

91215



NEW ZEALAND QUALIFICATIONS AUTHORITY
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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.

Merit

TOTAL

18

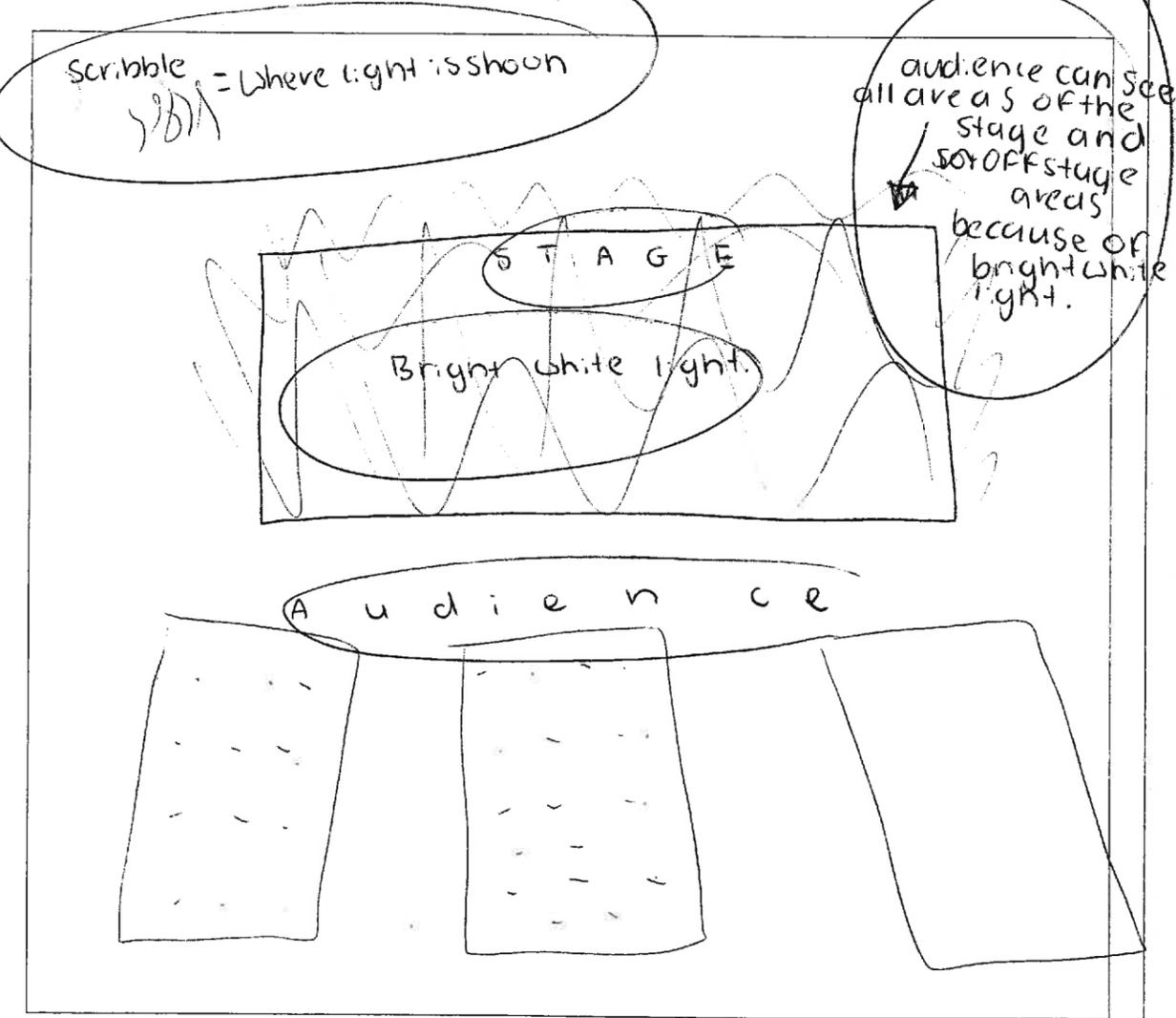
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QUESTION TWO: USE OF A TECHNOLOGY

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.

