



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2005**

## **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 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

Moderation of internally assessed standards in Drama continues to have a significant impact on the teaching of the subject and has been very effective in establishing a national standard.

At Levels 1 and 2 decisions are generally consistent and accurate.

level 3, however, continues to challenge a number of assessors. At this level, the expectation is that the complex skills of close analysis and synthesis of ideas, as well as recording in portfolio evidence the complexity of ideas, will feature in the work presented for moderation. Portfolio evidence supports the process and is essential for making assessment decisions, especially with terms in the criteria such as *"interpret"*, *"select"*, *"reference"*, *"communicate"*.

Most assessors are continuing to use the exemplars from the TKI website and some are producing their own material. It is important that assessors use the latest version of the standard and the task. Assessors often overlook explanatory notes that accompany the standard and care needs to be taken to remain focused on the wording of the 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 90007: Use elements and conventions to devise, structure and perform a drama**

For Achieved, learners are required to *"use elements and conventions"*, for Merit, learners are required to *"select and use appropriate and varied elements and conventions"* and for Excellence learners are required to *"select and use with insight, appropriate and varied elements and conventions"*.

Instructions to learners need to reflect these requirements. The difference between *"use"*, *"select and use appropriate and varied"* and *"select and use with insight, appropriate and varied"* lies in the rationalisation for decisions made/the ownership and understanding of the processing.

Learners need to justify their choices either in written or oral form.

**AS 90008: Demonstrate knowledge of a drama/theatre form through a practical presentation**

In Explanatory Note 2, which says “*a practical presentation could be a performed piece or piece supplemented by further oral, visual or written material*”, “*could*” should not be interpreted as optional.

Learners are also required to “*demonstrate knowledge and understanding*”. The supplementary evidence needs to explain the features of the form and identify the links between the form and performance of the form.

**AS 90009: Perform an acting role**

The learner is required to “*actively participate in the production process*”. There is an expectation that there will be a record of the process documented in the learner’s portfolio to enable a judgement to be made on this criterion.

To “*communicate a role*”, the expectation is that the learner will record the development of the role.

**AS 90300: Apply drama techniques in a group within a scripted context**

Explanatory Note 10 clearly establishes that, while learners may work as a group, each learner should provide his or her own interpretation and select appropriate techniques to convey it. Interpretation covers role, situation, time, place, mood, tension and how techniques will be used.

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

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

Playback Theatre is not a suitable form for this standard. Learners are disadvantaged, as the requirement for Merit is to “*identify an extended range of features*” and for Excellence to “*identify a comprehensive range of features*”.

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

To achieve this standard, learners need to “*record developing understanding of role*”. A final reflection does not meet this requirement.

**AS 90611: Research, prepare and perform a performance or technical/production role in a significant production**

Learners need to have the opportunity to work on a significant production to achieve Merit or Excellence.

Learners are required to “*record development showing understanding of role*”. The expectation at level 3 is that learners will analyse and synthesise their ideas to produce evidence that details a deeper understanding than character notes and reflection.

Research needs to include comprehensive knowledge of the play and playwright.

For technical/production roles learners need to have a detailed task.