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91215



912150



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## Level 2 Drama, 2018

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

2.00 p.m. Tuesday 20 November 2018  
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 2–11 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**

**12**

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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
- Elizabethan theatre
- ancient Greek theatre
- commedia dell'arte
- epic 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: <u>Post-War American Realism</u>
Title of the text/play (or brief details of the action): <u>The Crucible</u>
Playwright/creator(s) (if applicable): <u>Arthur Miller</u>

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

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

**QUESTION ONE: CHARACTER**ASSESSOR'S  
USE ONLY

- (a) (i) From the text you studied, identify a key character, or group of characters, typical of the form or period.

John Proctor

- (ii) What are the aspects that make this character, or group of characters, typical of the form or period? Use examples from the text to support your answer.

Post-war American realism was developed to reflect elements of real life. John Proctor is depicted as the main male protagonist and some may even refer to him as the hero. Unlike Melodrama and various other theatre forms, the hero is revealed as 'imperfect' and containing many flaws. In the Crucible, John cheats on his wife, however, he turns to god in attempt to repent the wrongs he has done. This allows the ~~and~~ audience to perceive him as an ordinary man because flaws and imperfections are what make us human. This therefore develops the realistic affect of each performance.



- (b) How is the purpose of this character, or group of characters, a reflection of the society? Consider the social, political, or geographical context of the form or period. Use examples from the text to support your answer.

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The famous quote "no one is perfect" accurately represents the effectiveness of this character's aspect of imperfection. The idea that John and many of the other characters have flaws allows the audience to reflect on the nature of society as we know it. Mistakes are what allow us to be human and when we witness the weakness of others, our ability to be natural is enhanced dramatically. Society often attempts to create an idea of perfection, however, through theatre forms, such as post-war American realism, the audience witnesses the true aspects of human nature. We are able to connect society's false idealism with the abstract but evidently realistic performances of this theatre form. John proctor is not perceived as an ideal but unrealistic character, in fact quite the opposite. Through the destruction of these apparently 'perfect' characters, society is challenged to break down the unrealistic and perhaps intrusive expectations that the development of entertainment has created.

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## QUESTION TWO: AUDIENCE

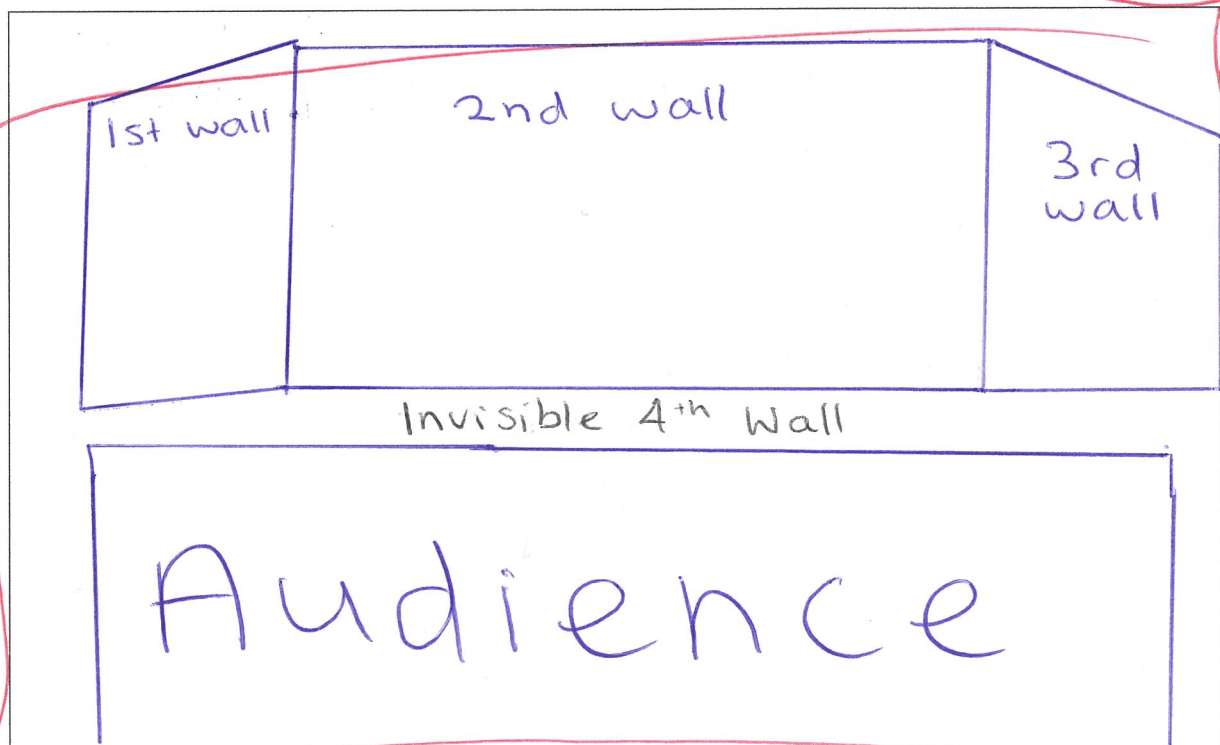
ASSESSOR'S  
USE ONLY

- (a) Describe a moment from the text you studied where the relationship between the performers and the audience is important. Include in your description the shape of a typical stage of the form or period and the placement of the audience.

