

## 2025 NCEA Assessment Report

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

### General commentary

Overall, the candidates engaged positively with the assessments and made the most of the opportunity to demonstrate their learning and understanding in both performance and portfolio submissions. Many candidates correctly discussed drama components, and some engaged in a range of drama techniques in performance to convey role and situation.

Selection of performance(s) is key for candidate success for both standards. Although there are a wide range of performances available for viewing, both nationwide and online, it is important that the chosen performance(s) for both standards have sufficient depth, character development and interaction(s) to allow candidates to demonstrate their learning and succeed at a high level. Published plays, reputable playwrights and /or established theatre companies provide stronger opportunities for candidates to achieve at higher levels.

### 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.

##### Commentary

Candidates were generally more successful in a prominent role or key moments, rather than scripted devised work, or when in minor roles in large group or class productions. When clear characterisation opportunities were available, candidates were able to successfully provide convincing or nuanced interpretations, with sustained interactions or subtext. Singing, dancing, or ensemble staging sometimes limited opportunities to apply drama techniques.

Technical considerations such as camera and audience placement, well-lit space, and clear framing of the candidate should be taken into consideration when filming to ensure clear audio and visibility of the candidate. Correct time codes and clear candidate identification are key for achievement.

##### Grade awarding

Candidates who were awarded **Achievement** commonly:

- used drama techniques appropriately to convey the outline of a character
- demonstrated some understanding of role, situation, and context
- acted with and responded to others, though sometimes only briefly
- maintained character focus through most of the excerpt, but needed to sustain intention

- had minimal character development or limited application of the drama techniques, such as varying vocal clarity, or little movement.

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

- used voice, body, movement, and space with purpose and control
- sustained a believable role with clear understanding of situation
- listened and responded to others with purposeful reactions
- maintained energy and consistency throughout the excerpt
- demonstrated rehearsal and confidence, with sufficient engagement.

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

- used drama techniques with sophistication and nuance
- embodied the role with presence, commitment, and sustained characterisation
- demonstrated sophisticated understanding of subtext and character objectives by responding authentically to support the dynamic of the scene
- sustained engagement and believability throughout
- produced convincing and fully realised performances.

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

- used drama techniques only briefly, demonstrating limited understanding of role, context, and situation
- performed monologues, narration, or direct address rather than interacting with another performer
- had very small roles or few lines that did not provide opportunity to demonstrate character, or produced performances too short for reliable assessment
- required prompting or read from scripts
- submitted evidence with significant technical problems, including missing or incomplete videos, incorrect or missing timestamps, audio interference affecting vocal clarity, or camera placement that obscured the performer.

## Achievement standard 91943: Respond to a drama performance

### Assessment

Candidates were required to respond to a live theatre performance that they have 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, with a personal connection in response to the wairua of the performance.

### Commentary

Candidates who responded to a substantial drama performance (professional or established theatre company) were more likely to be able to objectively view the performance by analysing characters, director's intentions, key messages, and audience impact, assisting achievement at higher levels.

Candidates who correctly used drama terminology by distinguishing between drama components to outline intended or creative implications for an audience strengthened their responses. Literacy in drama language is essential knowledge for candidates. Using visual evidence effectively and ensuring the portfolio submission adheres to the limit of 7 slides supports candidate achievement. Overviews, reviews, history of the play, information on the theatre company, or clips from the performance do not provide relevant evidence or enhance the response.

Candidates should be encouraged to develop their confidence in discussing how the use of drama components affects the wairua of the performance, and a relevant personal connection to this, rather than a review. Candidates should not discuss wairuatanga.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided a general description with limited evidence of the key aspects of the drama performance
- described the key message of the performance
- described the use of drama components in a simplistic manner
- made a basic connection to the wairua of the performance and elementary consideration of audience impact.

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

- provided a detailed and justified explanation of the key aspects, demonstrating a solid understanding of the drama performance
- revealed the purpose of the key message of the performance through some detailed evidence
- explained the use of drama components for a specific purpose, correctly identified their categorisation, effect, and how it revealed the key message
- considered the effect of wairua in the performance and their personal connection, with reference to the production and a detailed explanation of audience impact.

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

- provided a deep understanding by analysing the key message in relation to the wider context of the drama performance, providing insight
- integrated the discussion of wairua, audience impact, components, and key messages skilfully throughout their answer, providing a cohesive and comprehensive analysis
- included multiple drama components, considering their creative consequences, onstage effect, and audience impact
- made connections between the effect of wairua and the performance, with perceptive reference to the production
- supported their examination with well-chosen evidence, including drawings, pictures, and voice recordings, showcasing a nuanced and thorough understanding of the material.

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

- provided a rudimentary description of the key aspects of the drama performance
- described the plot, rather than the key message
- listed drama components used or referred to drama components in a simplistic manner without including any evidence from the performance
- provided descriptions that were superficial or lacked the performance's key message and / or a description of the wairua of the drama performance.