

Pilot Assessment Schedule – 2023

Drama RAS: Use drama techniques to perform a scripted role for an audience (91942)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Perform a scripted role for an audience involves sustained and appropriate use of drama techniques to perform a scripted role for an audience, with at least one other person.</i>	<i>Convey a scripted role for an audience involves competent use of a range of drama techniques to perform a scripted role for an audience, with at least one other person.</i>	<i>Embody a scripted role for an audience involves convincingly using a range of drama techniques to deliver an engaging performance of a scripted role for an audience, with at least one other person.</i>

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to use drama techniques in a rudimentary manner to communicate a role for a live audience.	Briefly uses drama techniques to communicate the role and / or dramatic context for a live audience.	Generally uses drama techniques appropriately to communicate the role and / or dramatic context for a live audience. Responds to others, in line with the dramatic context.	Uses drama techniques appropriately to communicate the role and dramatic context for a live audience. Responds appropriately to others, in line with the dramatic context.	Uses drama techniques to competently convey the role and situation for a live audience, with some purpose and control . Responds with some purpose to others, in line with the dramatic context.	Uses drama techniques to competently convey the role and situation for a live audience, with purpose and control . Responds purposefully to others, in line with the dramatic context.	Exhibits sustained use of drama techniques with some presence , commitment, and nuance to perform a largely convincing and engaging role and situation for a live audience. Responds largely convincingly to others, in line with the dramatic context.	Exhibits sustained use of drama technique with presence , commitment, and nuance to perform a convincing and engaging role and situation for a live audience. Responds convincingly to others, in line with the dramatic context.

N0 = No response; no relevant evidence.

Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • The candidate uses voice, body, movement, and space appropriately to communicate the role for a live audience. • They respond appropriately to others, in line with the dramatic context. <p><i>Example:</i> The student who plays the role of “Mama in Still Life with Chickens”, walks with a limp and places hands on her lower back. She uses pause to show the character’s tiredness. She walks slowly downstage to sit on the bench by her vegetable plot, showing caution due to her lower back pain. As she reminisces and recalls a happy memory, she begins to chuckle to show Mama’s joy.</p>	<ul style="list-style-type: none"> • The candidate uses voice, body, movement, and space to competently convey the role for a live audience with purpose and control. • They respond purposefully to others, in line with the dramatic context. <p><i>Example:</i> The student who plays the role of Mama in “Still Life with Chickens”, competently walks with a limp, placing hands on her lower back, as she uses a slow pace to show the character’s frailty. She purposefully uses multiple pauses to show the character’s thought process and tiredness. The student sustains body and movement as she shuffles downstage to sit on the bench by her vegetable plot, showing body awareness in the way she sits with caution due to her lower back pain. As she reminisces and recalls a happy memory, she begins to chuckle to show Mama’s joy.</p>	<ul style="list-style-type: none"> • The candidate exhibits the sustained use of voice, body, movement, and space to perform a convincing role for a live audience. • An engaging performance is intentional, considered, and shaped, in which the candidate shows presence, commitment, and nuanced use of drama techniques. • For example, one or more of the following are clearly communicated to the audience: <ul style="list-style-type: none"> ○ a character objective ○ the given circumstances. <p>The candidate responds convincingly to others, in line with the dramatic context.</p> <p><i>Example:</i> The student who plays the role of Mama in “Still Life with Chickens”, convincingly walks with a limp and places hands on her lower back, as she uses a slow pace to show the character’s frailty and tenderness in her spirit. She purposefully uses multiple pauses to show the character’s thought process and tiredness in the mundane routine she is faced with in her home as she hangs up the washing. The student sustains a rich, commanding tone of voice to show the character’s age and status as she is quick to snap at her husband. She shuffles downstage to sit on the bench by her vegetable plot, showing body awareness in the way she sits with caution due to her lower back pain. As she reminisces and recalls a happy memory, she begins to chuckle with her whole body to show Mama’s wholehearted joy in this moment.</p>

Note: Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Additional notes for markers

Performing a scripted role requires the candidate to identify the role, time, place, and situation of their chosen play and scene in regard to the script context.

Conveying a scripted role is shown through the candidate sustaining the character for the length of the submitted clip. This includes: purposeful use of techniques, confident use of dialogue, and reacting to others on stage as appropriate to character.

Embodying a scripted role is intentional, considered, and shaped, in which a performer shows presence, commitment, and nuance.

A *Statement of Intention* for the marker must be provided with the video submission. The statement should identify the role, place, situation, play, and playwright of the candidate being assessed. This can be written, oral, or filmed.

A *script* could be an existing script or a devised work that has resulted in a written script. It could include excerpts, thematic approaches, full-length plays, or a selection of linked scenes.

Drama techniques include voice, body, movement, and use of space:

- **Voice** includes, but is not limited to: pitch, pace, pause, projection, tone, volume.
- **Body** includes, but is not limited to: posture, gesture, stance, facial expression, eye contact.
- **Movement** includes, but is not limited to: pace, weight, energy, direction, pathways.
- **Use of space** includes, but is not limited to: personal space and general space, levels, proximity, groupings.

The performance could be a larger group performance which has been edited to a 3–4-minute excerpt showing the performance of a specific candidate. The performance can be directed by a teacher, tutor, or senior student.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8