

Assessment Report

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Level 2 Drama 2018

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Part A: Commentary

Candidates are expected to show an understanding of the aim and purpose of performances seen and participated in, the theatre form studied, along with the texts studied, and to use detailed examples in their answers.

Many candidates showed a clear understanding of the drama or theatre form they had studied and were able to discuss the social and political context of the form.

The glossaries at the start of both papers provide helpful information for candidates but their familiarity with drama terminology needs to be secure enough to be able to confidently use correct terms in their writing.

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:

- linked responses to the text when discussing the key features of the drama or theatre form
- supported their responses with some evidence from the text and the social/political/geographical context of the drama or theatre form
- identified the connection between the performers and the audience in a general way
- identified technology that was typical and explained how it was used, with some specificity.

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

- developed limited responses to the questions
- failed to articulate what was typical of the theatre form
- gave general answers about the drama or theatre form without reference to a text
- wrote about modern adaptations rather than the use of the drama or theatre form that was typical of the time
- identified a technology and gave limited or no response about the technology in the form.

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

- demonstrated clear knowledge of the drama or theatre form and the text in all responses
- responded to all parts of the question, in some detail
- provided answers specific to form and period
- demonstrated clear understanding of the effect the use of key features had on the form in the selected text
- supported answers with evidence

- demonstrated clear and coherent understanding of the history and context of the drama or theatre form
- articulated the meaning that the audience drew from the combination of performance features used
- combined understanding of technology and other performance features to show clear understanding.

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

- used specific vocabulary related to the drama or theatre form
- included specific, well-considered evidence to support their answers, valuing quality over quantity
- used insightful evidence to show perceptive understanding of drama or theatre form, e.g. evidence from historical/social/political context, critical texts and playwrights/theatre practitioners
- demonstrated understanding of the playwright's intention as a reflection of the social/political context
- showed clear understanding of the drama or theatre form's intention for the audience
- understood how features are intentionally used together in the performance of a work to support development of meaning, and to have an impact on an audience.

Standard specific comments

Overall, candidates had strong knowledge of the drama or theatre forms or periods. Strong historical knowledge was demonstrated across the cohort.

The drama or theatre forms or periods that candidates wrote about most successfully were Elizabethan Theatre, Epic Theatre, Feminist Theatre, New Zealand/Pasifika Theatre and Ancient Greek Theatre.

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

Candidates who were awarded **Achievement** commonly:

- responded with limited description or evidence
- made a genuine attempt at the question, although often with general and sweeping statements
- demonstrated some understanding of the purpose of the techniques, symbols and technology
- used some Drama terminology, although not always correctly
- used the sketch space to support response with some annotation
- demonstrated some wider play or performance knowledge.

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

- provided basic or rudimentary description and sketches
- labelled sketches inadequately
- repeated information in each part of the question
- failed to develop their ideas
- wrote about character development or plot
- provided incomplete answers and/or failed to answer all the questions
- included irrelevant information that did not support the question.

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

- used the prompts to plan different information across the questions
- labelled sketches clearly with details relating to the question
- supported responses with evidence linked to purpose
- understood the meaning behind the world of the play
- provided details such as relevant quotes or specific moments

- used Drama terminology confidently
- discussed the purpose behind their own performance choices confidently.

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

- made coherent and relevant connections or comparisons to the world of the play and/or the wider world into their responses
- showed a wide understanding of the performance, referencing the director's concept or the playwright's intention
- made appropriate links to the theatre form or production style of their chosen performance
- discussed ideas succinctly, with maturity and a strong command of language
- demonstrated in-depth or wide-ranging understanding of the greater meaning behind the performances
- supported answers with detailed sketches that built upon the points made
- provided clear and confident justifications of their own performance choices, supported with a range of moments or quotes
- demonstrated a high level of Drama knowledge.

Standard specific comments

Drama performances that were complex in form and realisation provided rich material upon which candidates could construct answers. Candidates also wrote well about performances that had strong concepts and clear intentions. A clear understanding of the use of symbol and a variety of the ways in which performance space could be used helped candidates to develop perceptive answers.

[Drama subject page](#)

Previous years' reports

[2016 \(PDF, 208KB\)](#)

[2017 \(PDF, 42KB\)](#)

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