

NCEA Drama Remote Learning and Assessment

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment programmes for NCEA Drama. This document includes guidance for both internal and external Drama Achievement Standards.

General Guidance

Depending on the dramatic context, when students perform solo work, they need to suggest the presence of ‘another person’ and show their response 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 this requirement of 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.

Teachers may access the Drama NZ subject association, the DramaNet online community and/or Playmarket NZ, for guidance about appropriate assessment contexts.

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

- a camera/phone and internet to upload video evidence to a platform for assessors to access
- someone to film the student performing dramatic work. Guidelines are needed to ensure the camera operator does not edit or zoom in, and to make sure the whole body is in view. It is recommended that a draft performance is recorded to confirm the performance work is visible and audible
- an indoor or outdoor space that is appropriate to perform dramatic work.

This may pose issues with regard to access and equity for some students.

Supporting evidence

Supporting evidence (intentions for role, relationships and situation, and all 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.

Drama Matrix

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).

Red These standards require drama production for a live audience, a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Domain	Level 1	Level 2	Level 3
Drama Performance	<p>AS90006 1.1</p> <p>Apply drama techniques in a dramatic context.</p> <p><i>Although Explanatory Note 5 of the standard says students are to interact with at least one other performer, with school closure, it is possible for students to use a dramatic context for which they perform solo and maintain the intention of the standard.</i></p> <p style="text-align: right;">4 credits Internal</p>	<p>AS91213 2.1</p> <p>Apply drama techniques in a scripted context.</p> <p><i>Although it is intended that students perform with at least one other performer to show 'relationships' of the characters in the scripted context, with school closure, students can use a scripted context that they perform solo and maintain the intention of the standard.</i></p> <p style="text-align: right;">4 credits Internal</p>	<p>AS91512 3.1</p> <p>Interpret scripted text to integrate drama techniques in performance.</p> <p><i>Many level 3 Drama students opt to perform solo for assessment against this standard. With school closure, teachers can continue to facilitate for assessment remotely against this standard.</i></p> <p style="text-align: right;">4 credits Internal</p>

Domain	Level 1	Level 2	Level 3
Drama Creation	<p>AS90997 1.2 Devise and perform a drama.</p> <p>At level 1, this standard intends that students devise in a group context and use a collaborative process. To meet curriculum level 6, with school closure, it is unlikely that students could develop drama that reflects the requirements of the standard.</p> <p>5 credits Internal</p>	<p>AS91214 2.2 Devise and perform a drama to realise an intention.</p> <p>At level 2, the intention is that students devise and perform a drama in a group context and establish role, relationships and situation. To meet curriculum level 7, with school closure, it is unlikely that students could develop and craft drama that reflects the requirements of the standard.</p> <p>5 credits Internal</p>	<p>AS91513 3.2 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 and as specified, for New Zealand Scholarship Drama. In accordance with curriculum level 8, appropriate devised drama may be submitted. With 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>5 credits Internal</p>
Drama studies	<p>AS90998 1.3 Demonstrate understanding of features of a drama/theatre form.</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. The current Assessment Specifications will continue to apply.</p> <p>4 credits External</p>	<p>AS91215 2.3 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. The current Assessment Specifications will continue to apply.</p> <p>4 credits External</p>	<p>AS91514 3.3 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. The current Assessment Specifications will continue to apply.</p> <p>4 credits External</p>

Domain	Level 1	Level 2	Level 3
Drama Performance	<p>AS90999 1.4 Use features of a drama/theatre form in a performance.</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 when performing solo.</p> <p>Theatre forms such as melodrama, mime and clowning could be appropriate.</p> <p>4 credits Internal</p>	<p>AS91216 2.4 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 when performing solo and maintain the intention of the standard.</p> <p>Contexts need to reflect level 7 of the curriculum. For example, epic theatre, commedia dell'arte, Greek drama and Elizabethan drama could be facilitated for solo work.</p> <p>4 credits Internal</p>	<p>AS91515 3.4 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. With school closure, teachers can continue to facilitate for assessment against this standard.</p> <p>4 credits Internal</p>
Drama Studies	<p>AS91000 1.5 Demonstrate understanding of a significant play.</p> <p>A dramatic presentation is not required, and students can submit evidence in written or oral modes.</p> <p>4 credits Internal</p>	<p>AS91217 2.5 Examine the work of a playwright.</p> <p>A dramatic presentation is not required, and students can submit evidence in written or oral modes.</p> <p>4 credits Internal</p>	<p>AS91516 3.5 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 modes.</p> <p>4 credits Internal</p>

Domain	Level 1	Level 2	Level 3
Drama Performance	<p>AS90009 1.6 Perform an acting role in a scripted production.</p> <p>The standard requires students to interact in a group production process and perform an 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>5 credits Internal</p>	<p>AS91218 2.6 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>5 credits Internal</p>	<p>AS91517 3.6 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> <p>5 credits Internal</p>
Drama Studies	<p>AS90011 1.7 Demonstrate understanding of the use of drama aspects within live performance.</p> <p>Students will not be required (but still have the option) to write about their experience as an actor in a live performance context.</p> <p>Evidence for this standard may now include a recorded drama performance intended for a live audience.</p> <p>The assessment specifications have been updated to reflect this change.</p> <p>4 credits External</p>	<p>AS91219 2.7 Discuss drama elements, techniques, conventions and technologies within live performance.</p> <p>Students will not be required (but still have the option) to write about their experience as an actor in a live performance context.</p> <p>Evidence for this standard may now include a recorded drama performance intended for a live audience.</p> <p>The assessment specifications have been updated to reflect this change.</p> <p>4 credits External</p>	<p>AS91518 3.7 Demonstrate understanding of live drama performance.</p> <p>Evidence for this standard may now include a recorded drama performance intended for a live audience.</p> <p>The assessment specifications have been updated to reflect this change.</p> <p>4 credits External</p>

Domain	Level 1	Level 2	Level 3
Drama Creation		<p>AS91220 2.8 Script a scene suitable for drama performance.</p> <p>This standard is suitable for remote teaching, learning and assessment, with teacher guidance.</p> <p>While a component of the scripting process is to initiate an enacted reading to test the script's performability, with 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>A scripted scene suitable for live performance can be developed using accepted scripting conventions, and students can submit evidence digitally.</p> <p>4 credits Internal</p>	<p>AS91519 3.8 Script a drama suitable for live performance.</p> <p>This standard is suitable for remote teaching, learning and assessment, with teacher guidance.</p> <p>While a component of the scripting process is to initiate an enacted reading to test the script's performability, with 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>A scripted drama suitable for live performance is developed using accepted scripting conventions, and students can submit evidence digitally.</p> <p>5 credits Internal</p>
Drama Creation		<p>AS91221 2.9 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 later in the year.</p> <p>4 credits Internal</p>	<p>AS91520 3.9 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 in the standard, for assessment at a later time.</p> <p>5 credits Internal</p>