Bright white light flooded the stage in all of Bert Brecht's epic theatre plays. The use of this technology shows the style of performance. Bright white light was used to ensure nothing was hidden and that the audience were able to see everything onstage and also backstage equipment.

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This is because Brecht wanted to create a style of performance that was non-naturalistic. He wanted the audience to know that this performance is a play. This stops the audience from becoming emotionally attached to the character and specific story. Because of this the audience realise that this play is put on for a reason to challenge our ingrained ways of thinking so we can question the society we live in and how the ideas in the play are relevant to us. During the Caucasian Chalk Circle the lighting used is bright white light. It does not change based on the environment. For example at the start of the play there is a fire. Instead of having red light to show a naturalistic fire, the idea of fire has to be shown in a less naturalistic way.

(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.

Lighting influenced the relationship between the actors and the audience. This is because it acted in a way of breaking the fourth wall. This is because the audience were able to see everything onstage and have an understanding that they are watching a play. The audience are able to gain understanding that the characters onstage are only actors. As audience members we need to understand what actors are trying to tell us so we can recognise it in our society. In the Caucasian Chalk Circle, we are able to question the idea of ownership in our society not in the play itself. This emphasises the relationship actors

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QUESTION THREE: THE PURPOSE OF THE FORM OR PERIOD

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

The key purpose of epic theatre is to impoverish the spectators. Epic theatre puts a political view on common issues in society which forces the spectators (audience) to question and consider the relevant ideas in the play and intervene in society. Epic theatre wants to make what is strange seem familiar by helping audience realise that things we take for granted are strange. This helps spectators to not follow the social 'norms' and to stand up and make change.

by watching them

(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.

Breaking the fourth wall is used to communicate the purpose of epic theatre. Breaking the fourth wall ensures the audience knows they are watching a play. Therefore, the audience do not gain an emotional attachment to the characters on stage. This means audience members can focus on the message from the story rather than the character themselves. The breaking of the fourth wall results in an alienation effect which is distancing the audience from the characters from the play itself so they can think about the overall purpose which is 'strange' to them. An example of the alienation effect is when Grusha lies to Simon and says the child is hers. However, the singer who acts the narrator is the one who tells Simon and the audience, not Grusha. This means as an audience member...

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(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.

Nazis could come Brecht's plays to protest against what he was doing.

Brecht wrote the Caucasian Chalk Circle in 1944 during World War 2. He had fled his homeland Germany because the political purpose of his plays were not accepted at the time as Hitler had taken over. Brecht did not like the society that was becoming from World War 2 so he wanted to inspire to make change. This is so when society watched the play they could take a message away from it. Justice was not being served during the time the Caucasian Chalk Circle was being written. Brecht hoped that justice being served in the play Caucasian Chalk Circle could inspire the audience that justice needs to be served in their society. He wanted the world to be stronger and improved from World War 2, not weaker.

Strange familiar things we take for granted so we can make change.
2nd world war Hitler took over Germany. He wanted the society to be in a better place so he wrote this play. He wanted to take a message away from his play.
Personal lives of Brecht that led to this purpose.
not emotionally attached to characters.
inspire to make change.

