

## Achievement Standard

<b>Subject Reference</b>	Drama 1.5		
<b>Title</b>	Demonstrate understanding of a significant play		
<b>Level</b>	1	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Drama		
<b>Domain</b>	Drama Studies		
<b>Status</b>	Registered	<b>Status date</b>	30 November 2010
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	12 December 2013

This achievement standard requires the demonstration of understanding of a significant play.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a significant play.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate informed understanding of a significant play.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of a significant play.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the strands Understanding Drama in Context, and Communicating and Interpreting Level 6. It is related to the material in the *Teaching and Learning Guide for Drama*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Definitions:  
*Demonstrate understanding of a play* means to make relevant references that link the play to the time that it was first produced.

*Demonstrate informed understanding of a play* means to give detailed and well illustrated references that link the play to the time it was first produced, providing examples to illustrate statements.

*Demonstrate perceptive understanding of a play* means to make insightful connections between the play and the time it was first produced.

*Significant* means a play which has been scripted and published, and has had an important influence on the history and practice of world drama/theatre.

- 3 Examples of plays that are significant include:
- |                                  |                        |
|----------------------------------|------------------------|
| <i>A Midsummer Night's Dream</i> | William Shakespeare    |
| <i>Away</i>                      | Michael Gow            |
| <i>Blood Brothers</i>            | Willy Russell          |
| <i>Macbeth</i>                   | William Shakespeare    |
| <i>Our Town</i>                  | Thornton Wilder        |
| <i>Pass it On</i>                | Renee                  |
| <i>Pygmalion</i>                 | George Bernard Shaw    |
| <i>Song of the Nightingale</i>   | Timberlake Wertenbaker |
| <i>The Pohutukawa Tree</i>       | Bruce Mason            |
| <i>Waiora</i>                    | Hone Kouka             |
| <i>Woman Far Walking</i>         | Witi Ihimaera          |
- 4 Evidence is to be based on practical presentation. Refer to the Conditions of Assessment for further information on suitable presentation methods.
- 5 The presentation is to explore some or all of the following:
- the social/historical context of the play
  - the ideas and concerns evident in the play
  - how drama elements and conventions are used
  - the style/structure and purpose of the play.
- 6 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233