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# 3

91518



915180



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Tick this box if you  
have NOT written  
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## Level 3 Drama 2022

### 91518 Demonstrate understanding of live drama performance

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 2–16 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (XXXX). This area may be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Merit**

**TOTAL**

**16**

ASSESSOR'S USE ONLY

**INSTRUCTIONS**

Select ONE live drama performance that you have seen this year to answer ALL of the questions in this booklet. (The drama performance may be a live performance that has been recorded.)

*Do not repeat information in your answers to different questions.*

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

Title: Blood Brothers  
Playwright: Willy Russell  
Theatre company/ensemble: Arts For Development Trust

### QUESTION ONE: Use of drama techniques to create contrast

- (a) Explain how an actor used a combination of drama techniques to show contrasting aspects of the character.

Give specific details from the performance to support your answer.

The play "Blood Brothers" tells the story of two boys separated at birth. Mickey is the twin that stays with his mother Mrs Johnstone in poverty, and Eddie the other twin is given away to an upperclass woman - Mrs Lyons. The actor who plays Mrs Lyons uses techniques of voice and body to show the contrast of power that upper class characters have over lower class characters. Through voice she uses a posh English accent which makes Mrs Lyons appear more similar to the Queen of England than the lowerclass characters who all have strong Liverpool accents. The way Mrs Lyons speaks is in a slow and confident pace, her tone is calm and controlled, and her volume is consistent. This shows contrast against the lower class Mrs Johnstone, who is always stressed and unsure. Mrs Johnstone speaks quickly with many pauses and random changes of tone and volume. Through her voice, Mrs Lyons demonstrates her power over Mrs Johnstone because she holds power in her upper class and the other ~~she~~ has no power in her lower class. Mrs Lyons does the same with her body, her walking pace is slow and confident, and she stands with a straight posture, her ~~movements~~ <sup>gestures</sup> are calm and controlled. Once again, Mrs Johnstone shows the opposite of this, as she is (continued on

- (b) Discuss how this performance of aspects of the character deepened the audience's understanding. You could consider, for example:
- the purpose of the character
  - what ideas the contrast highlighted
  - values or expectations from the time the play was set.

Two big themes of this play are social class and superstition. The playwright, Russell, uses the character of Mrs Lyons to highlight these themes. Her character's purpose is to show the contrast of upper class and lower class people. How the lives of upperclass people automatically put them in a place of power over those in poverty. The message of the play explores how differently a person's life can affect them based on ~~how~~ what social class they were raised in. The purpose of Mrs Lyons's character is also to explore the theme of superstition. Mrs Lyons is the first character to brush off superstition, mocking Mrs Johnstone by saying "You're not superstitious are you?" However, as her character progresses into desperation to keep Eddie as her son, she lets the ideas of superstition overcome her until she is almost insane from paranoid. Russell uses these contrasting aspects of Mrs Lyons character to highlight the big themes and ideas of his play: social class and superstition. This is supported by the final lines of the narrator: "And can we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?"

## QUESTION TWO: A director's choice in the production

Consider an important choice the director made. This could include:

- the acting style
- use of transitions or ways of moving between scenes
- how this choice contributed to the overall concept.

- (a) Explain how this choice was used in the production. Give specific details from the performance to support your answer.

An important choice that the director of the play that I experienced— was the choice to use the same actors to play both the younger and older versions of their characters. The two main characters of the play, Mickey and Eddie, begin as seven year olds and end the play in their 20s. By choosing to use the same actors to portray ~~the~~ Mickey and Eddie all the way through the play, ~~the~~ the director makes the audience 'connect with the concept that all versions of the character are the same ~~per~~ character despite their age. This is important as it adds more meaning for the audience ~~as~~ <sup>watch how</sup> ~~the~~ Mickey and Eddie are affected as they live their lives. ~~The theme of~~ ~~social class is~~ From this choice the director contributes to the overall concept of the play which is the affects of social class on peoples lives. ~~the audience~~

(b) Discuss the impact of this choice on the audience.

You could consider, for example:

- the director's intention
- the influence of a theatre form or theatre practitioner
- the effectiveness of the choice in unifying the overall concept.

