

91219



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

2

SUPERVISOR'S USE ONLY

Level 2 Drama, 2018

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

2.00 p.m. Tuesday 20 November 2018
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.

Merit

TOTAL

16

ASSESSOR'S USE ONLY

In this paper you need to refer to at least TWO live performances that you have seen or participated in **this year**:

- Question One is about a drama (either devised or scripted) in which you performed.
- Question Two is about a live theatre performance that you have seen OR performed in.
- Question Three is about a live theatre performance that you have seen.

You may find this list of terms useful.

- **Elements** refer to role, time, place, situation, action, tension, mood, contrast, focus, and symbol.
- **Conventions** refer to ways of working in drama or theatre that explore meaning, deepen understanding, or are established practices, for example freeze frame or spoken thoughts.
- **Techniques** refer to use of voice, body, movement, and space.
- **Technologies** refer to sound, lighting, set, costume, properties, stage design, special effects, and make-up.

QUESTION ONE: DRAMA TECHNIQUES

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

Title: The Caucasian Chalk Circle

Character that you will discuss: Grusha

- (a) What was a moment of tension that the character was involved in? In your description, include details of the situation and action.

The last scene in The Caucasian Chalk Circle when the newly appointed judge was using the "chalk circle" method to decide which mother would be rewarded the child. Grusha rescued this ~~the~~ child when it was ~~an abandoned~~ baby, when its real mother abandoned it for her own safety over the child. Grusha raised it and deeply cared for it, this built up tension in the last scene when both mothers held one of the child's arms and whoever pulled the child to her side got custody, and was named as his mother. The audience and Grusha experienced tension in this scene because Grusha's ~~the~~ hard work and love could possibly be ~~possibly~~ torn from her in this moment.

- (b) How were drama techniques used to show the character's emotional reaction(s) in this moment? In your explanation, give specific details from the performance to support your answer. facial expression S: straying to her side letting go M: weak V: silence

During this scene Grusha used space when holding the child's arm, on her side of the chalk circle because she was reluctant to get aggressive and wrestle with the child so she used space in one position to show the audience and the judge she would not succumb to foolish methods of deciding such an important decision that will affect the rest of the child's life. Movement and body were used by Grusha acting weak and letting the child be pulled away from her because she couldn't bare to harm him. Body was also used through facial expression to express to the audience why Grusha would not pull the child because it was simply heartbreaking, so Grusha expressed feelings of devastation and grief that her child would be taken away from her. Grusha's voice in this scene was not used but I think the silence in this moment reinforced the tension to keep the audience on the edge of their seats and emphasized the emotional reaction from Grusha the mother and the lack of real emotion from the natural mother.

(c) What did the character's emotional reaction show about the impact of tension on people and their lives?

In your discussion, you could consider one or more of the following:

- The impact the tension had on the character's situation.
- The impact the tension had on the rest of the drama.
- What was revealed about human nature.

Grusha's emotional reaction was a product of the tension in this moment. The tension on Grusha of whether or not her love and child she cared for so deeply would be stripped from her arms and possibly ~~conceive~~ the ~~biggest~~ ~~time~~ most tense moment of her life, caused hysterical emotions inside of her. The biggest decision that would change her life forever that wasn't even ~~made~~ made by her and was resting in the hands of another, would be heart wrenching. This tense moment was the very end scene and did not impact the rest of the drama. A clear revelation was made in this moment about human nature. When the "chalk circle" test was underway, the real mother did not shed a tear or show a drop of real emotion towards ~~the~~ the child and pulled him away ~~violently~~ violently where as Grusha only the child's temporary mother grew to love and cherish ~~the~~ him and physically couldn't bare any harm on him. This reveals and teaches the audience that ~~love is~~ the bond of ~~creates strong~~ love is stronger than the bond of blood.

QUESTION TWO: SYMBOLIC MEANING

To answer this question, refer to a live theatre performance you have seen, OR performed in, this year.

