

# 2015 NCEA Assessment Report

Drama Level 2 91215, 91219

## Part A: Commentary

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

In 2015, 1275 candidates sat the 91215 (theatre form or period) examination and 2365 candidates sat the 91219 (live performance) examination. Candidates performed slightly better in 91219 examination, with greater proportion of students reaching Achieved standard. Performance at Merit and Excellence levels was similar in both papers.

It is recommended candidates prepare for this examination by familiarising themselves with the likely language of the questions. The assessment specifications and the explanatory notes in the standard are useful guides to the terms that can be expected in questions.

At this level, understanding of the terms 'techniques', 'conventions', 'technologies' and 'elements' is expected and candidates should be able to select and name components of these as required without further explanation in the question.

To achieve with excellence for each of these standards candidates are required to be able to make connections between the specific and the universal. Candidates are required to make connections to the wider world of the form or period for AS91215, and to themes and performance as a whole for AS91219.

Bullet points in questions are often intended as prompts for candidates indicating the depth of understanding required, particularly at Excellence. Where candidates mistake these for a list of points that must be covered in their answer, they fail to select points relevant to the form and text they have studied. This ability to read questions carefully for key words such as 'must include' and 'may include' would assist students to write concisely and in depth.

## Part B: Report on standards

### 1. Assessment Report for 91215: Discuss a drama or theatre form or period with reference to a text

<b>Achieved</b>	Candidates who were assessed as Achieved commonly: <ul style="list-style-type: none"> <li>• identified and accurately described features of the form or period</li> <li>• referenced the text studied</li> <li>• demonstrated generalised knowledge of the form or period</li> <li>• used relevant drama terms correctly</li> <li>• provided a number of brief examples from the text.</li> </ul>
<b>Not Achieved</b>	Candidates who were assessed as Not Achieved commonly: <ul style="list-style-type: none"> <li>• discussed either the form or the text but not both</li> <li>• demonstrated limited or erroneous knowledge of the form or period</li> <li>• identified features that were not typical of the form or period</li> <li>• misread questions</li> <li>• referred to their own performance of a text from a specific form or period rather than its performance in the time in which it was written</li> <li>• discussed a text and/or form or period inaccurately. For example the discussion of a theme of 'feminism' for <i>The Taming of the Shrew</i> is not a relevant or appropriate to an Elizabethan audience.</li> </ul>
<b>Achieved with Merit</b>	Candidates who were assessed as Achieved with Merit commonly: <ul style="list-style-type: none"> <li>• clearly linked the chosen text to the form or period</li> <li>• supported answers with apt examples from various scenes from the text</li> <li>• identified and described clearly key features of the form or period</li> <li>• used the language of drama confidently and accurately</li> <li>• made clear links between the features of the form or period and the text.</li> </ul>

<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• identified and described features of the form or period in detail</li> <li>• discussed the text and/or features of the form with understanding of their historical or social context</li> <li>• understood the playwright's purpose</li> <li>• provided highly relevant examples from the text</li> <li>• supported answers with insightful, accurate, specific and relevant details.</li> </ul>
<b>Standard specific comments</b>	<p>The most common forms or periods featured in candidates answers were Elizabethan theatre. Epic theatre and Commedia dell'arte. Less common were papers on Greek theatre, Melodrama, American Realism, New Zealand Theatre and Theatre of the Absurd.</p> <p>Accurate knowledge of the typicalities of the form or period is the crux of this standard. Candidates generally referred rarely to central key features of a form or period, such as the use of mask in Commedia dell'arte or Greek theatre.</p> <p>Candidates were well served when they studied texts that were clear and unambiguous examples of the form or period studied.</p>

## 2. Assessment Report for 91219: Discuss drama elements, techniques, conventions and technologies within live performance

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• identified and described a line of dialogue in their own work and/ or character and place in the viewed performance</li> <li>• supported answers with clear and simple detail</li> <li>• sketched to support their answers.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• identified but did not describe a line of dialogue, character or place</li> <li>• described place as the venue of the performance rather than the setting of the performance</li> <li>• gave plot or scene summaries without answering the questions.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>• supported answers with clear and specific detail</li> <li>• added detail to their answer through sketching and annotating</li> <li>• read questions as three parts of a whole and structured their answers accordingly.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• supported answers with apt examples that demonstrated insight into the importance of dialogue, character and place</li> <li>• discussed themes, cultural values and or issues illuminated by the creation of elements, and use of technologies in the performances</li> <li>• understood and discussed the playwright's intentions showing perceptive understanding or his/her purpose.</li> </ul>
<b>Standard specific comments</b>	<p>Candidates who have the opportunity to see performances that use a range of technologies and that address weighty issues, whatever the form of the performance, have a greater depth of material to select from when answering questions.</p> <p>Candidates must write about the use of drama techniques in ways that are typical or distinctive to the form or period they have studied. Generalised answers do not demonstrate the knowledge required to achieve at this level.</p> <p>It is an advantage to candidates to understand the text as a whole as well key scenes in depth.</p>