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Level 1 Drama, 2016

90998 Demonstrate understanding of features of a drama/theatre form

9.30 a.m. Friday 2 December 2016
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

10

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INSTRUCTIONS

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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: Good vs Evil

QUESTION ONE: THE PURPOSE OF A CHARACTER

The purpose of a character or role could be to entertain, to educate, to provoke, or something else.

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

Character/role: Villain

(a) Describe the purpose of this character/role:

The purpose of the villain is to try win against the hero. The villain is evil. If there was no villain there would be no hero because there would be no conflict between characters and people. The villain expects things his way and wants everything he plans to do. The purpose of the villain is to try compete against the hero because he represents happiness, light and rescue the maiden and because of that, the villain is angry and jealous because he can't help others win that way.

- (b) Explain how an actor playing the character or role would have used drama techniques to communicate this purpose in the performance.

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//The actor played the role by using movement, body, action, the tone of your voice, your physicality. It communicates with the purpose of the villain because it helps with how the character is created and formed. one drama technique is body, when the villain has his arms bent, hiding his face to show he's up to something like the plans he did. His position he's in, with his knees bent ready to creep around in the room. This made me communicate because it helped me feel more into the villain character I played. The drama techniques helped me to understand because good vs evil was the main thing the theatre form especially in melodrama. it would have been clearer if the actor played the villain character properly because the villain is a tough and strong character. By that used drama techniques to make things more clearer and for them to understand even more. //

(c) Explain how the character's purpose relates to the wider purpose of the drama/theatre form.
You could consider:

- the audience's expectations
- the politics of the time
- the delivery of important messages.

This relates to the wider purpose which is good vs evil. Now a days there are always expectations needed with certain things but in the theatre form the audience does not understand how there's conflict between villain and hero. The time back then in the 18th-19th centuries the audience were familiar with theatrical for example thrills etc. This make the audience want more and because of that they need to understand what they are trying to perform and say. "The only thing people looked forward to was to go theatre on regular basis." This means that they just want to see and go to the theatre so they receive important ~~know~~ messages from the performance. In time now the purpose of the villain is to make conflicts between characters. The wider purpose was pushing away the darkness and bringing in peace and happiness between characters and also people.

A3

QUESTION TWO: A TYPICAL TECHNOLOGY

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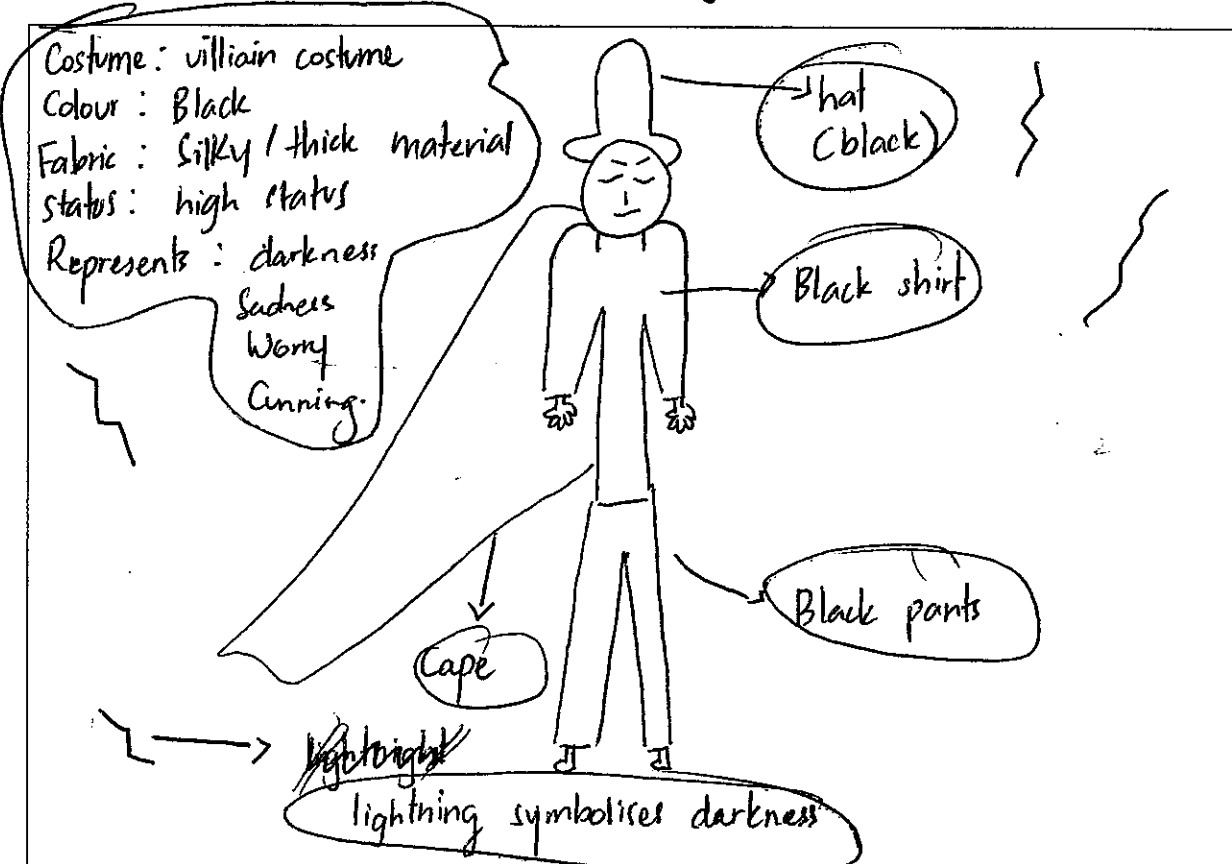
Choose a technology that would have originally appeared in a performance of your chosen drama/ theatre form. For example:

- costume
- lighting
- props
- set
- sound
- special effects.

