

91215



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SUPERVISOR'S USE ONLY

Level 2 Drama, 2017

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

9.30 a.m. Monday 27 November 2017
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

09

ASSESSOR'S USE ONLY

To answer the questions in this paper, name the drama/theatre form or period you have studied, and ONE text from the form or period to which you will refer.

Drama/theatre forms include (but are not limited to):

- medieval theatre
- commedia dell'arte
- Elizabethan theatre
- epic theatre
- melodrama
- Greek theatre
- New Zealand theatre.

(If the text was not written as a script – as for example in commedia dell'arte – give brief details of the action.)

Drama/theatre form or period: // Epic Theatre //

Title of the text (or brief details of the action): // Oxfam Wealth Report Performance, focus on wealth and inequality //

Playwright/creator(s) (if applicable): // Bertolt Brecht //

Features of the drama/theatre form or period to which the questions refer may include:

- performance space
- acting styles
- themes or ideas
- purpose
- conventions
- use of technologies
- historical/social context
- use of language.

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QUESTION ONE: ORIGINS OF THE DRAMA OR THEATRE FORM

(a) Describe where and when the drama or theatre form was originally developed.

// The epic theatre was created in 1920s by Bertolt Brecht, a German playwright who moved to America before WWII. The epic theatre developed in USA and then spread to the world.

(b) Explain a reason for the development of the form. You could consider:

- the social or cultural values of the time
- the laws or religious customs of the time
- a reaction to important events or political movements
- the message the form was intended to convey to the audience.

// During 1920s the dramatic theatre was very popular, it usually performed in a dark theatre and the plays often make the audience emotional and focus on what will happen at ending. While Bertolt Brecht disliked this style of drama. So he created the Epic theatre which the intention is to let the audience think critically about a social or political problem and take action after watching the play. Instead of get involved into the play.

// Bertolt Brecht's opinion was opposed to Nazi Germany at that time, this result him escaped from Germany and went to USA.

(c) Explain how a feature of the form is seen in your chosen text. You could consider:

- the intention of the playwright
- the expectations of the audience.

Give specific details from the text to support your answer.

// Our performance was an Epic theatre form about the Oxfam Wealth report. Our intention was to let the audience realise the problem of wealth inequality in the society is getting more and more serious. According to the Oxfam Report, in 2014 the richest 1% of the global population own 48% of the global wealth, while the top 20% including the top 1% own 94.5% of the global wealth, leaving only 5.5% to the rest 80% of the global population.

// For the expectation of the audience, we hoped they could take action after watch our performance, to help the poor by donation to charity for example. We also hope the rich could share some of their wealth to others. We hope people could donate to the Kids Can Organisation to allow every kids have an equal opportunity of education and future.

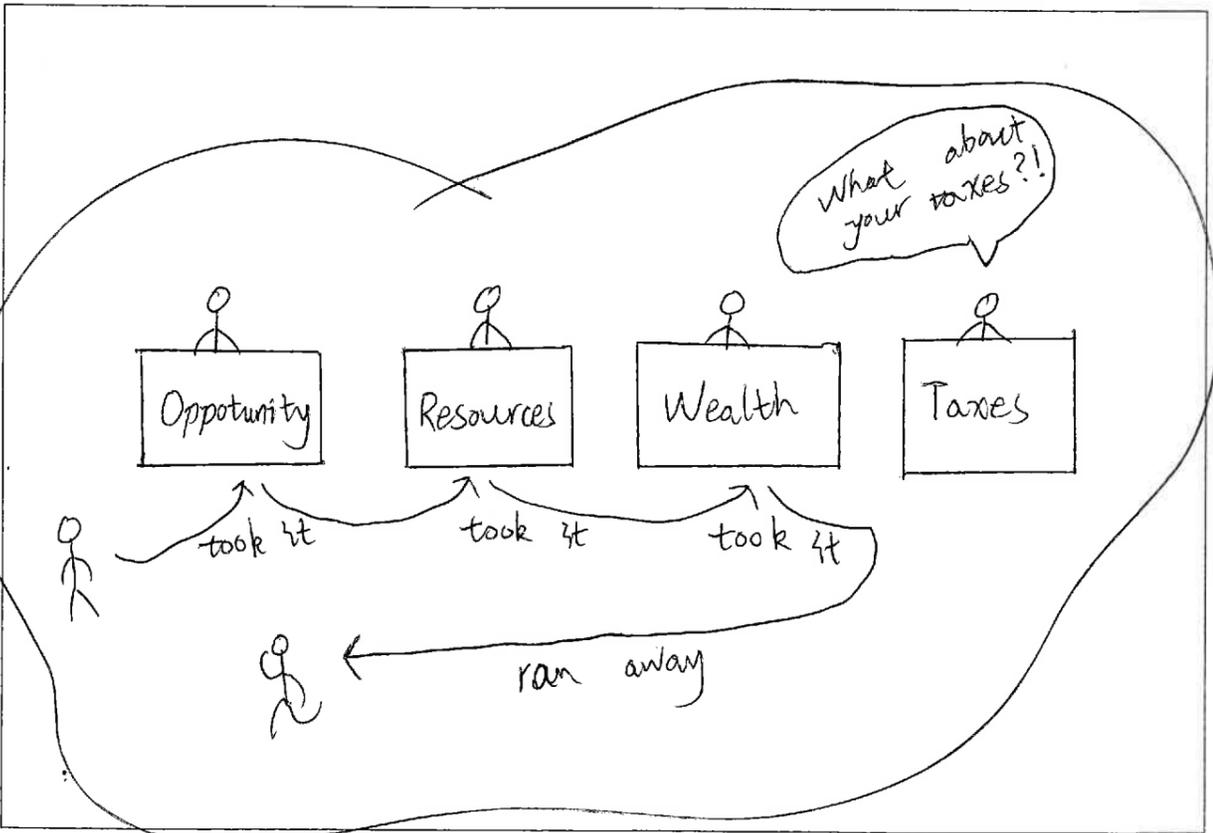
QUESTION TWO: USE OF A TECHNOLOGY TO HIGHLIGHT A THEME OR IDEA

