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Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Drama 2024

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

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

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

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

Achievement

TOTAL 09

INSTRUCTIONS

To answer the following questions, you need to refer to at least TWO live performances: one that **you have performed in** this year, AND one that **you have seen** this year. The latter may include a recorded live performance.

- Question One is about a live theatre performance you have performed in.
- Question Two is about a live theatre performance you have performed in OR seen.
- Question Three is about a live theatre performance 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. They could include but are not limited to:

- narration
- chorus
- spoken thoughts
- split stage
- flash-back
- flash-forward
- freeze frame
- play-within-a-play
- monologue
- dance
- mime.

Techniques refer to use of voice, body, movement, and space.

Technologies refer to sound, lighting, set, costume, properties, digital projection, and make-up.

QUESTION ONE: Convention

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

Title of performance: Checkout Chicks

Playwright/theatre company: Rachel Callinan

Choose (✓) a convention used by an actor to develop the audience's understanding of a character:

☐ Narration

☐ Spoken thought

☐ Monologue

☐ Waiata

☐ Mime

☐ Song

☒ Chorus

☐ Aside

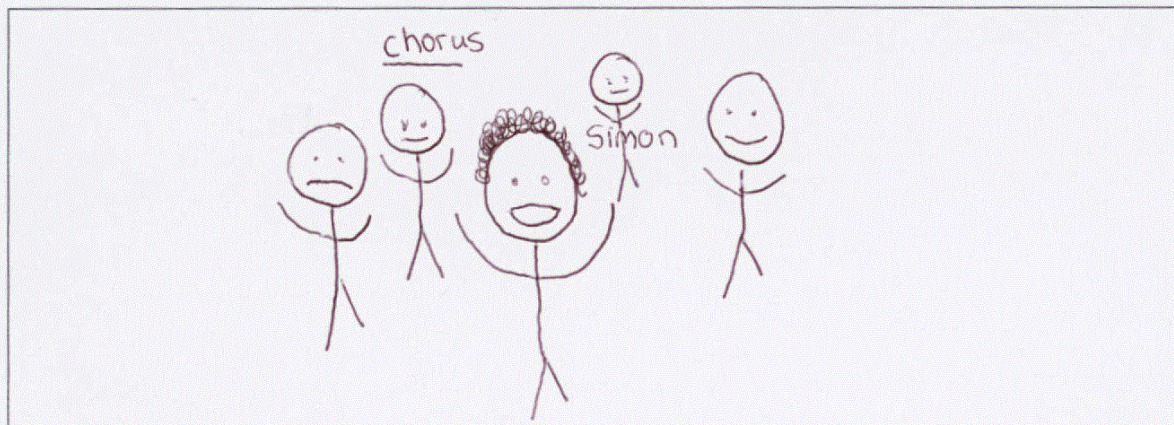
☐ Flash-back/-forward

☒ Other: Poetry

(a) Explain how an actor used this convention at a key moment in the performance.

Give specific details from the performance to support your answer. You may sketch and make annotations in the space below.

Beatnik poetry was used during Simon's song, 'don't plug it in,' to help explain Simon's dad's death. Chorus was also used to emphasize important phrases such as "Six years old," "resting place" and "don't plug it in."



- (b) Discuss how the use of this convention created a deeper understanding of the character in the performance.

You could consider:

- a character's beliefs, values, or opinions
- the character's status within the play
- connections to society.

Give specific details from the performance to support your answer.

Beatnik poetry and chorus deepened the audience's understanding of Simon's character, the chorus repeating significant phrases that Simon said made the audience realize his inner conflict and guilt that he has. Simon unintentionally killing his dad with a heater whilst he was in the bath has profoundly impacted Simon's life, despite him only being six and doing what he thought was best. Simon is the manager for the supermarket 'shop n pay' and we think of ^{him} as this mean guy who bosses everyone around. But really, he's just trying to keep this business going in the hopes that he'll make his dad proud. We know this because at the end of his song he says, "I just wanted to get this right, for my dad, he loved this place." Simon is a huge family and believes that his employees are his family and treats them like a family.

QUESTION TWO: Tension

To answer this question, refer to a live performance **you have performed in** (either devised or scripted) OR **you have seen** this year.

