

# Assessment Report

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### Level 3 Drama 2018

Standards [91514](#) [91518](#)

## Part A: Commentary

As with previous years, approximately twice as many candidates entered for the live performance standard compared to the theatre form standard.

Marking panels reported an improvement in candidates' ability to write within the space allowed to give succinct answers supported with relevant evidence.

Panels also reported that the major weakness for poorly achieving candidates was a lack of understanding of the language of drama used in the questions, for example, answering on the use of a technique when a convention was required.

## Part B: Report on standards

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

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Candidates who were awarded **Achievement** commonly:

- explained features of the theatre form or period in a simple, straightforward manner
- made some reference to the chosen text
- selected appropriate features to answer the question, for example, accurately identified a convention to answer Question Two
- explained key themes, effects or the purpose of the form or period simply
- used sketches to support their answers.

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

- misidentified features or identified features that are not typical of the form or period
- identified a technology outside the three options given, for example, costume
- made little or no reference to a chosen text or wrote about a text that is not on the prescribed playwrights list.

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

- explained features of the form or period in detail with clear reference to the chosen text
- identified features typical of the form confidently and accurately
- linked the use of features of the form or period to its purpose, key themes or effect on the audience of the time
- provided detailed sketches which supported their discussion.

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

- explained features of the form or period with detail and perception
- provided well-chosen evidence from a text to explain a point of view demonstrating insight and knowledge

- wrote comprehensive answers
- demonstrated an understanding of the world of the play, the playwright and the theatre form and linked them all together
- wrote in an articulate and concise manner
- provided detailed sketches which supported their discussion.

### Standard specific comments

It should be noted that this standard assesses knowledge of a text by a prescribed playwright. Answers based on texts that have not been written by a prescribed playwright will not be considered for assessment.

The plays listed in the assessment specifications are suggestions. Other texts written by a prescribed playwright are permissible.

Knowledge of the theatre form should focus on the text as it would have been seen in a live performance rather than as literature.

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## 91518: Demonstrate understanding of live drama performance

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Candidates who were awarded **Achievement** commonly:

- responded to questions with simple, brief explanations
- gave limited evidence from the performance to support answers
- recalled detail from the storyline of the performance accurately
- made simple sketches with some annotation
- used drama terminology in their responses
- interpreted questions accurately
- repeated information between questions.

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

- gave simple description of the plot with little evidence or examples from the live performance to support their answers
- wrote brief responses to questions that included repetition of key points
- misinterpreted questions or wrote about aspects of the performance not asked for
- repeated information between questions without any further development.

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

- gave detailed explanations in response to questions
- used sketches to support answers and included detailed annotations to further explain points made
- used drama terminology accurately and confidently, and responded personally to the performance, making connections between different aspects
- explained the effect of the performance on the audience knowledgeably
- supported answers with detail from the live performance that was accurate and specific, allowing the marker to visualise the aspect being explained.

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

- supported answers with well-chosen (and not necessarily heavily detailed) evidence from the live performance that supported and/or enhanced the points of the discussion
- sketched in support of their answers, adding annotations that were detailed and insightful
- presented a clear and perceptive understanding of the deeper themes or purpose of the performance
- developed answers in a way that allowed the discussion to flow
- evaluated aspects of the live performance, showing critical thinking
- responded to questions with insight, making connections to the world of the play and the wider world of their own experience
- showed an understanding of a theatre's impact in the wider world.

### Standard specific comments

This standard allows candidates to reassess how they see the world. Through live performance, candidates have the opportunity to empathise with people from all walks of life and in various situations. Candidates should be encouraged to reflect on how their lives and the lives of their communities are affected by the themes that are evident in the drama performances, to enrich their responses to questions about the performance.

Live performances that were sophisticated in their key ideas and/or execution of techniques and technologies, supported candidates in discussing questions in more depth and detail, and supported the development of perceptive responses.

The range of live performances discussed by candidates included contemporary theatre, Shakespeare, musical theatre, solo shows and modern adaptations of classic plays.

## [Drama subject page](#)

### **Previous years' reports**

[2016 \(PDF, 213KB\)](#)

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