

## 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   |
|------------|--|
| <b>ONE</b> | <b>Use of drama techniques to create contrast</b>  |
| (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   |
|---|---|--|--|---|--|--|--|
| <b>Describes, simply</b> , a character in the performance.<br><br>OR<br><b>Describes, simply</b> , how contrast was created in the performance. | <b>Describes</b> a character in the performance.<br><br>OR<br><b>Describes</b> , how contrast was created in the performance. | <b>Explains, simply</b> , how an actor used a combination of drama techniques to show contrasting aspects of the character.<br><br>OR<br><b>Explains, simply</b> , how this performance of aspects of the character deepened the audience's understanding.<br><br>Supports the response with <b>evidence</b> from the performance. | <b>Explains</b> how an actor used a combination of drama techniques to show contrasting aspects of the character.<br><br>OR<br><b>Explains</b> how this performance of aspects of the character deepened the audience's understanding.<br><br>Supports the response with <b>evidence</b> from the performance. | <b>Explains, in some detail</b> , how an actor used a combination of drama techniques to show contrasting aspects of the character.<br><br>AND<br><b>Explains, in some detail</b> , how this performance of aspects of the character deepened the audience's understanding.<br><br>Supports the response with <b>evidence</b> from the performance. | <b>Explains, in detail</b> , how an actor used a combination of drama techniques to show contrasting aspects of the character.<br><br>AND<br><b>Explains, in detail</b> , how this performance of aspects of the character deepened the audience's understanding.<br><br>Supports the response with <b>detailed evidence</b> from the performance. | <b>Discusses</b> how an actor used a combination of drama techniques to show contrasting aspects of the character.<br><br>AND<br><b>Discusses, showing some perception</b> , how this performance of aspects of the character deepened the audience's understanding.<br><br>Supports the response with <b>well-chosen evidence</b> from the performance. | <b>Discusses, in detail</b> , how an actor used a combination of drama techniques to show contrasting aspects of the character.<br><br>AND<br><b>Discusses, perceptively</b> , how this performance of aspects of the character deepened the audience's understanding.<br><br>Supports the response with <b>well-chosen evidence</b> from the performance. |

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

| Question   | Evidence   |
|------------|--|
| <b>TWO</b> | <b>A director's choice in the production</b>         |
| (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  |
|---|---|---|--|--|---|---|---|
| <b>Describes, simply</b> , a director's choice in the production. | <b>Describes</b> a director's choice in the production. | <b>Explains, simply</b> , how this choice was used in the production.<br><br>OR<br><b>Explains, simply</b> , the impact of this choice on the audience.<br><br>Supports the response with <b>evidence</b> from the performance. | <b>Explains</b> how this choice was used in the production.<br><br>AND<br><b>Explains</b> the impact of this choice on the audience.<br><br>Supports the response with <b>evidence</b> from the performance. | <b>Explains, in some detail</b> , how this choice was used in the production.<br><br>AND<br><b>Explains, in some detail</b> , the impact of this choice on the audience.<br><br>Supports the response with <b>evidence</b> from the performance. | <b>Explains, in detail</b> , how this choice was used in the production.<br><br>AND<br><b>Explains, in detail</b> , the impact of this choice on the audience.<br><br>Supports the response with <b>detailed evidence</b> from the performance. | <b>Discusses, showing some perception</b> , how this choice was used in the production.<br><br>AND<br><b>Discusses, showing some perception</b> , the impact of this choice on the audience.<br><br>Supports the response with the use of <b>well-chosen evidence</b> from the performance. | <b>Discusses, showing perception</b> , how this choice was used in the production.<br><br>AND<br><b>Discusses, perceptively</b> , the impact of this choice on the audience.<br><br>Supports the response with the use of <b>well-chosen evidence</b> from the performance. |

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

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