

Assessment Report

Level 2 Drama 2017

Standards [91215](#) [91219](#)

Part A: Commentary

Candidates at Level 2 are expected to be familiar with drama terminology and should be able to use the terms confidently in their writing. Candidates are expected to use detailed examples in their answers, and to show an understanding of the aim and purpose of performances seen and participated in, and the texts studied.

Part B: Report on standards

91215: Discuss a drama or theatre form or period with reference to a text

Candidates who were awarded **Achievement** commonly:

- highlighted key words to guide their answers
- showed some understanding of the world of the text studied
- displayed knowledge of the history and context of theatre form or period studied
- referred to both the form and the text they had studied.

Candidates who were assessed as **Not Achieved** commonly:

- lacked the ability to use drama terminology accurately
- failed to answer the primary question, relying on bullet points only
- showed limited understanding of both the studied theatre form or period and how the text reflects this form or period
- gave plot-heavy answers.

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

- showed clear knowledge of both form and text,
- understood purpose, and made connections between form and text
- planned their answers thoroughly
- included relevant detailed examples to support their answers
- used drama terminology accurately
- wrote clearly and concisely.

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

- showed confidence in using relevant and correct terminology
- had a sound understanding of societal / historical / political contexts
- applied their understanding of the context to explain the purpose of the form or the playwright's intention
- demonstrated a high level of understanding of dramatic practice with perceptive comments
- expressed their ideas fluently and in detail.

Standard specific comments

To achieve with Excellence candidates needed to make specific connections between the social / historical context of the traditional performance of drama / theatre form and / or the text they studied. Candidates who could link the drama / theatre form to a specific text were able to write to a higher level.

Understanding of the origins of the drama / theatre form or period is the essence of this standard. Candidates need to be able to discuss the theatre form / period through the lens of that time.

Candidates who had studied complex theatre forms with reference to a specific text were well served as it allowed them more opportunities for sophisticated discussions.

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

Candidates who were awarded **Achievement** commonly:

- provided general examples with some reference to purpose
- labelled their sketches clearly
- showed a basic understanding of the world of the play.

Candidates who were assessed as **Not Achieved** commonly:

- were unable to use drama terminology accurately
- gave rudimentary or basic descriptions covering only one aspect of the question
- summarised plot rather than answering the question
- failed to include a relevant labelled sketch.

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

- showed knowledge of the purpose of the world of the play
- identified and clearly explained the use of a technology and convention in live performance
- identified and discussed the use of drama techniques to show a character relationship
- used quotes and referenced specific moments from the performance to support their answers
- labelled sketches accurately and clearly, with information that augmented their written responses
- wrote clearly and concisely.

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

- showed understanding of, and justified the intentions in their own performance work
- discussed the use of a technology, relationships and convention in the performance and show some insightful understanding of the purpose in the performance

- made original and insightful wider links to events or societal / historical contexts through their understanding of themes
- referenced the director's or playwright's purpose, used quotes and referenced specific moments from the performance to support their answers
- sketched to support their answers, adding detail to elaborate
- demonstrated a high level of understanding of dramatic practice with perceptive comments.

Standard specific comments

Candidates who had been able to view a professional live theatre performance tended to give more detailed and insightful answers than candidates who wrote about in-house performances.

Candidates who used specific drama terminology to give a detailed description of the use of technologies, and were also able to make connections to the theatre form or period, could write to a higher level.

[Drama subject page](#)

Previous years' reports

[2016 \(PDF, 0KB\)](#)

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