

Assessment Schedule – 2020**Drama: Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period (91514)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period.	Interpret a text from a prescribed playwright to demonstrate informed knowledge of a theatre form or period.	Interpret a text from a prescribed playwright to demonstrate perceptive knowledge of a theatre form or period.

Evidence

Question	Evidence
ONE	Character
(a)	Explains one way a key character's status would have been shown in a typical performance of the text.
(b)	Discusses what this character's status reveals about the playwright's purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , a character's status in a performance of the text.	Describes a character's status in a performance of the text.	Explains, simply , a way a key character's status would be shown in a typical performance of the text. Supports the response with limited reference to evidence* .	Explains a way a key character's status would be shown in a typical performance of the text. Supports the response with evidence* .	Explains, in some detail , a way a key character's status would be shown in a typical performance of the text. <i>OR</i> Explains, in some detail , a way a key character's status shows the playwright's purpose. Supports the response with evidence* .	Explains, in detail , a way a key character's status would be shown in a typical performance of the text. <i>OR</i> Explains, in detail , a way a key character's status shows the playwright's purpose. Supports the response with detailed evidence* .	Discusses, showing some perception , a way a key character's status would be shown in a typical performance of the text <i>AND</i> makes an insightful connection to the playwright's purpose and the wider context. Supports the response with the use of well-chosen evidence* .	Discusses, perceptively , a way a key character's status would be shown in a typical performance of the text <i>AND</i> makes an insightful connection to the playwright's purpose and the wider context. Supports the response with the use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Evidence

Question	Evidence
TWO	Context
(a)	Explains a key idea or event that influenced the theatre form or period.
(b)	Discusses a way this idea or event's influence would be shown in a typical performance of the text.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , an idea or event that influenced the theatre form or period.	Describes an idea or event that influenced the theatre form or period.	Explains, simply , a way a key idea or event influenced the theatre form or period. Supports the response with limited reference to evidence* .	Explains a way a key idea or event influenced the theatre form or period. Supports the response with evidence* .	Explains, in some detail , a way a key idea or event influenced the theatre form or period. <i>OR</i> Explains, in some detail , a way an idea or event's influence would be shown in a typical performance. Supports the response with evidence* .	Explains, in detail , a way a key idea or event influenced the theatre form or period. <i>OR</i> Explains, in detail , a way an idea or event's influence would be shown in a typical performance. Supports the response with detailed evidence* .	Discusses, showing some perception , a way a key idea or event influenced the theatre form or period <i>AND</i> how the influence of a key idea or event would have been shown in a typical performance, with some reference to the wider context. Supports the response with use of well-chosen evidence* .	Discusses, perceptively , a way a key idea or event influenced the theatre form or period <i>AND</i> how the influence of a key idea or event would have been shown in a typical performance, with reference to the wider context. Supports the response with use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Evidence

Question	Evidence
THREE	Set and performance space
(a)	Explains a typical set and / or performance space for the chosen text.
(b)	Discusses the purpose of this set and / or performance space.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , a set and / or performance space for the chosen text.	Describes a set and / or performance space for the chosen text.	Explains, simply , a typical set and / or performance space for the chosen text. Supports the response with limited reference to evidence* .	Explains a typical set and / or performance space for the chosen text. Supports the response with evidence* .	Explains, in some detail , a typical set and / or performance space for the chosen text OR Explains, in some detail , the purpose of a typical set and / or performance space for the chosen text. Supports the response with evidence* .	Explains, in detail , a typical set and / or performance space for the chosen text. OR Explains, in detail , the purpose of a typical set and / or performance space for the chosen text. Supports the response with detailed evidence* .	Discusses, showing some perception , a typical set and / or performance space for the chosen text AND its purpose, by making connections to the wider context. Supports the response with use of well-chosen evidence* .	Discusses, perceptively , a typical set and / or performance space for the chosen text AND its purpose, by making connections to the wider context. Supports the response with use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Cut Scores

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