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91518



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 3 Drama 2024

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 (XXXXXX). 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

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: Red, White and Brass

Playwright: Leki Jackson Bourke

Theatre company/ensemble: Auckland Theatre Company

QUESTION ONE: A drama convention

Consider a convention that was used at a key moment in the performance.

- (a) How was the convention used in this moment? Give specific details from the performance to support your answer.

A ~~convention that was used~~ ~~Focus~~ Freeze frame was used during a key moment in Red, White and Brass when the main protagonist Make, attends Mass. ~~there is a~~ Freeze Frame is used to emphasise the pastor Rev. Pita who is Make's father as he is in the midst of a homily. The congregation / the actors are sitting on pews with their backs to the audience making it feel as though we are a part of them listening to the pastor. Freeze frame makes the audience focus on the setting which is inside a Tongan Methodist Church. We can see the religious artifacts and the stained glass windows, ^{the time:} that have lighting outside signalling an afternoon.

Freeze frame is on Rev Pita who's face is earnest and reverent at the same time showing that he is a man of deep faith. The congregation are listening intently a mixture of hope and calmness as they listen to the Word of God. The convention was used in this moment to highlight Make's religious background. He is constantly surrounded by people who are grounded in faith, his own father, a leader of the Church. Freeze frame is portrayed in a positive light. The warm orange glow around the people attending mass shows a sense of community and love in their faith. Rev Pita ^{is frozen} ~~is frozen~~ with his arms on both sides of his body as he looms over the congregation.

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



(b) Discuss what the use of this convention communicated to the audience.

You could consider, for example:

- the shaping or defining of elements, such as time, tension, and focus
- how it deepened the audience's understanding of a key idea
- the director's concept for the production.

Freeze frame was able to incorporate the element of focus onto this scene. As the audience, our attention is solely on Rev. Pitz (played by Onetoto Ikevuka) who stands on the small stage as he communicates to the people, and by extension the audience - today's reading. Focus on Rev Pitz is important because it signals to the audience how religion plays a part on the play and what characters show these religious Christian traits and values. The message of Faith and Community is heightened during this part of the play as the mass scene progresses. The audience is made to feel like they are participating in a relevant and meaningful way. This was intentional on Bourke's part as he positions the actors hearing the mass with their backs facing the audience. As the audience, this makes it a more immersive experience for us allowing us to really take in the pastor's homily.

Rev. Pitz who comes from a religious background is seen practicing his faith, showing he is a man ^{of faith} not only by belief but through action as well. Bourke set this freeze frame up of Rev Pitz to later reveal how the Reverend's faith would later influence his future actions especially regarding Mark, his middle-son.

QUESTION TWO: Drama techniques and status

Consider the status (or social position) of a key character in relation to others in the performance.

- (a) How did an actor use techniques to show the character's status at a specific moment?
Give specific details from the performance to support your answer.

(Mak2)
John - Paul Folioaki uses body to contextualize Mak2, the main character - as a strong-willed and passionate leader. Mak2 learns about the Rugby World Finals between Tonga and France and ^{desperately wants to go} ~~and~~ ^{Mak2 decides} ~~begins to~~ gather his youth group together and create a brass band that can play during the rugby halftime show. In this specific scene in Act 1, Mak2 is seen standing amidst his youth group after having heard news. His body language is open, with both hands gesturing a bit while addressing his peers. Mak2's posture is straight and confident as he explains to them his plan of acquiring instruments for them to practice in order to achieve their goal. Although the time frame to find instruments, learn to play said instruments and eventually perform on the halftime show is short - this doesn't stop Mak2 from giving up. Mak2's belief and positivity which radiates from his ^{body} ~~being~~ is contagious. He also encourages them to be proud of their Tongan background and how becoming a brass band was one way of putting their culture on the map worldwide. His youth group sees Mak2 as a leader because of the way he carries himself: ready to overcome any obstacles that might come in the way. Mak2's family is also well-respected among the church community which adds to Mak2's social position and credibility among his friends.

(b) Discuss how status affected the character's relationships.