Title of performance: Checkout chicks

Playwright/theatre company: Rachel Callinan

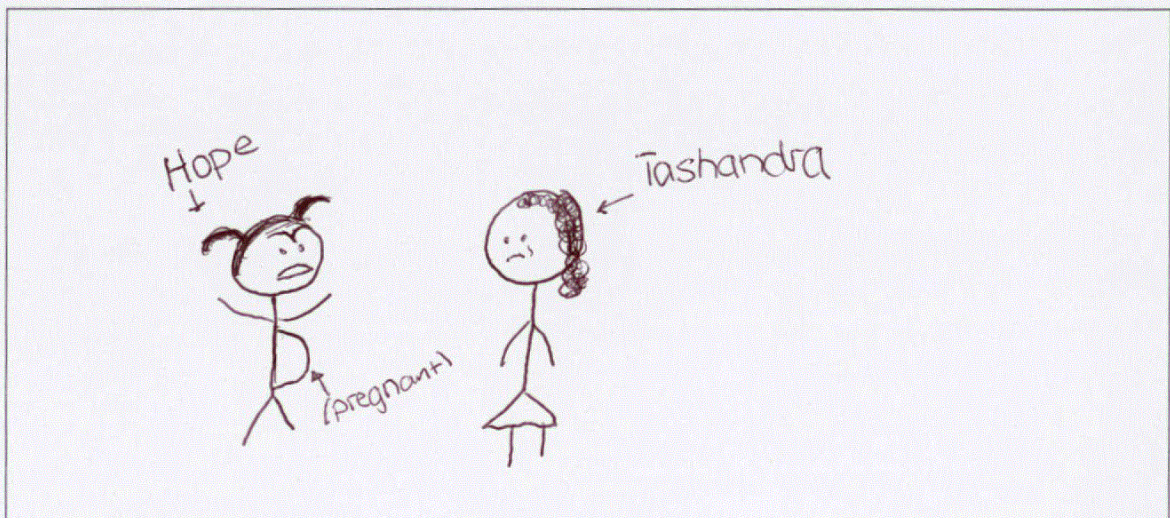
Tension is a sense of anticipation or conflict within characters, character relationships, or situations within a drama. It is used to develop dramatic action and maintain the audience's interest.

Briefly describe a moment of tension in the live performance:

Hope ^{yelled at} ~~argued with~~ Tashandra, her best friend, because she has been lying to her.

- (a) Explain how one or more actor(s) used drama techniques to create tension in this moment. Give specific details from the performance to support your answer. You may sketch and make annotations in the space below.

Hope used a variety of drama techniques ^{to create tension} during the argument scene with Tashandra. She used a direct tone of voice to show that she is confident with her opinion. She kept a tall posture to show her dominance.



(b) Discuss the impact of this moment of tension.

You could consider:

- intended effect on the audience
- how the moment relates to a social/political/cultural message
- how the moment relates to the wider world.

Give specific details from the performance to support your answer.

Tashandra had been lying to her friends and coworkers about her scholarship law exam because she didn't want people to think that she doesn't want to work at Shop n pay, she even changed her name from Elizabeth to Tashandra. Her best friend Hope ends up finding out and calls her out on it. Hope says some nasty things such as, "at least I can look myself in the mirror and know that I'm not a liar" and "I guess I won't give my baby, your fake name." This amount of conflict between her friendship and the level of tension makes Tashandra realize ~~that~~ that she shouldn't of been dishonest in the first place, which is a big key theme in the play. This ~~is~~ can be relatable for the audience and manipulates them to think about what lying and not being honest can affect.

QUESTION THREE: Technology

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

Title of performance: Frankenstein

Playwright/theatre company: National Theatre

Choose (✓) TWO of the following technologies:

☐ Costume

☐ Properties

☐ Make-up

☐ Digital projection

☒ Lighting

☐ Music

☒ Set

☐ Sound

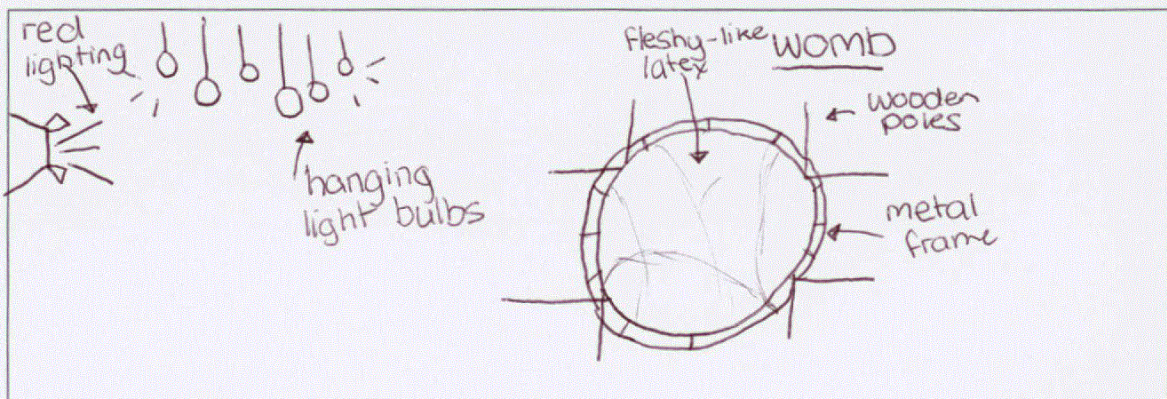
☐ Other: _____

Consider a key moment when these technologies were used in combination in the performance.

