

2015 NCEA Assessment Report

Drama Level 1 90011, 90998

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Candidates and teachers must read the specifications for the externals carefully as they inform the context of the examination.

Candidates need to have sufficient literacy skills to enable them to interpret the questions and respond accordingly.

For 90011, candidates need to participate in and see performances which relate directly to the requirements of the specifications. Candidates should have a sound understanding of the elements of drama, and the techniques of drama before attempting this external.

For 90998, candidates who wrote about drama/theatre forms with significant history, context or depth had more opportunity to write with insight.

Part B: Report on standards

1. Assessment Report for 90011: Demonstrate understanding of the use of drama aspects within live performance

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • wrote about a goal their character had and whether it was achieved • described what their character was trying to do in the whole performance but with limited information • described the use of drama techniques as their character was trying to achieve their goal, with a few specific examples • explained how drama techniques revealed their character's situation • described what happened during the conflict and how the character reacted • explained what happened as a result of the conflict • drew and labelled a simple sketch • described the set • explained why the set was suitable.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • wrote about their acting goal instead of their character's goal • described what the character was doing and not what they wanted to achieve • summarised an important scene • described two goals because they played two characters and gave very brief descriptions of each • generally stated what the character was doing and not how they behaved using drama techniques • wrote about a complex goal that could not be shown through the use of drama techniques • repeated information about the use of techniques but did not explain how the use of techniques revealed the character's situation • summarised a scene or the whole performance rather than explaining how drama techniques revealed the character's overall situation • wrote about two characters who experienced conflict but with little detail about either • wrote about a scene but did not include the conflict • explained in general terms how the conflict was resolved or overcome making some reference to the performance. • viewed a play with no set or only one set item • sketched the lighting and stage but not the set.

<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • described a character’s goal clearly and with detail • supplied detail about the drama techniques used as their character tried to achieved this goal • explained in some detail the character’s overall situation • explained in some detail how the character achieved their goal or could not achieve it • described with some detail what occurred on stage when a character experienced conflict • described with some detail about how the character reacted to this conflict • explained with some detail how the character resolved or overcame the conflict and made reference to the performance • sketched and labelled the set of a live performance • described how the set was used in a live performance • explained with some detail how the set was suitable and included examples from the performance.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • described in detail a specific goal their character wanted to achieve • described in detail their character’s use of drama techniques to achieve this goal • explained in detail their character’s overall situation, included quotes and specific examples from their performance and related it to real life and/or the rest of the performance • described in detail a conflict and the action on stage during this conflict • described in detail how the character reacted to this conflict using specific examples • explained with examples how the conflict was resolved or overcome or why it wasn’t and how this related to the whole performance. • sketched and labelled a set with specific detail • described in detail how the set was used • explained why the set was suitable and included specific examples from the performance relating it to society or real life or other insightful comments.
<p>Standard specific comments</p>	<p>Candidates who wrote about their own live performance playing a melodrama character, a commedia character, or an animal focused on how stock movements and poses related to their character rather than on how their use of drama techniques showed them trying to achieve their goal.</p> <p>Some candidates who wrote about a musical focused on the singing and not how the conflict was resolved.</p> <p>Candidates who saw a live performance which had minimal or no set struggled to answer Question Three.</p>

2. Assessment Report for 90998: Demonstrate understanding of features of a drama/theatre form

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • attempted all questions • specifically answered the question • made general responses but were able to make links to the typical or original drama/theatre form. • described the historical context of the drama/theatre form in a general way • described a scenario or situation typical to the drama/theatre form • used some drama terminology when describing the acting style • demonstrated some understanding of typical key features of the drama/theatre form • sketched, labelled and described some features of a stage space ‘typically’ used for the original performances of the drama/theatre form.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • did not attempt all questions • were unable to identify one specific drama/theatre form • described briefly a scenario or situation typical to the drama/theatre form

	<ul style="list-style-type: none"> • described a scene from their own performance or a live performance they had viewed as a member of the audience • did not link their answers to the typical drama/theatre form • used vague or inaccurate descriptions of the features of the theatre form • showed little or no understanding of the events or influences that led to, or shaped the drama/theatre form • sketched a vague or rudimentary stage space, or could not correctly identify features of the stage space typical to the drama/theatre form • discussed plots of plays studied and did not make links to the typical or original drama/theatre form.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • commonly wrote a clear, coherent, structured response • were able to provide specific details, for example, dates, playwrights, measurements • used key terms associated with their chosen drama/theatre form, for example, stock gesture, zany, catharsis • described with clarity, a scenario or situation typical to the drama/theatre form • described, with detail, how the actor would typically use drama techniques to convey an emotion • demonstrated an informed understanding of typical key features of the drama/theatre form and could describe how they would typically be used in performance • demonstrated an informed understanding of the historical context, such as events or influences that led to and shaped the drama/theatre form.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • made insightful links to social/historical context of the typical drama/theatre form • had a strong personal viewpoint and planned and developed responses • convincingly discussed symbolism • made perceptive links to the influence of the drama/theatre form in theatre today • accurately described a scenario or situation typical to the drama/theatre form in its entirety • described, with details showing a perceptive understanding, how an actor would typically perform in the drama/theatre form • used specific drama terminology such as aspects of techniques and key features or conventions of the drama/theatre form.
<p>Standard specific comments</p>	<p>Candidates who chose musical theatre as a theatre form commonly wrote weak responses</p>