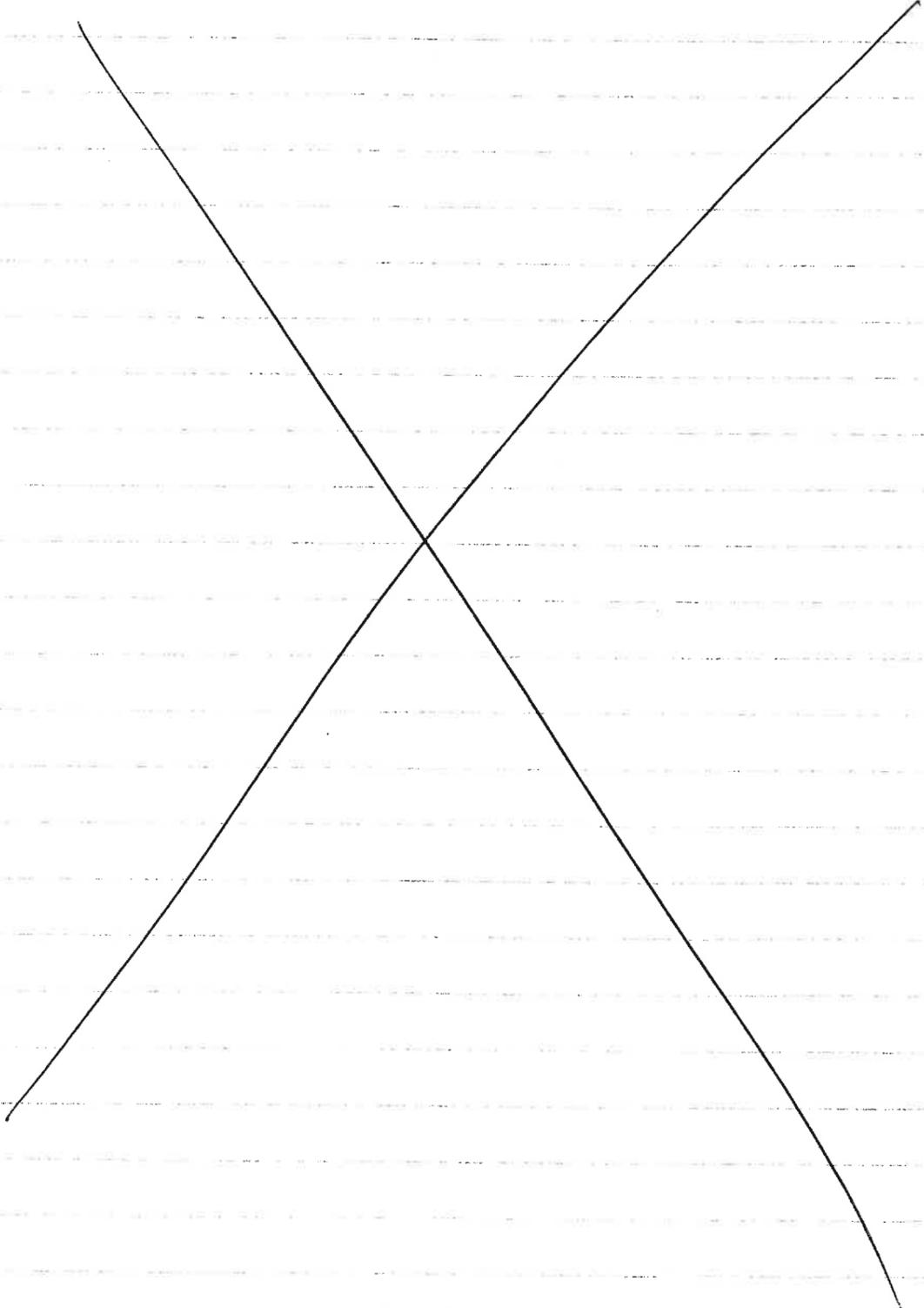
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Extra space if required.
Write the question number(s) if applicable.