Title of the performance: Stephen Kings Misery

Select (✓) ONE of the following components that was used to reveal greater meaning to the audience:

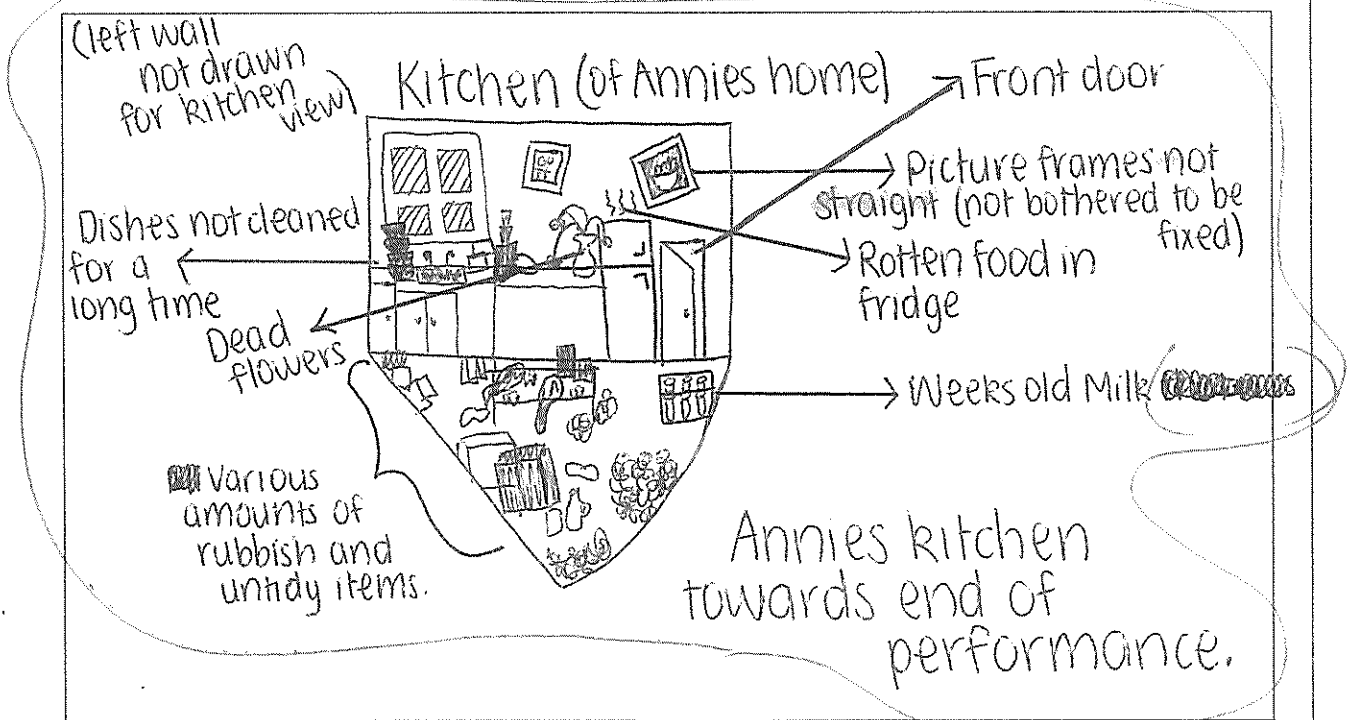
Symbol

Significant prop

Important sound or song

- (a) Describe a symbol, significant prop OR important sound or song in the performance. You could provide a physical description and details of how it appeared, and/or describe how it was used in the performance.

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



Annie's kitchen appeared to the audience as a disgusting mess, the floor was covered in all different types of rubbish including spoilt milk which was not put away. The sink and bench top full of old ~~dirty~~ dirty dishes, dead flowers on the bench and uneven picture frames.

~~scribbles~~
~~scribbles~~

More space for this answer is available on the next page.

This messy and unclean kitchen is a symbol of Annie's mind and sanity. To the audience the kitchen looked like no one ~~(was)~~ was home for a long time, in ~~(the)~~ Annie's mind no one was home either and her sanity had left. The picture frames on the wall are not straight and also symbolise how Annie wasn't thinking straight and had become increasingly more psychotic in the end of the performance. The entire kitchen in the performance symbolized Annie's mentality declining which prepared the audience for her dark and ~~(insane)~~ insane/psycho behaviour, and acted as a visual aid to see inside ~~(of)~~ Annie's head.

(b) What meaning did the symbol, significant prop OR important sound or song communicate to the audience?

In your discussion, you **must** consider one or more of the following:

- How it changed or developed throughout the performance.
- Key ideas communicated in the performance.
- How the use of the symbol, significant prop, or important sound or song might challenge members of an audience to reflect on issues in their society.

