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SUPERVISOR'S USE ONLY

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91219



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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.

Merit

TOTAL 16

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: 'I own you' devised performance

Playwright/theatre company: Imbi, Laura, Lucy, Maria

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

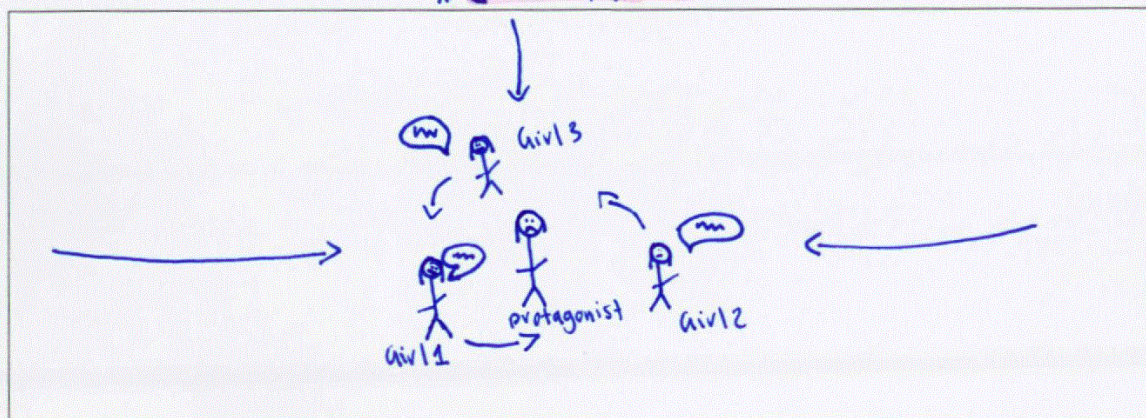
☐ Flash-back/-forward

☐ Other: _____

(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.

In our devised performance 'I own you', a convention that was used was spoken thoughts. In this key moment, the protagonist walks to centre stage from the centre curtain nervously and unconfidently. She stands at centre stage stationary and still. She is breathing deeply and is in a panicky, miserable state. Girl 1 walks on confidently from ~~stage~~ ~~left~~ stage left and starts intimidatingly circling the protagonist in centre stage. Girl 1 aggressively starts ^{repeating} ~~saying~~ the phrase 'boys will be boys' at a fast pace. ~~Girl 2 walks on~~ Girl 2 walks on with the same motive as Girl 1
*(at back) Gl.a



- (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.

The convention 'spoken thoughts' created a deeper understanding of the protagonist in the performance by ~~the~~ looking deeper into her trauma and emotions. The protagonist has suffered a traumatic sexual assault at a party and has received no support from any of her friends, police or family. She feels extremely alone in this situation and can't find a way to block out the thoughts and opinions society is giving her. Throughout the ~~play~~ performance, she is talked about behind the back of her closest friends and her peers and is ~~to~~ seen as an ~~attention-seeking~~ attention-seeking 'slut' that was asking for the sexual assault to happen. No one understands or listens to her the whole performance which leads her to be alone with negative thoughts all the time. In the end scene where Girl 1, 2 and 3 are circling the ~~scared~~ protagonist while aggressively repeating the thoughts that are going through the protagonist's head, we understand that her character is trapped in the lies society is telling her and she is in this endless cycle of doubt, anxiety and fear that these opinions society is telling her ~~is~~ could be true. ~~the~~ This situation connects to society as many teenage girls are / have gone through a sexual assault and have felt like they cannot speak up and get help or even find comfort and support from anybody.

*(Q1.6 at back)

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: All the Kings Women

Playwright/theatre company: Level 2 Drama Waikato Dio Production

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:

^{Cornol Tom Parkers'} When ^{secretary} Cynthia and ~~secretary~~ Steve Allen's secretary Abby have a business meeting and become impatient and irritated with each other.

- (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.

~~My~~ My character ~~and~~ 'Cynthia' and Hunter's character 'Abby' used change in voice/tone and eye contact to create tension in this moment. When Cynthia was asking Abby questions that Elvis Presley and ~~the~~ Cornol asked her to ask Abby, Abby was becoming irritated with Cynthia's desire to change the original plan for the show and adjust it just to suit Elvis. Cynthia gets defensive and ~~so~~ reminds Abby that she is just the messenger by saying "don't shoot I'm the messenger" in a sassy tone of voice.

