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3

91518



915180



NEW ZEALAND QUALIFICATIONS AUTHORITY
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QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 3 Drama, 2019

91518 Demonstrate understanding of live drama performance

9.30 a.m. Wednesday 27 November 2019
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of live drama performance.	Demonstrate informed understanding of live drama performance.	Demonstrate perceptive understanding of live drama performance.

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

11

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INSTRUCTIONS

Select ONE live drama performance that you have seen this year to answer ALL of the questions in this booklet.

Do not repeat information in your answers to different questions.

Write the details of the live drama performance in the box below.

Title:	Children of the poor
Playwright:	John A Lee.
Theatre company/ensemble:	
Venue:	Hastings little theatre.

QUESTION ONE: USE OF TECHNOLOGY

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Identify a key idea or theme in the performance.

Poverty.

- (a) Explain how technology was used in the performance to communicate this key idea or theme. In your answer, explain the effect of the use of the technology on the audience in a specific moment.

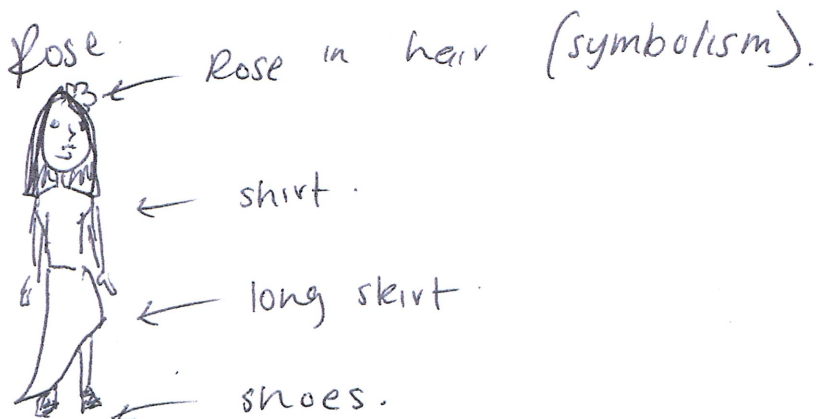
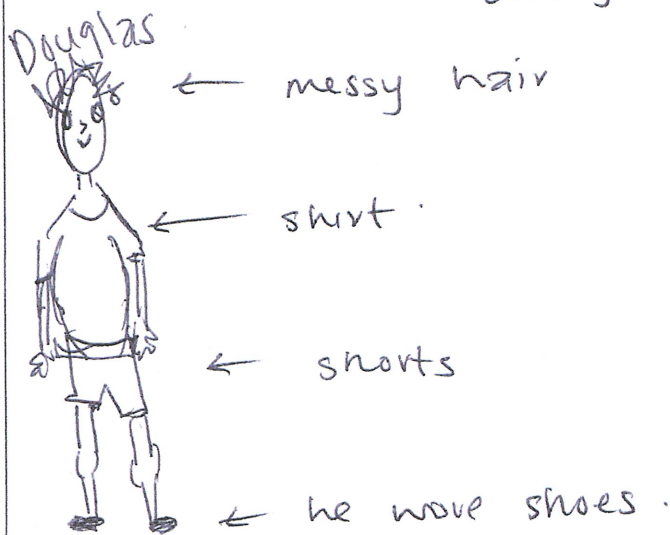
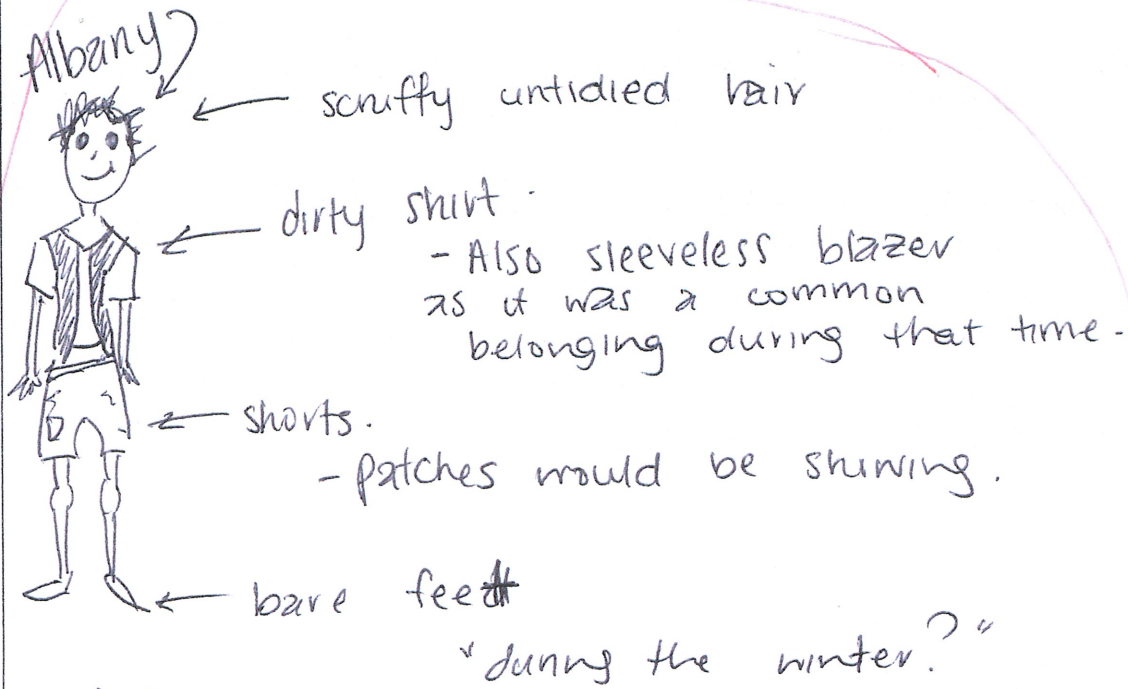
Give specific details from the performance to support your answer. You may illustrate your answer with a sketch in the space on page 4 if you wish.

