

91215



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SUPERVISOR'S USE ONLY

Level 2 Drama, 2016

91215 Discuss a drama or theatre form or period with reference to a text

2.00 p.m. Friday 2 December 2016
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Discuss a drama or theatre form or period with reference to a text.	Discuss a drama or theatre form or period with reference to a text showing informed understanding.	Discuss a drama or theatre form or period with reference to a text showing perceptive understanding.

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

11

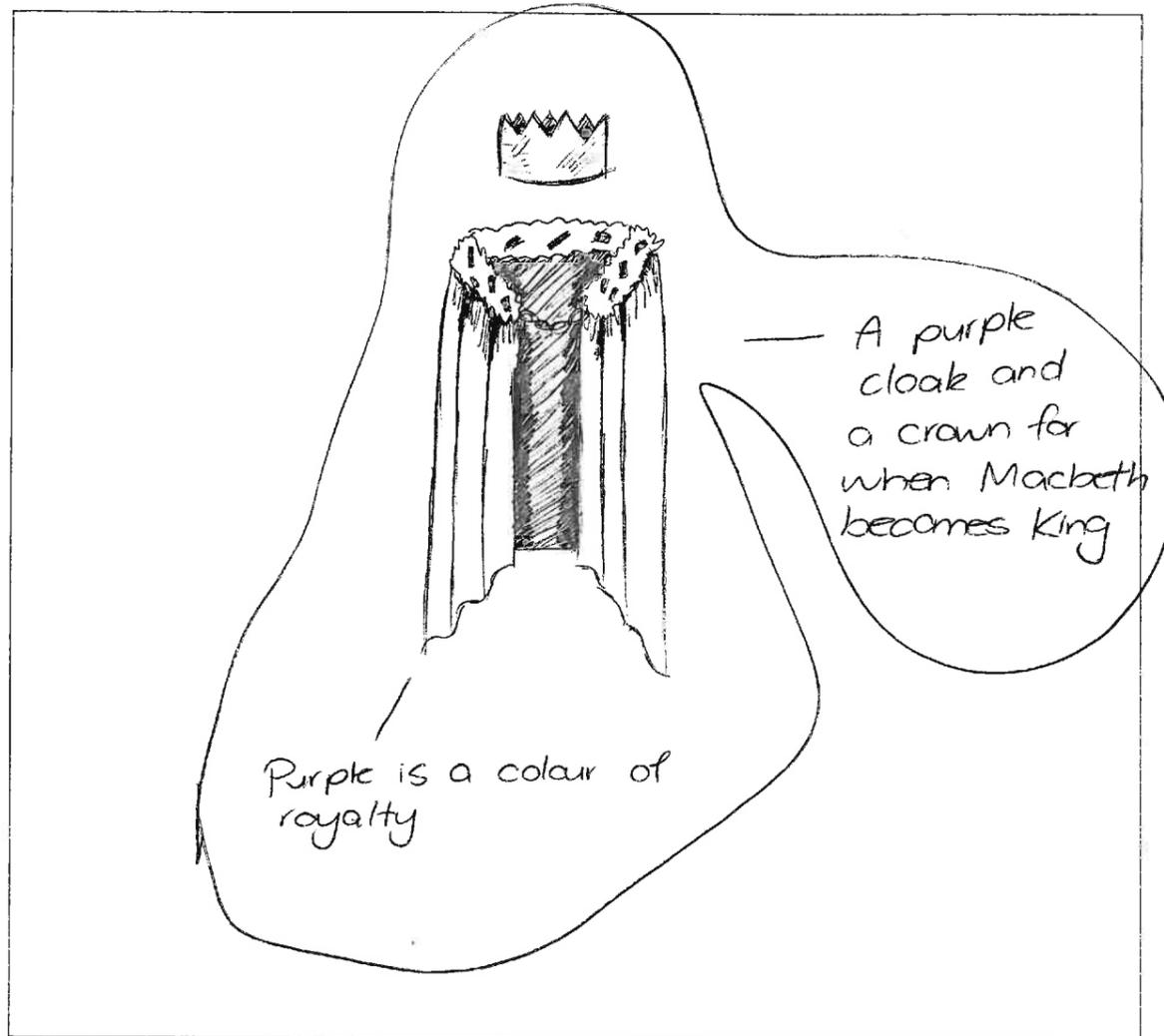
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QUESTION TWO: USE OF A TECHNOLOGY

Select (✓) ONE theatre technology typically used in the form or period of your chosen text.

