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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.

Merit

TOTAL

17

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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:

Epic theatre

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:

Rose Porcello

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

Rose was a character in a well-known play of this theatre form. She was portraying the message of how the family was struggling. She showed us this through her dialogue and the different body languages that she used.

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

In epic theatre the purpose of a character is to convey a message. Rose conveyed a message to the audience that she was a poor girl in a struggling family. She used her body language to also help us understand this by when she walked around, she had her arms tucked into her chest, like she did not want to make a big deal. She also did not make any eye contact with the audience so that it would make it seem like she is trying to be unnoticed, and that she is not big and bold and wants everyone to look at her. By making it seem that she does not want attention drawn to her, she conveyed the message that her family were struggling and that she did not feel very self-confident because of that.

At one point ⁱⁿ the play Rose says "Why does ~~not~~ our Mum have a penny?" All the other Mums do." This line told the audience that their family did not have any money and that she is young and does not understand how the world works //

(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.

Rose wanted the audience to understand how she was feeling and how she saw how her family did not have much money. This is so the audience would have an expectation that she would not get much and that she will not be able to properly do things that other children her age could do, due to her money problems. The politics did not care about the poverty gap in the 1910s so Rose was also showing how they did not get any benefit and how they did not have any support from the government. She delivered very important messages to the audience directly through her techniques so that the audience was able to fully understand and fully prepare themselves for what was happening during the play. For example, after she had said the ~~first~~ line about their family not having a penny, the audience was able to understand why, when it became Christmas time, they did not receive any gifts and had to have a small dinner of stale bread and treacle.

QUESTION TWO: A TYPICAL TECHNOLOGY

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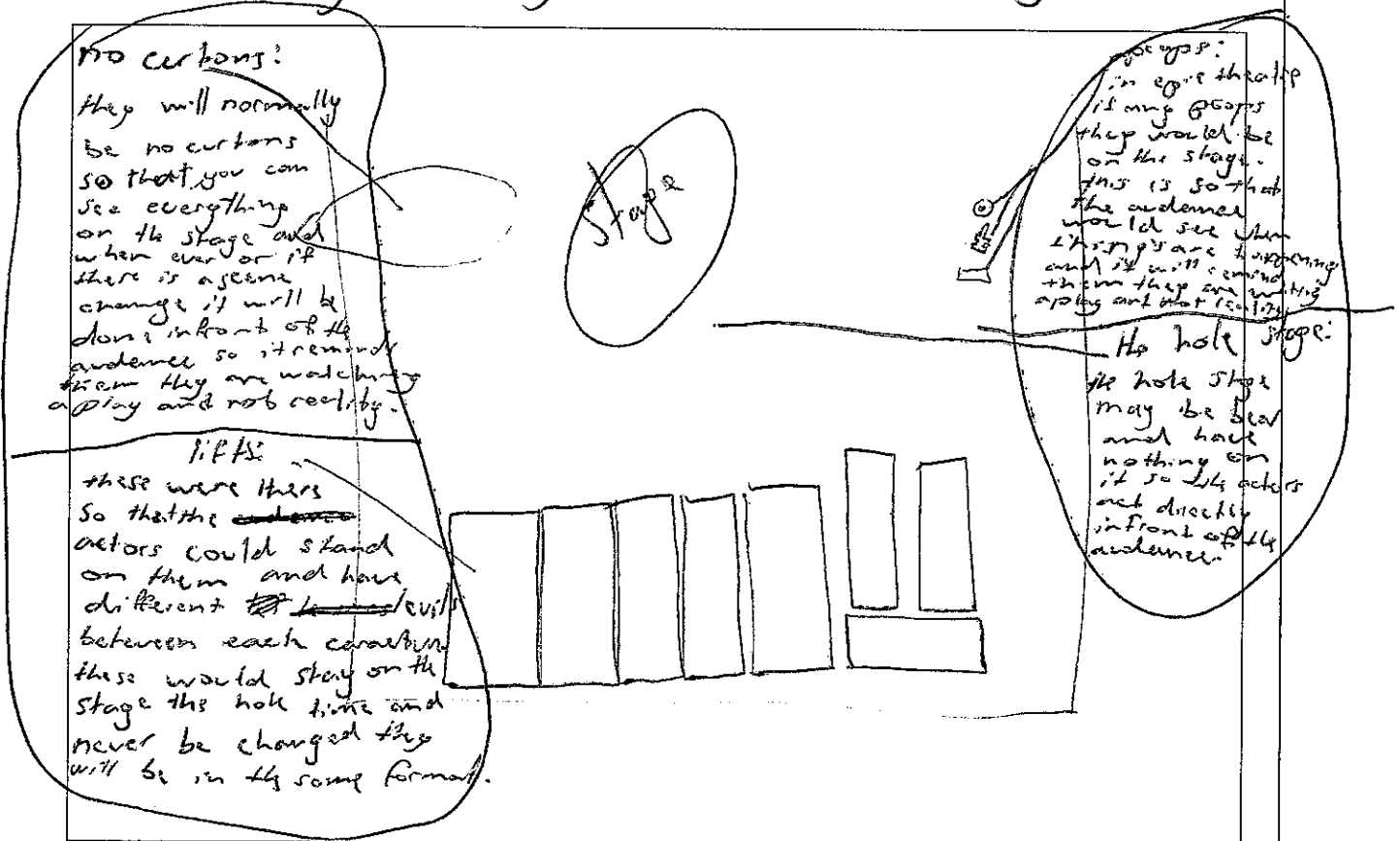
Choose a technology that would have originally appeared in a performance of your chosen drama/ theatre form. For example:

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

Technology: Set

(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.

