



New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Report

Level 1 Drama 2016

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

Part A: Commentary

Candidates and teachers are advised to carefully read the assessment specifications for the external standards as they inform the contexts of the examination.

Candidates are also guided to answer all parts of each question as they all contribute to their overall result.

Part B: Report on Standards

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

Candidates who were awarded **Achievement** commonly:

- listed or described some key aspects of their character
- sketched their costume; labelled items and briefly explained what an item showed about their character
- described about a key moment between characters
- wrote generally about how space was used by the two characters
- explained what the use of space showed
- defined a convention, and wrote about its effect.

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

- did not sketch their costume or drew a simple sketch but did not label it
- described the plot and the character's actions during the performance
- described why they wore their costume but did not relate it to their character
- wrote about a one-person show
- wrote about one character rather than a relationship between two characters
- summarised the performance
- wrote about the use of a convention but did not define it

- wrote about a technique, element or technology instead of a convention.

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

- described some key aspects of their character
- drew a detailed, labelled sketch
- wrote in detail, what their costume showed about their character
- related what their costume showed about their character to their performance
- wrote in detail about two characters' use of space
- gave detailed explanations about what the use of space showed
- defined clearly a convention and wrote in detail about the ways it was used
- wrote about the convention explaining its use and the effect on the audience
- supported their answers with examples.

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

- described key aspects of their character
- understood their character and explained in detail how this was shown through their costume
- explained the ways parts of their costume related to the whole performance
- wrote with specific detail and examples about the characters' use of space
- related specific examples of the use of space to the whole performance.

Standard-specific comments

For 90011, candidates need to participate in and see performances which relate directly to the requirements of the specifications. Teachers could plan for this over their year so that candidates who are entered have the best opportunity to write using specific and detailed evidence.

Successful candidates demonstrated a sound understanding of the difference between the elements of drama, conventions, and the techniques of drama, as outlined in the explanatory notes of the achievement standard.

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

Candidates who were awarded **Achievement** commonly:

- identified a relevant character and generally described purpose
- provided a general explanation of how role, place or mood were shown through the use of a technology
- identified the space where the audience were placed and explained their interaction
- provided some examples to support their answers
- wrote accurate, but generalised, comments about the social or historical context

- repeated material through all three questions.

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

- showed limited knowledge of their chosen form
- provided very brief and non-specific answers
- discussed their own performances instead of how the theatre form would originally have used techniques or technologies
- were unable to differentiate between techniques, technologies, conventions and elements
- wrote very generalised comments about the social or historical context, (e.g. spoke about rich and poor in a way that could be applied to any period)
- discussed what they saw in films or television programmes rather than the theatre form
- did not attempt all the questions.

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

- chose relevant examples to illustrate their knowledge of the theatre form
- highlighted key words in the questions and then scaffolded their responses logically
- described the use of techniques to show purpose in detail
- selected a relevant technology and described in detail how role, place, tension or mood were shown through its use
- explained the interaction with the audience, with relevant examples.

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

- showed thorough understanding of the theatre form and the events of the time (e.g. for melodrama, wrote about the industrial revolution and class system, then related this to aspects in a typical performance)
- explained the use of techniques to show purpose and made very clear links to the social / historical context
- explained in detail how role, place, tension or mood were shown through the use of technology, making relevant links to the wider social / historical context
- explained the placement and interaction with the audience, providing examples and making relevant links to the wider social / historical context
- moulded their responses to fit the question.

Standard-specific comments

Candidates need a sound understanding of the elements, techniques and technologies of drama, in relation to their chosen drama / theatre form.

It is worth noting that techniques and technologies are not the same thing.

The strongest forms written about were Greek theatre, commedia dell'arte, and melodrama. Musical theatre proved difficult to write about in terms of actors' techniques and interaction with the audience.

Practical experience of the drama / theatre form is helpful, particularly if students are asked to describe a key moment from a performance, or describe the acting style and use of techniques, but in order to demonstrate knowledge of the original form they need to describe this neutrally rather than only from their personal perspective.

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