

# **National Certificate of Educational Achievement**

## **2012 Assessment Report**

### **Drama Level 1**

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

## COMMENTARY

Candidates who were not entered for both examinations still appeared to have selected the wrong paper. There was some confusion between aspects of live performance and drama/theatre form answers.

A general weakness was the large number of candidates who used a very limited range of correct drama terms in their responses.

There were a number of candidates who were unable to interpret the questions correctly or unable to adequately construct a written response. This examination has a Level 1 literacy expectation and if candidates are to be successful they must be able to meet this requirement.

## STANDARD REPORTS

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

#### **ACHIEVEMENT**

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

- described the relationship between characters generally
- identified a technique/s used in their own performance
- sketched to support what they had written
- described the use of a convention to create an effect on the audience
- understood the link between a costume and a key idea.

#### **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:**

- hinted at their use of techniques, rather than naming techniques
- answered for a performance seen rather than performed
- misinterpreted the selected convention for the performance seen
- described the costume rather than the key idea it represented
- focused on plot rather than conventions or key ideas
- left sketch boxes blank.

#### **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 sketches to show movement or use of space or blocking
- described and explained with detail the use of techniques, conventions and costume
- mentioned the symbolism and effect of drama aspects
- gave examples from the performances described.

## **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 a detailed understanding of the drama aspects
- described the use of drama aspects with a global view or originality
- showed a deeper knowledge of the effect on the audience of drama aspects
- wrote exceptional answers supported by detailed sketches.

## **OTHER COMMENTS**

Candidates commonly wrote generalised comments when answering questions about the use of drama techniques. Candidates limited the depth of their answers if they chose performances with limited use of techniques, or where the relationship between two characters was minimal.

The Assessment Specifications for the examination stated that candidates would be required to write about a performance they had participated in themselves, yet some candidates struggled to do so, or had to later correct their answers to match. Candidates also found it challenging writing about an appropriate convention or costume used in a production seen, and how this created effect or supported a key idea.

Candidates are encouraged to practice sketching techniques and conventions, not just technology.

Candidates are encouraged to choose work from their own performances which give them opportunities to write using detail and originality. Choosing superficial roles and situations limited some candidates.

## **90998 Demonstrate understanding of features of drama/theatre form**

### **ACHIEVEMENT**

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

- attempted all questions
- provided limited evidence of an understanding of drama elements
- provided limited evidence of an understanding of drama techniques
- used some correct drama terminology
- provided limited evidence of an understanding of a technology used in the drama/theatre form using some specific detail/terms
- provided limited evidence of understanding of what tension is in drama
- provided limited evidence of understanding of the use of space in the traditional drama/theatre.

### **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 identify the theatre form in any part of the question

- did not speak directly to the question
- answered with anecdotal evidence of a performance they had viewed on film or had a role they had performed
- did not use any drama terminology
- did not complete sketch boxes or drew extremely limited sketches with no annotation
- gave inadequate detail about the use of technology
- showed no or extremely low level understanding of the history of the theatre form.

### **ACHIEVEMENT WITH MERIT**

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

- interpreted questions accurately
- gave responses directly related to the traditional theatre form
- provided accurate detailed examples to support statements
- used appropriate specific drama terminology in explanation of use of drama techniques
- provided accurate annotated sketches
- with specific detail of use of the traditional use of technologies
- provided evidence of the understanding the theatre form/period.

### **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
- were able to interpret questions clearly and answer concisely.

### **OTHER COMMENTS**

Candidates had many of the same shortcomings that were identified in the 2011 Assessment Report. Candidates are encouraged to read the assessment reports when preparing for their examination.

A large number of candidates wrote about their own performances or contemporary performances, rather than explaining the features of the drama/theatre form in a wider context. A concerning number of candidates wrote about contemporary film examples with no reference to the origins of the form. This was particularly prevalent with candidate responses on clowning.

Candidates who wrote about Greek Theatre and Commedia achieved well and seemed to be able to write to Merit and Excellence level more readily.

The majority of candidates who used Brechtian and Epic Theatre struggled to articulate their understanding of the intent/purpose of this complex theatre form sufficiently to write beyond an achieved level.