During the performance "Children of the poor" by John A-Lee technologies such as costumes ~~proper and vintage design~~ were used to portrait the key idea of poverty during the great depression.

Firstly, costume was used to detail the effect of Albany Porchello's life at home, he would wear no shoes "I'd prefer to go bare", Albany would say. "during the winter?" the other boys would ask. His choice of footwear wasn't ~~only~~ the only thing Albany and his brother and sister lacked. They had very limited clothes. A pair of shorts and a shirt for Albany and his brother Douglas (which were filthy of course) and a shirt and long skirt for his sister Rose. The use of costumes shows the effect of neglected care toward hygiene and lack of money.

Sketch in the space below if you want to support any part of your answers to Question One. Annotate the sketch(es) to explain the point(s) you are making.

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- (b) Discuss what the audience learned or understood about the key idea or theme from this use of technology.

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By using detailed costume, the audience begins to understand how unprivileged the family is, by relating it their own world and how they do not dress that way.

Untied clothes ~~and~~ with holes and patches as well as messy hair reveal to the audience the lack of wealth. In a wider sense reflects on their life at home. Therefore the use of costume in this production teaches the audience about child poverty during the Great depression.

A4

QUESTION TWO: USE OF MOVEMENT

For this question, movement could include:

- the way an actor moved to communicate character
- the way a character or groups of characters travelled across the acting space
- the energy, timing or direction of movement
- the contrasting use of movement or stillness for effect.

- (a) Explain how movement was used by an actor or group(s) of actors at a key moment in the performance. In your answer, explain the purpose of the use of movement in that moment. Give specific details from the performance to support your answer.

During the Christmas scene of 'Children of the Poor' different types of movement were used quite regularly.

~~During~~ Before Christmas when the children all played together it was fast, exciting and energetic, But most importantly it was happy movements by Albany and his siblings.

Though on Christmas day when Albany, Douglas and Rose "got nuffink for Christmas" and instead watched the other children flourish toy after toy, their movement was no longer happy or excited nor was it fast. They were hunched over, head down and slowly pased to portray the effect of sadness the children had when they missed out or never knew what receiving gifts at Christmas was like.

- (b) Discuss the impact of this use of movement on the audience. You could consider:
- how the use of movement in that moment compared or contrasted with movement elsewhere in the performance
 - how the shape of the acting space supported the movement
 - changes in the audience's understanding of relationships in the performance because of the use of movement.

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The impact of this movement as well as the comparison of energy in previous scene beforehand changes the audience's understanding of the relationship between the children and their mother, more specifically Rose and her mother.

It was because her mother was too poor and could not afford to buy Rose or the other children presents Rose began to hate her mother.

This is shown as all movements Rose makes at home are filled with attitude instead of grace and thought like it was before Christmas.

QUESTION THREE: THE WORLD OF THE PLAY

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Consider the **values** of the world of the play. You could think about the time(s) and place(s) in which the play was set, as well as the morals or culture of that world.

Identify an important value in the world of the play.

"life after war..."

- (a) Explain ONE way in which a character's actions on stage reflected OR conflicted with this value. Give specific details from the performance to support your answer.

Albany and his sibling no longer have a father because he died at war, the children are of course too young to understand this, but because their mother cannot provide for the children very well. They must find jobs themselves to help pay rent and food etc etc.

Rose then decideds to sell herself in order to earn money, this reflects life after the war as Rose doesn't have a father to keep her from doing these things her mother doesn't know about.

Same goes for Albany as he has no father to keep him in check when hes upto mischief, which also explains why Albany is sent to jail at such a young age.

(b) Discuss the appropriateness of the character's actions. You could consider:

- the character's motivation and/or the consequences of their actions
- how their actions might be judged in your own world
- the purpose of seeing theatre.

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Albany Porchello's motivation to find a job and succeed in life is very high. However because he is young and oblivious to the dangers in his world his consequences for his bad behaviour gets more and more worse.

late to school leads to ditching, ditching becomes stealing and stealing turned into carrying a gun. Of course a problem in his years were the corrupt justice system where everyone and anyone can be blamed for something they didn't do, especially if they had previous problems like Albany did. Therefore Albany's consequence for being a thief in the past ~~sent~~ made him guilty for being framed as a thief in his present therefore he was sent to jail.

A3

Achievement Exemplar 2019

Subject	Drama		Standard	91518	Total score	11
Q	Grade score	Annotation				
1	A4	The explanation of costume defining social placement is very well backed up by a series of simple sketches that are clearly annotated.				
2	A4	The movement is “fast, exciting and energetic” in the Christmas scene. The collective description of “hunched over, head down and slowly paced” begins to describe three characters without giving specific details of any one of the characters. Part b is a generalised comment about the hate of Rose for her mother.				
3	A3	The candidate has stated a value that is not clearly articulated, but the value of “life” and enjoying life post war and death is simply explained with evidence from the production of “Children of the Poor”. The answer in part b becomes very vague and generalised.				