You could consider, for example:

- the influence of gender, age, culture, or economic situation
- how the differing status of characters can create challenges and opportunities
- how the character's status contributes to the social order and structure.

Rev. Pita's status as pastor for the Tongan Methodist Church is seen as highly respectable. He is well established among the Tongan ^{Christian} community. Rev. Pita's status at home is as the head of the family. In Tongan culture, the father is usually seen as head of authority to their family. Rev. Pita migrated from Tonga bringing his traditions, customs and religious values with him to New Zealand. Tonga is an island where 97% of its population are Christians so it is ~~seen as~~ important for Rev. Pita for his own family to carry with them the ^{cultural and religious} values that he had been raised with.

Maka is a first generation immigrant. He is in his early 20's. Maka normally clashes with his father due to their differing opinions. Rev. Pita sees Maka as too impulsive and proud. Rev. Pita has a close pastor friend named Rev. Hansell who is a part of The Tongan Methodist Council. Rev. Hansell has a son who's Maka's age but more successful with a career in law. Rev. Pita constantly compares his son Maka, to Rev. Hansell's child. Wishing Maka would follow the more conventional path. He disagrees with Maka's decision to create a brass band, lacking faith in Maka's leadership abilities to see the performance through. Maka tries his best to obey his father respecting their cultural customs with family but also sees his father's distrust as an opportunity for him to try better and succeed in his dream of taking ~~the~~ his brass band to the World Cup Finals.

QUESTION THREE: Drama technologies and mood

Consider TWO different moods that were created in the performance.

- (a) Explain how technology was used to create these two moods. Give specific details from the performance to support your answer.

Lighting during the heart to heart scene between Māke and his father Rev. Pitz, created an intimate moment of forgiveness between the characters. Dark lighting was used by shining a single spotlight on Māke and Rev Pitz, while dark blue light surrounded them. The darkness added a layer of ^{intensity} ~~vulnerability~~ and emotional vulnerability to the scene. Māke and his brass bands are backstage set to perform in the Finals when Rev. Pitz asks to speak with his son. In this moment, Māke is filled with dread ^{and} ~~anticipation~~ anticipation of what his Father might say. The single spotlight highlights the ~~the~~ main characters of this scene's expression and body language. In contrast, to the use of multiple spotlights and variation of colour in lighting during the performance scene. It is a completely different mood since ^{warm} tones like orange, yellow and red are ~~seen~~ used during moments of celebration and joy the complete opposite of the scene before with Māke and his father. The brass band's performance uplifts the mood which had been brought down during the previous scene. Here we can see the love for Tongan culture which is expressed by their twist / performance which strays away from a normal brass band show. Tonga is shown on the ^{motifs of} red worn throughout the band and the very people playing together. The choice in warm lighting brings a sense of community and sense of cultural pride amongst Māke, his band and the audience.

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 effectiveness of the use of technology in creating these differences in mood.

You could consider, for example:

- the intended emotional impact on the audience
- the purpose of creating differences in mood
- how this use of technology fits with the overall design concept.

During the Heart to Heart scene, ^{Dark} lighting and the use of single spotlight was effective in showcasing a moment of emotional vulnerability. Rev. Pitz is a conservative, strict Tongan father who is usually reserved and emotionally distant. ^{The dark blue} lighting was used when Rev. Pitz decides to ask for (2) Maki to forgive him for his past actions. This moment only happens due to Maki's mother Elisiva opening Pitz's eyes to how much Maki had grown as a man and how affected Maki had been with his father's disapproval. The dark blue lighting surrounding them represents Maki's trepidation at first in approaching his father and the unlikely outcome of this encounter. It highlights Maki's own insecure feelings towards his dad for not being present for him in the past. However the ~~sig~~ single white spotlight shining on both their faces ~~(2)~~ signifies reconciliation. Maki is surprised by his father's sudden apology but grateful that they finally see eye to eye in Maki's achievements. The white light surrounding them both in an embrace is a reminder of the constant love that ^{parent} ~~father~~ has for their ^{child} ~~son~~. Because of Pitz's love for Maki, he decides to not be influenced by the judgement of people like Rev. Hensell and other families. Instead, choosing to focus on the individual growth that Maki had shown him and the goals Maki had been able to achieve - by himself and with the help of the community.

