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91514



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Drama 2024

91514 Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period.	Interpret a text from a prescribed playwright to demonstrate informed knowledge of a theatre form or period.	Interpret a text from a prescribed playwright to demonstrate perceptive knowledge of a theatre form or period.

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 12

INSTRUCTIONS

Choose ONE text by one of the prescribed playwrights whose work you have studied this year. Use your chosen text to answer ALL of the questions in this booklet.

Read the questions carefully before you begin. Each has different requirements.

PRESCRIBED PLAYWRIGHTS

Jean Anouilh	Federico García Lorca	Jacob Rajan & Justin Lewis
Aristophanes	Briar Grace-Smith	Renée
Samuel Beckett	Gary Henderson	Maurice Shadbolt
Albert Belz	Witi Ihimaera	William Shakespeare
Jean Betts	Oscar Kightley & Dave Armstrong	George Bernard Shaw
William Brandt	John Kneubuhl	Stephen Sinclair
Bertolt Brecht	Hone Kouka	Sophocles
Lynda Chanwai-Earle	Greg McGee	Tom Stoppard
Anton Chekhov	Stuart McKenzie	Mervyn Thompson
Caryl Churchill	Vela Manusaute	Makerita Urale
Euripides	Bruce Mason	Timberlake Wertenbaker
Michéline Forster	Arthur Miller	Oscar Wilde
Toa Fraser	Vincent O'Sullivan	Tennessee Williams
Dianna Fuemana	Harold Pinter	

Write the details of your chosen text in the box below.

Text:	Waiting for Godot
Playwright:	William Samuel Beckett
Theatre form or period:	Absurdist theatre

QUESTION ONE: Playwright's purpose and social context

Consider the playwright's purpose in writing your chosen text. Purpose could include the intended impact on the audience, or what the playwright wanted the audience to think, feel, or do.

- (a) What was the playwright's key purpose in the text you studied? Support your explanation with specific and detailed examples from the text.

Samuel Beckett's purpose in writing the text *Waiting for Godot* was to show the meaninglessness of life. He wanted the audience to relate to the characters, at this time many of the audience were also questioning the meaning of life as they had lived through war. The play reflects the meaninglessness of life throughout the text with the ~~a~~ lack of progression. This lack of progression shows the meaninglessness of life as they aren't doing anything they are just ~~point~~ pointlessly waiting and have no real meaning, they just keep waiting and waiting for something that never ~~has~~ happens. Some ~~examples~~ examples of ~~this~~ this lack of progression is when they repeatedly say "Waiting for Godot" they ~~never~~ never make ~~any~~ any progress. Another example is when in act 1 Estragon says "Shall we go" Vladimir then says "Yes let's go" then they don't move. This is repeated in act 2 when Vladimir says "Shall we go" and Estragon says "yes let's go" and they once again don't move.

- (b) How was the playwright's purpose influenced by the social and historical context of the time? Support your explanation with specific and detailed examples from the text.

You could consider, for example:

- key historical events
- beliefs and values of the time
- the playwright's world view.

the playwright Samuel Beckett's purpose was influenced because of war. World War 2 had happened making many people question the point of life as they had come to the realisation that life was pointless and they would all die someday. He showed this hopelessness throughout the play, an example of this being them not even being able to hang themselves from the tree in fear it won't even work, or the fact that they are waiting for someone who just never shows up. There was also a cold war ~~was~~ happening so they were always at fear a bomb might hit, especially because ~~the~~ the United States had just launched the first nuclear ~~bomb~~ bomb at Hiroshima killing thousands. This is reflected in the play as the ever present menace this is shown often an ~~exam~~ example could be Godot, ~~that~~ they are always in fear that he may never show up. Same way the playwright and the audience are always in fear of being bombed.

QUESTION TWO: Acting style

Consider a key moment in your chosen text.

