

## Assessment Schedule – 2023

### Drama: Discuss drama elements, techniques, conventions and technologies within live performance (91219)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Discuss drama elements, techniques, conventions and technologies within live performance.	Discuss drama elements, techniques, conventions and technologies within live performance in an informed manner.	Discuss drama elements, techniques, conventions and technologies within live performance in a perceptive manner.

#### Evidence

Question	Evidence
<b>ONE</b>	<b>Conventions</b> (in a live performance performed in by the candidate)
(a)	Describes how a convention was used at a key moment in the performance to create focus.
(b)	Discusses how the focus at this key moment in the performance helped communicate the dramatic intention.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Identifies</b> how the convention was used at a key moment to create focus.  OR <b>Identifies</b> how the focus at this key moment helped to communicate the dramatic intention.	<b>Describes, briefly</b> , how the convention was used at a key moment to create focus.  Identifies how the focus at this key moment helped to communicate the dramatic intention.	Describes, <b>simply</b> , how the convention was used at a key moment to create focus.  <b>Discusses, simply</b> , how the focus at this key moment helped to communicate the dramatic intention.  Supports the response with <b>limited reference to evidence</b> .	Describes how the convention was used at a key moment to create focus.  <b>Discusses</b> how the focus at this key moment helped to communicate the dramatic intention.  Supports the response with <b>evidence</b> .	Describes, <b>clearly</b> , how the convention was used at a key moment to create focus.  Discusses, <b>clearly</b> , how the focus at this key moment helped to communicate the dramatic intention.  Supports the response with evidence.	Describes, <b>in detail</b> , how the convention was used at a key moment to create focus.  Discusses, <b>in detail</b> , how the focus at this key moment helped to communicate the dramatic intention.  Supports the response with <b>detailed evidence</b> .	Discusses, <b>with some perception</b> , how the focus at this key moment helped to communicate the dramatic intention, <b>making connections to the candidates' own and/or wider world</b> .  Supports the response with <b>well-chosen evidence</b> .	Discusses, <b>perceptively</b> , how the focus at this key moment helped to communicate the dramatic intention, making connections to the candidates' own and/or wider world.  Supports the response with well-chosen evidence.

**N0** = No response; no relevant evidence.

Question	Evidence
<b>TWO</b>	<b>Subtext</b> (in a live performance performed in or seen by the candidate)
(a)	Describes how drama techniques were used by an actor to communicate the subtext.
(b)	Discusses how the communication of the subtext deepened the audience's understanding of the play.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Identifies</b> how drama techniques were used in the performance.  OR <b>Identifies</b> how the communication of a greater meaning deepened the audience's understanding of the play.	<b>Describes, briefly</b> , how drama techniques were used in the performance.  Identifies how the communication of a greater meaning deepened the audience's understanding of the play.	<b>Describes</b> how drama techniques were used to communicate greater meaning in the performance.  Identifies how the communication of a greater meaning deepened the audience's understanding of the play.  Supports the response with <b>limited reference to evidence</b> .	<b>Describes</b> how drama techniques were used to communicate the subtext.  <b>Discusses</b> , simply, how the communication of the subtext deepened the audience's understanding of the play.  Supports the response with <b>evidence</b> .	Describes, <b>clearly</b> , how drama techniques were used to communicate the subtext.  Discusses how the communication of the subtext deepened the audience's understanding of the play.  Supports the response with evidence.	Describes, <b>in detail</b> , how drama techniques were used to communicate the subtext.  Discusses, <b>clearly</b> , how the communication of the subtext deepened the audience's understanding of the play.  Supports the response with <b>detailed evidence</b> .	Discusses, <b>with some perception</b> , how the communication of the subtext deepened the audience's understanding of the play, <b>making connections to the candidate's own and / or wider world</b> .  Supports the response with <b>well-chosen evidence</b> .	Discusses, <b>perceptively</b> , how the communication of the subtext deepened the audience's understanding of the play, making connections to the candidate's own and / or wider world.  Supports the response with well-chosen evidence.

**N0** = No response; no relevant evidence.

Question	Evidence
<b>THREE</b>	<b>Symbolic meaning</b> (in a live performance seen by the candidate)
(a)	Describes how the technology(s) was used to create symbolic meaning.
(b)	Discusses the impact the symbolic meaning had on the audience.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Identifies</b> how the technology(s) created symbolic meaning.  OR <b>Identifies</b> how the symbolic meaning had an impact on the audience.	<b>Describes, briefly</b> , how the technology(s) created symbolic meaning.  Identifies how the symbolic meaning had an impact on the audience.	Describes, <b>simply</b> , how the technology(s) created symbolic meaning.  <b>Discusses, simply</b> , how the symbolic meaning had an impact on the audience.  Supports the response with <b>limited reference to evidence</b> .	<b>Describes</b> how the technology(s) created symbolic meaning.  <b>Discusses</b> how the symbolic meaning had an impact on the audience.  Supports the response with <b>evidence</b> .	Describes, <b>clearly</b> , how the technology(s) created symbolic meaning.  Discusses, <b>clearly</b> , how the symbolic meaning had an impact on the audience.  Supports the response with evidence.	Describes, <b>in detail</b> , how the technology(s) created symbolic meaning.  Discusses, <b>in detail</b> , how the symbolic meaning had an impact on the audience.  Supports the response with <b>detailed evidence</b> .	Discusses, <b>with some perception</b> , how the symbolic meaning had an impact on the audience, <b>making connections to the candidate's own and / or wider world</b> .  Supports the response with <b>well-chosen evidence</b> .	Discusses, <b>perceptively</b> , how the symbolic meaning had an impact on the audience, making connections to the candidate's own and / or wider world.  Supports the response with well-chosen evidence.

**N0** = No response; no relevant evidence.

**Note:** Use of technologies not listed in the examination is acceptable.

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24