

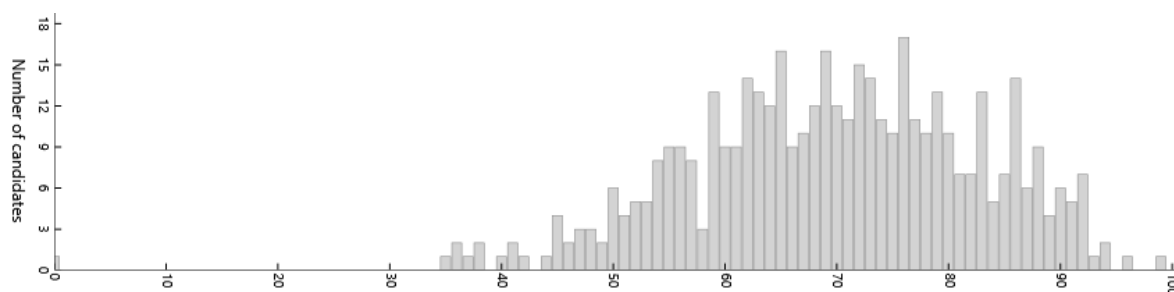


Summary report of the 2022 ATAR course examination report: Drama

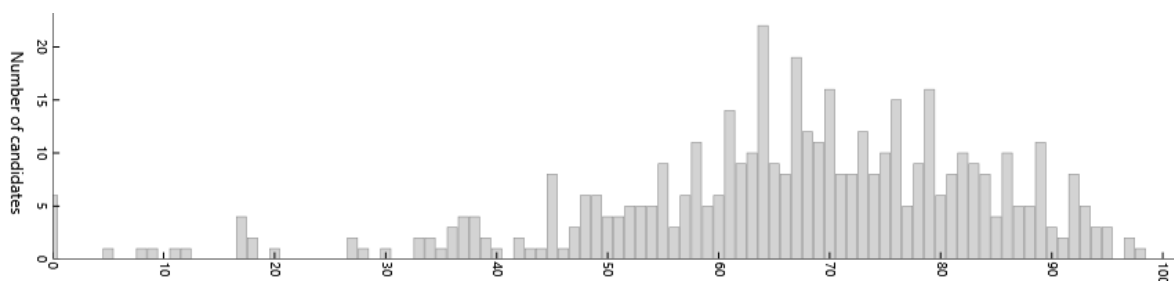
Year	Number who sat all examination components	Number of absentees from all examination components
2022	442	15
2021	499	10
2020	536	6
2019	567	9

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Practical



Examination score distribution–Written



Summary

It was evident candidates had a good understanding of what was expected in both the practical and written components of this examination.

Overall, markers in the practical examination commented that candidates were well prepared and knew the stipulated format moving confidently to each section. All candidates were well informed of the structure and transition times. There was evidence that a range of practitioners were explored in the rehearsal process/performance.

The written examination successfully discriminated candidate ability and it was the level of detail and insight in these responses that helped demonstrate range. Most candidates were able to attempt all questions. The inclusion of a separate booklet containing the drama text was seen as a valuable addition to the formatting of this year's examination.

Practical examination

Attempted by 445 candidates Mean 69.60% Max 99.00% Min 0.00%

Section means were:

Original solo performance	Mean 69.80%		
	Mean 27.92(/40)	Max 40.00	Min 0.00
Scripted monologue	Mean 69.79%		
	Mean 20.94(/30)	Max 30.00	Min 0.00
Spontaneous improvisation	Mean 71.78%		
	Mean 14.36(/20)	Max 20.00	Min 0.00
Interview	Mean 63.88%		
	Mean 6.39(/10)	Max 10.00	Min 0.00

Written examination

Attempted by 456 candidates Mean 66.01% Max 98.48% Min 0.00%

Section means were:

Analysis and interpretation of a drama text Short answer	Mean 69.09%		
Attempted by 449 candidates	Mean 41.46(/60)	Max 60.00	Min 0.00
Australian drama and world drama Extended answer	Mean 61.40%		
Attempted by 445 candidates	Mean 24.56(/40)	Max 40.00	Min 0.00

General comments

Practical examination

In the interview section in the practical examination, candidates did well in formulating responses to the questions asked. Candidates were confident with the examination structure and there were a variety of performance forms, styles and abilities demonstrated, which was reflected in the spread of marks.

Advice for candidates

- Use the 60 seconds before the Original solo performance to check the acoustics of the room. Consider using the time between sections to warm up, both physically and vocally.
- Avoid elaborate costume and prop changes between your Original solo performance and Scripted monologue, so that you are not rushed and/or out of breath for your monologue.
- Focus on using the stage space effectively. Consider your blocking choices; particularly when addressing another person in your performance. Be aware of sight lines and placing the other person to whom you are talking to at an appropriate height, as opposed to on the ground.

Advice for teachers

- Advise students to consider the wearing of shoes to identify character and setting.
- Guide students not to include the markers as their audience and to avoid eye contact with them during their performances, as this can be distracting and undermine the authenticity of their delivery.

