

Assessment Report

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Level 1 Drama 2019

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Part A: Commentary

Overall, candidates appeared to have prepared well for the 2019 examination, with many excellent detailed responses to a range of performances and drama/theatre forms across the country.

It was pleasing to see that many candidates made 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.

Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- described a problem faced by a character they played
- described their own use of drama techniques
- explained what they wanted the audience to learn
- described how focus was created on a character
- explained the purpose of the focus on a character
- described a prop or piece of set
- explained the importance of the technology
- supported all responses with evidence.

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

- described the plot, rather than responding to the question
- gave a brief description of their own use of drama techniques
- used minimal or no drama terminology, or terms may have been used incorrectly
- gave a vague description of how focus was created
- did not support their responses with evidence or examples
- provided a rudimentary description of a prop or piece of set, or wrote about a different technology
- used generic or unrelated statements about the technology
- did not label sketches.

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

- described, in detail, their own use of drama techniques
- explained what they wanted the audience to learn about to human behaviour

- supported points with examples, often with quotes and relevant reasoning
- explained, in detail, the purpose of creating the focus on a character
- connected ideas back to the moment they were writing about
- annotated their sketches with details to support their answer
- explained the importance or symbolism of a prop or piece of set with an informed understanding of the performance.

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

- supported responses with specific, well-chosen evidence to confidently discuss ideas
- made connections between character and drama techniques, connecting them to the world of the play or to our world
- made connections to their own world/views/beliefs
- explained relevant wider world points and wove these ideas throughout the response
- showed mature, thoughtful and perceptive thinking that supported their discussion
- used precise language to recreate the moment, referring to a range of drama aspects
- supported responses with well-chosen evidence.

Standard specific comments

Many candidates were able to write well about the use of drama techniques in their own performances, however, some found it difficult to provide relevant links to the wider world.

Candidates had an opportunity to answer select own or seen performance in Question Two, which allowed more opportunity for candidates who may have only seen one show.

Despite being signalled in the assessment specifications, there were some candidates who were limited in Question Three by having viewed performances with no props or pieces of set.

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

Candidates who were awarded **Achievement** commonly:

- provided brief and generally accurate responses to questions
- provided some, generally accurate, information on the historical and social context of their chosen drama/theatre form
- gave information about one specific play, with some reference to typical features
- described how aspects of their chosen drama/theatre form were typically used.

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

- provided inaccurate information about the features of the drama/theatre form
- gave information on the plot of plays, rather than the features of the drama/theatre form
- provided generalisations around techniques, tension and their chosen convention without providing examples relevant to the drama/theatre form
- gave responses about their own experience, or a modern performance, rather than a typical performance of their chosen drama/theatre form
- appeared to choose from the list of conventions provided, rather than identify and write about what was relevant for the drama/theatre form.

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

- provided informed and detailed information on the social/historical context of the drama/theatre form
- explained clearly, with supporting evidence, why the drama/theatre form would be performed in a specific way
- linked their responses clearly to the questions and developed the responses in a structured way.

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

- provided detailed and thoughtful responses with well-chosen evidence
- provided accurate understanding of the drama/theatre form and included comprehensive information on the social/historical context
- explained connections between the features of the drama/theatre form and the social/historical context
- gave insightful explanations for the way that a drama/theatre form would be performed, using language of the era
- wrote with a clear structure and unpacked each question to display their knowledge.

Standard specific comments

Candidates should be prepared to unpack and discuss the recognisable features of their chosen form, at the time that it was originally performed rather than refer to their own live performance of the drama/theatre form.

Candidates are strongly advised to read all questions thoroughly before commencing their responses so that information can be suited to each question as well as to avoid repetition.

Candidates are advised to carefully consider the bullet marked suggestions when they choose what to write about. Some suggestions may suit their drama/theatre form better than others.

Some drama/theatre forms, such as Elizabethan, Musical Theatre, Pantomime and Mime, proved more challenging for candidates to achieve highly in. Many candidates struggled to identify and discuss enough features of these forms with any depth.

[Drama subject page](#)

Previous years' reports

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

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

[2018 \(PDF, 112KB\)](#)

LIVE

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