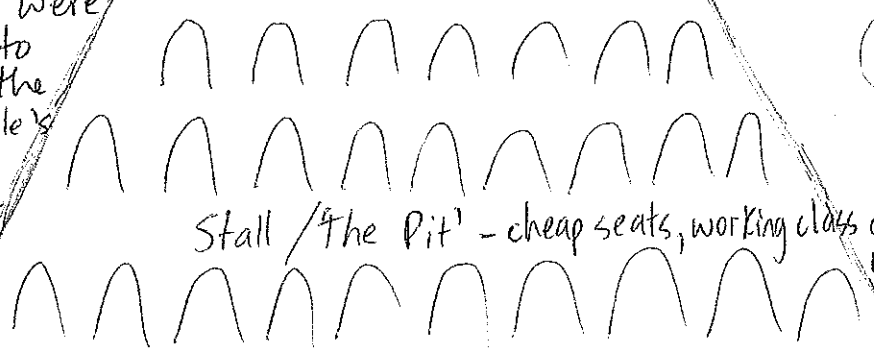


→ Boxes. Most expensive seats, where lights were, and they were left on to display the rich people's wealth. Not great view, but they were well seen.

Apron - actors came forward so they wouldn't be under the Proscenium Arch, and so could be heard by the audience.

Orchestra

Proscenium Arch, and so could be heard by the audience.



Stall / 'The Pit' - cheap seats, working class drunk men would often fight

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

- entrances and exits
- stage space
- set.

Actors, if not ^{and entering} exiting through traditional entrances and exits besides the stage, would sometimes be raised above the stage, to a place out of view called gidiron, to give the impression of flying, or lowered below the stage to give the impression of disappearing. The stage space was great in size, and the set was so big that it occupied much of the stage / backdrop. Actors would come forwards to the Apron, an extension of the stage, where they would no longer be under the Proscenium Arch, and could hence be heard better by the audience. The actors, if lead roles, would move around the stage considerably, using overblown acting style.

(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.

The actors went forwards, to the Apron, so that they could be better heard by the audience. Melodrama productions were known for being spectacular and having an overblown acting styles, so actors would use great gestures (each one coding for a specific emotion) and move around a lot through the stage space during scenes of great action and drama. The limitations of the performance space is that, while actors tried hard, moving to the Apron and using a loud voice, the audience couldn't always hear them so well, as ~~workers~~ could be having the performance space was not only huge, but workers in the stalls could be drunk and get into fights, and

the lights at all times to display the rich people's wealth encouraged chatter. That is why the Melodrama plays had to be filled with action and the actors had to be ~~at~~ either in constant movement ^{around the stage} or using overblown gestures and acting style, so they could keep the audience's attention on the stage. The advantage is that classes didn't have to mix because of very well delimited seat prices, and that, with the fact that the stage and set itself ~~are~~ were also great in size, made the actors' job easier, avoiding unnecessary arguments and helping keep the audience focused on the stage and performance factors. //

E8

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

QUESTION TWO (b) an actor-manager used electricity in his production to produce real sparks during a sword fight.* Soon, the technologies on stage, ~~attracted~~ ~~by the developments~~ possible due to the developments of the Industrial Revolution, is what attracted the audience to the theatres. The play's plot would be very slim, just ^{a frame} ~~something~~ to hang the spectacular technologies upon.

QUESTION TWO (c) the performances technology. In two decades, stage lighting changed from ^{candles to} oil/gas lamps to electricity. Electricity, combined with new, more modern machinery and incredibly detailed paintings were combined to produce incredibly realistic action scenes. ~~But the~~ The plots became slim, just a frame to hang the spectacular special effects upon. It wasn't long before the technology's spectacle, possible due to the Industrial Revolution, became the main attraction of the theatres!

QUESTION TWO (b)* In a nautical melodrama, a scene of a ~~diver diving~~ character diving into the ocean was created by raising a ship into the flies, using advanced machinery developed during the Industrial Revolution, and using ropes to suspend the actor, as behind him was a tank full of real fish!

Extra space if required.

Write the question number(s) if applicable.

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QUESTION
NUMBER

QUESTION TWO:(c) Because of this new machinery,
introduced after the Industrial Revolution, the orchestra
had to play incredibly loud during set changes, to
compensate the machinery's noise //

Excellence exemplar for Level 1 Drama 90998 2015		Total score	23
Q	Grade score	Annotation	
1	E7	<p>The candidate describes with accurate examples the way the stock character would have typically used drama techniques of voice body and movement. They demonstrate some insightful understanding of the purpose of the acting style in a wider historical / social context.</p> <p>To reach E8 the candidate needed to develop their answer further.</p>	
2	E8	<p>The candidate clearly identifies an event that had a significant impact on the theatre form. They demonstrate insightful understanding of the historical / social context of the theatre form.</p>	
3	E8	<p>The candidate explains the performance space with accurate and comprehensive detail. They make insightful connections to the historical / social context of the original, typical theatre performance and performance space.</p>	