



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## **Exemplar for Internal Achievement Standard**

### **Drama Level [3]**

This exemplar supports assessment against:

**Achievement Standard [AS91513]**

[Devise and perform a drama to realise a concept]

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence												
1.	<p>For Excellence, the student needs to devise and perform an effective drama to realise a concept.</p> <p>This involves creating an original and compelling drama that is highly engaging and powerful and realising it in performance.</p> <p>The student assessed plays the grandmother.</p> <p>This student has developed a highly engaging satirical and humorous drama around 'arranged marriages' that effectively realises the concept (1).</p> <table border="1"> <tr> <td>00:00</td> <td>The opening scene creates tension and foreshadows action.</td> </tr> <tr> <td>00:33</td> <td>The news report item introduces the issue of arranged marriages.</td> </tr> <tr> <td>01:02</td> <td>The context of the Indian cooking show and the grandmother character are established.</td> </tr> <tr> <td>02:10-04:40</td> <td>Dialogue and action and satirical humour are effectively used to support the concept, and the double meaning of the ring, eggs, and spice is highly engaging for the audience. Dramatic pace, and the conflict between the two characters are effective.</td> </tr> <tr> <td>04:50</td> <td>More satirical humour is effectively created when the grandmother chops the vegetables.</td> </tr> <tr> <td>05:50</td> <td>The comedy is contrasted with conflict and mood is created by the grandmother telling the traditional story. Dialogue and action between the two generations evokes empathy for both characters and is powerful.</td> </tr> </table> <p>For a more secure Excellence, the student could reconsider the transition to the advertisement break so it does not impact on the flow of the drama.</p>	00:00	The opening scene creates tension and foreshadows action.	00:33	The news report item introduces the issue of arranged marriages.	01:02	The context of the Indian cooking show and the grandmother character are established.	02:10-04:40	Dialogue and action and satirical humour are effectively used to support the concept, and the double meaning of the ring, eggs, and spice is highly engaging for the audience. Dramatic pace, and the conflict between the two characters are effective.	04:50	More satirical humour is effectively created when the grandmother chops the vegetables.	05:50	The comedy is contrasted with conflict and mood is created by the grandmother telling the traditional story. Dialogue and action between the two generations evokes empathy for both characters and is powerful.
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Student 1: Low Excellence

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### 91513 (3.2B) Student 1 - Extracts from student supporting evidence

Dramatic Concept:

We want to show that in some cultures arranged marriages for children who have immigrated to Western countries leads to intergenerational conflict and emotional upset. This piece shows the difficulties that the granddaughter has in telling her grandmother she has met an English man from London that she is in love with.

This is a satirical drama. We have used some non-naturalistic elements but mostly we have based the context/situation as an Indian cooking show. This creates comedic moments between the grandmother and her granddaughter and lightens the seriousness of the drama. The humour offers a contrast from the conflict between the granddaughter and grandmother caused from expectation for a young Indian woman to marry an Indian man.

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	Grade Boundary: High Merit									
2.	<p>For Merit, the student needs to devise and perform a coherent drama to realise a concept.</p> <p>This involves creating an original and convincing drama that has flow and dramatic unity and realising it in performance.</p> <p>The student assessed is wearing trousers that have a camouflage pattern.</p> <p>This student has devised a drama from a concept (1) and presented this in a non-realistic style. The drama uses monologue and stylised physical theatre conventions to convincingly develop the ideas. The drama is coherent with scenes that are clearly identifiable, and the transitions are seamless. Contrast highlights action and ideas.</p> <table border="1"> <tr> <td>05:36</td> <td>The choice of song is appropriate to the time and place and ironically foreshadows the ending. The subsequent movement is convincing.</td> </tr> <tr> <td>07:20</td> <td>The song creates mood and with the movement, has layers of meaning. The stylised movement is convincing to create the husband the wife relationship, and is contrasted with the marching and running.</td> </tr> <tr> <td>08:12</td> <td>The transition to marching is seamless and the battle scene that follows is coherent and convincingly choreographed.</td> </tr> <tr> <td>11:31</td> <td>The ending with the bugle is convincing and with the tableau captures some of the emotion of the action.</td> </tr> </table> <p>To reach Excellence, the student could consider the use, length and content of monologues and trust the action rather than telling the audience what to think, so they create a compelling and highly engaging drama.</p>		05:36	The choice of song is appropriate to the time and place and ironically foreshadows the ending. The subsequent movement is convincing.	07:20	The song creates mood and with the movement, has layers of meaning. The stylised movement is convincing to create the husband the wife relationship, and is contrasted with the marching and running.	08:12	The transition to marching is seamless and the battle scene that follows is coherent and convincingly choreographed.	11:31	The ending with the bugle is convincing and with the tableau captures some of the emotion of the action.
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Student 2: High Merit