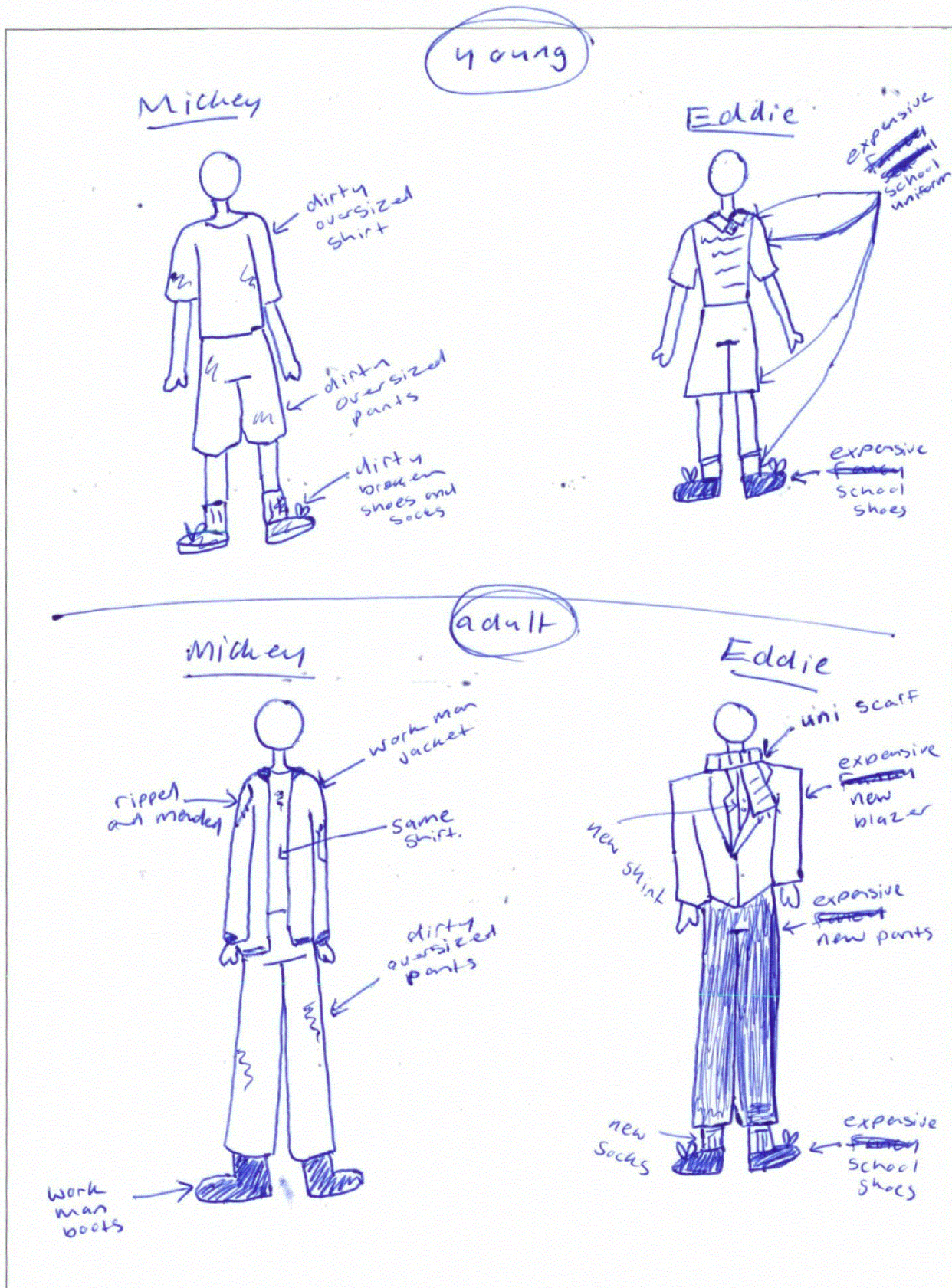
The impact this choice has on the audience as we watched the negative impacts that social class has left on Mickey. He is changed by his experiences as a lower class person, and it is so much more impactful for the audience because the same actor plays the free spirited child Mickey as well as the depress adult Mickey. ~~It works perfectly alongside the writer's~~ The director's intention works perfectly alongside the writer's intention and is very effective in unifying the overall concept of the affects of social class on people's lives. A perfect example of this in the play is when Mickey exclaims "Because when no one was looking, I grew up!" This line shocks the characters of the play as well as the audience after the director's choice to keep the same actor. Both the director and the writer of the play work together to show how much Mickey has changed after living a lower class life, and yet, he is still the same person.

### QUESTION THREE: Use of drama technology to create focus

- (a) Explain how one or more drama technologies were used to create focus at a key moment. Give specific details from the performance to support your answer.

