

National Certificate of Educational Achievement

2012 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

This was the final year for examinations to assess these achievement standards.

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 straight forward explanations of key features
- supported the features with more than one example from the text
- included relevant, accurate quotes
- related the feature to use by the playwright and linked this to 'real life'
- made points limited to text rather than to the wider context
- showed knowledge through correct identification of key characters and scenes
- interpreted a character's interactions through specific references to drama techniques
- selected performative rather than literary features
- reinforced character interpretation through an annotated sketch
- used appropriate drama terminology.

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:

- referred to only one play-text
- missed out sections of the questions
- wrote brief, undeveloped answers
- did not include quotations or examples
- wrote and used features that were not integrated to the explanation
- selected features difficult to support with quotation, such as props or costume
- confused features with techniques and conventions
- repeated material or chose similar themes as features
- generalised the relevance of features
- drew rudimentary sketches with minimal 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:

- supported understanding of features with specific examples
- referred accurately to character names and given circumstances
- showed a wider awareness of the significance of feature use – past and present

- used apt quotation to support analysis and interpretation questions
- selected appropriate scenes for discussing contrasting interactions
- elaborated an integrated interpretation of drama techniques
- developed a clear visual sense of character movement
- showed an awareness of status in explaining use of prop, costume or accessory
- understood the role of director when interpreting character relationships
- annotated detailed sketches with a sense of purpose.

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
- provided rich detail to link the use of features to the theatre form/period
- referenced the world of the playwright astutely
- integrated relevant, parallel contemporary allusions to support explanations
- structured thoughts cohesively using sophisticated vocabulary
- demonstrated deep knowledge of texts, quoting freely to support analysis/interpretation
- discussed with confidence playwright ideas and/or theatre form theory
- justified character interaction to evoke insight into their behaviour
- engaged in elaborating the sketch to clarify a director's vision, often applying a conscious use of symbol
- sustained an holistic, integrated and perceptive interpretation of role throughout Question 2.

OTHER COMMENTS

The quality of a response relates to the concise rounding of thought rather than to an expansive spread of extra pages. Also, generalised features such as 'structure' and 'themes' have too wide a scope for the specific focus of an analysis question. The wider umbrella of theatre forms such as Political/Brechtian/Feminist or New Zealand/Maori/Pasifika also require a narrower definition of features, according to the intentions of the playwright. Candidates often find that a thematic feature is easier to discuss.

Some of the most insightful analysis and interpretation was found in the candidates' responses to these plays: *Purapurawhetu*, *Waiora*, *The Bellbird*, *The Pohutukawa Tree*, *The Birthday Party*, *Waiting for Godot*, *Children of the Poor*, *Wednesday to Come*, *The Importance of being Earnest*, *Frogs*, *Antigone* and *The Glass Menagerie*.

What is most encouraging is the number of candidates who have developed their knowledge and appreciation of New Zealand work. By far the most popular overall play-text in 2012 was *Niu Sila*, followed strongly by the work of Bruce Mason, Hone Kouka and Briar Grace-Smith. Plays by Jean Betts, Mervyn Thompson, Renee have also appeared frequently in theatre form responses.

Not surprisingly, Shakespeare was the second most popular choice of playwright and *Othello* his most frequently used text. However, note that literary features from English study do not translate easily to the performance context of Drama. The plays of Miller, Beckett, Wilde and Brecht have also proven popular in 2012 with Caryl Churchill and Timberlake Wertenbaker also well-represented. The only playwrights on the list not used in this year were Jean Anouilh and Lynda Chanwai-Earle.

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
- provided simple explanation and generalised ideas
- analysed the DVD recording and included at least one specific reference to justify points made
- identified drama techniques, elements and technologies accurately and referred to their use in the DVD recording/live plays viewed
- reflected critically on performance and included at least one specific reference to the plays viewed
- made a link between drama techniques, elements and technologies and audience understanding
- described drama processes that could be used to interpret a role and gave basic examples from the live performances seen, but lacked detail such as used hand gestures – but should have described them
- provided correct character names, actor and playwright names
- used prepared answers that referred generally or obliquely to the performance.

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 fewer than four sections of the paper
- wrote short, incomplete answers
- wrote on only one live performance when two were required
- omitted specific facts of the performance e.g. the name of the character discussed
- made general comments on how a role could be interpreted without giving any examples from the live performance
- described the plot of the DVD recording or plays viewed without analysing or reflecting on drama processes or interpretation
- needed to answer the question posed
- wrote about the same drama processes in parts a and b or Question 2
- wrote about more than one technical decision in the DVD, each one lacking suitable detail.

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 clearly and with detail in all answers
- clearly and appropriately used the language of Drama
- demonstrated depth of opinion

- analysed the DVD recording and supported their interpretation with detailed examples and critical comment relating to acting and technical decisions
- gave rich analysis on more than one scene in the DVD
- demonstrated understanding of a range of processes that could be used to interpret a role and the meaning the processes created
- gave clear and specific details of how processes were used in live performance with detail from the plays seen
- demonstrated an understanding of the character's connection to the play's main ideas/themes
- justified their interpretation of performance with clear and detailed examples
- made clear and detailed links between drama techniques, elements and technologies and audience understanding
- referred to a number of different processes when discussing the interpretation of role
- avoided generalisations and assumptions when discussing a performance
- quoted actors/texts in their answers
- drew clearly 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 that were complex and challenging
- organised and structured their ideas
- used very descriptive examples to support points made
- analysed the video perceptively with great detail and reference to a wider context
- used a greater degree of originality in explaining/justifying points
- demonstrated knowledge and understanding of political, sociological, historical and contextual elements surrounding the DVD recording or plays seen
- reflected on the performances with great detail and understanding of directorial intentions
- reflected back on the given quote and linked it to their answer
- interpreted metaphors and symbolism in the text and the performance of it in the DVD or live performances
- demonstrated a depth and breadth of thinking that was supported by detailed reference to the DVD recording or live performances viewed
- developed characters with greater complexity and provided more perceptive links to the wider ideas of the play and its message
- wrote in a fluent and structured way, including perceptive thought
- referred accurately to Stanislavskian techniques and showed a deep understanding of how these techniques appear in performance
- made clear, detailed and perceptive links between drama techniques, elements and technologies and audience understanding
- showed a deeper understanding of theatre technologies
- drew detailed and clearly annotated/justified sketches.

OTHER COMMENTS

To meet the requirements of the standard, it was necessary for candidates to answer all questions.

Candidates mostly used challenging material to write about in the choice of plays viewed.

Correctly spelling names of characters, playwrights, and actors enhances the quality of the written material. There were examples of incorrect information being included in answers (e.g. name of character, plot points) that undermined the answer given.