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### 91513 (3.2B) Student 2 - Extracts from student supporting evidence

Dramatic Concept:

After a physical exploration of a variety of NZ individuals such as Sir Edmund Hilary we settled on Sir Charles Upham and Willie Apiata both of whom won the Victoria Cross.

The final concept moved from specific individuals to two representative soldiers and their experience of war. We wanted to show the audience what war is like. The style of performance was physical and non-naturalistic.

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	Grade Boundary: Low Merit	
3.	<p>For Merit, the student needs to devise and perform a coherent drama to realise a concept.</p> <p>This involves creating an original and convincing drama that has flow and dramatic unity and realising it in performance.</p> <p>The student assessed plays Abby.</p> <p>This student has devised a drama from a concept (1) and presented this as a coherent piece. The piece has been well edited so the dialogue does not over explain, is mostly convincing and the audience is left to come to their own conclusions about each of the characters.</p>	
	00:05	The split stage convention with spotlights defines the two areas and proxemics suggests a close relationship. The opening monologue is used to introduce the character and situation without over telling and draws in the audience.
	00:37	The use of radio broadcast (off stage voice) is convincing to provide the audience with further information to establish the situation.
	00:58	The phone call and conversation with the wife develops the situation and builds tension.
	06:45	The monologue establishes Abby's feelings.
	08:07	The newspaper, the ringing phone and the radio news subtly convey the ending.
	<p>For a more secure Merit, the student could introduce some aspects to the story that are more convincing, and make the transition to the scene in Abby's flat seamless.</p>	

Student 3: Low Merit

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### 91513 (3.2B) Student 3 - Extracts from student supporting evidence

Dramatic Concept:

This piece began with our study of the play *The Crucible*. Abigail is based on a real person (there are biographical notes with the text) who wreaked havoc and we decided to explore what a modern Abby might do. The piece is about how your actions can decide how people will treat you. The piece was to be a two hander with the story told in dialogue and by Abby in monologue.

There would be a split stage established by lights and minimal set to allow us to move quickly from scene to scene. The acting style would be modern realism, so we will need props such as a laptop, and a towel and magazine.

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	Grade Boundary: High Achieved								
4.	<p>For Achieved, the student needs to devise and perform a drama to realise a concept.</p> <p>This involves creating an original and credible drama and realising it in performance.</p> <p>The student assessed is wearing white earphones and a black t-shirt.</p> <p>This student has devised a drama from a concept (1) and realised this in performance. The drama is original and there is some use of symbol to support audience understanding and an attempt to explore abstraction in the presentation of ideas.</p> <table border="1"> <tr> <td>00:12</td> <td>A stylised vocal chorus delivers the introduction credibly.</td> </tr> <tr> <td>00:45</td> <td>The blocking of the scene focuses the audience on the central character.</td> </tr> <tr> <td>06:57</td> <td>Chorus is used to underline the pressure of different demands and has credibility.</td> </tr> <tr> <td>08:23</td> <td>The final rhetorical question is effective in leaving the piece open ended rather than trying to provide artificial answers.</td> </tr> </table> <p>To reach Merit, the student could move sections of the drama down stage and re block the action, so that the audience see facial expressions and a connection and coherence is established. To be convincing, students needed to refine the way in which the actors showed that they were “in boxes” and how they “hit” the wall.</p>	00:12	A stylised vocal chorus delivers the introduction credibly.	00:45	The blocking of the scene focuses the audience on the central character.	06:57	Chorus is used to underline the pressure of different demands and has credibility.	08:23	The final rhetorical question is effective in leaving the piece open ended rather than trying to provide artificial answers.
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Student 4: High Achieved

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### 91513 (3.2B) Student 4 - Extracts from student supporting evidence

Dramatic Concept:

During our reading around WW1 and WW2 we discovered the idea of conscription; men were made to be in the army whether they wanted or not. Our intention was to show how now people are often trapped into a 'box' by the influences around them. Our intention is to show how influence can often restrict a person from being who they want, making their own choices.