Costume Mask Stage makeup Lighting Set/stage

(a) Sketch to show how this technology would typically have been used in a performance of the text. Annotate the sketch to give relevant details (e.g. shape, colour, materials used).



(b) Explain what this use of technology would have shown about the character(s) OR setting OR style of the performance. Give specific details to support your answer.

Due to the laws related to fashion during Elizabethan England, clothing was of great importance to ones place in society. Sumptuary Laws limited clothing of luxury to only those who could afford it, or to those of a higher class. Only Monarchs were allowed to wear the colour purple as it was expensive.

Hard difficult to dye. Macbeth may have worn purple when he was crowned a King, along with Lady Macbeth. Costume played a large role as before the actor even spoke, the audience would know ~~there~~ their place in society because of what they were wearing.

(c) Discuss how a key factor influenced the development or typical use of this technology. You could consider:

- the availability of materials, and/or the fashions of the time
- how the use of the technology was innovative
- the relationship between the actors and the audience.

The clothing worn in Macbeth was not historically accurate. None of the characters would have worn clothing that would have been worn in Scotland, or the clothing from the time period the play was based in. The clothing was that of Elizabethan England, so the audiences could understand a persons place in society, but also because of what was available for actors to use. Those within the audience would see Macbeth or King Duncan and understand that they were royalty, or see a peasant in the play and notice they were that of the working class. Also due to the price of luxurious fabrics, the actors may not have worn accurate royal clothing, even fitting the Elizabethan Era.

QUESTION THREE: THE PURPOSE OF THE FORM OR PERIOD

- (a) Describe a key purpose of the form or period you studied.

~~The play Macbeth was written in order to please the new Monarch King James I of Scotland.~~

Shakespearean theatre allowed me to understand the language used during that era, and help me learn and grow as an actor. ~~It~~ Although difficult, the ~~Shakespearean~~ old English language widened my acting ability, and helped me to understand its purpose. This allowed me to learn the classic techniques of acting.

- (b) Examples of conventions used in theatre forms and periods include: chorus, soliloquy, exaggerated action, stock characters, and breaking the fourth wall.

Explain how a convention would have been used to communicate this key purpose of the form or period to the audience. Give specific details from your chosen text to support your answer.

The use of soliloquy in Macbeth allows the audience to understand each character intentions. An example of the use of soliloquy is when Macbeth has told Lady Macbeth he will not kill the King, and is alone with his thoughts. "Is this the dagger which I see before me? Come, let me clutch thee." This allowed the audience to see Macbeth's inner turmoil and also represents Macbeth's turning point as a character, as he is now seeing connections to killing King Duncan, as he knows it's wrong, but it must be done in order for the prophecy to come true.

- (c) Discuss how the purpose of the form or period was influenced by its historical, social or political context. You could consider:

- events that the playwright or creator(s) had experienced
- social or cultural values of the time
- laws, or religious or social customs of the time that dictated what could be shown in performance.

An event that influenced ~~the~~ Shakespeare to write Macbeth was the attempted murder of the new Monarch King James, this was known as the gunpowder plot of 1605. The play was created to send a message to its audience - do not kill the King, or terrible consequences will follow. Although Guy Fawkes failed to kill King James, he was brutally tortured and killed for his actions. While Macbeth succeeded and became King for a time, he faced terrible consequences, resulting in him killing his closest friend, his wife committing suicide and him being killed in battle. Another influence in Macbeth were the beliefs of the Elizabethan Era. The Great Chain of Being and the Wheel

Achievement exemplar 2016

Subject:		Drama	Standard:		91215	Total score:		11
Q	Grade score	Annotation						
1	A4	The candidate clearly describes an important moment of tension in the chosen text, giving evidence from the text to support the description. The candidate attempts to explain the moment of tension in performance using an explanation of general acting techniques. If they had used acting techniques specific to the theatre form, making reference to the acting space, audience / actor relationship, they might have gained an M5 or better.						
2	A3	The candidate sketches clearly and simply annotates an appropriate costume from their chosen text and form. They support their response with limited evidence relating to sumptuary laws. Had the annotation been more detailed and an explanation been provided of what the costume shows about the character they might have achieved A4 or better.						
3	A4	The response in part (a) does not answer the question, however the candidate does address the purpose of the form in part (c). The response is clear and supported with evidence, showing knowledge of the historical context at the time the play was written. The candidate correctly identifies a convention of the form and describes how it is used on stage. They discuss convention and purpose in isolation. If the candidate had made clear links between the purpose of the form and how it is shown through soliloquy they might have achieved M5 or better.						