

NCEA Drama Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

[Authenticity](#) of student evidence needs to be assured regardless of the method used to collect it. Assessors need to ensure that the student's evidence represents their own work. For example, the assessor could check progress with set milestones, or students could use a journal or photographic entries to record progress.

Checkpoints and verbal conferencing with students during the assessment period about work in progress for performance and supporting/portfolio evidence is highly recommended. Teachers may record notes from these conferences, which may provide evidence towards the requirements of the standard.

For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

The AEGTs on the NZQA Drama subject page can also be used to guide collection of evidence towards remote assessment of NCEA Drama standards.

Solo performance

Depending on the dramatic context, when students perform solo work they may need to suggest the presence of another person and show by their responses that someone else is part of the situation. This will support an appropriate and credible interpretation of the role, relationships and situation being communicated. Assessment activities for performance standards need to be amended to reflect solo performance.

While duration of performance for solo work will be less than is normally required for group work, contexts need to provide opportunities for students to meet the requirement of the standard at all grade levels.

Note: Some of these standards require assessment evidence from dramatic performance. Therefore, students will need access to:

- A camera/phone and internet in order to upload video evidence to a platform for assessors to access.

- Someone to film the student performing dramatic work. Guidelines are needed for the camera operator to ensure the whole body is in view. It is recommended that a draft performance is recorded to confirm the performance work is visible and audible. Submitted evidence should not be edited.
- An indoor or outdoor space that is appropriate to perform dramatic work.

This may pose issues of access and equity for some students. Students may present their performance work 'live' online to the teacher, if recording and uploading the evidence is not feasible. When students have limited options for recorded or live performance, they can perform when school reopens.

Level 2 and 3 Internal Achievement Standards

For Level 2 and 3 Drama standards, the NCEA on TKI website provides assessment resources, Conditions of Assessment and the Drama teaching and learning guide. Annotated exemplars can be found on the NZQA Drama page.

Supporting evidence, intentions for role, relationships and situation, and intentions for devised or scripted dramatic work may be provided through written, oral or visual modes. For example, intentions can be spoken and recorded before the performance. Questions and prompts to guide students to provide clear and succinct statements of intentions can be found in the Explanatory Notes in the Achievement Standards and the Ministry of Education NCEA assessment resources on the TKI website.

New level 1 Internal Achievement Standards

For guidance on assessment evidence required for the 91940 and 91941 Achievement Standards, refer to the [Subject Learning Outcomes](#), Unpacking, Internal Assessment Activities and Conditions of Assessment sections on the NCEA website.

Drama components include technologies. As this may pose equity issues, it is accepted that no or minimum technologies will be used. However, students can be encouraged to use simple household items for costumes, sets and props.

Mātauranga Māori in Explanatory Note 2

Evidence to meet requirements of the student's understanding of the Mātauranga Māori in Explanatory Note 2 for both internal Drama standards is mandatory and constitutes evidence toward the Achieved grade. The Annotated Exemplars, Subject Learning Outcomes and Mana Orite mō te [Mātauranga Māori](#) resources on the NCEA website provide guidance.

Drama Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 1		Level 2		Level 3	
AS 91940	1.1	AS 91213	2.1	AS 91512	3.1
Internal (5 credits)		Internal (4 credits)		Internal (4 credits)	
Explore the function of theatre Aotearoa		Apply drama techniques in a scripted context		Interpret scripted text to integrate drama techniques in performance	
Students can explore the function of a theatre Aotearoa context and engage with a range of drama components to connect with a hypothetical audience in a remote setting.		Although it is intended that students perform with at least one other performer to show 'relationships' of the characters in the scripted context, during school closure students can instead use a scripted context that they perform solo and maintain the intention of the standard.		Many Level 3 Drama students opt to perform solo for assessment against this standard. During school closure, teachers can continue to facilitate for assessment remotely against this standard.	
Solo performance is acceptable. In remote assessment circumstances, students can choose to perform with a script (<i>an enacted reading</i>) or memorised lines for a duration of 1-2 minutes. Therefore, the requirements for bullet point 1 of Explanatory Note 1 at Achieved can be met.		The statement of intention describing the role, relationships, and situation of the scripted text can be provided in written and/or oral format.		Careful selection of the extract of scripted context is needed, to ensure a performance duration of 2-3 minutes provides opportunities to attain Excellence.	
Students can use drama techniques such as voice, space, facial expression, and gesture; and source simple household items for costumes and/or props to establish drama elements such as role, time, place, and situation of the theatre Aotearoa text. This may pose equity issues.		Careful selection of the extract of scripted context is needed, to ensure a performance duration of 1-2 minutes provides opportunities to attain Excellence.		The statement of intention describing the role, relationships, situation, and the interpretation (performance choices) of the scripted text can be provided in written and/or oral format.	
All requirements for bullet point 2 of Explanatory Note 1 at Achieved, and evidence for Merit and Excellence, can be provided via written and/or oral modes suitable for remote assessment.					