Name a theatre technology that is typical of the form or period.

// Properties (plycards) //

(a) Describe, in detail, how this technology would have been used in a traditional performance of your chosen text. You may sketch and make annotations in the space below to support your answer.

// In the scene two of our performance, I, Peter held a paper that had 'Opportunity' on it, then Josh held a pycard with 'Resources' written on it, then Rhy held another placard with 'Wealth' written on it and finally Ilham held placard with 'Taxes' written on it. Then a rich man came and stole all ^{front} three items but ran away from the taxes. //



(b) Explain how this use of a technology highlighted an important idea or theme. You could consider:

- an important relationship between characters
- the mood or atmosphere
- beginning and ending moments
- establishment of time and place.

Give specific details from the text or the form or period to support your answer.

// This use of Properties or placard highlighted the relationship between rich and the rest majority people. As ^{in the scene} the rich takes away all the benefits like opportunity, resources, wealth yet ran away from what everyone should do which is paying taxes. During scene two the lighting is bright so ~~the~~ the audience ~~could~~ could see what the rich man was doing. While other characters were talking to the audience, this creates the "V" effect and break the fourth wall. As the audience knew that we are acting and communicating with them to let them understand our intension. //

QUESTION THREE: ACTING STYLE AND COMMUNICATION OF CHARACTER/ROLE

Choose a key character or role in your chosen text.

(Multi-roles (e.g. rich man, 'Opportunity', teacher) //

(a) Describe, in detail, the importance of this character or role to the text or play as a whole. You could consider:

- how the character or role communicates key features of the form or period
- how the character or role contributes to the main message of the text or play
- how the character or role interacts with others.

// The performance based on Oxfam ~~re~~ Report was Epic theatre, and every scenes are individual story. ~~is~~ the ~~story~~ story line of the play is in montage. Everyone plays more than one roles to let the audience know ~~we~~ we are acting and not get too ~~emotional~~ emotional to one role. While I played as rich man in scene 1 and a ~~guy~~ guy holding 'Opportunity' in scene 2 and a teacher visit a poor family in scene 3.

In scene 1 as a rich man I stood on the tallest ~~boxes~~ boxes to shows that the rich are high above, proud and only cares about wealth as I also held a stack of paper money. While others stood or sit on a box ~~and~~ and the poor lying on the ground. This simulate the wealth distribution graph from Oxfam Wealth report and the very uneven society. //

(b) Explain how the typical acting style of the form or period would be used to perform this character or role. You could consider:

- the creation of character
- the actors' interaction with the audience
- the delivery of lines and actions
- the delivery of the main message of the text or play.

Give specific details from the text to support your answer.

In scene three I took the role as a teacher visit a poor family ~~and~~ below property line. At the end of the scene when the father ask me: "Any suggestion?", I then ~~stood~~ stood up and turned to audience and said: "Kids Can is an organisation that help hungry kids go to school with lunches." This is an example of ~~actor's~~ actor's interaction with audience and broke the fourth wall. I as a teacher in that scene told the audience what they can do to help the poor childrens from poor family, by support the Kids Can organisation, we can give the poor a better chance in the future and help to solve the wealth inequality problem in Oxfam wealth report. //

Achievement Exemplar for 91215 2017		Total score	09
Q	Grade Score	Annotation	
1	A3	This response provides consistent evidence towards Achievement. The candidate demonstrates the ability to describe the time and place of origin for Epic Theatre by referring to WW2 and Nazi Germany. The candidate identifies reasons for the development of the form as Brecht's dissatisfaction with naturalism (calling it "dramatic" theatre) and his intention to "let the audience think about a social or political problem and take action ...". If the candidate had gone on to describe clearly the time and/or place of origin and clear reasons for the development and how a feature of the form is seen in the text they may have gained an M5 or better.	
2	A3	The candidate provides enough evidence in this response for an A3 because they are able to describe the use of a typical technology in a traditional performance of the text appropriate to their chosen text and form. The candidate supports their response with limited evidence. Had the student described clearly the use of the placards and at 2(b) gone on to explain what important idea or theme the use of placards highlighted they could have achieved an M5 or better.	
3	A3	The candidate provides enough evidence for an A3 when they give a description of a role in the text as a whole: "rich man" when they state the positioning of the character in relation to other characters this provides enough evidence to connect to the play as a whole. The candidate correctly identifies an aspect of the acting style in 3(b) as actor's interaction with the audience and "breaking the fourth wall. If the candidate had described the character clearly and explained clearly how a range of acting techniques typical of the form in combination could be used to perform the character they may have achieved M5 or better.	