

91219



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SUPERVISOR'S USE ONLY

Level 2 Drama, 2016

91219 Discuss drama elements, techniques, conventions and technologies within live performance

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

Achievement	Achievement with Merit	Achievement with Excellence
Discuss drama elements, techniques, conventions and technologies within live performance.	Discuss drama elements, techniques, conventions and technologies within live performance in an informed manner.	Discuss drama elements, techniques, conventions and technologies within live performance in a perceptive manner.

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

9

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QUESTION ONE: COMMUNICATION OF A THEME OR IDEA

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To answer this question, refer to a drama (either devised or scripted) **you performed in this year.**

Title of the performance: Lust VS love

Brief summary of the action:

this piece of drama, revolved around the qualities of love and lust modifying 3 couples relationships for their needs. the couples relationships soon became compromised.

- (a) Describe an important theme or idea communicated to the audience through the performance.

One important concept, that was communicated to the audience, in this drama, was that of the importance of both love, and lust, having important or even equal parts in a relationship. This ~~was~~ became evident, when the character, "lust", decided to overdose, and take away, 2 couples lust in their relationships. The effect was the two being driven away, thus ~~illustrating~~ illustrating the need for balance.

- (b) Explain how a character communicated this theme or idea. Give specific details of what the character did or said in the performance to support your answer.

~~one~~ one character who conveyed this idea, was that of lust. Throughout the drama, she made it her goal, to prove that lust was as needed, or more needed, than

love in a relationship, this ~~became~~ became evident, when she made the statement that "lust never gets credit" but it is needed "more than love is" ✓

- (c) Discuss how the theme or idea communicated in the performance is relevant to you as an individual. You could consider one of the following:
- your own values and attitudes compared to those communicated in the performance
 - how you behave in similar situations to those shown in the performance
 - the differences between values of the time and place in which you live compared with those of the performance.

in my personal life, although I claim to be no expert in my own relationships, I have seen that lust and love, are needed in relationships. I need only look to ~~the~~ close family of mine, to see that without a degree of lust, and certainly without love, a relationship can quickly fall apart. ✓

A3

To answer Questions Two and Three, refer to a live theatre performance you have seen this year.

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Title: <u>the events</u>
Playwright/theatre company: <u>Palmerston North theatre</u>

QUESTION TWO: CHARACTER

- (a) (i) Name a key character from the performance you saw, and list important details about them.

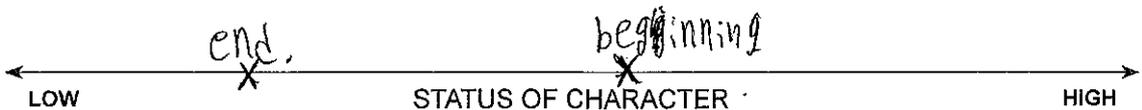
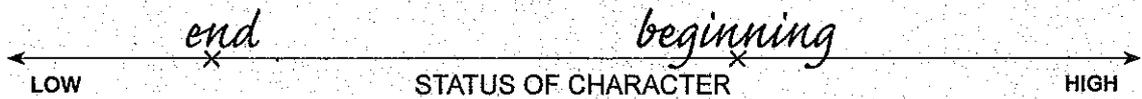
Name: Claire Hedivan

- claire works as leader of a church choir
- claire was a victim of a terrorist attack
- from "the boy" and became mentally unstable afterwards.

- (ii) Label TWO points on the line below to represent the status of this key character:

- at the beginning of the performance
- at the end of the performance.

For example:



- (b) Explain how the actor used drama techniques of voice, body, movement and/or use of space to communicate the status of the key character when he or she first appeared on stage.

Give specific details from the performance to support your answer:

One way claire portrayed the status of her character was in her voice, and body posture. When claire first appeared, her voice was always cool, calm and collected, and her stance was tall yet relaxed. This, to me, indicated that she was, not of high status, basically, but of average status, relaxed and content.

QUESTION THREE: USE OF COLOUR

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Words that can be used to describe the use of colour in a performance include:

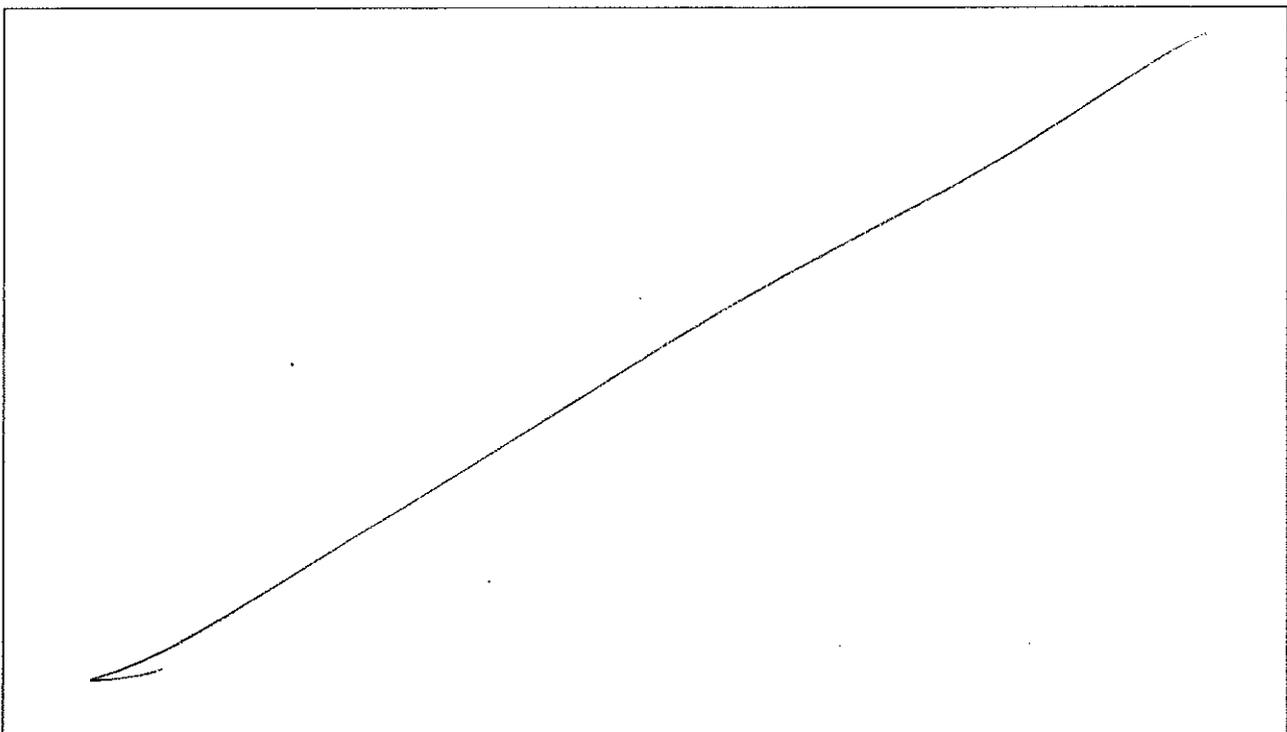
• Bleached	• Fluorescent	• Pastel	• Sterile
• Bright	• Metallic	• Rich	• Vibrant
• Cool	• Neutral	• Sombre	• Warm
• Contrasting	• Pale	• Sepia	

Name a theatre technology that used colour to communicate ideas in the performance you saw.

lighting

- (a) Describe the colour(s) used in this technology. You may sketch and make annotations in the space below to support your answer.

the two main colours were a harsh white light, and a relaxing blue lighting



- (b) Explain how this use of colour communicated ideas to the audience about character OR time OR place. Give specific details from the performance to support your answer.

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I think the use of colour was best used to describe place. With the white light, ~~it was a representation~~, it showed that the events taking place, were real time. But with the blue light, showed the mind. ~~the~~ When the blue light came on, it showed that it was a symbolic time, or a representation of what the characters were thinking.

- (c) Discuss the effectiveness of the use of colour in the performance as a whole. You could consider one of the following:

- how colour was used to enhance mood or tension in the performance
- how colour was used symbolically
- the overall colour palette or concept.

Colour was most definitely used symbolically, and effectively, as it showed that the characters were having an internal mental conflict. I think also, the light was used to show a divine presence, that was there throughout the play, symbolising that Claire was seeking any kind of comfort available, after her ordeal.

A3

^{enough}
 We see this, as she enjoys her work, at a humble job and made the statement "I like life at the moment, its easy enough"

- (c) Discuss the ideas communicated about status, power, or equality in the performance. You could consider one of the following:
- how characters used their status
 - events or actions that resulted in a change in status
 - ideas the playwright intended to communicate about power in relationships or in society.

I think most definitely, that the turning point for Claire's status, was when "the boy" initiated his ~~the~~ attack on Claire's choir. When executed, we see the downward spiral Claire's mind becomes. This results in a clear change in status, with her posture becoming a timid slump, and her voice, a weak, erratic murmur.

Achievement exemplar 2016

Subject:	Drama	Standard:	91219	Total score:	9
Q	Grade score	Annotation			
1	A3	<p>A theme is clearly described. <i>“One important concept that was communicated to the audience ... was that of the importance of both love and lust having important or even equal parts in a relationship.”</i></p> <p>The candidate explains simply how a character communicated the theme. <i>“She made the statement that “Lust never gets credit but it is needed more than love is.”</i></p> <p>The supporting evidence is limited.</p>			
2	A3	<p>A key character’s status at the start of the performance is indicated and there is a simple explanation of techniques used to communicate this. <i>“When Claire first appeared, her voice was always cool, calm and collected and her stance was tall yet relaxed. This, to me, indicated that she was not of high status necessarily but of average status, relaxed and content.”</i></p>			
3	A3	<p>There is a simple description and explanation of the use of colour in lighting. <i>“The two main colours were a harsh white light and a relaxing blue lighting ... The white light showed that the events taking place were (in) real time but ... the blue light, showed the mind.”</i></p> <p>The supporting evidence is limited.</p>			