Level 1	Level 2	Level 3
<p>Students could describe 3-5 moments in their performance and explain how they communicated the use of drama to educate, heal, entertain, or transform society, via modes such as a voiceover in PowerPoint, written documentation and/or verbal recordings.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period about performance and portfolio work in progress is recommended.</p> <p>Evidence for Explanatory Note 2 (demonstrating manaakitanga) could be evidenced by the student's understanding of manaakitanga from a te ao Māori perspective, and then by giving explicit examples of how they apply this knowledge to drama processes. For example, they could describe how they are engaging with a range of drama components to respect the playwright's intention and the integrity of the culture whose story is being told, and link these to the Mātauranga Māori within manaakitanga.</p> <p>In addition, students could give examples of how they appropriately reflect the cultural identities and perspectives in the extract of the text by their selection and use of drama components, and again link these to the Mātauranga Māori within manaakitanga. This evidence can be provided in written and/or oral format.</p>		

Level 1	Level 2	Level 3
<p>The annotated exemplars on the NZQA drama page provide guidance on sufficiency of evidence for Explanatory Note 2.</p>		
<p>AS 91941 1.2</p> <p>Internal (5 credits)</p> <p>Participate in creative strategies to create a drama</p> <p>This standard requires students to work collaboratively, demonstrating whanaungatanga through the use of creative strategies that support the devising of drama.</p> <p>This may be possible with the use of digital and online technologies combined with teacher guidance. However, equitable access to technologies may be an issue. For example, not all students will be able to access the relevant online platforms and provide sufficient evidence to meet the requirements of Explanatory Notes 1 and 2.</p>	<p>AS 91214 2.2</p> <p>Internal (5 credits)</p> <p>Devise and perform a drama to realise an intention</p> <p>At Level 2, the standard requires students to devise and perform a drama in a group context, establishing drama elements and realising the intention.</p> <p>This may be possible with the use of digital and online technologies combined with teacher guidance. However, equitable access to technologies may be an issue. For example, not all students will be able to access the relevant online platforms and provide sufficient evidence to meet the requirement of participating in a devising process, as defined in Explanatory Note 2.</p>	<p>AS 91513 3.2</p> <p>Internal (5 credits)</p> <p>Devise and perform a drama to realise a concept</p> <p>Many Level 3 Drama students opt to perform solo for assessment against this standard. In accordance with curriculum level 8, appropriate devised drama may be submitted. During school closure, teachers need to continue to verify that the student has followed a valid devising process, as explained in Explanatory Note 5.</p> <p>The statement of dramatic concept, including stylistic choices for the drama, can be provided in written or oral format.</p> <p>The exemplars on the NZQA Drama subject page provide an example of solo devised drama.</p> <p>Three Pūtake modules for 91513 provide additional guidance for facilitation and assessment of this standard.</p> <p>When students are supported to combine assessment of 91513 with 91515, note the</p>

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		<p>requirements for the 'select' component of 91515 as explained below.</p> <p>There is also information to guide combined assessment of these two standards in the 2024 National Moderator's Report on the NZQA Drama page.</p>
<p>AS 91942 1.3 External (5 credits) Perform a scripted role for an audience using drama techniques</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91215 2.3 External (4 credits) Discuss a drama or theatre form or period with reference to a text</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91514 3.3 External (4 credits) Interpret a prescribed text to demonstrate knowledge of a theatre form or period</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>
<p>AS 91943 1.4 External (5 credits) Respond to a drama performance</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>		

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	<p>AS 91216 2.4</p> <p>Internal (4 credits)</p> <p>Use complex performance skills associated with a drama or theatre form or period</p> <p>Some drama/theatre forms are not usually performed in a solo context. However, with thoughtful consideration and preparation of assessment contexts, it is possible for students to meet the requirements of all levels of achievement and maintain the intention of the standard when performing solo.</p> <p>A performance duration of 1-2 minutes is sufficient.</p> <p>Contexts need to reflect level 7 of the curriculum. For example, commedia dell'arte, Greek drama, and Elizabethan drama could be facilitated for solo work.</p> <p>Supporting evidence can be provided in written and/or oral format.</p> <p>Students can be directed for this standard. Therefore, regular checkpoints and conferencing to support students' performance choices are needed.</p>	<p>AS 91515 3.4</p> <p>Internal (4 credits)</p> <p>Select and use complex performance skills associated with a drama form or period</p> <p>Many Level 3 Drama students opt to perform solo for evidence against this standard. During school closure, teachers can continue to facilitate for assessment against this standard.</p> <p>A performance duration of 1-3 minutes is sufficient.</p> <p>The 2024 National Moderator's Report on the NZQA Drama page provides guidance for the requirements of the 'select' component of this standard. There is also a section with guidance for when assessment of 91515 and 91513 are combined.</p> <p>Evidence for 'select' may be provided in written and/or oral format.</p>