- (a) In this moment, how would an actor(s) use the typical acting style of the theatre form or period? Support your explanation with specific and detailed examples from the text.

a key moment in the play is when Pozzo starts to order Lucky to do ~~the~~ things. In this moment ~~they~~ they are using the acting style by clowning and miming. Lucky was just doing actions without speaking which was also just ~~the~~ funny because ~~the~~ Lucky was a person. ~~the~~ When Pozzo said ~~the~~ "up hog" Lucky would stand up or when he said "stool" Lucky would stool. ~~the~~ they would use this acting ~~style~~ style to reflect key ideas such as dependency on others, because even though Lucky is a ~~the~~ slave to Pozzo he ~~the~~ needed him ~~the~~ they both rely on each other. Lucky ~~the~~ finds purpose in being Pozzo's slave and Pozzo has a purpose because he has a slave. clowning involves a lot of ~~exaggerated~~ exaggerated movements which Lucky does when Pozzo orders him to do so.

- (b) How is this use of the acting style typical of the theatre form or period of your chosen text? Support your explanation with specific and detailed examples from the text.

You could consider, for example:

- the use of drama techniques and/or conventions specific to the theatre form
- the intended effect of this acting style on the audience
- the function of the actor in this theatre form or period.

The use of the acting styles miming and clowning are typical of absurdist theatre ~~because~~ because they were a comedic relief for the Audience. but when you look past the funny part of it, it can reflect conventions such as dependency on others. Pozzo and Lucky depended on each other for status, they would be ~~the~~ nothing ~~with~~ without each other. So while it was used as a comedic relief to the Audience it was also just something they may have related to, they may have also heavily depended on people to find meaning in life.

