

National Certificate of Educational Achievement

2011 Assessment Report

Drama Level 1

- 90998 Demonstrate understanding of features of a drama/theatre form**
- 90011 Demonstrate understanding of the use of drama aspects within live performance**

COMMENTARY

Candidates who were not entered for both examinations needed clearer instruction in some cases about which of the two papers to answer. There was some confusion between aspects of live performance and drama/theatre form answers.

STANDARD REPORTS

90998 Demonstrate understanding of features of a drama/theatre form

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- used some appropriate drama terminology
- differentiated drama techniques, conventions and technologies
- showed a rudimentary understanding of a typical performance space
- linked the space/stage to the drama/theatre form
- showed an understanding of drama techniques
- linked the actor's use of drama techniques to the performance space
- described a stock character from the drama/theatre form
- gave a general intention for the selected character
- made some link between the character and the drama/theatre form
- provided a basic description of a typical audience for the drama/theatre form
- identified a key idea/storyline
- explained the use of a convention and/or technology in the drama/theatre form.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not reference specific features from the drama/theatre form
- drew a set without identifying the audience/seating area
- gave a low level/inaccurate explanation of a typical stage
- wrote about a live performance they had watched rather than studied
- did not label sketches
- demonstrated a low-level understanding of the wider context of the theatre form
- avoided answering Question Three.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- focused responses on the key words of questions
- provided accurate, detailed examples to support statements

- labelled sketches accurately, using appropriate terminology
- demonstrated a sound knowledge of specific character traits
- expressed a clear, coherent understanding of social and historical context
- identified a solid key idea or storyline
- wrote in detail on a range of conventions/technologies
- answered all questions in detail.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- provided informed, detailed examples to support insightful statements
- conveyed the purpose of the features of space, character, conventions, and technologies
- related drama/theatre form features to social and historical influences
- annotated detailed sketches showing a confident use of specific terminology
- demonstrated an in-depth understanding of a typical audience of the theatre form
- made connections between societal values/beliefs and historical events
- made astute links between aspects of the drama/theatre form and modern society
- demonstrated a comprehensive understanding of the theatre form's wider context
- explained the contextual historical, social/political circumstances
- answered all questions in depth and with purpose.

OTHER COMMENTS

It is important to acknowledge that this is a new examination and candidates previously have written only about drama/theatre form in relation to their own performances. A general weakness is that a large number of candidates wrote about their own performances, rather than explaining the features of the drama/theatre form in a wider context.

Responses about Greek Theatre tended to be stronger. Candidates writing about the Theatre of Cruelty and the Theatre of the Absurd often had difficulty articulating their answers. Candidates selecting Clowning and Soap Opera as drama/theatre forms tended to use examples from film; therefore, many did not relate appropriate techniques and conventions to the feature of communicating with an audience in a live performance space.

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

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- showed adequate knowledge of drama techniques
- explained general aspects of live performance communicated to the audience

- included useful sketches that clarified ideas
- supported sketches with general description
- made clear links to the given lists of references or sentence starters
- showed some personal engagement with the play as an audience member.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- wrote vague, generalised statements about a live theatre performance
- provided answers that were repetitive, confusing, rudimentary or irrelevant
- did not explain how aspects of live performance were used
- selected inappropriate aspects, such as 'voices' for sound technology
- wrote little, often running out of ideas, answering one or two questions only
- described performances experienced as an actor rather than as an audience.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- included detailed, annotated sketches
- supported descriptions of what they had seen with specific examples
- made links to the wider performance between a moment or the use of technology
- selected a moment or a technology that was significant and allowed elaboration
- explained the effect on an audience of specific aspects of live performance
- alluded to the genre of the play affecting audience expectations.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- showed breadth and depth of knowledge about live performance
- articulated and clearly connected the opening and closing moments
- linked the purpose and method of technology use to the wider performance
- made refreshing, original, or insightful comments about the performance
- drew inferences that showed analysis and an exploration of deeper meaning
- gave a pertinent universal perspective that looked at wider effects of the play
- annotated detailed sketches that enhanced visualisation of the performance.

OTHER COMMENTS

Candidates who did not follow the instructions of answering only three out of four questions for AS90011 were not disadvantaged as the markers took the best of three responses in cases where all four questions had been attempted.

Candidates were advantaged if they had seen a full-length production that made strong use of a variety of technologies. It also helped to know the correct language of technology and to be aware of the genre or drama/theatre form of the performance seen. Candidates tended to be disadvantaged by choosing to discuss performances that had been devised by other candidates because in this paper, it limited the ability to discuss some aspects of live performance.