*Q2.a
at back

(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.

The impact of this moment of tension in the play ~~Barry~~ was to show the audience the subtle competitiveness between two secretary's for two ~~high~~ well recognised people ~~and~~ Cornel Tom Parker (Elvis's agent) and Steve Allen (~~the~~ TV Host). As they both are working for high class people, there is an underlying competitiveness in the air where they are both trying to make a good impression ~~to~~ to each other with their jobs but also to make sure they both go back to their bosses with satisfying news. Their tension in ~~the~~ ^{this} moment had the intended effect to feel like the audience was watching two professional business woman that were trying to make their mark while occasionally stepping on the other's shoes and making each other impatient and irritated. This ^{tense} moment relates to a social message of ~~that there~~ ~~where~~ there are many people trying hard to do their job and do it well however there will be times where you will come across clients, customers and other people with similar jobs that aren't always going to be easy to get along with but you must find ways to move around it in a professional and responsible way. This moment of tension between Cynthia and Barbara relates to the wider world ~~because~~ with the recent US elections. ~~There were~~ two candidates ~~to~~ (Trump & Kamala) who are

* (Q2.6 at back)

QUESTION THREE: Technology

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

Title of performance: Red, white and Brass
 Playwright/theatre company: Auckland Theatre company (ATC)

Choose (✓) TWO of the following technologies:

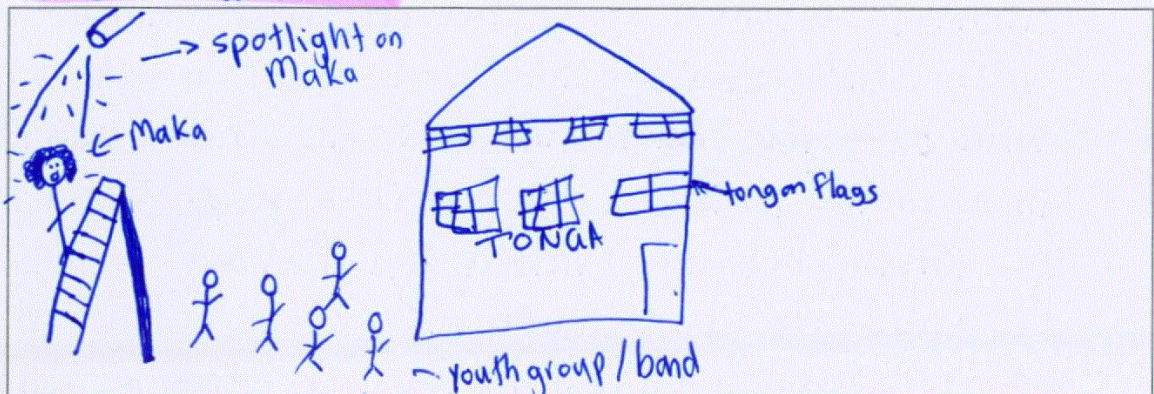
- | | | | |
|--|---|----------------------------------|---|
| <input type="checkbox"/> Costume | <input type="checkbox"/> Properties | <input type="checkbox"/> Make-up | <input type="checkbox"/> Digital projection |
| <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Music | <input type="checkbox"/> Set | <input type="checkbox"/> Sound |
| <input type="checkbox"/> 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.

The ~~coronet~~ two technologies, Lighting and music were used in combination in the moment when ~~Samsoni~~ opens his ~~coronet~~ case and a spotlight immediately focuses and shines on the coronet and angels start. Maka hasn't given up on getting his youth group tickets to the 2011 Rugby World cup game between Tonga and France in their home town Wellington. He ~~starts~~ climbs up to the top of a ladder at their house and stands ~~at~~ on top with the spotlight focused on him
 *Q3. a at the back



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.