In the beginning of the performance Annie's character is seen as too nice and a little creepy but throughout the performance when Paul tests her limits she becomes frightening to Paul and the audience, this is an early sign of her mentality slipping. A clear sign of Annie's mind ~~(is)~~ veering off in ~~(a)~~ other directions is when her aggressive/violent

side comes out and Paul disagrees with Annie and this offends her so she places a wooden block inbetween his ankles while ~~he~~ tied down to the bed and bashes both ends of his ankles with a sledge hammer to teach him a lesson. Then ^{abuse and} in the end after the audience saw the ~~the~~ kitchen, Annie's psychotic nature was revealed and made the audience rethink her nature in the beginning and how it juxtaposes her ^{nature} in the end, when she has given up on herself and let herself go. Annie's mind deteriorating and putting Paul in serious danger is alarming to the audience when in a later scene Annie ~~murders~~ murders the only police officer interested in finding Paul. This makes the audience question and challenge our police force and reflect on how well they are solving cases and saving lives of people in Paul's situation in our society today. Especially children who are more frequently kidnapped, this makes the audience question their safety in their society. A key idea communicated in the performance was ~~how~~ how key a strong mind is in survival. Paul's mind was tough and determined which kept him on his toes around Annie to eventually outsmart her and confirm his survival.

M6

QUESTION THREE: PERFORMANCE SPACE

ASSESSOR'S
USE ONLY

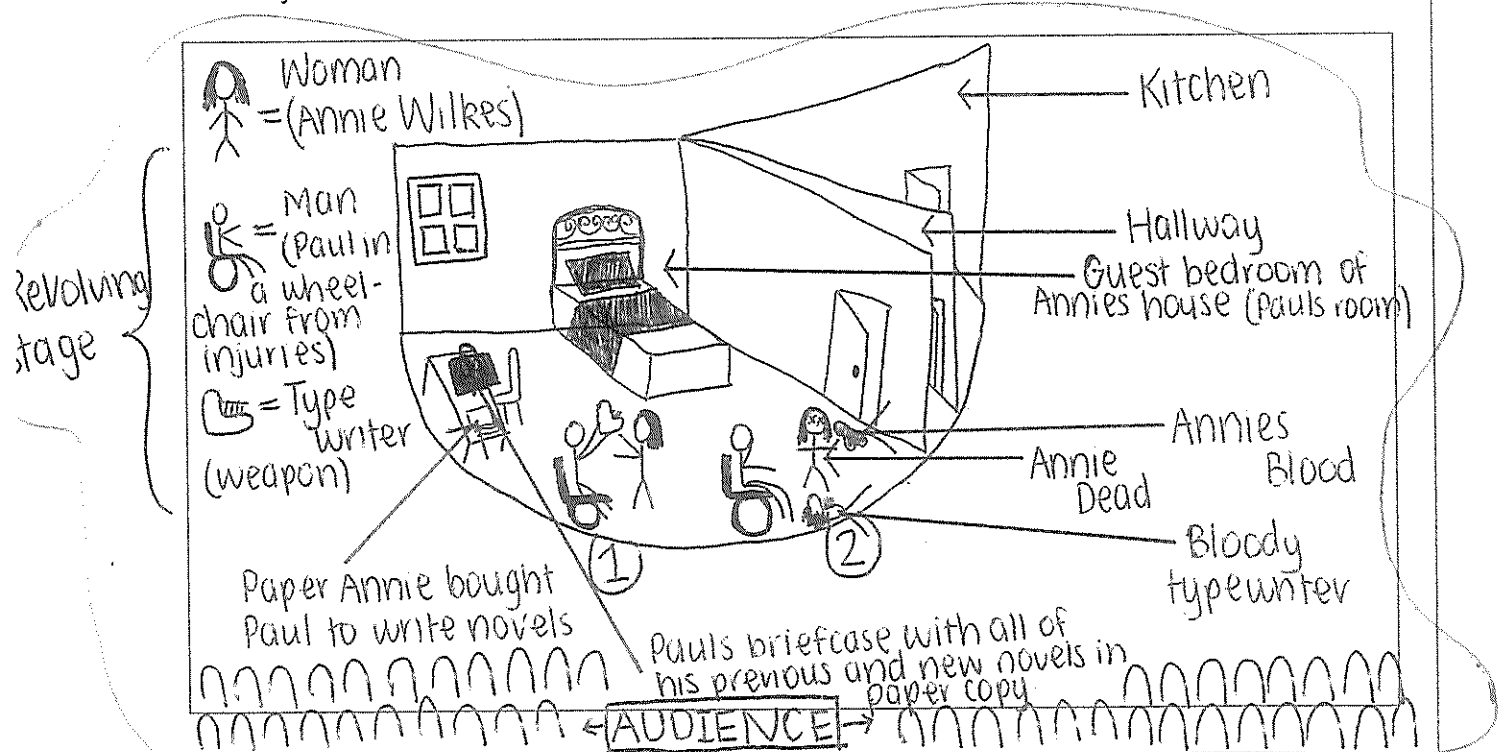
To answer this question, refer to a live theatre performance you have seen this year.

