



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1-3, 2003**

## **Drama**

### **National Moderator's Report**

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

### General Overall Comment

The moderation of internally assessed achievement standards and unit standards has made a significant impact on the teaching of drama and on the establishment of a national standard. Decisions on learner work are on the whole consistent and accurate. Although many schools use the exemplars from the TKI website, there is an indication that confidence is growing and many assessors are writing their own tasks that acknowledge a diverse range of learners and cultures.

Where exemplars are modified or new materials developed, care needs to be taken to remain focused upon the wording of the achievement standard.

Assessment schedules should provide not only judgement statements but also evidence statements that clearly show expectations for the specific task. This would enable assessment decisions to be more consistent and accurate.

Portfolio evidence supports the task and teachers need to focus on the development of analytical and evaluative detail in portfolios.

## Level One

### 90006 *Use drama techniques*

The standard requires the learner to demonstrate the drama techniques of voice, body, movement and space within a dramatic context. Learners need to be given a time frame that will allow them to demonstrate the combined use of all these techniques. See Explanatory Note 2 *drama techniques*.

If learners are in a large group, they do not have the opportunity to gain Achievement with Merit and Achievement with Excellence. For Achievement with Merit, they need to demonstrate *sustained* and *varied* use of the four techniques while excellence requires that they are also *convincing*. Explanatory Note 2 suggests a range of *dramatic contexts*.

These need to be explored when writing tasks. The use of the website task *Moving Images* is placing an emphasis on movement at the expense of voice.

Note: The assessment schedule needs to clearly differentiate between: Achievement, Achievement with Merit and Achievement with Excellence.

### **90007 Use elements and conventions to devise and perform drama**

This standard requires the learner to use the elements and conventions of drama to devise and perform a drama.

A stronger focus on devising is important. Learners need to be given the opportunity to use elements and conventions that have an individual focus within the drama.

At this level, structuring the drama is not given sufficient importance. For Achievement with Merit, *select and use appropriate and varied elements and conventions* is required, and Achievement with Excellence requires the selection to have *insight* and the drama to be *effective*.

The learner portfolio needs to be submitted for this standard. Without it, it is difficult to assess the criteria of *selecting and using appropriate and varied elements and conventions*. It is not sufficient for Achievement with Merit and Achievement with Excellence merely to participate in the devising.

### **90008 Demonstrate knowledge of a drama or theatre form in performance**

This standard involves demonstrating knowledge and understanding of a drama or theatre form, in the presentation of a drama piece that illustrates the form.

It is good to see the suggested forms in Explanatory Note 3 being used, eg puppetry, story telling, Greek drama, Māori or Pacific Island dance.

It is important that learners have the opportunity to identify a *range of features* for Achievement with Merit and an *extended range* for Achievement with Excellence.

## **Level Two**

### **90299 Apply drama techniques in an improvised group context**

This standard requires applying drama techniques involving a combination of voice, body, movement and use of space in an improvised group context.

Assessors must ensure that learners prepare a performance of sufficient length to enable them to achieve *appropriate and sustained* for Achievement with Merit, and *appropriate, sustained and effective* for Achievement with Excellence.

### **90300 Apply drama techniques in a group within a scripted context**

This standard requires applying and combining voice, body, movement and use of space to interpret and present scripted drama.

Without an annotated script, a learner's intentions, in relationship to the way the script is performed, is unclear. There needs to be evidence of the learner's interpretation.

The script chosen should be of sufficient length and substance, and the roles/characters of comparable contribution to provide an opportunity for learners to achieve at all the grades of the achievement standard. See Explanatory Note 3.

**90301 *Use elements and conventions to structure, record and perform devised drama***

This standard requires structuring devised drama by selecting appropriate elements and conventions, and recording and performing devised drama.

Learners should use documentation to justify structure.

Each learner must have a significant role to provide evidence for assessment of individual performance or contribution.

**90302 *Apply knowledge of a drama/theatre form or period through performing a role in a presentation***

This standard requires knowledge of a drama/theatre form or period through performing an appropriate role in a presentation.

Learners need to demonstrate understanding of the selected drama/theatre form or period. Rather than just being sustained or credible, it is important that their performance should reference the features of the drama/theatre form or period.

The portfolio is important supporting evidence for this standard. See Explanatory Note 2.