

# **National Certificate of Educational Achievement**

## **2011 Assessment Report**

### **Drama Level 3**

- 90610 Demonstrate knowledge of theatre form or period by analysing and interpreting two scripted texts**
- 90612 Analyse drama processes in a new context and reflect critically on drama performance**

## **COMMENTARY**

### **STANDARD REPORTS**

#### **90610 Demonstrate knowledge of theatre form or period by analysing and interpreting two scripted texts**

##### **ACHIEVEMENT**

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

- identified valid key features
- gave straightforward explanations of key features
- supported the features with more than one example from the text
- included at least one relevant, accurate quotation
- connected the feature to the theatre form or period
- linked the feature to a relevant point about 'our lives today'
- described a straightforward set design in some detail
- used appropriate drama terminology
- showed knowledge of the play through correct identification of key characters and events
- interpreted a design with reference to lighting, sound, and/or props
- reinforced the director's concept/stage design with a detailed sketch.

##### **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:**

- commented on only one play
- missed out sections of the questions
- wrote brief answers
- lacked quotations or quoted inaccurately
- needed to give more than one example from the text
- generalised the relationship of features to 'our lives today'
- repeated material and chose similar themes as features
- had difficulty wording a design concept
- showed a lack of understanding of the time/place or historical context of the work
- created an imaginative design that needed to be better aligned to the selected text
- drew rudimentary sketches with little or no annotation.

##### **ACHIEVEMENT WITH MERIT**

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

- wrote detailed analysis with accurate identification of character names and actions

- included well-chosen quotations from the text or playwright that related clearly to the feature, director's vision, and stage design
- elaborated on how the feature fit the wider context of the theatre form/period
- identified themes/ideas/influences used by the playwright and linked them to a modern context
- used a range of specific and accurate drama terminology, theatre technology
- clearly related the design concept to themes, features, and effect on audience
- developed a viable set design that could be translated into a staged performance
- used the annotated sketch to extend the design concept as a specific visualisation of the plan
- showed clear engagement in applying the design ideas.

## **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:**

- completed every question fully and made interesting choices
- used apt quotation for both analysis and interpretation questions
- provided rich detail to link the use and purpose of features
- structured their thoughts cohesively, using sophisticated vocabulary
- demonstrated thorough knowledge of texts, quoting freely to support deep analysis and interpretation
- showed understanding of the ideas of the play/playwright through confident discussion of theatre form theory
- referenced world views of plays through social, political, and cultural discourse
- identified complex ideas that both connected clearly to points made by the playwright and linked to relevant contemporary social contexts
- understood the idea of a viable director's vision and extended it to a set design
- applied an imaginative design concept that covered themes, features, and effect on audience
- demonstrated expertise in drafting multiple perspectives of the design
- annotated the set design and applied practical detail that encapsulated the director's vision and the design ideas
- sustained the director's vision throughout Question Two to communicate an holistic interpretation of the text.

## **OTHER COMMENTS**

It is the quality of the written response that is assessed rather than many extra pages of writing. Depth relates to the rounded thought of a response, not the quantity of information written down.

Generalised features such as 'structure' and 'themes' go beyond the intention and the scope of the analysis question. Too many candidates overlooked including quotations to support their analysis of the Drama/theatre form features.

## **90612 Analyse drama processes in a new context and reflect critically on drama performance**

### **ACHIEVEMENT**

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

- completed both parts of both questions
- analysed the DVD recording/plays viewed and included at least one specific reference to justify points made
- referred to the question and included names of characters and/or situations
- identified use of a technique, convention, or technology and justified its use to create impact/power in the performance
- showed a basic understanding of the ideas contained in the plays
- related the discussion on productions viewed to a drama element
- drew annotated sketches.

### **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:**

- completed three sections when four were required
- reflected on only one live drama production when two were asked for
- discussed one dramatic element rather than two
- wrote very short answers
- made generalised observations with no specific reference to the DVD recording, live productions, the characters or situations
- made vague reference to the use of an element, convention, or technology with no reasons given for their impact and power
- wrote about productions other than live drama productions.

### **ACHIEVEMENT WITH MERIT**

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

- used the language of drama and theatre accurately and relevantly
- completed the paper evenly with richly detailed description of scenes and character interaction or awareness of technologies and relevant quotations
- provided many descriptive examples from the DVD
- explained the connection to some features of Brechtian theatre
- made valid analytical comment on performance impact in the DVD extracts for more than a single scene
- provided several ideas in each section by way of analysis
- demonstrated an understanding of the plays' main ideas with specific detail on character, situations and technical production decisions

- speculated on possible reasons for directorial/actor choice in using techniques, conventions and technologies and explored aspects of meaning
- understood concepts such as irony or paradox
- explored the role of the audience in response to performers
- drew annotated and justified sketches.

## **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:**

- wrote about plays with complex meanings
- wrote fluently in a structured and succinct manner
- demonstrated original ideas in their answers using the language of drama and theatre
- linked Brechtian theory specifically to the DVD recording of extracts from the live drama production
- used developed examples from the DVD to describe Epic theatre and linked it to Brechtian theory
- referred specifically and perceptively to productions viewed
- provided richly supportive quotations and examples to illustrate ideas explored
- interpreted sophisticated metaphors in the text and explored aspects of deeper meaning
- linked the meaning of productions viewed to technical/production or dramatic techniques
- showed deepened understanding of theatre technologies
- demonstrated perceptive understanding of the production's wider meaning while still providing specific and relevant detail in all answers
- linked comment to wider social, political, historical, or psychological issues
- showed in-depth understanding of the nature of universal symbols
- named and accurately explained concepts such as irony, paradox, juxtaposition, or geste in relation to elements
- made valid comparisons with other productions, directors, or styles of theatre
- drew detailed and well annotated sketches or diagrams to support answers.

## **OTHER COMMENTS**

To meet the requirements of the standard, candidates must answer all questions.

Spelling names of characters, playwrights, and actors accurately enhances the quality of the written material. Candidates mostly used challenging material to write about in the way of plays viewed.

A wide range of New Zealand/Aotearoa-based writers and international writers from across time were explored in the theatre viewing question.