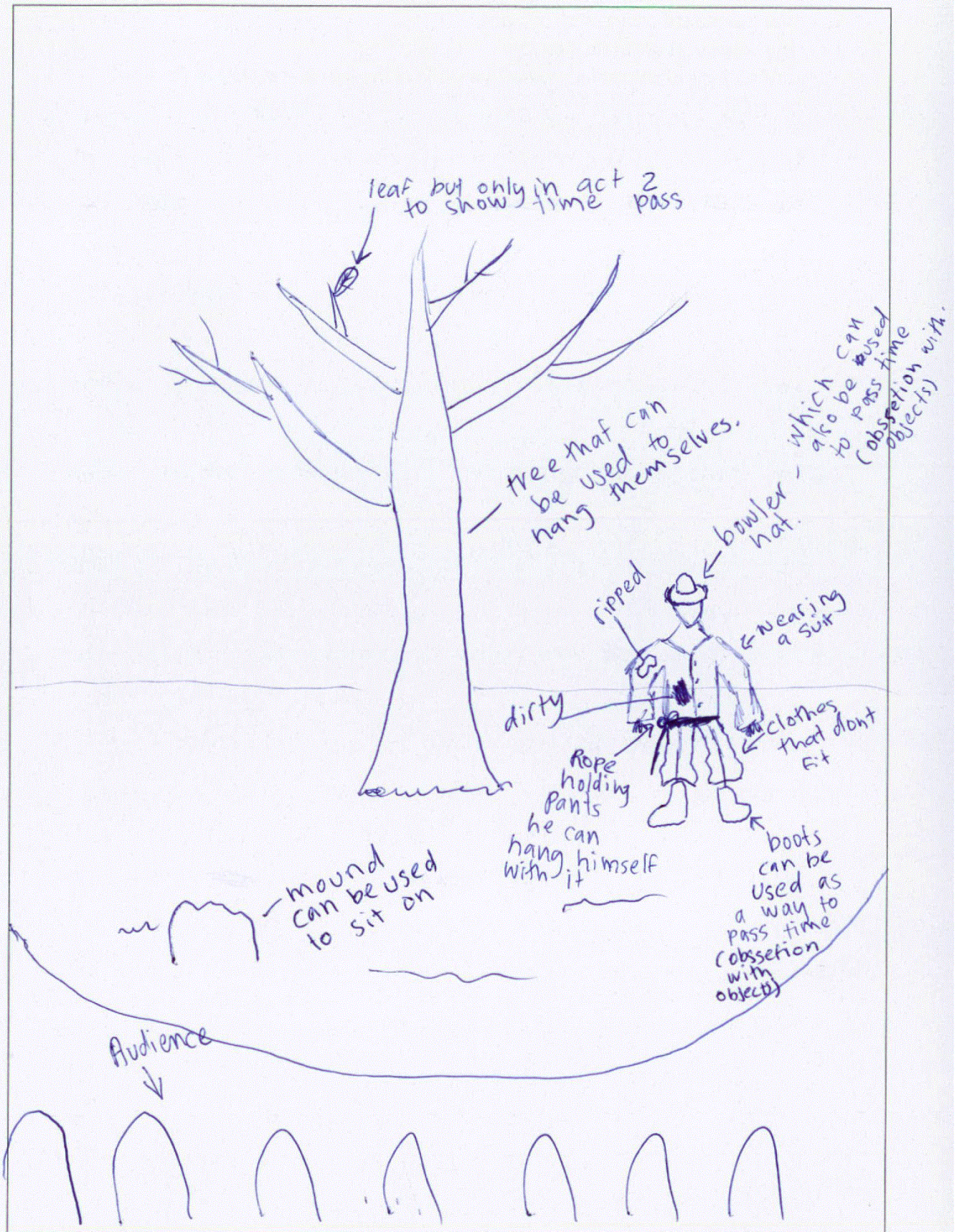
QUESTION THREE: Setting

Consider a setting from your chosen text that is typical of the theatre form or period. Setting could include time and/or place.

- (a) How would technology have typically been used to show this setting? Support your explanation with specific and detailed examples from the text.

technology is used to show the setting of the play in many ways, through the set it ~~shows~~ shows time passing by a leaf growing, in act 1 the tree is completely bare ~~with no~~ with no leaves on it, but in act 2 it has a leaf on it. the set could be ~~any~~ Anywhere because it's all barren, empty and almost apocalyptic. but it does really reflect as a time where a war had happened, ~~everything~~ everything is dead, it looks like a wasteland. the costume worn can also reflect that, it's all ripped and dirty. they wear a suit which is a timeless item of clothing but it reflects a change in status. they once wore the suit for a reason but now they look ~~like~~ homeless. the bowler hat is an ~~item~~ item of clothing that isn't timeless so this can show that it isn't ^{set in} the modern world. the rope used as a belt is kind of symbolic as it could be used to hang themselves, ~~but it also just~~ showing it was also a time where people saw no meaning in living. ~~it also~~

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) What does this setting communicate to the audience? Support your explanation with specific and detailed examples from the text.

You could consider, for example:

- the importance of time and/or place
- the creation of symbolic meaning
- connections or contrasts between the world of the play and society of the time.

This ~~set~~ setting can reflect ~~the~~ ~~the~~ loneliness, death, and ~~the~~ meaninglessness. ~~the~~ ~~play~~ ~~can~~ ~~have meaning~~ ~~shows the~~ this setting ~~can~~ shows many connections to the society of the time, the world was dull, empty it looked abandoned for both the real world and the play. in the real world ~~the~~ they had just experienced war, and in the play everything was ~~dead~~ empty and dead it looked like a war zone. the setting of the play there is a dead tree which is symbolic in many ways, it could be used for them ~~to~~ to hang themselves, its dead which reflects the hopelessness of life. ~~the~~ the time in which the play is set is important because it reflects ~~the~~ many real world issues that the audience relates ~~to~~ to. but it could also reflect ~~these~~ ~~same~~ issues ~~the~~ the modern world faces. an example could be covid the set they are alone and isolated just like the modern world was in ~~lockdown~~ lockdown.

Achievement

Subject: Drama

Standard: 91514

Total score: 12

Q	Grade score	Marker commentary
One	A4	The candidate succinctly identified and explained the playwright's purpose. Part (a) was explained using some evidence from the text, while part (b) explained the purpose of the script using evidence and links to the historical context. Some of this information was quite general: "... there was a cold war happening, so they were always at fear a bomb might hit." To gain a higher grade, the candidate would need to include greater detail and more direct evidence from the selected form and text.
Two	A3	The candidate identified a key moment and explained how an actor may use a typical acting style in this moment. Evidence from the text was limited in part (a) and the explanation was brief. Part (b) briefly explained why this acting style is typical ("... they were heavily dependent on people to find meaning in life.")
Three	M5	Part (a) explained how technology (set and costume) would typically be used in this text, using some specific detail from the text (they wear a suit, which is a timeless item of clothing). A sketch included specific set and costume detail that is appropriate and typical for the text. Part (b) explained what the technology communicates to the audience and attempts to make connections beyond the text of the play. The response was supported with evidence from the text.