All characters are physically trapped in 'the box' which separates them from true freedom of thought. While under the influence of other characters, Morgan is unable to leave the 'box', just like the others. Just when you think that she escapes and is freed from their influence she hits another box. And is once again trapped. This is to symbolize that we are sometimes unaware of what influences trap us. The theme drives the dialogue and movement through the scenes of realism. These scenes are supported by the beginning and ending abstract scenes.

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	Grade Boundary: Low Achieved						
5.	<p>For Achieved, the student needs to devise and perform a drama to realise a concept.</p> <p>This involves creating an original and credible drama and realising it in performance.</p> <p>The student assessed plays hopscotch at the beginning of the drama.</p> <p>This student has devised a drama from a concept (1) which is realised in performance. The drama is original and credible.</p> <table border="1" data-bbox="312 622 1385 860"> <tr> <td data-bbox="312 622 523 741">00:00</td> <td data-bbox="523 622 1385 741">The opening establishes the small children characters, and the playground credibly without words, and with action. Dramatic tension is created in the 'having to leave'.</td> </tr> <tr> <td data-bbox="312 741 523 819">05:10</td> <td data-bbox="523 741 1385 819">The flash-forward convention and return to the other side is delivered credibly.</td> </tr> <tr> <td data-bbox="312 819 523 860">06:04</td> <td data-bbox="523 819 1385 860">The final scene provides a resolution.</td> </tr> </table> <p>For a more secure Achieved, the student could edit the dialogue to remove the wordiness and repetition that undercut the credibility of the work and enact more of the ideas. Clarification of the concept would allow the hopscotch motif to add layers to the meaning.</p> <p>Care with the use of space so that transitions are not seen would clarify the place the characters are in and improve credibility of the situations.</p>	00:00	The opening establishes the small children characters, and the playground credibly without words, and with action. Dramatic tension is created in the 'having to leave'.	05:10	The flash-forward convention and return to the other side is delivered credibly.	06:04	The final scene provides a resolution.
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05:10	The flash-forward convention and return to the other side is delivered credibly.						
06:04	The final scene provides a resolution.						

Student 5: Low Achieved

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### 91513 (3.2B) Student 5 - Extracts from student supporting evidence

Dramatic Concept:

We read *The Suitcase* about Croatian and Bosnian refugees. Our drama is about fitting in or belonging and how this is for those who have to move to a culturally different environment. The cultural differences are physicalised in the hopscotch game which is played differently in the two places.

The two places are presented with a split stage.

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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to devise and perform a drama to realise a concept.</p> <p>This involves creating an original and credible drama and realising it in performance.</p> <p>This student has developed ideas into a concept (1) and devised a solo drama.</p> <p>To reach Achieved, the student could rework the concept to create some distance between the actor and the concept so that the student is able to view the work objectively and shape the material more credibly. Ideas in the concept need to be developed using improvisation to create scenes, and enactments created that convey the ideas delivered in the projection and song lyrics.</p> <p>Movement needs to develop and communicate the concept. Elements and conventions need to be used to 'show' the story rather than 'telling' it through projection and song lyrics.</p>

Student 6: High Not Achieved

NZQA Intended for teacher use only

### 91513 (3.2B) Student 6 - Extracts from student supporting evidence

Dramatic Concept:

My piece is about the struggles that celebrities go through to become famous. It is loosely based on Kurt Cobain. I play a teenage girl trying to get famous. Every day she strives to be like her favourite celebrity because she thinks that, in order to be famous, she needs to act like someone who has already become famous. She puts on a mask of that celebrity, hiding her true self and showing a fake person that is like the celebrities that she looks up to.

She goes on through life as somebody else, thinking that that is how she will get famous. She is rejected many times, and has not had her big break she hoped for. She realizes, that every celebrity is different; they become famous because they were unique, not because they fitted in. She begins to put her true talent on paper by writing a song. She takes off her mask and starts to play her song to the audience.

The drama is about a journey to self-discovery.

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