



New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Report

Level 3 Drama 2016

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

Part A: Commentary

Candidates at this level are expected to be familiar with drama terminology. The assessment specifications and the explanatory notes in the standard are useful guides to the terms that can be expected in questions.

Candidates need to make clear links between drama components such as features of the form, use of conventions, techniques and technologies in performance with their intended purpose and effect. Having a thorough understanding of the context of the text or performance studied is vital for success.

To achieve with Excellence these links should be insightful and well supported with examples and details from the text, as it would have been typically performed or within the live theatre performance.

Bullet points in questions are intended as prompts for candidates indicating the depth of understanding required, particularly at Excellence. Where candidates mistake these for a list of points that must be covered in their answer, they fail to select points relevant to the form and text they have studied. This ability to read questions carefully for key words such as “must include” and “may include” would assist candidates to write concisely and in depth. Candidates who clearly noted key words and requirements of questions provided such answers.

Part B: Report on Standards

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

Candidates who were awarded **Achievement** commonly:

- described features clearly and accurately
- made an annotated sketch of a technology and referenced the text clearly

- gave clear examples to support their statements
- described the relevant socio-historic context of the text
- made connections between the socio-historic context and the text.

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

- understood the text or the context for the text but were unable to make links between them
- confused the time within the world of the play with the time the play was written when discussing socio-historical context
- made rudimentary sketches without supporting annotation or with limited reference to the text
- understood the use of a feature but could not describe the purpose of its use
- referred to a class production of the text without supporting detail as to how the performance was typical of the form
- focused on plot rather than message, purpose or theme
- gave generalised, brief or undeveloped responses.

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

- explained the main message of the playwright
- explained how a performance feature was typical of the theatre form and could explain its use on stage by the performers
- linked performance features to the message(s) of the text
- described more than one aspect of the socio-historic context and made clear connections between the context and the text studied
- gave relevant examples and evidence from the text to support answers including examples and quotations
- made detailed annotated sketches clearly referencing the text.

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

- demonstrated sound understanding of the use of performance features, technologies, and the influence of the socio-historical context
- explained the significance of examples and quotations
- linked the physical performance on stage to the communication of subtext and underlying themes / ideas and showed understanding of how this was typical of the theatre form
- demonstrated a breadth and depth of knowledge of the relevant socio-historical context and how this impacted the development of the theatre form
- understood the relevance of the text to contemporary society, encompassing both domestic and global concepts.

Standard-specific comments

There was a high level of informed understanding of theatre form and text, showing sophisticated analysis and application of knowledge.

Overall, rich social, historical, cultural and political contexts within texts gave opportunities for candidates to develop insightful answers appropriate to this level of examination. Selection of texts

by the prescribed playwrights that provide this depth served candidates well. Candidates who made clear connections between the theatre form and the wider context, were well prepared to achieve at Merit and Excellence.

91518: Demonstrate understanding of live drama performance

Candidates who were awarded **Achievement** commonly:

- used drama terminology correctly and appropriately
- gave clear descriptions of the live performance
- made links between the component of the performance and its intended purpose
- supported their answers with limited specific detail.

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

- used terminology inaccurately
- misinterpreted or did not address key aspects of the question, especially those that focused on a particular element of technique, such as physicality
- described the plot rather than answering the question that was posed
- talked about the play text, rather than the performance of the text
- gave pre-prepared answers which were not relevant to the questions asked.

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

- supported answers with specific detail and appropriate examples
- used drama terminology accurately and confidently
- made several relevant points in response to a question or explained the use of components such as techniques or technologies in combination
- made connections between different aspects of the live performance and the intended purpose of the playwright or director
- responded to the performance by making judgements about the effect and effectiveness of various components.

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

- made insightful connections between the performance and their own experiences or the wider world
- understood and discussed with insight the themes or ideas communicated
- provided detailed, relevant examples from the live performance

- explained and expanded upon relevant quotations and examples with clear reference to the question asked.

Standard-specific comments

Drama works that were rich and complex provided candidates with many opportunities to show insight and perception about that drama work.

The range of live performances candidates successfully wrote about included contemporary theatre, Shakespeare, musical theatre, solo and devised pieces.

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