



New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Report

Level 2 Drama 2016

Standards [91215](#) [91219](#)

Part A: Commentary

Candidates at this level are expected to be familiar with drama terminology and able to identify and discuss techniques, conventions, elements and technologies without significant scaffolding in the question. The assessment specifications and explanatory notes in the standard are useful guides to the terms and language that can be expected in the examination.

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:

- identified the form and the text
- showed general knowledge of the form or period.

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

- discussed the form without reference to the text, or discussed the text without reference to the form
- demonstrated limited or erroneous knowledge of the form or period.

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

- clearly linked the chosen text to the form or period
- supported their answers with appropriate examples from the text
- used correct drama terminology.

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

- discussed in accurate detail what the drama / theatre form looked like in a traditional performance
- provided fully appropriate examples from their chosen text
- made connections between the examples they gave and the social / political / historical context of the drama / theatre form / period
- made perceptive links between the text, form and purpose.

Standard-specific comments

To achieve with Excellence candidates needed to make specific connections between the social / historical context of the traditional performance of drama / theatre form and / or the text they studied. Students who could link the drama / theatre form to a specific text were able to write to a higher level.

Understanding of the origins of the drama / theatre form or period is the essence of this standard. Candidates need to be able to discuss the theatre form / period through the lens of that time.

Candidates who had studied complex theatre forms with reference to a specific text were well served as it allowed them more opportunities for sophisticated discussions.

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

Candidates who were awarded **Achievement** commonly:

- described the theme of their own performance
- named a key character from a performance they viewed, and identified details about them
- identified and discussed the status of a character in the performance
- identified a colour and described its use in the performance simply.

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

- summarised the plot without reference to the theme
- discussed techniques or technologies rather than theme
- identified, but did not discuss the character status
- gave minimal or inaccurate descriptions of technology or colour.

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

- provided specific examples of how the theme was communicated by characters or action

- described techniques in detail and linked these to the status of the character
- identified at least one colour and explained how it was used to convey information and ideas.

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

- linked the theme in performance to a social or historical context
- understood clearly the intention of their own performance
- described multiple drama techniques using appropriate drama terminology
- understood status and related a character's status to the themes of the play comprehensively
- wrote about a performance that offered the opportunity to describe technologies in detail
- linked colour to the playwright's / director's purpose and made connections between its use and the theme or key ideas.

Standard-specific comments

Candidates who had been able to view a professional live theatre performance tended to give more detailed and insightful answers than candidates who wrote about in-house performances.

Candidates who used specific drama terminology to give a detailed description of the use of technologies, and were also able to make connections to the theatre form or period, were able to write to a higher level.

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