In epic theatre there is a minimal use of set and the stage will normally have very few things on it. There is also no curtains or any light changes if they were to be changing the set, so that everything is done in front of the audience. This is because the set should not change the way in which the audience sees the play, and reminds the audience they are watching a play and not reality!



- (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 in epic theatre is supposed to continuously remind the audience that they are watching a play and not reality. This technology is there so that it will not change the mood or the emotion of the character because this will influence the way you understand and learn about a character. If there is no set the only way we should be able to understand the character, is through their acting. For example, if there is a poor family then the actor will have to act and pretend he is poor, or directly tell the audience rather than the set being a rundown shack or under a bridge where the person may live because this will influence the audience's thinking and create a tension that should not be there at that specific time.

- (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.

// When epic theatre was created in the 1930s, it was created to push a message and to protest against things. This is why in epic theatre there are minimal technologies used, such as light and set, because the actors can push a message better. In the 1930s there may also have been a lack of drama technologies so this may have influenced the reason for there being a very minimal set. They may not have had access to all the things we have now. Epic theatre is not a very traditional style of theatre and uses the ~~avant-garde~~ V-offendium effect which is to create the plays unusual so that the audience will remember it better and it will stick in their heads for longer. This also gets them thinking about the play in unusual ways so that they can understand the context of the play as best that they can. //

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 would be seated in front of the stage. There would be aisles in between ~~the~~ different seating groups so that the actors are able to walk through the audience and are able to perform different scenes of the play among the audience.

- (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.

In epic theatre it is usual for the actors to walk up and down the aisle and to speak directly to any audience member. This is because by interacting with them they are thinking differently about the overall message and it helps the message stay in their brains. ~~The actor~~ For example, in a live play I viewed one of the actors ^{who} spoke directly to an audience member and asked for his name ~~and when~~. Another part in that play is when one of the actors says they are running late for something, they ran up one aisle and down the other to

(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 did not really affect what was happening on stage, it just engaged the audience more because if one of the actors was standing down the aisle and the other on the stage, and they were yelling to each other, the audience would feel amongst the action, and will make it seem different so that the message can get carried over easily. By talking directly to the audience and involving them, this will inspire the audience to hopefully consider the play in more depth and get the message more clearer. For example, in one scene the actors went around polishing boots; because they were in a boots store, the actors went and physically polished people's boots in the audience. This made the audience more involved and helped them to see what it may have been like to have been in the boot shop at that time and how the actor may be feeling. This may make the audience understand the message better that he is having to work hard.

Extra space if required.

Write the question number(s) if applicable.

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QUESTION
NUMBER

3b // show that he had to leave one place and go the other in a hurry. This engaged the audience more in the play as he ran past them because it made them feel as if they were in the play. And when one of the actors spoke directly to an audience member, this fully engaged the audience because it made them think about the questions they were being asked.

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

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QUESTION
NUMBER

for his money because he does not
have a family that can provide property
for him //

Merit exemplar 2016

Subject: Drama		Standard: 90998	Total score: 17
Q	Grade score	Annotation	
1	M6	<p>The candidate describes the purpose of Rose Porcello was to portray “the message of how the family was struggling.” They detail use of drama techniques when they describe the “poor girl” as using “her body language...when she walked around...arms tucked into her chest...did not make any eye contact.” Rose’s purpose of delivering a “very important message” with the example of the family “not having a penny.” While the poverty gap is recognised in the answer, to achieve Excellence the candidate needed to make stronger links to the Depression and the wider issues of the time.</p>	
2	M6	<p>The candidate identifies features such as no curtains, and no light changes if they were changing the set, demonstrating knowledge of how set would have been used in Epic-style theatre. They say, “this technology in epic theatre ,,continually remind(s) the audience that they are watching a play and not reality.” They explain in detail how place, role and mood is NOT through the technology of set but through the acting. They state that the actor directly tells the audience “rather than the set (itself) being a run down shack,” for example. The candidate state that by using the “V-offendum effect...the audience will remember better and it will stick in their heads for longer.” This explains how the technology represents aspects of the time period of the drama / theatre form.</p>	
3	M5	<p>The candidate explains audience interaction as actors “speaking directly to any audience member” and that because of this interaction, the audience members “are thinking differently about the overall message. To secure a higher grade, the candidate needed to explain how this interaction contributed to the overall performance by specifying the “message” with an example.</p>	