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

QUESTION
NUMBER

The intended emotional impact for the audience is for those who find themselves in Mako's shoes or Pita's. It's a universal feeling wanting your mother or father to be proud of who you are. To look past all your successes and still love you unconditionally. Rev Pita finally coming to terms with Mako as a person is what the director hoped to achieve. It is not just the moments of success that are important... but moments of ^{personal} understanding through communication as well. Rev. Pita breaks the generational gap between him and his son ^{by} ~~through~~ the power of transparency and emotional vulnerability. The dark blue lighting emphasises this significant development in their father/son dynamic, adding to the ambience and overall emotional depth in ~~the scene~~ this pivotal scene.

In the halftime rugby show, there are multiple spotlights used and an array of warm lighting surrounding the brass band performers. They finally manage to produce a performance worthy of the rugby world finals and their hardwork is evident with the quality of their sound.

The orange/yellow lighting shining on the performer's faces show off their excitement and celebration having achieved their dreams of representing Tonga at the world stage. The warm lighting creates a sense of unity through community. Everyone is draped out with red which ~~is~~ can be found in Tonga's flag symbolising the blood of Christ... a reminder ^{how} ~~that~~ faith ^{continues to} plays an important

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

QUESTION
NUMBER

role in the play as a bridge that connects the brass band, Mzee and his father Rev. Pits together.

~~Mafana is a feeling of warmth that~~

Mafana, a Tongan expression used to describe the feeling of warmth that occurs amidst celebration, dancing and singing is present as the band performs. It is palpable among the audience too as those seated beside me swayed to the beat of the show.

The purpose of creating these differences in mood is to showcase the contrasting elements and dynamics present in the show. Mzee's relationship with his father is coloured using dark blue as they come to an understanding and forgiveness in ones relationship. ~~(In contrast, his relationship with his brass band is)~~ The dark blue and white lighting are a physical manifestation of how impactful relationships that are one-on-one are between two people. Whereas the bright orange / yellow lighting represent a community relationship that Mzee has fostered with his youth^{group}, made even stronger with the creation of the brass band. It is warmer in colour because it is just as important - even more so than our individual relationships between people. The saying "It takes a village to raise a child," is fitting to the theme of family, community and unity present in the rugby halftime scene.

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

QUESTION
NUMBER

I definitely felt a sense of appreciation for the Tongan culture and understanding of how the family dynamics operate within a ~~(Tongan)~~ religious Tongan household. Being brought up Roman-Catholic Filipino my entire life, I was able to identify similarities between myself and Maki's relationship with his father. My own dad tends to keep his words to himself ~~but~~ and embody them through his actions.

I could relate to the religious aspect of Red, White and Brass especially when Rev. Pita asks for Maki's forgiveness in putting the church above his own son(s) sometimes.

My parents are both leaders of the community 'Couples For Christ' so it hit close to home when Pita finally accepted Maki. I also am incredibly involved with my Filipino community here in Auckland and am deeply proud of my heritage. Seeing how boldly ~~but~~ Tonga was represented in the production - by the actors who are Tongan, the music, dances etc. made me incredibly fortunate to be part of such a diverse community filled with people who ~~have~~ ^{love} and treasure their ^{as I do,} culture so much.

Merit

Subject: Drama

Standard: 91518

Total score: 16

Q	Grade score	Marker commentary
One	M5	The candidate described the use of freeze-frame in the scene where Reverend Pita is addressing the church. There was some detail about the expressions on faces and how the congregation is sitting. The candidate then explained in some detail about how the freeze-frame enhanced the focus in the scene.
Two	M5	The candidate explained in some detail how Maka is a strong leader within the church and community. The status was explicitly explained in part (b), which was well supported with specific examples from the performance.
Three	M6	The candidate explained in detail how the lighting affected the moods within the performance. The sketch also supported the answer, as it developed the visual reference. The candidate explained in detail the insecurities of the character and how the lighting enhanced this.