

## Assessment Schedule – 2025

### Drama: Respond to a drama performance (91943)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Respond to a drama performance</i> involves:</p> <ul style="list-style-type: none"> <li>• describing a key message of the drama performance</li> <li>• describing drama components used in the performance</li> <li>• making personal connections in a response to the wairua of a performance.</li> </ul>	<p><i>Justify a response to a drama performance</i> involves:</p> <ul style="list-style-type: none"> <li>• explaining, with examples, how a key message of the drama performance is communicated through the use of drama components</li> <li>• explaining the effect of drama components on personal connections in a response to the wairua of a performance.</li> </ul>	<p><i>Analyse a response to a drama performance</i> involves:</p> <ul style="list-style-type: none"> <li>• examining the effect of drama components used to communicate a key message of the drama</li> <li>• examining the effect of drama components on personal connections in a response to the wairua of a performance.</li> </ul>

## Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>The candidate describes the key message.</li> <li>The candidate describes the use of drama components.</li> <li>The candidate's response explores personal connection(s) to the wairua of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate explains the key message.</li> <li>The candidate explains the use of drama components.</li> <li>The candidate's response explains personal connection(s) to the wairua of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate examines the key message in relation to the wider context of the performance and how drama components create effect.</li> <li>The candidate's response examines personal connection(s) to the wairua of the performance.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives a <b>rudimentary description</b> of:</p> <ul style="list-style-type: none"> <li>the key message of the performance</li> <li>key moments in the performance that may connect simplistically to drama components.</li> </ul>	<p><b>Describes, briefly:</b></p> <ul style="list-style-type: none"> <li>the key message of the performance</li> <li>key moments in the performance that may connect simplistically to drama components.</li> </ul>	<p>Describes, <b>generally:</b></p> <ul style="list-style-type: none"> <li>the key message of the performance</li> <li>the use of drama components</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>makes a connection to the wairua of the performance.</li> </ul> <p><b>Supports</b> the response with <b>limited evidence</b>.</p>	<p><b>Describes:</b></p> <ul style="list-style-type: none"> <li>the key message of the performance</li> <li>the use of drama components</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>makes a connection to the wairua of the performance.</li> </ul> <p>Supports the response with <b>evidence</b>.</p>	<p><b>Explains, in some detail:</b></p> <ul style="list-style-type: none"> <li>the purpose of the key message of the performance</li> <li>the use of drama components for a specific purpose</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>makes a connection to <b>the effect</b> of wairua in the performance.</li> </ul> <p><b>Justifies</b> the response with <b>some detailed evidence</b>.</p>	<p>Explains, <b>in detail:</b></p> <ul style="list-style-type: none"> <li>the purpose of the key message of the performance</li> <li>the use of drama components for a specific purpose</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>makes a connection to the effect of wairua in the performance.</li> </ul> <p>Justifies the response with <b>detailed evidence</b>.</p>	<p><b>Examines, showing some deeper understanding:</b></p> <ul style="list-style-type: none"> <li>the key message <b>in relation to the wider context</b> of the performance</li> <li><b>how</b> drama components <b>create effect</b></li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>makes a connection <b>between</b> the effect of wairua <b>and</b> the performance.</li> </ul> <p><b>Analyses</b> the response with <b>well-chosen evidence</b>.</p>	<p>Examines, showing <b>deeper understanding:</b></p> <ul style="list-style-type: none"> <li>the key message in relation to the wider context of the performance</li> <li>how drama components create effect</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>makes a connection between the effect of wairua and the performance.</li> </ul> <p>Analyses the response with well-chosen evidence.</p>

**N0** = No response; no relevant evidence.

## Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8

### Notes for markers

*Describing* requires the candidate to **respond** with **evidence**, in relation to how a key message and drama components are used in the performance, and **explore** a personal connection to the wairua of a performance.

*Explaining* requires the candidate to **justify**, with **detailed evidence**, how a key message and drama components are used in the performance for a specific **purpose**, and **explain** a personal connection to the wairua of a performance.

*Examining* (showing deeper understanding) requires the candidate to **analyse**, with **detailed evidence**, how a key message and drama components are used in the performance for a specific **effect**, with a personal connection to the wairua of a performance.

*Drama components* are elements, techniques, conventions, and / or technologies.

The **wairua of a performance** refers to the reciprocal relationship between performers and audience. Candidates could consider:

- the intended effect of the performance on the audience
- the connection between experiencing the live drama performance and their personal response to the performance
- the relationship between performers and audience.

### Appendix: Authenticity of candidate work.

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

#### Evidence might be considered inauthentic if:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.