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SUPERVISOR'S USE ONLY

Level 1 Drama, 2016

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

9.30 a.m. Friday 2 December 2016
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.

Merit

TOTAL

16

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QUESTION ONE: USE OF COSTUME

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

Title of the performance: The Chrysaids

Name of the character you played: Rosalind

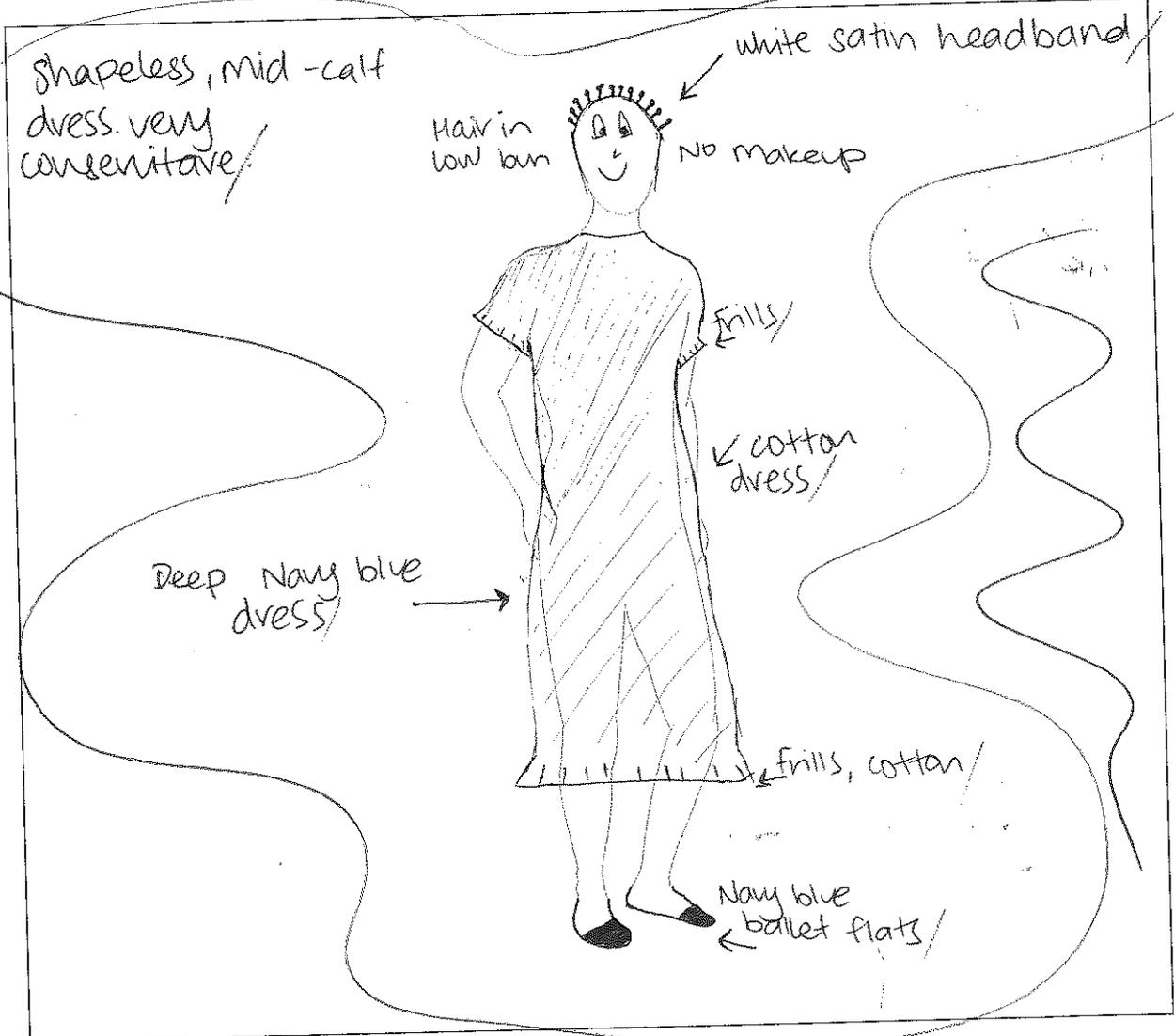
(a) Describe key aspects of the character you played.

