

Assessment Schedule – 2022

Drama: Demonstrate understanding of live drama performance (91518)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrate understanding of live drama performance</i> involves making connections between the drama components used in the performance and the director's and/or designer's concept.	<i>Demonstrate informed understanding</i> involves making detailed connections between the drama components used in the performance, the director's and/or designer's concept.	<i>Demonstrate perceptive understanding</i> involves making insightful connections between the drama components used in the performance, the director's and/or designer's concept, and the wider context.

Evidence

Question	Evidence
ONE	Use of drama techniques to create contrast
(a)	Explains how an actor used a combination of drama techniques to show contrasting aspects of the character.
(b)	Discusses how this performance of aspects of the character deepened the audience's understanding.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes, simply, a character in the performance.</p> <p>OR</p> <p>Describes, simply, how contrast was created in the performance.</p>	<p>Describes a character in the performance.</p> <p>OR</p> <p>Describes, how contrast was created in the performance.</p>	<p>Explains, simply, how an actor used a combination of drama techniques to show contrasting aspects of the character.</p> <p>OR</p> <p>Explains, simply, how this performance of aspects of the character deepened the audience's understanding.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains how an actor used a combination of drama techniques to show contrasting aspects of the character.</p> <p>OR</p> <p>Explains how this performance of aspects of the character deepened the audience's understanding.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in some detail, how an actor used a combination of drama techniques to show contrasting aspects of the character.</p> <p>AND</p> <p>Explains, in some detail, how this performance of aspects of the character deepened the audience's understanding.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in detail, how an actor used a combination of drama techniques to show contrasting aspects of the character.</p> <p>AND</p> <p>Explains, in detail, how this performance of aspects of the character deepened the audience's understanding.</p> <p>Supports the response with detailed evidence from the performance.</p>	<p>Discusses how an actor used a combination of drama techniques to show contrasting aspects of the character.</p> <p>AND</p> <p>Discusses, showing some perception, how this performance of aspects of the character deepened the audience's understanding.</p> <p>Supports the response with well-chosen evidence from the performance.</p>	<p>Discusses, in detail, how an actor used a combination of drama techniques to show contrasting aspects of the character.</p> <p>AND</p> <p>Discusses, perceptively, how this performance of aspects of the character deepened the audience's understanding.</p> <p>Supports the response with well-chosen evidence from the performance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	A director's choice in the production
(a)	Explains how this choice was used in the production.
(b)	Discusses the impact of this choice on the audience.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , a director's choice in the production.	Describes a director's choice in the production.	Explains, simply , how this choice was used in the production. <i>OR</i> Explains, simply , the impact of this choice on the audience. Supports the response with evidence from the performance.	Explains how this choice was used in the production. <i>AND</i> Explains the impact of this choice on the audience. Supports the response with evidence from the performance.	Explains, in some detail , how this choice was used in the production. <i>AND</i> Explains, in some detail , the impact of this choice on the audience. Supports the response with evidence from the performance.	Explains, in detail , how this choice was used in the production. <i>AND</i> Explains, in detail , the impact of this choice on the audience. Supports the response with detailed evidence from the performance.	Discusses, showing some perception , how this choice was used in the production. <i>AND</i> Discusses, showing some perception , the impact of this choice on the audience. Supports the response with the use of well-chosen evidence from the performance.	Discusses, showing perception , how this choice was used in the production. <i>AND</i> Discusses, perceptively , the impact of this choice on the audience. Supports the response with the use of well-chosen evidence from the performance.

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Use of drama technology to create focus
(a)	Explains how one or more drama technologies were used to create focus at a key moment.
(b)	Discusses the intended effect of this moment of focus.

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 focus created in the performance.</p>	<p>Describes the use of technology in the performance.</p> <p><i>OR</i></p> <p>Describes a focus created in the performance.</p>	<p>Explains, simply, how one or more drama technologies were used to create focus at a key moment.</p> <p><i>OR</i></p> <p>Explains, simply, the intended effect of this moment of focus.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains how one or more drama technologies were used to create focus at a key moment.</p> <p><i>OR</i></p> <p>Explains the intended effect of this moment of focus.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in some detail, how one or more drama technologies were used to create focus at a key moment.</p> <p><i>AND</i></p> <p>Explains the intended effect of this moment of focus.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, in detail, how one or more drama technologies were used to create focus at a key moment.</p> <p><i>AND</i></p> <p>Explains, in detail, the intended effect of this moment of focus.</p> <p>Supports the response with detailed evidence from the performance.</p>	<p>Discusses how one or more drama technologies were used to create focus at a key moment.</p> <p><i>AND</i></p> <p>Discusses, showing some perception, the intended effect of this moment of focus.</p> <p>Supports the response with well-chosen evidence from the performance.</p>	<p>Discusses, in detail, how one or more drama technologies were used to create focus at a key moment.</p> <p><i>AND</i></p> <p>Discusses, perceptively, the intended effect of this moment of focus.</p> <p>Supports the response with well-chosen evidence from the performance.</p>

N0 = No response; no relevant evidence.

Cut Scores

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