

2023 NCEA Assessment Report

Subject:	Drama
Level:	Level 3
Achievement standard(s):	91514, 91518

General commentary

Candidates should have a definite understanding of the terms ‘elements’, ‘techniques’, ‘conventions’, and ‘technologies’, and the use of these drama components to create dramatic meaning. Candidates can then make perceptive connections between the features of the form, drama components such as the use of conventions, techniques, elements, and technologies in performance, and their intended purpose and effect. A confident use of drama terminology enables insightful explanations and evocative descriptions of what was seen in the performance by the audience of the day. The assessment specifications and the explanatory notes in the standards are useful guides to the terms that can be expected in questions.

Having a comprehensive understanding of the context of the text or performance studied is essential at Level 3. Candidates need to be able to provide well-supported evidence with examples and details from the text as it would have been typically performed, or from within the live theatre performance. Candidates need to make clear links between the work studied and the wider context for the higher grades.

Report on individual achievement standard(s)

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

Assessment

The examination included three questions, each with two parts, and candidates were required to respond to all three. The questions covered the requirements of the 2023 Assessment Specifications, which stated that candidates needed to be familiar with features of the form, which may include performance space, acting style, themes and ideas, use of conventions and technologies, and the historical and social context of the theatre form or period.

The questions required the candidate to provide coherent and relevant examples from the text to make connections to the theatre form or period.

Commentary

The text needs to be the work of a prescribed playwright to demonstrate knowledge of a theatre form or period. Candidates are more likely to be successful if the theatre form or period is distinguished by clearly identified features and indicative use of drama components.

Candidates are required to link the use of drama components back to a performance of the text rather than solely to the study of the text.

When choosing to use a filmed performance as part of the preparation for this standard, it needs to be of the original play rather than an adaptation of the play. For example, some of the film versions of the 'Death of Salesman' are an interpretation of the play and are therefore inappropriate for use.

Some candidates were able to write about conventions in a way that was acceptable. Other candidates showed some confusion regarding the definition of a convention, and how to write clearly on the use of a convention to create meaning and to communicate an intention to the audience.

Candidates who clearly noted key words and requirements of questions provided stronger answers by using relevant examples from the text to make connections to the theatre form.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- had a solid knowledge of a play and were able to draw simple examples from the text
- demonstrated a basic understanding of the form or period
- were able to simply link information from the text to wider knowledge of the theatre form or period.

Candidates who were awarded **Achievement with Merit** commonly:

- completed all three questions
- used detailed quotes and description of situations from the chosen text as evidence
- showed a solid understanding of the historical and / or social and / or political influences on the form
- understood the questions and wrote concise answers using relevant examples and evidence.

Candidates who were awarded **Achievement with Excellence** commonly:

- made detailed links to the intended meaning of the use of drama components, showing perception
- made insightful connections between the features of the form and the chosen text
- showed perceptive knowledge of the play and the wider ideas of the theatre form or period – i.e. the world of the play and playwright
- demonstrated the ability to make links between the form or period and the wider world and / or a modern context.

Candidates who were awarded **Not Achieved** commonly:

- answered only one or two of the three questions
 - chose a playwright who was not on the prescribed list
 - wrote short responses which covered the plot rather than answering the question
 - answered about drama generically without linking to the text or a form or period
 - demonstrated an inability to identify a performance convention or a technology.
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Achievement standard 91518: Demonstrate understanding of live drama performance

Assessment

The examination included three questions, each with two parts. Candidates were required to respond to all three. The questions covered the requirements of the 2023 Assessment Specifications, which were that candidates need to be familiar with the use of drama components, such as elements, techniques, conventions, and technologies. The questions required the candidate to make connections between the director's / designer's concept(s) and the performance seen.

Commentary

Candidates needed to be able to both comprehensively explain what they saw on stage and discuss their ideas by providing strong, detailed examples from the performance. It was important to be able to explain the synthesis between drama components.

Candidates are strongly advised to make use of the sketch boxes provided. They are useful tools to develop / enhance their answers.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed an understanding of drama terminology
- wrote with limited detail
- showed some understanding of the impact on the audience
- demonstrated understanding of the connection between drama components and the director's or designer's intention
- supported their answer with evidence from the live drama
- understood the need to move beyond description into explanation.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated informed understanding through detailed connections between drama components used in the live drama and the director's or designer's intention
- supported answers with detailed and relevant evidence from the live drama
- gave detailed descriptions of drama components that were evidenced in the live performance
- gave more than one example of the specified drama component to clarify the response
- explained, with detail, how drama components were used to communicate to the audience
- sketched and annotated to support their answer.

Candidates who were awarded **Achievement with Excellence** commonly:

- used drama vocabulary with confidence
- discussed perceptively how drama components were used to communicate to the audience
- demonstrated insightful connections between drama components used in the live drama, the director's or designer's intention, and the wider context
- supported answers with well-chosen evidence from the live drama
- sketched and annotated to support their work.

Candidates who were awarded **Not Achieved** commonly:

- showed a lack of knowledge of drama vocabulary
 - identified a drama component but gave little detail about how it was used
 - described the use of drama components without explanation or evidence from the performance
 - did not define a setting as a time or place
 - did not answer all the questions.
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