Rosalind is very nurturing and mother-like. She is a teenager who, from a young age had to take responsibility for her younger siblings, she brought them up.

Think about a costume you wore to perform this character.

(b) Sketch a costume your character wore in the performance. Label key features such as:

- the style of the costume
- fabrics/materials used
- size and shape
- colours and textures.



(c) Explain what this costume showed about the character you played. You could consider how your use of costume:

- supported a key idea of the overall performance
- drew the audience's attention to an important aspect
- provided an important link to – or contrast with – another character.

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My costume helped show the repression in the play's society. The colour, navy blue, ~~depi~~ is very practical and emotionless. If bright colours were worn, this showed individuality, however, as all members of Wakenuk society wore navy-blue, it showed conformity, and how people were repressed. The cotton of the dress was also very sturdy and practical as it would not rip or tear easily. However, the white satin headband shows privilege. White is only worn by the affluent families, those who have ~~an~~ an excess of money.

The working class - farmers, have no extra money for white clothes, and no need for them as they will get dirty in the fields very quickly. The white accessory shows that my family is very privileged and can afford more than simple and plain navy blue clothing. The dress is very shapeless and long, mid-calf. In this society, women who wear ankle-length are married, mid-calf are at a marriable age and knee or above are premature girls. Even the length of the clothes worn must conform to the society's rules. This is important, because it shows ~~that~~ how people ^{lives} are manipulated by small governments. My costume provided contrast with the character

MG

QUESTION TWO: AN IMPORTANT RELATIONSHIP

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Choose a live performance that you have seen this year.

Title of performance: The Curious Incident of the dog in the night-time
 Playwright/theatre company: Auckland Theatre Company (ATC) / -

Think of an important relationship between two characters in the live performance.

(a) (i) Name the two characters.

Christopher Boone and His Father / _____

Briefly state their relationship to each other.

They are father and son. / _____

(ii) Describe a key moment between the two characters in the live performance.

A key moment is when Christopher's father reveals to him that his mother is alive, and he killed Wellington (the next door neighbour dog). This marks the changing of their relationship. / _____

(b) Describe ways that the two characters used space in this moment to communicate their relationship. You could consider:

- use of personal and/or general space
- distance between the actors
- distance between the actors and the set or props
- use of levels
- use of pathways.

When Christopher's father had not revealed that he killed Wellington, they were very happy and this was shown through use of space. They were very close, his father was comforting him with his hand around his shoulder. Christopher was on a lower level than his father, ~~and~~

showing how his father was in control of the situation. When the information was revealed, the space between them got larger as Christopher runs away. His father is left on his knees, while Christopher rises and now Christopher is on a higher level. This shows Christopher's dominance and how the power in the relationship has shifted to Christopher.

(c) Explain how the characters' use of space in this moment made you think about or helped you to understand a key idea in the performance. You could consider how:

- you were shocked or surprised
- important information was revealed to you
- the mood was altered.

As the information that his father killed Wellington was revealed, the mood has altered. Before, it was very happy and safe, but now it has changed to anger and uncertainty. The main idea of the performance is how others view the world differently, and Christopher has a very special take on the world around him. As the mood is changed, Christopher's view on his father is tainted with the knowledge that his father is a 'murderer' that is how he phrases it. As his father explains, we as an audience see that his actions were plausible and forgave him. However, Christopher takes this information to heart and we start to understand his view on his father through how he ~~has~~ is now always avoiding his father. Through the use of the now large space between them, we understand how Christopher feels about his father.

M6.

QUESTION THREE: USE OF A CONVENTION

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

Title of performance: Hamilton <u>To kill a mockingbird</u> / _____
Playwright/theatre company: <u>Auckland Theatre Company (ATC)</u> / _____

In drama, a "convention" is an established practice or way of working that helps to explore meaning or deepen understanding. (Examples of conventions are: aside, flashback, narration, soundscape, split focus, spoken thoughts, still image.)

