



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

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 materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student 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 continues to have a significant impact on the teaching of drama and the establishment of a national standard. Although decisions on student work at Levels 1 and 2 are, on the whole, consistent and accurate, Level 3 decisions have been challenging.

Level 3 is a highly developed level of work. Assessors need to recognise that it requires complex skills of close analysis and synthesis of ideas. Students need to be assisted to record the complexity of their ideas in the portfolio. Portfolio evidence forms a legitimate part of the evidence for making assessment decisions at Level 3, especially with terms in the criteria such as: 'interpret', 'select', 'reference', 'communicate'.

Most assessors are continuing to use exemplars from the TKI website. Many are modifying these tasks to suit the needs of their students and be relevant to their teaching programme. Where exemplars are modified, and in writing new tasks, care needs to be taken to remain focused upon the wording of the achievement or unit standard.

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

AS 90302: Apply knowledge of a drama/theatre form or period through performing a role in an appropriate presentation

Students need to fulfill the requirements of Explanatory Note 2 to achieve the standard. It is important that they reference the features of the drama/theatre form or period in the performance. The portfolio evidence must also clarify the intent of the role, as well as understanding about the form or period.

AS 90303: *Perform a substantial acting, technical or production role*

Students need to fulfill the requirements of Explanatory Note 5 for all roles to meet the requirements of the achievement standard at the different grades of achievement. The portfolio evidence needs to show how the student is exploring the role, showing a deepening understanding of meanings and intentions to communicate them.

AS 90607: *Integrate a range of appropriate drama techniques to communicate meaning in the performance of improvised drama*

Instructions to students need to clarify ‘improvisation’ – see EN5. Improvisation may be spontaneous or broadly prepared but not rehearsed. Assessors need to consider the implication of the language of the standards, as progression is made from one level to the next. The implication of ‘integration’ is that there needs to be a depth of situation – a greater complexity of role/a greater development in response to situation. Responses in the portfolio need to show awareness of this greater depth of thought and implication. Interpretation needs to be recorded in some form. Students need to show awareness of what they were attempting to convey within the improvisation. Time taken in the preparation to develop ideas and issues, rather than focusing on practising the performance, would help to develop variety and/or subtlety. Portfolio responses should be seen as ‘good practice’.

AS 90608: *Communicate meaning in individual performance of scripted of drama*

Instructions to students need to clarify ‘integration’ of techniques, not merely ‘use’ of technique. The standard needs to be supported with portfolio evidence of intentions and selection of techniques.

The student portfolio needs to be submitted. Without it, it is difficult to assess the criteria of select, integrate, interpret.

The following explanatory notes should be used to guide the learner:

EN3 It is recommended that a synopsis of the whole play be made available when extracts are chosen.

EN4 The script chosen should be of sufficient length and substance to provide an opportunity for students to achieve at all the grade levels of the achievement standards.

AS 90611: *Prepare and perform a performance or technical/ production role in a significant production*

Portfolio evidence should record a developing understanding of role – there needs to be evidence of this, and reflection. Research needs to include comprehensive knowledge of the play and playwright.

Explanatory note 4 – outlines a significant production. Students need to have the opportunity to study a significant play in order to achieve at Merit and Excellence.