



National Qualifications Framework Levels 1–3, 2007

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.

It is important that assessors adapt the MOE/NZQA resources to suit the needs of their learners and change the context where it is applicable. Generally assessor decisions are accurate and consistent. Level 3 is a challenge for some assessors, especially when awarding Merit and Excellence.

To assist with deciding which grade a learner has achieved assessors, the standard should refer to the achievement criteria and the explanatory notes of the standard. Sometimes this information is overlooked and care needs to be taken to focus on the wording of the standard, as well as using the latest version. It is also important that the assessor’s rationale for their decisions accompany the materials sent for moderation.

It is essential to have visual evidence for assessment, however, the recording and editing of this evidence remains a problem for many assessors. The identification of learners on the visual evidence is another concern that needs to be addressed.

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

ACHIEVEMENT STANDARDS

LEVEL 1

90006: Use drama techniques

- Evidence (written or oral) of the justification for both the choices made in the application of the techniques, and for the dramatic situation, needs to accompany visual evidence.
- Learners need to show they are capable of applying the specified drama techniques equally. A clear justification of choices is required.

90007: Use elements and conventions to devise, structure and perform a drama

- The process to performance needs to be documented. Learners need to be given enough guidance for the processing i.e. to move from the initial stimulus to the end product.
- “*Select*” implies the need for a rationale that explains choices. This needs to be given as a directive within tasks.
- Merely making decisions is not indicative of devising; learners need to be asking themselves how their decisions came about.

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

- Evidence (oral, visual or written material) needs to accompany the practical presentation.
- There needs to be clear links between knowledge of the form and the features chosen.
- Learners need to be aware when downloading information that, without accompanying explanation, it does not evidence understanding.
- It is the knowledge and understanding of the form rather than the performance /presentation that is assessed.
- Learners need to carefully rehearse their performance, as it clarifies what they understand and helps them to articulate that understanding in their other evidence.

90009: Perform an acting role.

- Documentation of the production process should be ongoing and not be recorded in hindsight.
- The learner is required to “*actively participate in the production process*” to enable a judgement to be made on this criterion.
- In order to “*communicate a role*” the learner needs to record the development of the role. “*appropriate*” use of techniques must be able to be measured against knowledge of situation and character.

90010: Perform a technical or production role.

- Learners need to document the production process i.e.
 - 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.
- The explanation of how the design concept is met should be a rationale for choices not just a list of choices.

LEVEL 2

90299: Apply drama techniques in an improvised group context.

- Learners need to document their planned use and combination of drama techniques and justification of these decisions.

90300: Apply drama techniques in a group within scripted context.

- The interpretation of the text and the planned use and combination of specific drama techniques needs to be recorded.
- Learners need to justify their decisions and submit an annotated script.
- EN10 needs to be observed, sufficient detail to show interpretation of scene and justification for selection of techniques is required.

90301: Structure record and perform devised drama using elements and conventions.

- Learners need to clearly identify techniques, conventions and technologies as well as a record of key decisions and intentions.
- Recording may be written, and/or visual, and/or oral and could include, as stated in EN 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.”
- Recording in hindsight does not allow for EN7 to be observed well.
- Learners need to show that they have structured the drama coherently for Merit and coherently and perceptively for Excellence. This refers to the quality of the drama itself, as well as the learner’s justification as to the structure and use of the elements and conventions. A learner may use perceptive language to describe the decisions in their portfolio but the decisions need to be perceptive in performance as well to reach Excellence. The performance of the role must fit the intention of the role itself to realise an effective and clear intention.

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

- Assessors need to take particular note of EN2 - referencing features and EN4 – within a presentation and EN5 - the chosen specific form needs to have clear distinguishing features and accessible resources.
- At this level learners need to be able to:
 - identify features of the form or period
 - reference or explain the way that key features of the form or period are evident in the text chosen for the performance
 - apply key features of the form and performance.
- Detail about the period must be clear and relevant, and should constitute more than downloads from the internet.
- Features identified in learner evidence must be accurate, supported with specific detail, not just generalisations.
- Learners should annotate their scripts for drama techniques and link these clearly to the form or period.

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

- Assessors need to take particular note of EN2 –Record refers to documentation and evaluation of key decisions and development. This could be visual, oral and/or written.
- and EN3- defines a substantial role.
- The step up from this standard at level one is in the recording of the process that is expected.
- Criterion 2 requires that learners record their developing understanding of their role throughout 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 and timelines.
- An annotated script needs to be part of the evidence. This would also be relevant for some of the technical and production roles.
- It is important that the specific requirements of the acting, technical and production roles are detailed in separate assessment activities and schedules.

LEVEL 3

90608: Interpret scripted text and integrate drama techniques to communicate text in solo or paired performance.

- Assessors need to take special note of a number of explanatory notes 2, 5 and 6.
- The “*seamless integration of techniques*” is important. Learners need to take a holistic view to interpret a script and discuss how techniques work together to communicate such intentions.
- Individual targeting of techniques does not demonstrate ‘*integration*’.

90609: Devise script and perform drama for solo, duo or trio performance.

- EN2 clarifies the expectation of the portfolio evidence for this standard.
- Learners are expected to show how the script has developed and evolved over “*an extended period*”
- The portfolio work should not be written at the end of the process. The devising process needs to be recorded as it is a developmental tool.

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 EN2 and EN4
- Learners should also record the development of the role to show understanding.
- The definition of “*record*” in EN2 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 be relevant to the role. EN2 lists various types of primary and secondary data that can be used in this research.
- To satisfy the first criterion at this level it is expected that learners will make some judgements as to the value of the research that was done and its effect on their development of role.
- A specific task and schedule need to be written for a technical or production role.

UNIT STANDARDS

A number of technical and performing arts unit standards are available and useful for assessing specific tasks e.g. make-up, lighting, sound, design, costume, voice, creating a performance for a specific audience are among them. These standards provide creative opportunities for smaller groups and assessors need to apply the same criteria to designing tasks and schedules for assessment. They need to have a detailed task and measurable judgement statements. The resource written in 1985 for drama unit standards clearly outlines how they need to be set out.

There is a need to make sure that the sound unit standards retain practical exploration in their assessment tasks rather than become just a written test.