

National Certificate of Educational Achievement

2014 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

Candidates need to be reminded to read and answer the actual question rather than writing down pre-prepared responses that do not address the specific requirements asked for.

Candidates at times still appear to lack connections between the plays seen, the texts read, the theatre forms studied and the wider socio-historical contexts to allow them to justify and analyse in-depth and with the perception required for Level 3.

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 commonly:

- expressed key ideas of the selected text clearly
- selected an appropriate performance feature
- selected an appropriate script feature
- demonstrated specific knowledge of the selected theatre form
- gave examples relevant to the acting of the text in performance
- showed an awareness of the effect of the feature on the audience
- described a feature typical of the theatre form text, such as a theme or a language feature
- demonstrated basic knowledge of the text by including examples and quotation
- identified an aspect of the world of the play
- described how a typical technology would have been used in a typical production
- supported the description with an annotated sketch
- explained the purpose of the technology in a typical production
- answered using a performative feature that they could discuss how the feature could actually be used on stage during performance in some detail
- linked the performance feature to the Theatre Form.

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 commonly:

- wrote brief, undeveloped answers
- did not read the question
- told the plot rather than describing ideas
- identified an idea or purpose without elaboration
- used inaccurate terminology
- generalised all responses
- did not quote from the text

- described drama techniques or conventions rather than how they were used
- misinterpreted features of the theatre form
- could not differentiate between script and performance features
- discussed the features rather than the key ideas of the selected text
- selected an inappropriate feature such as a production technology
- did not link relevant examples or quotation to the selected feature
- gave an incomplete or generalised response
- presented a rudimentary sketch without annotation
- did not annotate the sketch in detail
- presented inaccurate information in the sketch or the description
- could not talk about how the feature was used in performance
- did not describe how the feature was 'typical' 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 commonly:

- referenced links between ideas and the performance feature
- used appropriate examples and quotation
- demonstrated familiarity with the interactions of specific characters
- developed detailed explanations that supported an understanding of the key ideas
- developed detailed explanations that supported an understanding of the theatre form
- included examples and quotation to explain the purpose or the effect of the feature
- explained in detail how the feature reflects the world of the play
- described in detail more than one aspect of the purpose of the production technology
- presented a clear and detailed annotated script
- explained in detail the purpose of using the production technology in a typical production
- supported the discussion with specific and detailed examples, such as the use of symbol or stylistic choices.

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 commonly:

- analysed in detail rehearsal processes appropriate to the theatre form
- demonstrated an in-depth knowledge of the selected text
- developed a perceptive discussion of ideas about the purpose or the effect of the feature
- supported the discussion with comprehensive examples and apt quotation
- showed insight about the intentions of the playwright in relation to the theatre form or period
- discussed with perceptiveness how the script feature reflected the world of the play
- supported the discussion with appropriate detailed examples and quotations
- demonstrated an in-depth understanding of the wider context of the play and theatre form

- supported this discussion with insightful references to history, culture, politics, society and /or geography thus connecting the script feature to the wider context of the world of the play
- developed a coherent understanding of the use of the production technology in relation to a typical design concept or to the influence of the era on the theatre form technology
- supported the discussion with insightful and perceptive use of pertinent examples.

OTHER COMMENTS

Level 3 Drama candidates could be further trained:

- in the role of the Director to improve their understanding of performative features
- in the 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
- to 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
- to be specific and succinct in their selection of an appropriate feature for the theatre form studied. This does not require pages of writing with additional irrelevant information
- to use more than one quote or example and to ensure those used reference the feature or theatre form clearly
- to use quotes that are more than single words
- to link the text to the Theatre Form
- to Sketch with detail expected of Level 3 candidates
- to annotate in detail – not just with single words which do not impart any knowledge/description of the technology
- to be more specific when making Lighting and Sound annotations – e.g. Lighting including direction, colour, intensity, and possibly type of luminaire, at Level 3
- to link the production technology to the Theatre Form
- to discuss how a particular text was typical of a Theatre Form
- to discuss how a particular text was typical of a Theatre Form rather than carrying out a textual analysis over all questions in the examination paper.