(a) Explain how these technologies were used in combination at that key moment.

Give specific details from the performance to support your answer. You may sketch and make annotations in the space below.

During the opening moment we see a 'womb' on stage that a creature was born out of, the womb is made out of fleshy latex, metal frames and wooden poles. There are hanging light bulbs on the ceiling that often pulse and surge with electricity, red lighting is also used. These technologies combined help symbolise birth and life.



The term 'dramatic intention' refers to what the director and/or designer wants the audience to understand from watching the performance.

- (b) Discuss how these technologies helped communicate the overall dramatic intention of the performance.

You could consider:

- the understanding of a key message
- the purpose of the performance
- links to local and/or global issues and concerns.

Give specific details from the performance to support your answer.

Set and lighting help convey a key theme within the performance, which is 'your actions can cause major consequences'. Victor created a creature through the use of galvanism, (~~with~~ which is what the pulsing lights represent). Victor approaches the creature and quickly realizes the mistake he's made and abandons him. This choice impacts the creature's life and he later learns to get revenge, since the creature lacked a parental figure throughout his birth, he ends up killing Victor's brother, William, and his wife, Elizabeth. Just to make sure Victor knows what it feels like to have no one. The two later meet and Victor yells "I am your master, you should show respect", the creature replies with, "a master has duties, you left me to ~~the~~ die". This makes Victor realize what he's done and how him abandoning someone, lead to his life being ruined.

Achievement

Subject: Drama

Standard: 91219

Total score: 09

Q	Grade score	Marker commentary
One	A3	<p>The candidate identified two conventions in part (a) – Beatnik poetry and chorus. The question asked for the response to be around one convention. Chorus was assessed, because it was the convention the candidate had addressed more fully in their response. The key moment was referred to generally as “when Simon sung the song about his dead father, Don’t Plug It In”.</p> <p>The candidate explained simply how the convention was used at this moment – Chorus was used to emphasise important phrases such as ‘six years old’, ‘resting place’, and ‘don’t plug it in’.</p> <p>A simple drawing was used to show the placement of actors in performance during this moment. This, combined with the simple explanation of ‘repeat important phrases’, showed how the actors used the convention of chorus.</p> <p>In part (b) the candidate discussed how the use of the convention created deeper understanding of the character in performance, when they said that the “chorus repeating significant phrases in the song made the audience realise the inner conflict and guilt that Simon had unintentionally killed his father, and that this had profoundly impacted Simon’s life, despite him being only six”.</p> <p>The discussion and explanation around character is general rather than specific to the key moment, and the response to this question is therefore at the level of a ‘simple explanation and discussion’.</p>
Two	A3	<p>The candidate identified a moment of tension in the play. They explained, simply, how an actor used drama techniques to create tension in this moment: “... she used a direct tone of voice to show she was confident with her opinion”, and “... tall posture to show her dominance”.</p> <p>A simple sketch was provided, showing the position of the two actors in relation to each other in the scene. The sketch was not annotated with examples of techniques used by the actors.</p> <p>In part (b) the candidate’s response explained the impact of the moment of tension, using quotations from the play as supporting evidence: “Tashandra had been lying to her friends ... about the law exam”, and “I guess I won’t give my baby your fake name”.</p> <p>The candidate connected the moment of tension with a key theme in the play: “... makes Tashandra realise she shouldn't have been dishonest in the first place, which is a key theme of the play”.</p> <p>More detail around the techniques used in part (a) would have supported a higher grade.</p>
Three	A3	<p>In part (a) the candidate explained clearly how the technologies of set and lighting were used in combination at a key moment (the opening scene), with</p>

	<p>a description of the artificial womb Frankenstein was born from: “... made out of fleshy latex, metal frames, and wooden poles; hanging lightbulbs ... often surge and pulse with electricity”.</p> <p>The candidate identified these technologies as symbolising life and birth. The clear explanation was supported with an annotated drawing.</p> <p>In part (b) the candidate linked the use of the technologies to a key theme: “... actions can cause major consequences”. The only further reference to technology came with connecting the pulsing lights with the process of galvanism that was used in the Frankenstein creation. The remainder of the candidate’s answer was plot-driven, and the question was therefore not fully addressed in part (b). Also, there was limited reference to evidence, and only a simple discussion of how technology helped communicate the overall dramatic intention of the performance. This kept the grade at A3.</p>
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