Title: Stephen Kings Misery
Playwright/theatre company: Court Theatre

Identify ONE important moment in the performance during which space was used to reveal greater meaning to the audience.

When Paul kills Annie by smashing her in the head with a type writer.

- (a) Describe, in detail, the layout of the performance space in the chosen moment. Give details of the staging, set design, and/or placement of the audience and the performers. You may sketch and make annotations in the box below to support your answer.



In moment ① Annie is lunging at Paul to pin him down and Paul defends himself by holding the type writer up high when Annie is ~~not looking~~ and then smashes it down on her head - killing her.

In moment ② Paul has just killed Annie after a couple of thrashes to her head with

the typewriter and it's on the ground covered in Annie's blood. Also on the ground in this moment is Annie's dead body. This all happens once the revolving stage centres the bedroom to the audience so the focus is given to this scene to satisfy the audience's hatred toward Annie.

(b) How was the performance space used to communicate greater meaning?

In your discussion, you could consider one or more of the following:

- What the performers' use of the space in this moment revealed.
- Messages developed throughout the performance.
- The social and cultural rules around use of space.
- How the use of space in the performance relates to how we use space in our lives.

Give specific details from the performance to support your answer.

The performance space revealed in this moment to Paul that writing is his true passion. This is represented by the typewriter saving his life from being murdered by Annie, earlier in the performance giving Paul an excuse to make Annie leave the house for more paper giving Paul an opportunity to unlock his locked door with one of the keys on the typewriter and to explore the house and get his medication which Annie had deprived him of. The typewriter drove Paul to write a new story dedicated to Annie per her request for her to let him go, I believe this typewriter kept Paul sane and

More space for this answer
is available on the next page.

strong minded by keeping him stimulated so he was able to outsmart Annie and survive. The message developed through the performance was Paul and his gift of writing saved his life. ~~(P)~~ Paul mentioned to Annie he was bored of writing and wanted to try something new or quit writing all together, near the beginning but as the performance progressed Paul and his writing re kindled the flame and ~~(basically)~~ gave him tools which saved his life. The use of space in this moment where Paul had been kept in a small bedroom and sat in a wheelchair feeling claustrophobic in his surroundings, for ~~(a)~~ ^{such a} ~~long~~ long time drove him insane and tested his patience which makes the audience grateful for every ounce of freedom we didn't even realise we had. We don't live our lives cooped up in a small room, we are creatures that explore and express creatively in large areas so the audience felt a severe feeling of gratitude ~~(towards)~~ and empathy towards Paul, who was forced to live for so long in such a different way.

M5

Subject:	Drama	Standard:	91219	Total score:	16
Q	Grade score	Annotation			
1	M5	<p>This response gains M5 because the moment of tension has been described using Drama techniques to explain the purpose of the emotional reaction: <i>'Grusha used space when holding the child on her side of the chalk circle because she was reluctant to get aggressive and wrestle with the child, so she used space in one position to stand her ground and show the audience and judge she would not succumb to foolish methods...'</i></p> <p>The emotional reaction is expanded on, linking back to the moment of tension and its impact: <i>'The biggest decision that would change her life forever that wasn't even made by her...Grusha was the child's temporary mother grew to love and cherish him and physically couldn't bear any harm on him. This reveals and teaches the audience that the bond of love is stronger than the bond of blood.'</i></p> <p>If the candidate had described the use of Drama techniques in detail, they may have gained M6.</p>			
2	M6	<p>Clear annotated sketch and detailed description relevant to the purpose of the symbol of the kitchen: <i>'picture frames on the wall are not straight (not bothered to be fixed), spoilt milk which was not put away...symbolised Annie's mentality declining which prepared the audience for her dark behaviour...acted as a visual aid to see inside Annie's head.'</i></p> <p>There is clear discussion on the symbolic meaning through a comparison between the deterioration of the kitchen linked to character development: <i>'...after the audience saw the abuse and the kitchen, Annie's psychotic nature was revealed and made the audience rethink her nature in the beginning and how it juxtaposes her nature in the end when she has given up on herself and let herself go'</i></p>			
3	M5	<p>The candidate clearly describes and sketches with some detail the use of performance space. There is specific examples of set, transitional staging and the actor's use of the space in relation to the audience placement as the moment develops: <i>'This all happens once the revolving stage centres the bedroom to the audience so the focus is given...Paul had been kept in a small bedroom and sat in a wheelchair feeling claustrophobic in his surroundings...we don't live our lives cooped up in a small room...'</i></p> <p>If the candidate had clearly linked the use of performance space to the greater meaning, they may have gained M6.</p>			