

2024 NCEA Assessment Report

Subject: Drama
Level: 1
Achievement standard(s): 91942, 91943

General commentary

Overall, the candidates engaged well with both external standards. Many candidates used the assessment specifications and submission information to successfully demonstrate their learning and understanding of both performing in, and responding to, a live performance in their digital submissions.

It is important that candidates distinguish between drama components and consider the creative implications for an audience. The use of drama language in responses is to be encouraged, as is careful selection of the best evidence to support their submission. Care must also be taken when uploading files to ensure the format is valid / permitted.

Report on individual achievement standard(s)

Achievement standard 91942: Perform a scripted role for an audience using drama techniques

Assessment

Candidates were required to act with, and react to, another actor, using a combination of drama techniques in a scripted role for a live audience. The scripted role may be from an existing script, or from devised work that resulted in a written script.

Commentary

Many candidates were well prepared and had engaged with their chosen scripts, including using a range of drama techniques to communicate the chosen role and context. Some roles selected allowed candidates to access the full range of marks, with published scripts providing more successful outcomes, such as coherent characterisation. Candidates are required to act with and respond to other actors onstage, therefore a monologue is not sufficient.

Candidates are reminded of the submission requirements for this assessment and to submit evidence from one performance only, ensuring it is in the correct format. Careful consideration is needed when choosing which moment to submit so that it highlights the full ability of the candidate's use of techniques. A clear identification image or description, accurate timestamp(s), and a statement of context also need to be submitted.

As this is an external examination, the use of drama techniques must be sustained, therefore candidates may not be prompted. Candidates should be supported to perform in optimal conditions, including restricting outside noise / interruptions.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- displayed a brief understanding of their role's place, time, and situation within the play
- used drama techniques appropriately, in line with the dramatic context
- acted with, and reacted to, other actors appropriately
- tended to be casual, lacked awareness, or needed purpose in their choice of drama techniques to fully maintain the role, e.g. moving feet, playing with clothing, lack of vocal tone, and lack of purposeful response to fellow actors
- did not choose the most appropriate role to allow them to convey their character for assessment.

Candidates who were awarded **Achievement with Merit** commonly:

- displayed a strong sense of understanding of the subtext of their role
- used drama techniques with purpose and control, in line with the dramatic context, to convey their role
- listened and responded well to other actors, showing a controlled and purposeful reaction that aligned with the dramatic context
- consistently responded to interactions with other performers, starting to create a believable dynamic and alignment with the dramatic context
- chose a role that allowed them to convey the character, ensuring sufficient stage presence and interaction.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a thorough understanding of the excerpt's context, which was evident in their thoughtful portrayal of character objectives
- enhanced the dramatic context with the ability to convincingly convey a character's situation with nuance
- had authentic reactions to other actors, in line with the dramatic context of the play
- sustained a sophisticated use of drama techniques, performing with commitment and presence to create a convincing performance
- embodied the role fully, living in their characters

Candidates who were awarded **Not Achieved** commonly:

- lacked understanding of their role, situation, and text
- performed with a rudimentary or brief use of drama techniques
- conveyed limited understanding of their role's context within the section, leading to performances that lacked coherence or relevance
- performed a monologue, or did not act with and respond to another actor
- uploaded an incorrect, incomplete, or short submission, or evidence was not in the correct format, or timestamps were incorrect.

Achievement standard 91943: Respond to a Drama Performance

Assessment

Candidates were required to respond to a live theatre performance that they had either participated in or viewed as a member of the audience. Candidates were required to analyse how a range of drama components were used in the performance to communicate a key message, and the effect of

this on the audience. Candidates needed to make a personal connection in response to the wairua of the performance.

Commentary

Overall, candidates responded to the standard with a range of information, including paragraphs, images, and audio files as evidence in their response. Candidates who included thoughtfully curated evidence of a viewed drama performance and submitted 7 slides with headings, and supported their work by also using the 4-minute audio/video allocation, were frequently able to meet assessment criteria more effectively.

Where candidates were able to provide analysis of the key message of the performance and directly refer to the intended effect of the drama components, they successfully communicated their understanding of the wairua of the performance. Some candidates need to develop greater confidence in discussing wairua and focus on personal connections relevant to the performance.

Candidates are reminded of the importance of performance selection, thorough understanding of drama components, and academic discussion of personal connections to wairua to enhance analytical skills and overall performance.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- described the key message of the performance
- used some drama components in a simplistic manner
- made a basic connection to the wairua of the performance and elementary consideration of audience impact
- supported their response with limited evidence from the drama performance.

Candidates who were awarded **Achievement with Merit** commonly:

- provided detailed evidence of how the key message was revealed in the drama performance
- correctly categorised and explained the effect of selected drama components, connecting this to the key message and showing understanding of the impact on the audience
- considered their personal connection to the wairua of the performance and made specific reference to the performance
- justified their response with detailed evidence, demonstrating a solid understanding of the drama performance.

Candidates who were awarded **Achievement with Excellence** commonly:

- were articulate and insightful when examining multiple drama components, the effect of the components, and how they revealed the key message in relation to the wider context of the performance
- considered the creative consequences and audience impact through evidence from the production
- skilfully integrated the discussion of wairua, audience impact, components, and key messages throughout their response, providing a cohesive and comprehensive analysis
- provided an objective, critical, and in-depth analysis of the connection between the effect of wairua on the audience and the viewed drama performance
- supported their response with a range of well-chosen evidence, showcasing a nuanced and thorough understanding of the material.

Candidates who were awarded **Not Achieved** commonly:

- provided only a rudimentary description of the key message of the drama performance

- described drama components in a simplistic way and/or lacked any reference to the drama performance
- did not describe the wairua of the performance
- had superficial or unclear descriptions of the performance's key message and drama components, and/or did not include wairua of, or references to, the drama performance.