

91219



NEW ZEALAND QUALIFICATIONS AUTHORITY
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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.

Excellence

TOTAL

23

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QUESTION ONE: COMMUNICATION OF A THEME OR IDEA

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

Title of the performance: 'Daughters of Heaven' by Michelanne Forster

Brief summary of the action:

In a conservative suburban Christchurch (NZ) in the 1950s, two like-minded school girls ~~was~~; Pauline and Juliet be-friend one another, creating an imaginary world in which the adults in their lives don't fit. In effort to remedy this, the girls collectively murder Pauline's mother so they can be together forever, in their fantasy world.

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

~~An important theme in the play 'Daughters of Heaven' is friendship. This theme was communicated through the two protagonists, Pauline and Juliet's use of techniques. The two characters used the techniques of body and space to communicate friendship.~~

An important theme in the play 'Daughters of Heaven' by Michelanne Forster is the theme of societal expectations on women in the 1950s. In the play, the character Hilda, is expected to always look beautiful and be well mannered and polite despite her husband, Henry being able to ignore her, treat her poorly and neglect her. Hilda's purpose in the play was to serve her husband and to love him unconditionally however when the love is not returned, Hilda looks else where and experiences the backlash of her actions from the conservative inland society of the 1950s.

- (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.

The character Hilda Hunt communicated the theme of societal expectations on women during the 1950s through her affair with Walter Perry. The implications of the affair were evident in the court scene following the murder of Pauline's mother when Hilda is forced to address her affair in front of the

entire Christchurch community. As the judge is reading out Juliet's diary which contains the details regarding the affair, Hilda is seen playing with her hands nervously and uses her facial expressions to show her humiliation. Adultery was considered extremely bad during the 1950s for women, therefore Hilda was ultimately shunned from society. Hilda's voice uses a desperate and scared tone as she says "The entry was a work of fiction!" Her fearful tone communicates Hilda's fears that people will exclude her and think poorly of her due to the affair.)

(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.
- The theme of societal expectations on women in the 1950s is relevant to me as it puts into perspective how different the times are now. While gender equality is still not as great as it could be, it is still important for women of my age to recognise just how far gender relations have come and appreciate that things are improving greatly. Women living in the 21st century don't have to contend with the same debilitating oppression and inequality that women in the 1950s had to. While I believe that having an affair isn't a moral thing to do, I recognise that it is not something that should ruin a woman's life e.g. in the 1950s. Often people who have affairs have their own personal reasons for doing so, for example, Hilda felt as though her husband Henry was neglecting her and Hilda therefore sought out emotional love and support from Walter Perry. You can't really blame

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

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| |
|-------------------------------------------------------------------|
| Title: <u>Grounded</u> |
| Playwright/theatre company: <u>George Brant / Fortune Theatre</u> |

QUESTION TWO: CHARACTER

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

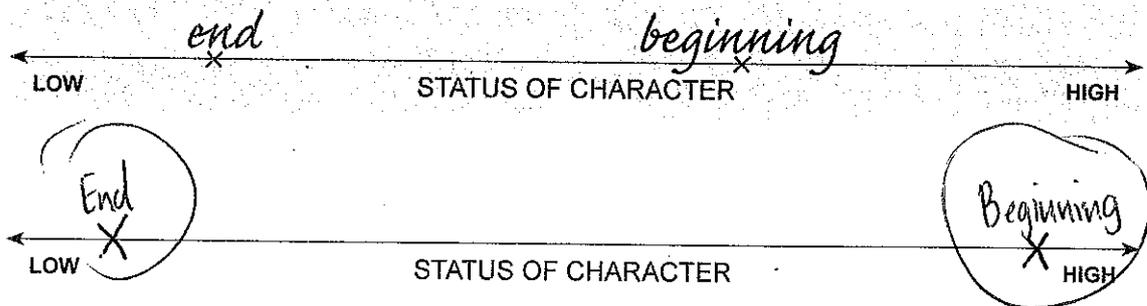
Name: Female Pilot ^{Female} the pilot protagonist. (did not have a name)

- Proud, strong, desire to be the best, female, competitive,
- Tom boyish, opinionated, untrusting, solitary,
- confident, self-assured, free, powerful, and witty.

- (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.

Actor, Clare Chitham used the techniques of body and space at the beginning of the play to communicate her ~~high~~ high status. She communicated strength and power with her body by standing firmly with her legs, shoulder width apart, her chin pointing up, her posture very tall and her hands placed firmly on her hips. Her use of her body communicated a powerful stance and therefore, that she was a person of high status.

In conjunction with her body techniques, Clare took long strides around the stage, using up a lot of space as she walked which communicated her character's assertive nature and powerful status. She moved with conviction and power, rather than taking small steps, Clare extended her legs utilising more space and communicating her dominance through body, movement and space techniques. Clare also used voice techniques to communicate her character's high status. (6*)

(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.

