

# Assessment Report

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## Level 1 Drama 2018

Standards [90011](#) [90998](#)

## Part A: Commentary

It was pleasing to see a sizeable number of students meeting the criteria for the higher levels of achievement across both standards. A wide range of performances and forms were offered to candidates across the country, and many students were able to make strategic choices about which performance or feature they would use for each question, across both papers.

Candidates are encouraged to make greater use of the list of terms and theatre forms at the start of each paper.

Teachers are encouraged to check the specifications for the next examination round and plan their work accordingly, to give candidates the best opportunity to be successful in either standard.

Selecting performances and forms that are accessible and appropriate for the standards and for the candidates is important.

## Part B: Report on standards

# 90011: Demonstrate understanding of the use of drama aspects within live performance

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Candidates who were awarded **Achievement** commonly:

- described an important idea communicated by a character they played
- related a rehearsal activity to their own experience
- explained how the character communicated an idea to the audience
- described a key character who caught their attention
- described the character's use of drama techniques (more than one)
- described technology used in an opening sequence of a live performance
- explained the purpose of the technology
- supported all answers with evidence.

Candidates whose work was assessed as **Not Achieved** commonly:

- gave a rudimentary description of an idea and a character
- gave a vague definition of an activity, such as hot-seating, but did not describe any specific information
- described only one drama technique, or none at all
- did not support their responses with evidence or examples
- retold the plot instead of answering the question
- did not explain the purpose of any technology
- wrote generic answers, sometimes listing drama techniques from the page two box, but without any examples or relevant detail.

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

- understood 'drama aspects' well

- explained, in detail, how they communicated an idea
- used drama terminology accurately
- linked observation of a character to learning about the world
- explained, in detail, the purpose of technology in the opening sequence of a live theatre performance
- annotated the sketch to support their explanation
- answered in comprehensive detail, though often with some repetition of ideas
- supported their responses with detailed evidence.

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

- made connections between character, ideas, and the use of drama aspects to the wider context of the play
- showed personal insight in observing the character in relation to learning about the world
- referenced their own experience with perception
- showed awareness of symbolism and how the combined effect of technologies work to enhance the ideas during an opening sequence
- referenced astute analogies between the production and wider contexts (historical, social, political, geographical)
- used sophisticated language to express complex ideas
- selected precise evidence that clearly supported their discussion
- explained confidently how a **variety** of technologies or techniques were used to complement one another in performance
- showed insightful and original understanding about the performance, offering ideas “beyond the show”
- created a graphic picture of the live theatre performance
- supported responses with well-chosen evidence.

### **Standard specific comments**

Candidates had an opportunity to answer two questions about a performance they had participated in, which helped those schools with more limited access to professional live theatre experience.

Candidates who saw professional theatre achieved well, although musicals posed problems for candidates when discussing the use of drama techniques.

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## 90998: Demonstrate understanding of features of a drama/theatre form

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Candidates who were awarded **Achievement** commonly:

- completed all questions and wrote descriptions that related to the question
- showed some knowledge of the drama/theatre form
- wrote about the drama/theatre form showing some practical experience of the form in their responses.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote only brief answers
- referred to their own practical experience of the drama/theatre form, which was not performed in a typical manner, when referring to costume or set
- wrote about a film they had seen, which was not always accurate or typical of the drama/theatre form.

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

- showed informed knowledge
- wrote detailed answers
- linked their answer to the question and developed the response in a structured way.

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

- wrote full and thoughtful responses, answering questions in detail and making good links to the theatre form and the era
- wrote well across all three questions

- wrote with a clear structure and unpacked each question to display their knowledge, making connections to the wider society and times of the drama/theatre form
- used specific language that related to the era and showed genuine knowledge and understanding of the features of the drama/theatre form
- chose suitable examples that could be used to answer the questions fully.

### **Standard specific comments**

Too many candidates took the bullet marked suggestions of what they could write about as being what they must write about, even when it wasn't appropriate for their theatre form.

Some theatre forms proved harder for candidates to achieve highly in. For example, candidates struggled to make connections in the acting style question for Elizabethan theatre; French farce and Epic theatre proved too complex for many. Docu-drama, musical theatre and children's theatre saw many candidates struggle to identify enough features with any depth.

While candidates are encouraged to gain practical experience of the selected form, they need to be prepared to discuss the typical features of the form, rather than what they may have seen or acted themselves. During their preparation, candidates need to unpack the selected form so that they will be able to demonstrate a deeper understanding of the form and its features.

Candidates are strongly advised to read the whole paper first and plan what knowledge they will use for each question.

## [Drama subject page](#)

### **Previous years' reports**

[2016 \(PDF, 212KB\)](#)

[2017 \(PDF, 46KB\)](#)

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