The technologies Lighting and music helped communicate the overall dramatic intention ~~the~~ of the performance by using traditional ^{and upbeat and instrumental} Tongan music throughout the entirety of the performance and using lighting to emphasise characters, emotions and significant objects. Through the use of traditional and ^{dramatic} upbeat Tongan music it highlights the key intention of the play which is to showcase the beauty of Tongan culture and show the audience the heart and importance behind the Tongan Culture. The music used throughout the play help the audience the key message of community and culture should bring people together not apart by ~~the use of music~~ the use of Tongan vocals and strong harmonies sung by Maka and the youth group, traditional Tongan / pasifika instrumentals and incorporating Tongan culture and sound into their brass band performances together and the ~~tradition~~ flashback videos of Tongan communities singing together in the ~~mid~~ beginning, middle and end of the performance. The technology, music ~~media~~ helped address and link to local and global issues ~~such as~~ like the issue of Tonga being a small pacific island where many of the world has not been able to hear the beauty of Tongan music and

* Q3. b at back

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

Q1. a From stage right. She circles the protagonist alongside Girl 1 repeating the phrase 'sluts don't deserve sympathy'. ~~The~~ ~~are both~~ Girl 3 walks on ~~confidently~~ with drive from the centre back curtain and starts circling the protagonist repeating the phrase 'you were asking for it'. All three girls ~~are now~~ have red paint on their hands placing hand prints all over the protagonist's body while repeating these three phrases. ~~The~~ The three girls are becoming louder and louder and speaking faster to the protagonist in a very aggressive and gaslighting way. The protagonist can't escape. She's stationary and is crying in pain and suffering in silence.

The convention 'spoken thoughts' used in this key moment is representing the thoughts and opinions that a victim of sexual assault has received. The phrases 'boys will be boys', 'sluts don't deserve sympathy' and 'you were asking for it' are three key phrases mentioned in the Girl 1, 2 and 3's monologues discussing their thoughts and opinions of their friend's (the protagonist) situation. ~~The~~ The circling around the protagonist and repeating ~~these phrases~~ ^{over and over and loudly} ~~these phrases~~ symbolises the overwhelming, ^{fragile} state the protagonist's mind is in and that she cannot escape the thoughts and opinions of society and they are a constant battle and whirlwind in her mind.

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

QUESTION
NUMBER

Q1. b Society and friends are lacking in the support that ~~the people~~ girls who have had to deal with sexual assault need which leads the victims into obsessive, negative thoughts just as the protagonist in our performance did. This is the reality of our world and too many girls are suffering through it alone. We should be aiming to ~~the~~ redirect their negative thoughts into a safer mind where they fully accept it wasn't their fault and the opinions and thoughts society is forcing into their minds are wrong and not true. Though the use of the convention 'spoken thoughts' we get to ^{physically} hear what is going through the protagonist's mind and how it is affecting her in a fearful way.

Q2. a The two characters changed their tone of voice ~~into~~ ~~as~~ From normal, speaking voices but when tension arose it became defensive, accusing and blameful sounding like when your sibling blames/accuses you of doing something you didn't and you become defensive. The characters Cynthia and Abby also used eye contact to create and show tension by rolling eyes when one said something the other didn't agree with or when irritated with the other's arrogance. ~~Also~~ ~~they~~ They would ^{both} give ^{subtle} judgy looks ^{or on eyebrow raise} when the opposite would say something that they found questionable. For

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

example when Cynthia said "~~Can he move~~ Does he ~~he~~ have to sing to the hound dog?" and Abby gives Cynthia a ~~look~~ ~~saying~~ surprised but irritated look indicating that Cynthia's question was ~~g~~ dumb and obvious. The use of eye contact and tone of voice clearly indicates the tension between Cynthia and Abby.

Q2.b two people trying their best to leave their mark and show the world their ideas and leadership however both don't get along the best with each other and there is tension between them with the same jobs and goal to be ^{the} president of the U.S. They are forced to try their best to get along with each other ~~and~~ just as Cynthia and Abby ~~did~~ had to in ~~this performance~~ this moment in this performance.

Q3.a as he makes a grand, inspiring, motivational speech to his youth group and brass band members that there is still a chance they can ~~play~~ perform at the ~~game~~ rugby game and that they are worthy of those tickets. While he is making his motivational speech on top of the ladder with the spotlight focused on him, we hear motivational, inspiring music faintly in the background to make his speech seem more dramatic and inspirational.