The drama technology of costume was used to create focus at a key moment in the play. This moment is when Mickey and Eddie see each other when they have both graduated high school and spent time away. Mickey spent time working in a factory, Eddie spent time at university. This is a key moment in the play as Mickey and Eddie become aware of how different their lives have turned out, and it is focused by how their costumes represent their lives. Mickey's costume has remained dirty oversized pants and shirt that were clearly second hand showing how he has no ~~more~~<sup>money</sup> spare to replace them. He has begun wearing a work man's jacket that has been mended and once again second hand. He wears work man's boots to show how he is constantly working in a factory to earn enough money to live. Eddie has a completely new outfit, it is all expensive clothing that hold aspects of a school uniform showing how he is still living life without work in university and is able to spend his parents money. When Mickey and Eddie meet in their new costumes it becomes a key moment as Mickey becomes angry when he realises that because he is lower class he is forced to be an adult, but because Eddie is upperclass he is allowed to still act like a

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



(b) Discuss the intended effect of this moment of focus.

You could consider, for example:

- revelations about the situation, role(s), time(s), place(s)
- the director's/designer's intention
- how the use of technology in this moment compared to other moments in the play.

The intended effect of how the costuming brings a moment of focus in this key scene is to link back to the play's theme of social class. The director's intention is to display the writer's intention of how social class affects people's lives. Russell states that he wanted to explore "the life that lets you stay younger longer." This comes from his own experience of working in a pub and watching university students come in and experience life <sup>without</sup> ~~all~~ all the responsibilities of adulthood despite being a similar age to himself. Mickey and Eddie are great examples of this as they are twins, yet, because of their social classes, ~~they get~~ <sup>one is forced</sup> to be an adult and the other is allowed to remain a child. The director shows how he links this idea of the writer through costuming Mickey as an adult and Eddie as a student. This is supported by the lines said by Mickey ~~at~~ Ed "I suppose you still are a kid aren't you?" and Eddie replies "We are exactly the same age, Mickey." This eventually ends with both of them fighting with Mickey angry at the revelation that he could have been able to live a younger life longer if he had been upper class. This is supported by his final words in the play "I could have been him!"

Extra space if required.  
Write the question number(s) if applicable.

QUESTION  
NUMBER

1 a) always rushing and working, her pace is uneven, her movements are erratic from stress. For most of the play, Mrs Lyons is portrayed in a position of power over Mrs Johnstone through their contrasting use of drama techniques. It is not until one moment in the play when this has changed. Mrs Lyons becomes paranoid to the point of insanity that Mrs Johnstone will take Eddie back from her, and this is when Mrs Lyons's actor changes their use of voice and body techniques. Mrs Lyons tries to bribe Mrs Johnstone with money, her pace is fast and inconsistent and her tone is desperate. She will randomly yell between sentences from uncontrolled emotions. Her walking pace has become inconsistent, her posture has hunched over, and her gestures are erratic and sloppy. At her breaking point, she screams and attempts to stab Mrs Johnstone, but she has become so uncontrolled from the disconnect in her mind that she drops the knife and falls over. The actor for Mrs Lyons skillfully demonstrates Mrs Lyons's loss of power from her desperation through the contrasting use of techniques for this moment of paranoid compared to the rest of the play.

Extra space if required.  
Write the question number(s) if applicable.

QUESTION  
NUMBER

"But I suppose you still are a kid aren't you?"

"Because when no one was looking I grew up. And you didn't because you didn't need to."

"I'm exactly the same age as you, Mickey"

"He life that let's you stay younger longer"

"And can we blame superstition for what came to pass? Or <sup>could it</sup> ~~is it~~ be what we, the english, have come to know as class?"

## Merit Exemplar 2022

Subject	Drama		Standard	91518	Total score	16
Q	Grade score	Annotation				
1	M6	The candidate has clearly explained the contrast of power Mrs Lyons explores through her use of techniques. The candidate has also clearly shown how the audience understanding of that character was deepened. However, they did not show perception in their answers. The candidate has supported the discussion with specific referencing to the live performance, and has detailed acting terminology throughout their response.				
2	M5	The candidate has unpacked the choice to use the same actors to play the youthful versions of the character in the early part of Blood Brothers. The answers in both part (a) and part (b) have some detail in the writing, but there is not enough detailed evidence from the production or sufficient detail in the answer overall to lift the response beyond M5.				
3	M5	The candidate has shown a clear understanding of the use of costume to create focus in a specific moment in the production. The sketch supported their understanding and gave a clear outline of the technology use. Part (a) has a significant amount of detail due to the additional information in the sketch, but part (b) does not have the same detail, and therefore the response remains at M5.				