91518 Demonstrate understanding of live drama performance

ACHIEVEMENT

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

- described the structure of the live performance briefly and concisely, using appropriate language
- identified some relevant ways in which flow was created in the performance
- identified brief evidence/detail from the performance
- described a moment in the live performance where a character displayed conflicting emotions
- identified or briefly described drama techniques to create a moment where conflicting emotions were displayed

- identified the emotions at some point within the answer – sometimes this could be found in part (b)
- did not attempt part (c) in Q1 or Q2 or were not writing at a level where it could contribute to the grade
- briefly described what technologies were evident and had a brief link to how this contributed to the creation of mood, tension or situation in the performance
- provided a very basic sketch.

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 commonly:

- omitted to answer all sections of the question
- described plot information or themes rather than structural features
- did not address the question accurately
- identified a structure, mentioning scenes or acts but going into no detail as to what this looked like in performance OR Identified how flow was evident in the performance
- candidates who did not achieve usually did not answer (a) well but did answer (b) with some clarity
- identified a moment in the live performance where a character displayed conflicting emotions
- described a character playing more than one role in a specific scene
- described the way a character used drama techniques to create some meaning in a scene
- described a moment between two separate actors rather than one
- described “conflict” – e.g. a fight or argument instead of conflicting emotions
- did not identify a character with conflicting emotions
- did not identify how techniques were used
- described briefly the way in which one or more technologies were used in the performance and briefly linking this to dramatic impact
- did not attempt to sketch or provided a very basic sketch.

ACHIEVEMENT WITH MERIT

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

- described the structure and flow of the performance with some detail, using accurate terminology
- provided clear examples from the performance to support their answers in all questions
- opted out of part (C) in many cases, but some candidates made an attempt
- provided a detailed explanation of how the actor used a combination of drama techniques when
- displaying conflicting emotions
- demonstrated understanding through a detailed description of both the character who demonstrated conflicting emotions, describing a specific moment when this was demonstrated and then a detailed explanation of how the actor used techniques. Evidence was clear and in some places comprehensive without being insightful or perceptive.

- described a key scene from the live performance in detail
- explained in detail how a combination of technologies was used to create mood, tension or situation
- explained in detail how a combination of technologies created dramatic impact in the scene
- provided a sketch that supported the explanation of technologies and often had brief notes rather than annotation
- often used evidence from part (c) of the question.

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 commonly:

- evaluated the structure of the performance using detailed information from the performance
- explained how flow was created in the performance, using detailed or comprehensive information from the performance
- sketched what flow and structure looked like, which aided with perception and insight
- showed perception in their discussion of the creation of dramatic unity in the performance
- provided detailed and insightful examples from the live performance to support their answers in all questions
- by providing a piece of insightful evidence, moved into a Low Excellence range, and those with more substantial insightful evidence, a High Excellence range
- discussed perceptively how the actor used a combination of drama techniques to display conflicting emotions in a specific scene
- made clear links between the techniques described and further ways in which an actor could have prepared or played the moment of conflict
- demonstrated a high level of understanding through comprehensive detail and examples in all parts of the question. Explanation of the use of techniques was specific, perceptive and created a clear image of what this looked like in performance for the marker
- explained perceptively and comprehensively the way in which a combination of technologies was used to create mood, tension, situation and dramatic impact in the scene. Some evaluation was evident
- provided a detailed annotated sketch that supported the discussion of technologies
- gave evidence of insight and perception throughout.

OTHER COMMENTS

In some cases, candidates attempted to describe live performances that were short improvisations (very difficult to gain any depth in answers), or that were not in fact, drama performances.

Candidates did not sketch well and often only labelled rather than annotated. Many Excellence grades were hindered by the lack of detail provided in the sketch.