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

QUESTION
NUMBER

Q3.b culture so the use of traditional, upbeat and instrumental Tongan music was a way to showcase ~~the~~ their culture to an audience and to the world and help the viewers understand the dramatic intention of the play which is to showcase the beauty, heart and importance of Tongan culture. The technology lighting ~~was~~ used in red, white and brass helped the audience understand ~~the~~ the key message of community and culture should bring people together and not apart by using spotlights to highlight significant moments where there is hope for the brass band and another opportunity for the Tongan culture ^{to be showcased} ~~to be~~ and community closer together. For example when Samisoni opens his cornet case and a spotlight focuses on the cornet as Maka realises they now have someone who knows how to play a brass instrument and can teach the youth group. The spotlight emphasises the cornet as it is a symbol of hope that they might actually be able to see the game between Tonga and France. Throughout the entire play lighting is emphasising significant moments of hope to highlight how Tongans are driven and passionate and that there is always hope ~~the~~ even when you don't think so and ~~a~~ helps communicate the dramatic intention to showcase the beauty, heart and importance of the Tongan

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

culture. ~~The~~ Overall the use of lighting and music helps represent and show the significance and beauty of the Tongan culture and leave the performance with a new appreciation and love for the Tongan culture.

Merit

Subject: Drama

Standard: 91219

Total score: 16

Q	Grade score	Marker commentary
One	M6	<p>The candidate described in detail how the convention of spoken thoughts is used in performance in a key moment (the final scene). For example: "... walks to centre stage and then remains stationary and still, breathing deeply".</p> <p>The candidate explained that the other actors in the scene are the protagonist's personified spoken thoughts, and that the protagonist is a victim of sexual assault. Their stage movement and use of repeated phrases ("boys will be boys", and "you were asking for it") were detailed, and created a strong picture of the stage action during the use of the convention. There was also a succinct description of the effect these thoughts were having on the protagonist "... symbolises the overwhelmingly fragile state she is in and that she cannot escape the thoughts and opinions of society".</p> <p>The discussion in part (b) was around how use of the convention created a deeper understanding of the character. It detailed how the audience is shown that the character felt extremely alone and caught in "... an endless cycle of doubt, anxiety, and fear", and that "... lack of support leads the victim into obsessive negative thoughts". While the discussion in part (b) is less grounded in specific evidence than in part (a), overall, the candidate provides a detailed picture of the use of the convention, its context, and what insight into the character it gives to the audience.</p>
Two	M5	<p>The candidate provided a context and explained clearly how actors used drama techniques to create tension in the chosen moment, with phrases such as "sassy tone of voice"; voices become "defensive, accusing, and blameful"; "Used eye contact to show tension"; "rolling eyes when irritated"; "... subtle, judgy looks or an eyebrow raise". This last description was further developed with a specific example: "Does he have to sing the hound dog? Abby gives Cynthia a surprised but irritated look, indicating that Cynthia's question was dumb and obvious".</p> <p>While the explanations around these techniques created a clear picture, more specific detail around nuanced use of voice and body would have helped towards securing a higher grade.</p> <p>In part (b) the candidate discussed the impact of this moment of tension with some clarity when they said that it "showed the audience the subtle competitiveness, where they are both trying to make a good impression, but also make sure they go back to their bosses with satisfying news".</p> <p>The candidate made a link to the wider world when they said that the moment of tension between the two characters relates to the two candidates in the recent US elections, but this idea is not sufficiently developed or supported, and does not strengthen the overall response.</p>
Three	M5	<p>The candidate explained clearly how the two technologies of lighting and music were used in combination at a key moment:</p>

		<p>“... making his motivational speech on top of the ladder with the spotlight focused on him, we hear motivational, inspiring music faintly in the background to make his speech more dramatic and inspirational”.</p> <p>A simply annotated drawing of the written description was provided. More specific detail in this part of the response would have strengthened the answer.</p> <p>In part (b) the candidate discussed clearly how the technologies helped communicate the overall dramatic intention of the play:</p> <p>“... using lighting to emphasise characters’ emotions and significant objects, and through the use of traditional and upbeat Tongan music, it highlights the key intention, which is to showcase the beauty of Tongan culture”.</p> <p>The candidate developed this idea: ‘... spotlights highlight significant moments where there is hope for the brass band, when Samisoni opens his cornet case and a spotlight focuses and shines on the cornet, and Maka realises that they now have someone who can teach the brass band. The spotlight emphasises the cornet as a symbol of hope”.</p> <p>Greater use of more specific and descriptive detail in part (a) would have helped towards securing an M6.</p>
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