

New Zealand Qualifications Framework Levels 1 – 3, 2011

Drama

National Moderator's Report

National Moderator's Report for Drama

General Overall Comment

[Subject Specific Resources](#) for Drama on the NZQA website help to ensure best assessment practice:

The resources on this webpage include:

- annotated student exemplars
- clarification of issues with the standards
- newsletters - current and archived editions
- national moderator reports
- a link to the TKI resources.

Moderation Submissions

The quality of preparation of moderations is consistently improving. Examples of successful strategies when submitting digital evidence has included:

- The use of separate chapters within the DVD evidence
- The practice of individual students announcing themselves prior to performance.
- The provision of time codes for first entrances and significant moments of evidence.

Teachers should refer to the document entitled '[Preparing digital / visual submissions](#)', on the subject specific pages, and the [May 2010 Moderators Newsletter](#) for guidance when preparing digital evidence for submission.

Level One Standards

This year, for the first time, assessment material and student evidence was moderated for the 2007 national curriculum aligned level one NCEA achievement standards. Early indications are that teachers and students are making a successful transition to these new standards. Some initial points of clarification have been made through the latest [moderator newsletters](#). The key issues addressed here include: Definitions for flow and dramatic unity, the distinction between 'sustained' and 'skilful' in performance standards, the focus on process and product in devising and guidance in accessing visual exemplars. Annotated exemplars for the aligned level one achievement standards are available through the subject specific page: www.nzqa.govt.nz/drama

Detailed clarifications documents that interpret and highlight aspects of pre alignment internally assessed achievement standards and unit standards have helped to minimise misunderstandings. As needs become more apparent, clarifications for the aligned standards will be developed in 2012.

Achievement standards 91000

The achievement standard 91000 requires the student to *Demonstrate understanding of a significant play*. There has been some confusion as to how much students need to do to demonstrate understanding. EN5 of the standard indicates that students need to explore 'some or all' of a given range of areas. For the purpose of assessment and moderation, 'some' is deemed to indicate more than one. This aligns with the notion that the increments in the standard are focussed on qualitative difference rather than quantitative. The supporting TKI tasks indicate a range of possible activities. Not all of these must be completed if students have demonstrated knowledge of more than one area of focus.

Level Two standards

Aligned and new achievement standard may now be used at level two. These are numbered 91213 - 91221. The 'old' standards (90299 -90303) may also be used for the duration of 2012 but will expire at the end of this year.

Achievement Standard 91217

The achievement standard 91217 (*Examine the work of a playwright*) requires students to explore ‘one or more’ of a range of areas (EN2) but it does specify that ‘extracts from two or more plays must be examined’ in doing so. Thus the examination could focus on, for example, the common or contrasting ideas and concerns evident in the plays, in sufficient depth to support perceptive understanding, but not examine the performance space at all.

Achievement Standard 90302 - Identification of features -

Criterion one of this standard requires the student to ‘identify features of a drama/ theatre form or period’. This should not be confused with the need for the students to research or with the process of pre-teaching the features of the form / period. Evidence for identification at all levels can be drawn from the student’s work in referencing and applying the features of the form or period without requiring the provision of extended documentation that is unrelated to the planned performance. That is to say, if a student can identify features within their planned performance text and associated preparation, this will serve as evidence for achievement at all levels. It is the linkage of these identified features to their planned performance that indicates referencing, as required for criterion two of the standard, and it is the subsequent application that provides evidence for criterion three of the standard.

Achievement Standards 90997, 90301 and 90608- Devising not Dramatization

Devising means to create an original drama (90997 EN 2). Poems, stories and myths, where employed, should serve as a catalyst for the development of original ideas rather than a base text. In devising based on biographies, such as those that are frequently developed for 90608, it is more supportive of success to guide students to focus on a key issue or event in the subject’s life than to ‘re-tell’ the whole of the biography. This frequently encourages the student to develop a more tightly structured and powerful drama.

<p>The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.</p>
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