

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **Drama Level 1**

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

## COMMENTARY

As identified after the 2012 examination, there are a number of candidates who do not have sufficient literacy levels to be able to interpret the examination questions and articulate a response. As a literacy standard this examination does require a pre-requisite Level 1 standard of reading for meaning and writing for purpose.

## STANDARD REPORTS

### **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:**

- described generally some use of drama techniques
- sketched and labelled diagrams showing knowledge of space in their own performance
- showed some knowledge of drama techniques used in live performance
- reflected on live performance and what this communicated
- provided some examples
- explained with some detail.

#### **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:**

- made careless errors
- showed little or no understanding of drama features
- answered only two out of the three questions and lacked depth of knowledge
- sketched and labelled diagrams but did not relate them to the question
- summarised storyline rather than specific use of technique
- referred to a live performance
- named a performance or song title
- left sections or parts of questions 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:**

- showed sound knowledge of drama features
- related what occurred on stage to what was heard and provided specific details
- sketched and labelled diagrams with some detail and related them to performance
- showed some depth of knowledge about various drama techniques and their use
- provided some detailed examples
- explained in detail
- reflected on live performance with some examples or detail
- made a reference to the whole performance.

## **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:**

- analysed live performance
- sketched and labelled diagrams with specific detail
- showed in depth knowledge of drama features
- reflected critically on live performance
- showed in depth knowledge of various drama techniques
- provided specific detail and examples supporting their answer
- explained with detail with specific examples
- justified reflection on live performance and provided specific detail
- showed sound understanding of live performance and what it communicated to the audience
- referred to whole performance when analysing use of techniques and what this communicated.

## **OTHER COMMENTS**

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 are encouraged to choose a moment from their own live performance, which gives them the opportunity to write about their own performance in detail. Selecting a moment in a live performance which did not use space or voice limited the depth of a number of candidates' responses.

Candidates who wrote about a musical often struggled to write about an actor's use of drama techniques and instead wrote generally about the song they heard. Some answers lacked depth and specific examples of sound and techniques used in a production they had seen, and how this created effect or supported a key idea. A number of candidates failed to identify a key idea or theme from the live performance. It is recommended that candidates understand the messages, themes and ideas of a live performance they have seen.

Candidates are encouraged to practise sketching aspects from the live performance before the examination.

## **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
- drew a simple sketch of a typical character of the theatre form with basic labels
- gave a line of dialogue that was typical of the drama/theatre form and provided limited evidence of an understanding of drama techniques in their description of the actor's movement
- provided limited evidence of an understanding of the purpose of the actor in the theatre form in relation to an appropriate technology OR

- provided limited evidence of an understanding of the link between the actor and the theatre form in relation to the performance space OR
- provided limited evidence of understanding of the audience's reaction to a traditional performance of the theatre form/period.

### **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 attempt all questions
- did not label their sketch
- did not use drama terms in their description
- did not demonstrate understanding of the use of drama techniques
- did not make links to the historical context of theatre form/period
- provided a rudimentary link to the purpose of the acting style of the drama/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
- answered all questions in some detail
- gave responses directly related to the traditional theatre form
- provided a clear sketch of a typical character of the theatre form with labels
- gave a line of dialogue that was typical of the drama/theatre form and provided detail/s or gave an example/s of the actor's movement that demonstrated their understanding of the use of drama techniques
- provided evidence of an understanding of the purpose of the actor in the traditional/historical theatre form in relation to an appropriate technology and made a clear link/s between the actor and the theatre form in relation to the performance space, audience response or appropriate technologies for a performance in the historical context of 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:**

- answered all questions with appropriate details/examples
- gave detailed responses directly related to the traditional theatre form
- provided a clear sketch of a typical character of the theatre form with labels which clearly demonstrated understanding of the acting style specific to the drama/theatre form/period
- gave a line of dialogue that was typical of the drama/theatre form and provided detail/s or gave an example/s of the actor's movement that demonstrated their understanding of the use of drama techniques using appropriate drama terminology
- provided evidence of a comprehensive understanding of the purpose of the actor in the traditional/historical theatre form in relation to an appropriate technology and made clear links between the actor and the theatre form in relation to the performance space, audience response or appropriate technologies for a performance in the appropriate societal/historical context of the theatre form/period.

## **OTHER COMMENTS**

The majority of candidates attempted all questions. They were able to identify the traditional features of their chosen drama/theatre form.

Unfortunately, as identified in the 2012 examination report, a large number of candidates wrote about their personal contemporary performances of the drama/theatre form rather than demonstrating understanding of the features of the form in a wider context. This was particularly prevalent in candidate responses on clowning. These candidates did not make links to the origins of the form, or to the historical and/or social context of the form.

Most of the candidates who wrote about Greek Theatre and Commedia achieved well with some reaching levels of excellence which surpassed a Level 1 standard.