- In 'Grounded' protagonist pilot played by Clare Chitham used her status to communicate the idea of Post Traumatic Stress Disorder as a result of exposure during warfare. Brant originally wrote 'Grounded' to communicate the affects of war on drone pilots and how PTSD affects drone operators equally to fighter pilots.
- Chitham uses status to show her character becoming more and more mentally unstable, leading up to her breakdown when her status is at its lowest. Clare starts using a high status when her character is still a fighter pilot and is proud of herself and her job. When the protagonist becomes pregnant, and after returning back to work as a drone pilot, Chitham communicates a considerable decrease in status through use of the spoken thought conversation where she uses the technique of voice to communicate her annoyance and loss of status. "Another day in the grey". Clare delivers this line using a solemn, bored tone, using an exaggerated lower inflection on ~~then~~ the word 'grey' to communicate her... (8*)

QUESTION THREE: USE OF COLOUR

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

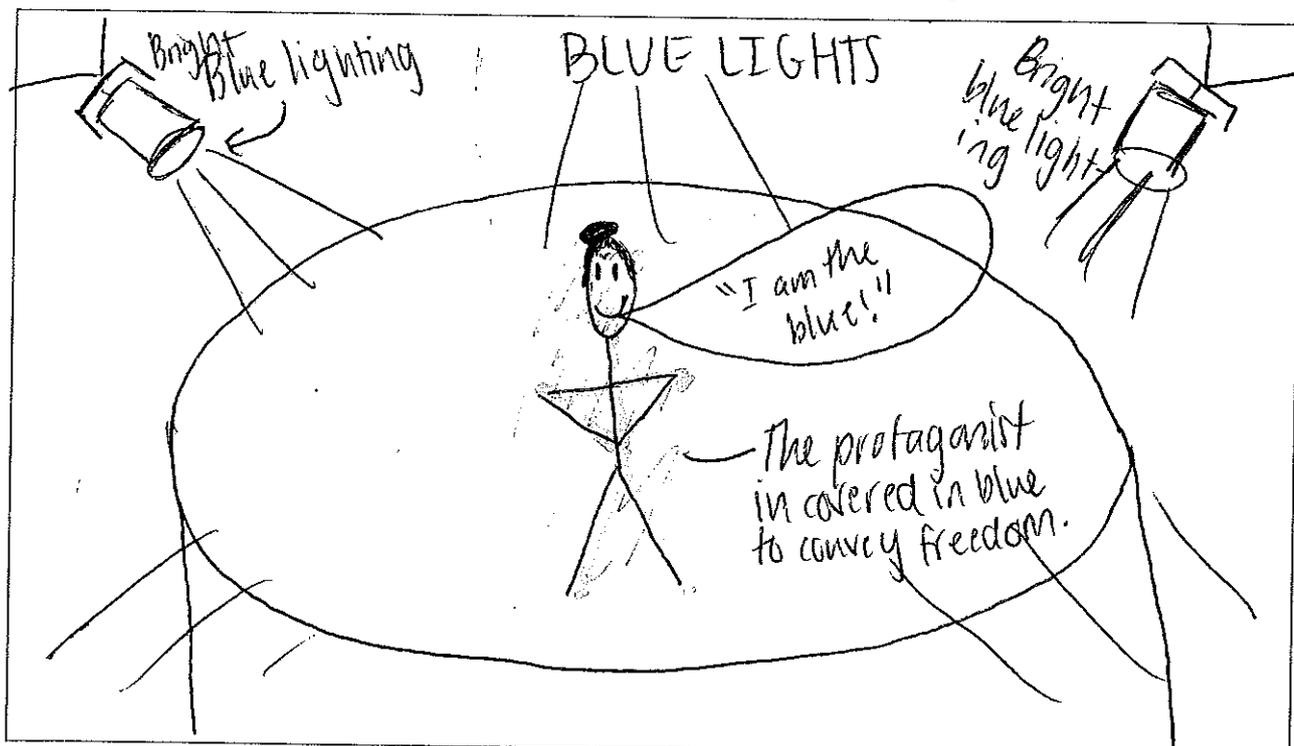
| | | | |
|---------------|---------------|----------|-----------|
| • Bleached | • Fluorescent | • Pastel | • Sterile |
| • Bright | • Metallic | • Rich | • Vibrant |
| • Cool | • Neutral | • Sombre | • Warm |
| • Contrasting | • Pale | • Sepia | |

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.

- In the play 'Grounded' the colour of bright, vibrant blue was used to symbolise the freedom of flying a plane. A theatre technology that helped communicate this was the lighting. When the protagonist was happy and free, flying a plane in what she affectionately called the big blue (the sky) - blue lights were cast over the protagonist and the stage to make the audience feel as though they too were flying up in the big blue with the protagonist and therefore shared the protagonist's feelings of joy and freedom //



(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.

The use of the colour bright blue communicated the idea of freedom and joy for the protagonist and symbolised a time when she was confident about herself and knew exactly who she was. The protagonist states: "I am the blue" to effectively tell the audience she is free, at the beginning of the play. However, the use of colour changes as the blue disappears and a shade of grey is introduced. The colour grey is used to communicate being trapped and unhappy - a direct contrast to the previous bright blue. Clare's character states "Another grey inferno!" as she goes to work as a drone pilot which results in her mental breakdown due to PTSD from her job. Grey is therefore symbolic of the character's mental instability.

