

National Certificate of Educational Achievement

2013 Assessment Report

Drama Level 3

- 91514 Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period**
- 91518 Demonstrate understanding of live drama performance**

COMMENTARY

This was the first year of assessment of these new achievement standards.

The validity of the examination paper was supported by its close alignment with the wording of the standard and the assessment specifications.

There appeared to be fewer void scripts which showed that teachers reading the assessment specifications had focused student revision on expected content.

STANDARD REPORTS

91514 Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period

ACHIEVEMENT

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

- identified valid theatre form features
- described features in a straightforward way
- interpreted the features with more than one example from the text
- showed knowledge through correct identification of key characters and scenes
- used accurate drama terminology
- showed a lack of experience or understanding of directorial practice in Q2
- drew an annotated sketch to reinforce explanations in Q3
- made links between the technology and either the theatre form or text in Q3
- made points limited to the text rather than to the wider context.

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:

- wrote brief, undeveloped answers
- told the story of the plot instead of answering the specific questions
- did not complete every part of each question
- confused features with techniques and conventions
- chose a feature that provided limited opportunity for discussion of the text or theatre form
- did not align the selected form with the text
- chose an inappropriate technology; e.g. lighting for the Elizabethan theatre form
- rote-learned features that were not integrated to the explanation
- did not specifically reference the text
- did not make links between a technology and the specific text or theatre form in Q3
- used incorrect terminology – naming a technique or element instead of a technology
- drew a rudimentary sketch with minimal annotation in Q3.

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 an informed understanding through connecting the text to the theatre form or period
- showed the ability to process knowledge about the specific text in relation to the theatre form
- included quotation and several examples which showed a thorough understanding of the text
- supported understanding of aptly chosen features with specific explanations
- demonstrated a clear understanding of the playwright's intention through commentary
- wrote about a text which the candidate had either seen or performed in
- included relevant examples of performance conventions and techniques in Q2
- showed an awareness of, and appreciation for the rehearsal process in Q2
- gave specific guidance to the particular character they were giving directions for in Q2
- related the use of the technology to the theatre form or the original production in Q3
- drew a detailed, annotated sketch to reinforce its use and relevance to the theatre form in Q3
- made clear links between the theatre form, an appropriate technology and the text in Q3
- showed a wider awareness of the significance of each feature – past and present.

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
- clarified key points about a particular theatre form and why the text was typical
- demonstrated a thorough understanding of the play by including highly relevant quotations
- provided rich detail to link the use of the features to the theatre form or period
- integrated relevant contemporary allusions to support discussion of the text or theatre form
- confidently justified interpretations of playwrights' ideas and/or theatre theory linked to form
- structured thoughts cohesively using sophisticated language with confidence
- applied research of the historical context of the theatre form or the production history of the text
- demonstrated a thorough knowledge of the performance features of the form in Q2
- referenced several conventions and techniques to help an actor interpret a scene
- demonstrated an assured understanding of the directorial process and its application
- referenced the world of the playwright and/or the text lucidly and comprehensively
- realised a perceptive understanding of the playwright's/director's intentions
- made insightful links between the technology, the text, the theatre form and the wider context
- interpreted the ideas of the play through sophisticated social and cultural discourse
- sustained holistic, integrated and astute interpretations throughout each question.

OTHER COMMENTS

To improve achievement, Level 3 drama students could be further trained in two aspects:
The role of the Director – to improve their understanding of performative features
Theatre form/production history of the play they have studied – in order to improve their understanding of the effects of a production technology or the historical context of the original production.

Candidates should be careful not to use features that are too general, such as 'structure' or 'character' that can only be justified by including multiple aspects of the general term used.

Candidates are encouraged to be specific and succinct in their specific selection of an appropriate feature for the theatre form studied. This does not require pages of writing with additional irrelevant information.

91518 Demonstrate understanding of live drama performance

ACHIEVEMENT

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

- demonstrated understanding of a live performance through concise accurate answers
- gave direct links to the live performance
- demonstrated understanding of two of the three aspects they were questioned on
- gave concise and straightforward answers with simple links
- described the use of a production technology briefly with either a basic, unannotated sketch or no sketch
- identified and described a contrast in the use of drama techniques.

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:

- described moments with no reference to drama techniques
- omitted any discussion of directors' use of space
- gave concise answers that lacked reference to a live performance
- did not sketch
- did not complete the paper
- did not address the questions accurately
- did not identify any symbolic use of the production technology
- incorrectly identified drama techniques or elements.

ACHIEVEMENT WITH MERIT

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

- identified more than one aspect of space that was used to convey the relationship, and included detailed evidence from the live performance
- described the use of drama techniques in detail
- described in detail the way that contrasts in the use of techniques communicated ideas in the play
- gave clear examples from the live performance to support their answer
- explained the link between the use of the technology and its symbolic meaning in the live performance
- included a clear sketch that supported their answer.

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 in a fluent and structured way that included perceptive thought
- included detailed and insightful examples from the live performance
- included a clear, annotated sketch that supported their answer in detail
- made insightful reference to personal experience or the wider context of the play
- made clear, detailed and perceptive links between multiple uses of space and audience understanding of the relationship
- perceptively discussed the way that the contrast in the use of techniques communicated ideas in the play
- made insightful references in discussing the symbolism of the production technology.

OTHER COMMENTS

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.

Using sketches as supplementary evidence (even when not a compulsory component) may aid the marker's understanding of the candidate's written response.