

Assessment Schedule – 2021

Drama: Demonstrate understanding of live drama performance (91518)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of live drama performance.	Demonstrate informed understanding of live drama performance.	Demonstrate perceptive understanding of live drama performance.

Evidence

Question	Evidence
ONE	Character
(a)	Explains how an actor used techniques to communicate an aspect of the character in the performance.
(b)	Discusses what the director intended to show through this portrayal of the character.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes, simply, a character in the performance.</p> <p><i>OR</i></p> <p>Describes, simply, what the director intended to show through this portrayal of the character.</p>	<p>Describes a character in the performance.</p> <p><i>OR</i></p> <p>Describes what the director intended to show through this portrayal of the character.</p>	<p>Explains, simply, how drama techniques communicated an important aspect of the character's personality.</p> <p><i>OR</i></p> <p>Explains what the director intended to show through this portrayal of the character.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains how drama techniques communicated an important aspect of the character's personality.</p> <p><i>OR</i></p> <p>Explains what the director intended to show through this portrayal of the character.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in some detail, how drama techniques communicated an aspect of the character's personality.</p> <p><i>AND</i></p> <p>Explains, in some detail, what the director intended to show through this portrayal of the character.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in detail, how drama techniques communicated an aspect of the character's personality.</p> <p><i>AND</i></p> <p>Explains, in detail, what the director intended to show through this portrayal of the character.</p> <p>Supports the response with detailed evidence from the performance.</p>	<p>Discusses how drama techniques communicated an aspect of the character's personality.</p> <p><i>AND</i></p> <p>Discusses, showing some perception, what the director intended to show through this portrayal of the character.</p> <p>Supports the response with use of well-chosen evidence from the performance.</p>	<p>Discusses how drama techniques communicated an aspect of the character's personality.</p> <p><i>AND</i></p> <p>Discusses, perceptively, what the director intended to show through this portrayal of the character.</p> <p>Supports the response with use of well-chosen evidence from the performance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Symbol
(a)	Explains how technology created symbolic meaning in a key moment.
(b)	Discusses the use of symbol to communicate an important concept.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes, simply, the use of technology in the performance.</p> <p><i>OR</i></p> <p>Describes, simply, a symbol created in the performance.</p>	<p>Describes the use of technology in the performance.</p> <p><i>OR</i></p> <p>Describes a symbol created in the performance.</p>	<p>Explains, simply, how the use of technology created meaning.</p> <p><i>OR</i></p> <p>Explains, simply, the use of symbol to communicate an important concept.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains how the use of technology created symbolic meaning.</p> <p><i>OR</i></p> <p>Explains the use of symbol to communicate an important concept.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in some detail, how the use of technology created symbolic meaning.</p> <p><i>AND</i></p> <p>Explains the use of symbol to communicate an important concept.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in detail, how the use of technology created symbolic meaning.</p> <p><i>AND</i></p> <p>Explains, in detail, the use of symbol to communicate an important concept.</p> <p>Supports the response with detailed evidence from the performance.</p>	<p>Discusses how the use of technology created symbolic meaning.</p> <p><i>AND</i></p> <p>Discusses, showing some perception, the use of symbol to communicate an important concept, with reference to themes or context.</p> <p>Supports the response with the use of well-chosen evidence from the performance.</p>	<p>Discusses how the use of technology created symbolic meaning.</p> <p><i>AND</i></p> <p>Discusses, perceptively, the use of symbol to communicate an important concept, with reference to themes or context.</p> <p>Supports the response with the use of well-chosen evidence from the performance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Focus
(a)	Explains how the director and/or actors created focus at a key moment in the performance.
(b)	Discusses the impact of this key moment of focus.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , how focus was created in the performance.	Describes how focus was created in the performance.	Explains, simply , how the director and/or actors created focus at a key moment in the performance.	Explains how the director and/or actors created focus at a key moment in the performance.	Explains how the director and/or actors created focus at a key moment in the performance. <i>AND</i> Explains, in some detail , the impact of this key moment of focus.	Explains, in detail , how the director and/or actors created focus at a key moment in the performance. <i>AND</i> Explains, in detail , the impact of this key moment of focus.	Discusses how the director and/or actors created focus at a key moment in the performance. <i>AND</i> Discusses, showing some perception , the impact of this key moment of focus.	Discusses how the director and/or actors created focus at a key moment in the performance. <i>AND</i> Discusses, perceptively , the impact of this key moment of focus.
		Supports the response with evidence from the performance.	Supports the response with evidence from the performance.	Supports the response with evidence from the performance.	Supports the response with detailed evidence from the performance.	Supports the response with the use of well-chosen evidence from the performance.	Supports the response with the use of well-chosen evidence from the performance.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 18	19 – 24