(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.

The use of colour was effective as it communicated the contrast between the protagonist's mental condition before being a drone pilot and after being a drone pilot. The bright blue was symbolic of freedom and being a fighter pilot. It was used to enhance the initial, proud and strong mood of the overall performance. The use of the shade of grey in contrast was symbolic of being trapped, out of control and PTSD. The colour grey was introduced when Clare's character first became a drone pilot and intensified as she slowly succumbed to her PTSD. As the colour grey increased, the tension of the play increased as the presence of the colour was symbolic of the protagonist's unravelling mental stability.

Extra space if required.

Write the question number(s) if applicable.

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QUESTION
NUMBER

Q.2cb) * Clare's projection was always very clear and loud which communicated self-confidence and sureness in what she was saying for example; when Clare says the line 'I am the blue' she emphasises the word 'and' ~~and~~ to show the audience that she as a character knows who she is and is sure of herself. Clare also uses a downward inflection on the word blue which shows the conclusive nature of her statement, as if there is no need to question the statement further, again communicating Clare's ~~se~~ character's self-confident nature and by extension, her high status. As Clare says this line she nods her head confidently, with a wide stance ~~the stance~~ (the stance described earlier) to emphasise her character's high status. ||

Q.2cc) * ... drop in status. Again, Clare communicates the decrease in her character's status as at the end / climax of the play when her character sees the young girl run out in front of the man she is about to shoot. The protagonist panics, thinking that the young girl is her own daughter Sam and turns the drone around to save the girl. This event catalyses a complete contrast in status from the beginning as now, her status is extremely low. Clare's character seems lost, vulnerable, confused and unstable communicating a change in status. Through the modulation of status throughout the play, playwright, George Brant communicates his overarching ideas about the negative impact ||

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

on the mental stability of drone pilots and the affects of PTSD on their personal lives. By lowering Clare's character's status, Brant communicates the negative affects of PTSD in context with the character's relationship with herself. Her relationship with herself starts off sure and strong however, due to the negative affects of PTSD on the character's mental stability, the character's relationship with herself is ultimately destroyed and her status, gone. //

Q.1(c) ... A person for wanting to feel loved as it is part of human nature. Therefore it's unfair to immediately condemn a person for having an affair just because we think it is not moral. In the 1950s, the woman bore the brunt of the humiliation associated with having an affair while their men got off virtually free. Nowadays, people are less judgemental than they were back in the 1950s and generally treat both male and female the same, which suggests that societal expectations have made a positive change compared to the 1950s where women were completely ostracized for having an affair. //

Q.1(c) If Hilda treated Henry with the same respect he treated her with, society would condemn her and exclude her however in the 1950s, if Henry treated Hilda poorly, it went unnoticed and no one would care because women weren't as important or as valued in the 1950s as men were. //

Excellence exemplar 2016

| Subject: | Drama | Standard: | 91219 | Total score: | 23 |
|----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------|----|
| Q | Grade score | Annotation | | | |
| 1 | E8 | <p>The theme is clearly described: <i>“societal expectations on women in the 1950s.”</i></p> <p>Detail from the play is used to show how the theme is conveyed: <i>“Hilda is seen playing with her hands nervously ... uses a desperate and scared tone as she says “The entry was a work of fiction!”</i></p> <p>The candidate refers to the social and historical context of the play and compares their own contemporary situation and societal attitudes to gender equality today: <i>“The implications of the affair were evident in the court scene following the murder of Pauline’s mother when Hilda is forced to address her affair in front of the entire Christchurch community ... Nowadays people are less judgmental than they were back in the 1950s ... where women were completely ostracised for having an affair.”</i></p> | | | |
| 2 | E8 | <p>The key character is clearly described and her status at the beginning of the performance is explained through a detailed description of techniques. <i>“She communicated power and strength with her body by standing firmly with her legs, shoulder width apart, her chin pointing up, her posture very tall and her hands placed firmly on her hips. Her use of her body communicated a powerful stance and therefore, that she was a person of high status.”</i></p> <p>The candidate discusses ideas from the performance. <i>“Brant originally wrote “Grounded” to communicate the effects of war on drone pilots and how Post Traumatic Stress Disorder affects ... pilots.”</i> The actor <i>“uses status to show her character becoming more and more mentally unstable ... Her relationship with herself starts off sure and strong however ... (it) is ultimately destroyed and her status gone.”</i></p> | | | |
| 3 | E7 | <p>The candidate clearly describes colours used in lighting and discusses their effectiveness. <i>“The colour of bright, vibrant blue was used to symbolise the freedom of flying a plane ... blue lights were cast over the protagonist and the stage to make the audience feel as though they too were flying up in the big blue with the protagonist and therefore shared ... feelings of joy and freedom ... The use of colour changes as the blue disappears and a stale grey is introduced. The colour grey is used to communicate being trapped and unhappy ... Clare’s character states “Another grey inferno”, as she goes to work as a drone pilot which results in her mental breakdown ... Grey is therefore symbolic of the character’s mental instability.”</i></p> | | | |