- (a) Identify a convention used in a significant moment in the live performance, and give a brief definition of the convention.

Convention: Spoken thoughts / soliloquies are used in the very first scene. It is used when Scout is speaking her feelings about black people in their society and how they are shunned. Spoken thoughts aloud is when a character speaks their mind while no one except the audience can hear. This is a break in the fourth wall, where the character is speaking directly to the audience about a situation / her / his thoughts on a ^{subject} matter / _____

Select (✓) ONE element of drama that was shown by the use of the convention in the significant moment:

- | | | |
|---------------------------------|------------------------------------|--|
| <input type="checkbox"/> Action | <input type="checkbox"/> Role | <input type="checkbox"/> Symbol |
| <input type="checkbox"/> Focus | <input type="checkbox"/> Place | <input type="checkbox"/> Tension |
| <input type="checkbox"/> Mood | <input type="checkbox"/> Situation | <input checked="" type="checkbox"/> Time |

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(b) Describe ways that the convention was used to show this element in the significant moment.

When Scout begins to speak, we immediately hear the outdated words such as 'nigger', and the southern drawl. We are immediately transported back to when the mistreatment of blacks was a common practice, ~~and how~~ back in the days of slavery. We ~~can~~ get a grasp of the time, period in ~~the~~ America, when ~~the~~ whites were considered superior to blacks and very privileged.

(c) Explain the effect of the use of this convention on the audience. You could consider how the use of the convention:

- helped you to understand a wider theme or idea from the performance
- inspired or affected you.

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When Scot talks about how she doesn't understand why her father is shunned along with the other black members of ~~the~~ society, it really inspired me. She talks about how they ~~should be~~ are separated from everyone else, and the mistreatment of them. As a coloured woman of today's society I have not experienced the same mistreatment myself, but I can relate to the ~~predo~~ prejudice in their society, knowing that if I had lived in those times I would be treated the same. Judged based on looks, with no thought given to what is within. ~~go my~~ ~~thoughts~~ The spoken thought from Scot in the very start of the performance helped me to grasp the theme of mistreatment and how judgement was passed based on the colour of your skin, with no thought given to how ^{the} white's may be wrong. In that society, if you were white you were considered better, and in a higher class. Scot's spoken thought helped me to understand judgement, and how even in society today it is passed recklessly, maybe not in the same way, based on previous misdeeds rather than colour and looks/

A9.

Extra space if required.

Write the question number(s) if applicable.

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QUESTION
NUMBER

1c) of the fringe people. My clothes were immaculate, while the fringe peoples were ragged, discoloured and made from rough cotton sacks. This showed how the class system worked, the respectable families were privileged, while the 'mutants' - fringe people were mistreated and given scraps from us. This helped show the social order or hierarchy of the society. //

Merit exemplar 2016

Subject:		Drama	Standard:		90011	Total score:		16
Q	Grade score	Annotation						
1	M6	<p>The candidate clearly describes key aspects of the character they performed. They include specific details about their costume with reference to colour, shape and fabric. The explanation of what this costume showed about their character is full and demonstrates sound knowledge about their character and the performance.</p> <p>If they had included information and an explanation about how specific details of their costume showed aspects of their character, they might have gained E7.</p>						
2	M6	<p>The candidate describes a key moment between two characters, supported with some detail.</p> <p>The two characters' use of space is clearly described, with some examples from the moment.</p> <p>They provide a holistic explanation about how both characters' use of space showed their relationship and how it changed.</p> <p>This response did not gain E7 because the explanation did not show insight by making connections to the use of space in the performance.</p>						
3	A4	<p>The candidate briefly defines the convention used during a significant moment the performance.</p> <p>Their description includes a specific quotation relating to the use of the convention, and to the time period.</p> <p>The explanation about the effect of the use of the convention on them as an audience member is included but does not have adequate evidence to reach Merit level.</p>						