



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2006**

## **Drama**

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

## General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgments 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 judgments 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 in Drama continues to make a significant impact on the teaching of the subject. The new level 3 resources and the revised samples on the TKI website, have been well patronised. It is important that assessors adapt these for their own use and write assessment schedules that are specific to the task.

At all levels assessor decisions on the whole, are accurate and consistent. However when deciding which grade a student has achieved, it is important to refer to the achievement criteria of the standard and the explanatory notes. Sometimes, this information is overlooked by assessors.

Portfolio evidence is an expectation and good practice for all levels. It is a method of assessing to demonstrate achievement of outcomes and performance. It supports the process and can be gathered in a variety of ways, according to the task and the level. Portfolio evidence is essential for making assessment decisions, especially for terms such as: interpret, select, reference, communicate, apply, justify, record, document.

## LEVEL 1

### **90006: Use drama techniques**

Learners need to show they are capable of applying the specified drama techniques equally. Portfolio evidence of the justification for both the choices made in the application of the techniques, and for the dramatic situation, is good practice and to be encouraged.

### **90007: Use elements and conventions to devise, structure and perform**

To verify ‘select’ for the achievement of merit and excellence, portfolio evidence of the learner’s decisions is required. For example: selection of a story, brainstorming, selection of elements and conventions, reflection tasks (considering how elements and conventions were used and why).

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

Explanatory note 2 states: ‘A practical presentation could be a performed piece or pieces supplemented by further oral, visual or written material.’ ‘Could’ refers to the nature of the practical presentation, it does not mean that a practical presentation is optional. Learners are required to ‘demonstrate knowledge and understanding’. The portfolio evidence needs to explain the features of the form and identify links between form and performance of the form.

**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.

**90010: Perform a technical or production role**

Learners need to provide evidence of their intentions and understanding of their work, identify the production concept, and explain their choices as to the use of technology that will support the production concept. There is an expectation that this will be documented in their portfolio.

**LEVEL 2**

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

The planned use of specific drama techniques needs to be recorded in each learner’s portfolio. Learners need to justify their decisions and record their process.

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

The interpretation of the text and the planned use of specific drama techniques needs to be recorded in each learner’s portfolio. Learners need to justify their decisions and submit an annotated script. A high level of consistency in making judgements against this standard has developed in the work assessed in 2006.

**90301: Structure, record and perform devised drama using elements and conventions**

Learners need to clearly identify techniques, conventions and technologies, as well as record key decisions and intentions. The recording could be written, and/or visual, and/ or oral and should include, as stated in explanatory note 7:

- “*a justification of the final structure and a record of its development. This could be presented as a series of diagrams*”
- *reflective material showing how original ideas and production components were modified or extended. Typically, a student will record what was added or rejected in order to achieve a desired effect.*”

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

At this level, learners need to be able to identify features of the form or period, to reference or explain the way that key features of the form or period are evident in the text chosen for performance, and to apply key features of the form and performance. Detail about the period must be clear and relevant.

Sometimes features identified in learner evidence are inaccurate, or are generalisations that are not supported with specific detail. Learners also need to annotate their scripts for drama techniques and link these clearly to the form or period.

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

The step up in this standard from its equivalent at level one is in the recording of the process that is expected. Criterion 2 of this requires that learners record their developing understanding of their role through the process. They are expected to be able to discuss aspects of the role, such as:

- for an acting role - the character’s motivation, action, and function in the play, and how they intend to show these through the use of dramatic techniques.

- for a technical/production role - responsibilities, design plan and concept, resources, research, budget, schedules, timelines.

It is important that the specific requirements of acting, technical and production roles are detailed in separate assessment activities and schedules.

### LEVEL 3

#### **90608: Interpret scripted text and integrate techniques to communicate this text in a solo or paired performance**

Documentation of the process is important to achieve this standard. What is expected is detailed in explanatory note 5 which states:

- *“evidence must include a portfolio that includes annotated script and detailed interpretation of the extract in relation to the play, and justification of techniques chosen.”*

#### **90609: Devise script and perform drama for solo or paired performance**

Explanatory note 2 clarify the expectation of the portfolio evidence for this standard.

- *“key decisions must be collected over an extended period and be presented in the form of a portfolio that could contain scenarios, annotated scripts, digital imaging, conferencing notes, post-performance feedback, diagnostic recordings and milestone records.”*

The evidence and judgement statements prepared for this standard must be specific to enable learners to realise the intention of the drama.

#### **90611: Research and carry out a performance or technical/production role in a significant production**

Learners need to be given the opportunity to work on a significant production. This is clearly defined in explanatory notes 2 and 4. Learners need to record the development of the role to show understanding. The definition of “*record*” in explanatory note 2 refers to “*documentation and evaluation of key decisions and development.*” It is important that learners show the development of the character for each scene of the play rather than a generalised overview without specific references.

Research must to be relevant to the role. Explanatory note 2 lists various types of primary and secondary data that can be used in this research.

A specific task and schedule need to be written for a technical or production role. The “*performance*” task and schedule are not appropriate to use for assessment of a “*technical / production*” role.

#### **Additional notes**

A variety of technical and performing arts unit standards are available and useful for assessing specific tasks. Eg. Make-up, lighting, sound, design, costume, voice, creating a performance for a specific audience. These standards are under utilised at the present time. They provide creative opportunities for smaller groups and they could extend and develop existing programmes.