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QUESTION
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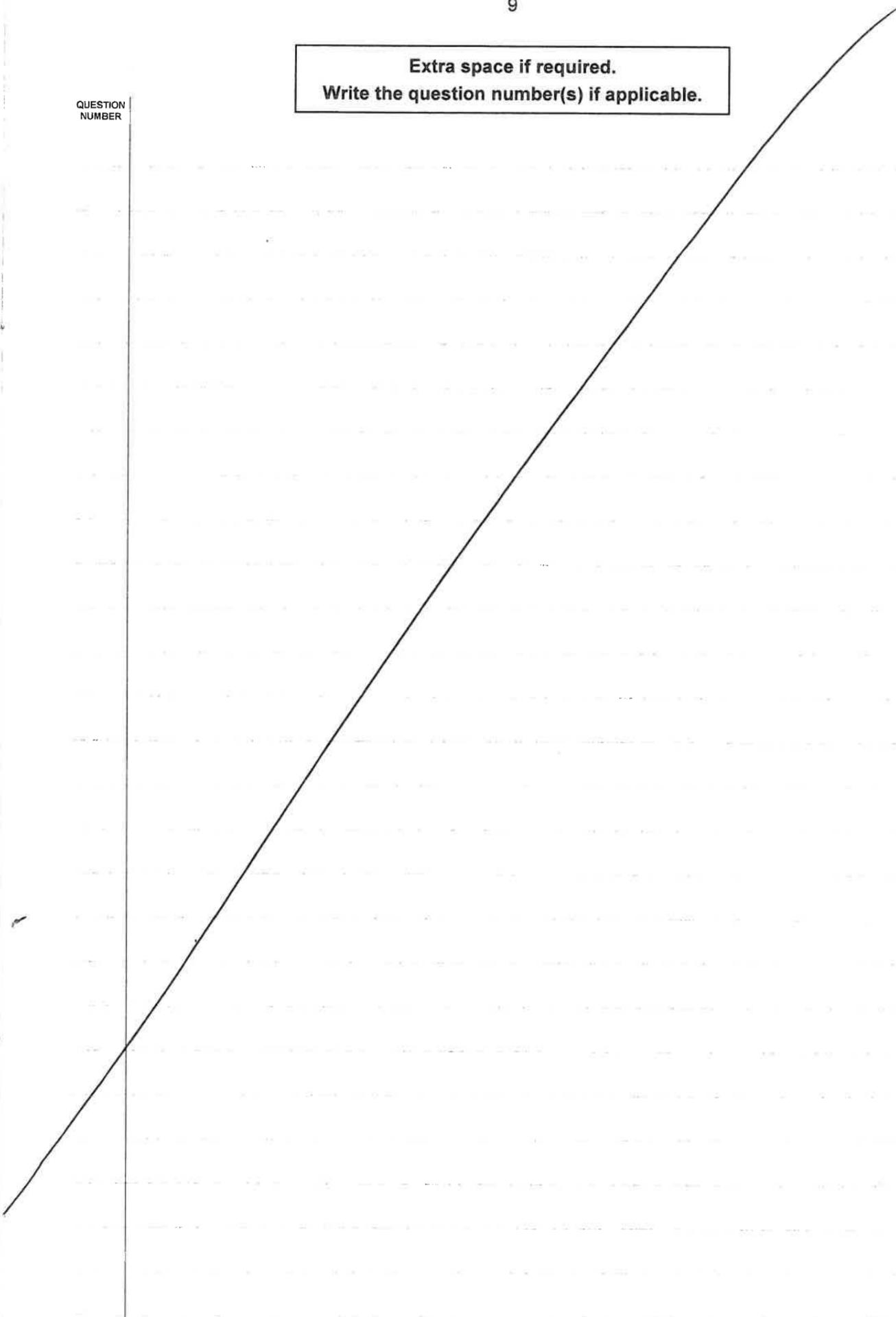
Q3(b) // sympathize with Grusha and ~~more so~~ focus on
the idea of motherhood. As ^{we recognize you} you need to do whatever
you can to protect and care for ~~any~~ your child.



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

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QUESTION
NUMBER



Merit exemplar 2016

Subject:	Drama	Standard:	91215	Total score:	18
Q	Grade score	Annotation			
1	M6	Student response unavailable			
2	M6	<p>The candidate produces a clear sketch with annotations, but does not refer to the text until part (c). Had they not referred to the text at all they would have gained no more than an N2.</p> <p>While the annotations on the sketch are limited, the candidate meets this requirement in the written response in parts (b) and (c). The candidate explains clearly what the use of the technology shows about the style of performance e.g. “bright light was used to ensure that nothing was hidden and that the audience can see everything ... this stops the audience from becoming emotionally detached ... challenges our ingrained ways of thinking and question the society we live in.” The candidate appears to misinterpret the question in part (c), and rather than discussing how a key factor influenced the use of technology they discuss how the use of technology influenced a key factor.</p>			
3	M6	<p>This is an M6 because the candidate clearly describes the key purpose of the form; explaining in detail how that purpose is shown through their chosen convention with detailed examples from the text. The candidate demonstrates knowledge of the historical context of the form. If they had included how the form was influenced by the context in the discussion they might have gained an E7 or higher. The discussion in part (c) shows knowledge but not application of knowledge or insight.</p>			