

## Assessment Schedule – 2023

### 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
<b>ONE</b>	<b>Character relationship</b>
(a)	Explains how the actor(s) used drama techniques to communicate a change in that relationship.
(b)	Discusses a key idea communicated to the audience through this relationship.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Describes, simply</b> , a character relationship in the performance.  OR <b>Describes, simply</b> , a key idea communicated in the performance.	<b>Describes</b> a character relationship in the performance.  OR <b>Describes</b> a key idea communicated in the performance.	<b>Explains, simply</b> , how the actor(s) used drama techniques to communicate a change in that relationship.  OR <b>Explains, simply</b> , a key idea communicated to the audience through this relationship.  Supports the response with <b>evidence</b> from the performance.	<b>Explains</b> how the actor(s) used drama techniques to communicate a change in that relationship.  OR <b>Explains</b> a key idea communicated to the audience through this relationship.  Supports the response with evidence from the performance.	Explains, <b>in some detail</b> , how the actor(s) used drama techniques to communicate a change in that relationship.  AND Explains, <b>in some detail</b> , a key idea communicated to the audience through this relationship.  Supports the response with evidence from the performance.	Explains, <b>in detail</b> , how the actor(s) used drama techniques to communicate a change in that relationship.  AND Explains, <b>in detail</b> , a key idea communicated to the audience through this relationship.  Supports the response with <b>detailed evidence</b> from the performance.	<b>Discusses</b> how the actor(s) used drama techniques to communicate a change in that relationship.  AND <b>Discusses, showing some perception</b> , a key idea communicated to the audience through this relationship.  Supports the response with <b>well-chosen evidence</b> from the performance.	Discusses, <b>in detail</b> , how the actor(s) used drama techniques to communicate a change in that relationship.  AND Discusses, <b>perceptively</b> , a key idea communicated to the audience through this relationship.  Supports the response with well-chosen evidence from the performance.

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

Question	Evidence
<b>TWO</b>	<b>Powerful moment</b>
(a)	Explains how technology was used to create this moment.
(b)	Discusses the impact this moment had on the audience.

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

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

Question	Evidence
<b>THREE</b>	<b>Setting</b>
(a)	Explains how the setting was created.
(b)	Discusses the significance of this setting for the character.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Describes, simply</b> , a setting in the performance.  OR <b>Describes, simply</b> , a setting <b>and character</b> in the performance.	<b>Describes</b> a setting in the performance.  OR <b>Describes</b> a setting and character in the performance.	<b>Explains, simply</b> , how the setting was created.  OR <b>Explains, simply</b> , the significance of this setting for the character.  Supports the response with <b>evidence</b> from the performance.	<b>Explains</b> how the setting was created.  OR <b>Explains</b> the significance of this setting for the character.  Supports the response with evidence from the performance.	Explains, <b>in some detail</b> , how the setting was created.  AND Explains the significance of this setting for the character.  Supports the response with evidence from the performance.	Explains, <b>in detail</b> , how the setting was created.  AND Explains, <b>in detail</b> , the significance of this setting for the character.  Supports the response with <b>detailed evidence</b> from the performance.	<b>Discusses</b> how the setting was created.  AND <b>Discusses, showing some perception</b> , the significance of this setting for the character.  Supports the response with <b>well-chosen evidence</b> from the performance.	Discusses, <b>in detail</b> , how the setting was created.  AND Discusses, <b>perceptively</b> , the significance of this setting for the character.  Supports the response with well-chosen evidence from the performance.

**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