Throughout realism, particularly post-war American realism, the actors utilise the fourth wall to develop a distant and ~~voyeuristic~~ <sup>voyeuristic</sup> relationship between the audience and the performers. To effectively create the fourth-wall a proscenium arch stage is typically used. With four walls, (three literal and one invisible one between the actors and the audience) the audience feels like the scene is unfolding before their eyes. Particularly for *The Crucible*, the audience is made to feel as though they are watching history unfold before them.

You may sketch and make annotations in the space below to support your answer.

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Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S  
USE ONLYQUESTION  
NUMBER

2a A particular moment in which the creation of the fourth wall, through the proscenium arch stage, is effective is during the scene where housemaid, Mary Warren, returns home from the Salem witch trials. This is significant because at that period there was social implications that meant arguing in public was frowned upon. Because of this, the intimacy between the audience is developed further as they are made to feel like they are peering in on the lives of Mary Warren, John and Elizabeth proctor. As said previously, the proscenium arch stage generally has three closed sides arranged in an open square shape to create the effect of the fourth wall, therefore distancing the audience and the actors to make it feel as though they are watching the scene unfold.



- (b) In this moment, what is the intended effect on a typical audience of the form or period? Explain fully, with reference to the text and the form or period.

ASSESSOR'S  
USE ONLY

Proscenium arch is generally always used when performing post-war American realism because it develops the idea that the audience is looking in on the lives of the characters.

Particularly in this moment, the audience can see the imperfections of this household as they 'peer' in on their lives. This is important in allowing a realistic perception of the performance. Through the development of the fourth wall and the realistic effect of the performance, the audience almost has the ability to escape the adversities of their own lives by watching another's problems unfold in front of them. Not only does this allow them to distract themselves from troubles they face but the reality of post-war American realism may also help the audience to resolve or reflect on their own adversities. From this moment, the audience may be prompted to reflect on their own behaviours and ~~and~~ actions to better themselves.

AL4



### QUESTION THREE: USE OF TECHNOLOGIES

ASSESSOR'S  
USE ONLY

Identify (✓) ONE drama technology typically used in a performance in the form or period:

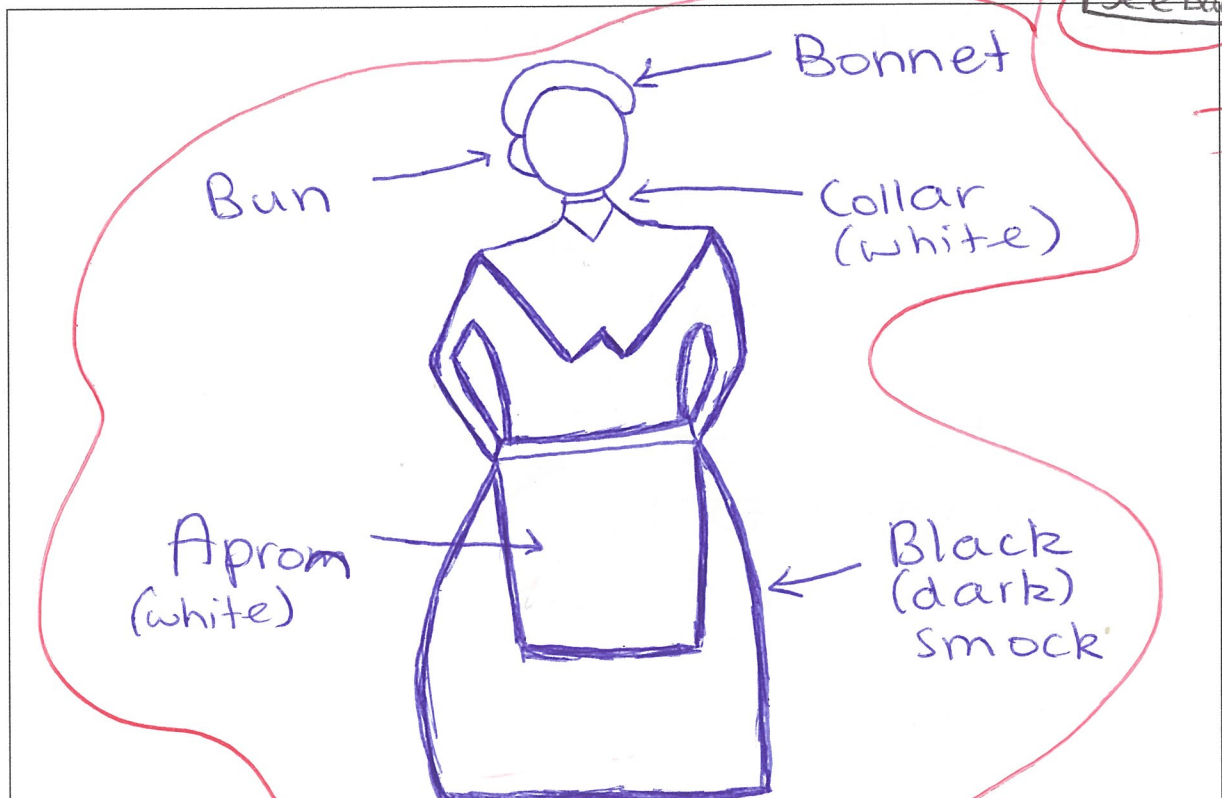
- |   |                                  |                                     |
|---|----------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> Costume | <input type="checkbox"/> Mask    | <input type="checkbox"/> Properties |
| <input type="checkbox"/> Digital projection | <input type="checkbox"/> Puppets | <input type="checkbox"/> Sound      |
| <input type="checkbox"/> Lighting           | <input type="checkbox"/> Set     |                                     |