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	<p>AS 91217 2.5 Internal (4 credits)</p> <p>Examine the work of a playwright</p> <p>A dramatic presentation is not required, and students can submit evidence in written or oral format.</p> <p>In remote circumstances, one text may be examined.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended.</p>	<p>AS 91516 3.5 Internal (4 credits)</p> <p>Demonstrate understanding of the work of a drama or theatre theorist or practitioner</p> <p>A dramatic presentation is not required, and students can submit evidence in written or oral format.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended.</p>
	<p>AS 91218 2.6 Internal (5 credits)</p> <p>Perform a substantial acting role in a scripted production</p> <p>This standard requires students to interact in a group production process and perform a substantial acting role in a scripted production (for an audience).</p> <p>Note: If the performance was recorded without a live audience before the school closure, and the production was in the final 'acting rehearsal' stage (i.e. scripts down), this evidence can be used for assessment and moderation purposes.</p>	<p>AS 91517 3.6 Internal (5 credits)</p> <p>Perform a substantial acting role in a significant production</p> <p>This standard requires students to interact in a group production process and perform a substantial acting role in a significant production (for an audience).</p> <p>Note: If the performance was recorded without a live audience before the school closure, and the production was in the final 'acting rehearsal' stage (i.e. scripts down), this evidence can be used for assessment and moderation purposes.</p>

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	<p>AS 91219 2.7 External (4 credits)</p> <p>Discuss drama elements, techniques, conventions and technologies within live performance.</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91518 3.7 External (4 credits)</p> <p>Demonstrate understanding of live drama performance</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>
	<p>AS 91220 2.8 Internal (4 credits)</p> <p>Script a scene suitable for drama performance</p> <p>This standard is suitable for remote teaching, learning, and assessment, with teacher guidance. Teaching and learning needs to focus on students' understanding of stage directions for a live theatre context. For example, the setting and dramatic action could be translated to a live performance by a theatre designer.</p> <p>While a component of the scripting process is to initiate an enacted reading to test the script's performability, during school closure this can be waived. To support the script's coherency and suitability for live performance, teachers will need to guide students during the drafting and feedback stages.</p>	<p>AS 91519 3.9 Internal (5 credits)</p> <p>Script a drama suitable for live performance</p> <p>This standard is suitable for remote teaching, learning, and assessment, with teacher guidance. Teaching and learning needs to focus on students' understanding of stage directions for a live theatre context. For example, the setting, special effects, dramatic action, and transitions of time and place could be translated to a live performance by a theatre designer.</p> <p>While a component of the scripting process is to initiate an enacted reading to test the script's performability, during school closure this can be waived. To support the script's coherency and suitability for live performance, teachers will need to guide students during the drafting and feedback stages.</p>

Level 1	Level 2	Level 3
	<p>One scripted scene suitable for live performance needs to be created using accepted scripting conventions, and students can submit evidence digitally. A 3–5 minute scripted scene with developed characters is sufficient.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended.</p>	<p>A scripted drama suitable for live performance needs to be developed using accepted scripting conventions, and students can submit evidence digitally. A 10–20 minute scripted drama is sufficient.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended.</p>
	<p>AS 91221 2.9 Internal (4 credits) Direct a scene for drama performance</p> <p>This standard is not suitable for remote teaching, learning, and assessment.</p> <p>The standard requires students to direct a scene for drama performance, and interaction with others is required.</p> <p>Students could complete the ‘analysis of the scene’ work, as per Explanatory Note 3 of the standard, for assessment at a later time.</p>	<p>AS 91520 3.9 Internal (5 credits) Direct a drama performance</p> <p>This standard is not suitable for remote teaching, learning, and assessment.</p> <p>The standard requires students to direct a drama performance, and interaction with others is required.</p> <p>Students could complete the ‘research and analysis of the text’ work, as per Explanatory Note 3 of the standard, for assessment at a later time.</p>