Technology: Costume

- (a) Describe or make an annotated sketch to show a way this technology would have been used in a specific moment or scene in a typical performance of the drama/theatre form.

The costume of my typical character was the villain. The villain was a high status class, he wore black to represent darkness and sadness. The fabric he wore was silky and thick and was really expensive. The hat meant for a high status and a cape meant for something he was hiding. In the scene when the villain enters and has conflict with the hero, it showed the drama theatre it showed good vs evil. This technology helps with the character you've played. It is used in all scenes and in every moment, because when you go on stage you don't act like Ester, you act like the villain and that's a challenge that's why this technology helped a lot with characters.



- (b) Explain how this technology would have been used to show place or role, or to create mood or tension in this moment.

This technology of costume was used to show the place / role and mood / tension. Where ever the villiain was, the place is always dark and because he's a bad person, he doesn't like peace and light. The role of the Villiain is a "handhord." This costume created the mood to be tense because when the villiain is around tension is always there. Especially with villiain because people are familiar with seeing Villiains. But because in the 1800's the mood was very strict. The melodrama performances were always full because it was big and over the top. In the 18th - 19th centries there were people with clothing and expectations. The cheapest tickets were seated all the way at the back far from the stage and the expensive seats were right in the front which they dressed up and sat in a circle. So the seats were how much you can afford. This even interacts with costume of the audience as well rather than the performers. //

(c) Explain how this technology represents aspects of the time period of the drama/theatre form.
You could consider:

- available materials
- social expectations
- traditions or trends.

This technology of costume represents the time of how good vs evil was done. The materials between the villain and hero was they had different texture and fabric and also the colour. The villain wears black and the hero wears white or bright colours to represent happiness. At the time of period there was always conflict between white and black people that's why time was slow for them. The social expectations were, there were always people getting killed it even got worse when children at the age of 4 forced to do things adults do and their wage was 10-20% of the adults wage. The traditions and trends were similar to the drama theatre because at the time there were mainly just the white people who had trends like for example the history and social back then was slavery and just mainly racism against black people and because children were confused, like why are they having conflict between skin colour. So this technology represents a lot of aspects between people's costume and colour.

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A4

QUESTION THREE: INTERACTION WITH THE AUDIENCE

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- (a) Describe where the audience would have been seated or placed during a typical performance of your chosen drama/theatre form.

The audience had to buy tickets. But the seats were the only ones you can afford. Cheap tickets were at the back and expensive tickets were right in front of the stage so they had to dress up formal and sit in a circle. The drama theatre between that was, people not having a good view, not enough space and mainly having to accept what people can afford. They put levels like for example low class status at the back and high class status at the front of the stage. This made some of the audience feel embarrassed but they would only do that to go watch theatre on regular basis.

- (b) Explain how the placement of audience members allowed actors to interact with them. You could consider how their placement:

- allowed for physical and/or verbal interaction
- engaged the audience in the action.

Well in the theatre I have no idea how the people (audience) at the back would interact with the performers. But what I know is that there were a lot of physical and verbal interactions between the people in the audience. They probably engaged with the audience when they are quiet and listening carefully to capture everywhere been said. Maybe some audience interacted with the characters by talking and helping each other out on what they understood in the performance. But being closer to the stage makes me more "wow" because I can get into the mood they created.

(c) Explain what this interaction contributed to the overall performance. You could consider how the interaction:

- affected the action on stage
- inspired the audience to take action
- improved the communication of a key idea.

This interaction affected the action on stage because not most could afford the seats at the front of the stage and because mostly not alot were in front they were mostly all at the back watching from there. But at the end of the day, the audience are very happy they made it into the theatre to watch and enjoy. This inspired to the audience because not only to take action but the performance must of been relateable to some watching. The audience was made to conflict because in Drama theatre form there's always a good vs evil. If there was no evil (villain) there would be no good (hero), because there would be no conflict between characters. This improved the communication between characters because the key idea was good vs evil. In the theatre there was always a way to sort things out but not easily though. The communication was hard and the things been sorted were not that easy. As the characters always said to "The theatre is always a fun place to go." Even though theres conflict, good can just come in the way and make peace between characters especially people.

Achieved exemplar 2016 *

Subject: Drama		Standard: 90998	Total score: 10
Q	Grade score	Annotation	
1	A3	<p>The candidate generally describes the purpose of the villain is to “win against the hero...” , How the villain communicates their purpose with “arms bent, hiding his face “ and “knees bent ready to creep around the room ” demonstrates understanding of how techniques would typically be used. To be detailed the candidate needed to be clearer what purpose these techniques communicated. The wider purpose of the form “good versus evil” is accurate. To achieve a higher grade, the candidate needed to make stronger links as to what the villain represented. “To make conflicts between characters “ could have been illustrated with a typical moment in a Melodrama where this might be shown, for example.</p>	
2	A4	<p>The candidate describes the costume of the villain very clearly. While they identify a scene, the use of the technology (costume) and how it created role, tension and mood is very general. How role is created through costume is described in (c) when the candidate says “the materials between the villain and hero was they different texture and fabric...and colour. The villain wears black and hero wears bright colours ..” An aspect of the time period is described when the candidate says in (b) that in the 18th-19th centuries there were expectations with clothing.</p>	
3	A3	<p>The candidate generally describes the space as “front of the stage...sit(ting) in circle.”</p> <p>“A lot of verbal interactions...some audience interacted with the characters and helping each other out” is generally typical to the form.</p>	

* It is also noted this candidate does not clearly identify the theatre form, but it assumed by the marker that they are writing about Melodrama as stock characters are belonging to this form are mentioned throughout the paper.