- (a) How would this technology be used in an important moment of a typical performance of the text you studied? Give detailed examples.

Typically woman in the 1690's wore dark or black smocks that showed stains' less as they worked in the fields or houses. The ends of the skirts would be ankle length for modesty and they would also wear high neck collars as they didn't want to be revealing. The aprons, collars and petticoats were all white because, unlike the smocks that were washed once a week, they were washed daily. Their hair was typically worn in a bun for practicality and uniform, however there was no individuality.

They usually wore bonnets which reflected their religion - hair was seen as sacred and therefore was only seen by the husband. You may sketch and make annotations in the space below to support your answer.

See back





Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S  
USE ONLYQUESTION  
NUMBER

3a The employment of costume is used throughout the crucible to reveal man's superiority. Women were viewed as the cooks and cleaners of the household while the men were working in the labour and outdoor jobs. An example of when this is used is when Elizabeth accuses John Proctor of an affair. Becoming very defensive, John's costume (usually a plain shirt, with working trousers) is juxtaposed with Elizabeth's costume. This shows the idea that John is the provider and controller of the household, belittling Elizabeth and her accusations.



- (b) How would the use of this technology in this moment combine with other performance features to create meaning for an audience? Support your answer with detail and examples.

ASSESSOR'S  
USE ONLY

The use of costume in this moment combine with historical context to develop the audience's perception of society during this time, therefore allowing them to reflect on our society today. Set in 1692 during the Salem witch trials in Massachusetts, United States, playwright, Arthur Miller, uses historical context and costume to metaphorically analyse the stupidity of communist trials during the 1950's. The employment of costume develops the reality of each performance and nicely compares with the historical accuracy of this period. Miller's intentions as a playwright were to highlight the stupidity of the communist trials in the USA during the 1950's, in doing so he paralleled the communist accusations that lead to many imprisoned to the horrific witch trials in Salem, which resulted in many false accusations and many executions. Costume adds the element of realism to enforce the historical context of the performance.

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<b>Subject</b>	Drama	<b>Standard</b>	91215	<b>Total score</b>	12
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	A4	The candidate identifies a character from The Crucible who is typical of the Post-War American Realism theatre form. The candidate clearly describes the characteristics that John Proctor has that are typical of the form by discussing him as an example of the flawed hero. They provide evidence of his imperfections through the discussion of his affair, and then further, link the discussion back to realism as a theatre form. To reach M5, the candidate would have linked the discussion of the purpose of John Proctor as a character to the society of the time.			
2	A4	The candidate describes a moment from the text: "where housemaid, Mary Warren, returns home from the Salem Witch Trials". They comment on the relationship between the performers and the audience in this moment; intimacy is developed through the audience witnessing the private interactions of characters. The candidate shows understanding of the typical shape of the stage through both their description and sketch. Position of the audience is indicated through the discussion of the "fourth-wall" and the division of performers and audience members. To reach M5, the candidate would need to support their explanation of the intended effect on the audience with greater evidence.			
3	A4	The candidate provides a clear explanation of how the technology of costume would be used in a performance of The Crucible - focusing on the female characters. They support their explanation with an annotated sketch that provides evidence of the specific costume pieces. They use specific vocabulary to name the pieces: "bonnet", "smock" and "apron". To reach M5, the candidate would need to discuss the use of costume in combination with a second performance feature.			