Written examination

The written component of the Drama examination allowed candidates a range of opportunities to share their knowledge and think creatively. Accessible in terms of both literacy load and theme, the drama text had sufficient content for candidates to showcase

their ideas in the specified time frame. Candidates discussed the context very confidently, given that the focus was on the roles of the director and lighting designer. It was clear that candidates were familiar with numerous drama roles from the syllabus. They were both comfortable with director and lighting designer for Section One, and embraced the variety of questions included in Section Two.

Advice for candidates

- Consider the mark allocation for each question and match your time allocation accordingly.
- Your responses can include, but are not limited to, paragraphs, diagrams, tables or sketches. Explore formats that work for you and the particular question you are addressing.

Advice for teachers

- Discourage students from writing formulated introductions for their extended answers. They are unnecessary if they do nothing to answer the question.
- Review the Drama glossary with students to ensure that they can differentiate between concepts such as elements of drama, principles of design and visual elements. Terms are not interchangeable and can impact on marks awarded.

Comments on specific sections and questions

Practical examination

Original solo performance (27 Marks)

Consistent with previous years, some Original solo performances were strongly narrative based and lacked dramatic action. Candidates needed to consider ways to integrate the elements of drama in order to 'perform' their piece. Not all transitions, particularly when candidates were playing multiple characters and/or creating non-linear settings, were clearly conveyed. Speaking too fast and breathiness were weaknesses in some performances. Candidates needed to use pause to alter the rhythm of delivery. Tone was under-used to create dramatic meaning. Pleasingly, adherence to the time limit of the performance was adhered to by the majority of candidates.

<i>Voice techniques</i>	Mean 4.22(/6)	Max 6	Min 0
<i>Movement techniques</i>	Mean 4.23(/6)	Max 6	Min 0
<i>Role/Characterisation</i>	Mean 3.42(/5)	Max 5	Min 0
<i>Dramatic journey</i>	Mean 3.00(/4)	Max 4	Min 0
<i>Application of selected elements of drama</i>	Mean 3.98(/6)	Max 6	Min 0

Scripted monologue (23 Marks)

Some Scripted monologues were particularly presentational, with excessive vocal and physical qualities demonstrated. Rather than shouting and frantically moving in the space, candidates needed to focus on purposeful choices and controlling their voice and movement. Candidates also needed to better use pace, pause and tone, in particular, to create dramatic meaning. Awareness and understanding of sub-text was missing from some performances. Evidence of risk-taking in both the selection of monologues and character interpretations were features in some performances.

<i>Voice techniques</i>	Mean 4.29(/6)	Max 6	Min 0
<i>Movement techniques</i>	Mean 4.21(/6)	Max 6	Min 0
<i>Characterisation</i>	Mean 3.52(/5)	Max 5	Min 0
<i>Application of selected elements of drama</i>	Mean 4.03(/6)	Max 6	Min 0

Spontaneous improvisation (16 Marks)

Some candidates tried to connect with the character/mood/storyline of either their Original solo performance or Scripted monologue in their improvisation. Candidates needed to listen to the stimuli provided, as sometimes they were asked for a change from that which was presented in their performance pieces. Generally, candidates were comfortable in their improvisation performances and met the minimum time requirement.

<i>Voice techniques</i>	Mean 2.95(/4)	Max 4	Min 0
<i>Movement techniques</i>	Mean 2.89(/4)	Max 4	Min 0
<i>Role/Characterisation</i>	Mean 2.90(/4)	Max 4	Min 0
<i>Given idea</i>	Mean 2.74(/4)	Max 4	Min 0

Interview (15 Marks)

Candidates were prepared for the interview section this year and mostly answered in depth. The mean score was higher in all sections compared to 2021. The lack of Drama terminology was a weakness in some responses. With Question 3, candidates performed better when explaining their choices in relation to their Original solo performance.

Question 1 <i>Explanation of choices in Spontaneous improvisation.</i>	Mean 3.23(/5)	Max 5	Min 0
Question 2 <i>Explanation of choices in Scripted monologue.</i>	Mean 3.10(/5)	Max 5	Min 0
Question 3 <i>Explanation of choices in Original solo performance.</i>	Mean 3.25(/5)	Max 5	Min 0

Written examination

Section One: Analysis and interpretation of a drama text Short answer (40 Marks)

For Question 1, it was evident candidates were confident with this Drama role, and all components of the question were attempted. In Question 2, candidates attempted all parts but candidates tended to write extensive responses beyond the requirements of the question and marks allocated.

Section Two: Australian drama and world drama Extended answer (26 Marks)

Many candidates wrote lengthy introductions to both texts, only to find they were unable to finish the examination. The first stem point in the question did not require a formulated introduction. This would allow time for students to complete the third stem of the question, which was often the most neglected. The use of direct references was good and candidates demonstrated a strong understanding of their chosen texts. Candidates favoured Questions 3 and 7.