

## Assessment Schedule – 2012

### Drama: Demonstrate understanding of the use of drama aspects within live performance (90011)

#### Evidence Statement

Question	Evidence
<b>ONE</b>	<b>Use of drama techniques</b>
(a)	Identifies two characters, one that the candidate has played, and briefly describes how they relate to each other.
(b)	Describes how BOTH characters used TWO selected drama techniques to create aspects of their relationship.
(c)	Explains what the audience learned or felt about the characters as a result of the use of the drama techniques.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies two characters and their relationship.	Identifies two characters and their relationship  <i>AND</i> Makes a tenuous link to the use of drama techniques.	Identifies two characters and <b>describes</b> their relationship  <i>AND</i> <b>Describes, with an appropriate example,</b> a drama technique that was used to show an aspect of the relationship.	Identifies two characters and <b>describes</b> their relationship  <i>AND</i> <b>Describes, with appropriate examples,</b> drama techniques that were used to show aspects of the relationship.	Identifies two characters and <b>clearly describes</b> their relationship  <i>AND</i> <b>Describes, with detailed examples,</b> how drama techniques were used to show aspects of the relationship  <i>AND</i> Shows <b>some understanding</b> of the intended effect on the audience of the use of the drama techniques to create a dynamic interaction between the characters.	Identifies two characters and <b>clearly describes</b> their relationship  <i>AND</i> <b>Describes, with detailed examples,</b> how drama techniques were used to show specific aspects of the relationship  <i>AND</i> Shows <b>an understanding</b> of the intended effect on the audience of the use of the drama techniques to create a dynamic interaction between the characters.	Identifies two characters and <b>succinctly describes</b> their relationship  <i>AND</i> <b>Describes, with specific examples,</b> how drama techniques were used in the characters' interaction, making a perceptive link to the relationship  <i>AND</i> Shows a <b>detailed understanding</b> of the intended effect on the audience of the use of the drama techniques to create a dynamic interaction between the characters.	Identifies two characters and <b>succinctly describes</b> their relationship  <i>AND</i> <b>Describes, with specific examples,</b> how drama techniques were used in the characters' interaction, making <b>perceptive links</b> to the individual characters' behaviour or personality at a key moment  <i>AND</i> Shows a <b>detailed understanding</b> of the intended effect on the audience of the use of the drama techniques to create a dynamic interaction between the characters.

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

Question	Evidence
<b>TWO</b>	<b>Use of a drama convention</b>
(a)	Describes how one or more actors made use of this convention at a specific moment of the performance.
(b)	Explains the effect of a drama convention on the audience.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a convention, and makes a tenuous link to its use in the performance.	Describes how the convention was used by the actor(s)  <i>OR</i> Briefly explains the effect of the use of a convention on the audience	<b>Describes</b> how the convention was used by the actor(s)  <i>AND</i> <b>Explains</b> the effect of the use of a convention on the audience, making a <b>reference</b> to the performance	<b>Describes</b> how the convention was used by the actor(s)  <i>AND</i> <b>Explains</b> the effect of the use of a convention on the audience, making <b>references</b> to the performance	<b>Describes in detail</b> how the convention was used by the actor(s)  <i>AND</i> <b>Explains in detail</b> the effect of the use of a convention on the audience, with <b>examples</b> from the performance	<b>Describes in detail</b> how the convention was used by the actor(s), showing an <b>awareness</b> of blocking at a specific moment in the performance  <i>AND</i> <b>Explains in detail</b> the effect of the use of a convention on the audience, with <b>examples</b> from the performance	<b>Describes in perceptive detail</b> how the convention was used by the actor(s), showing an <b>awareness</b> of blocking at a specific moment in the performance  <i>AND</i> <b>Explains in detail</b> the effect of the use of a convention on the audience, with <b>examples</b> from the performance and an <b>insightful reference</b> to the style of the performance	<b>Describes in perceptive detail</b> how the convention was used by the actor(s), showing an <b>astute awareness</b> of blocking at a specific moment in the performance  <i>AND</i> <b>Explains in detail</b> the effect of the use of a convention on the audience, with <b>examples</b> from the performance and <b>insightful references</b> to the style of the performance

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

Question	Evidence
<b>THREE</b>	<b>Use of costume</b>
(a)	Explains, with an annotated sketch, how a character's costume reflected their role and personality.
(b)	Explains how the costume was used to show a key idea in the performance.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a character AND sketches a costume with no relevant annotation or explanation / link to an idea in the performance.	Identifies a character OR sketches a costume  <i>AND</i> Makes a tenuous link to the role / personality of the character OR to an idea in the performance.	Identifies a character with an appropriate annotated sketch to <b>show</b> their role OR personality  <i>AND</i> Identifies and <b>links</b> an idea in the performance to the use of costume.	Identifies a character with an appropriate annotated sketch to <b>show</b> their role AND personality  <i>AND</i> Identifies and <b>links</b> an idea in the performance to the use of costume.	Identifies a character with an appropriate annotated sketch to <b>show in detail</b> their role and personality  <i>AND</i> Identifies and <b>links</b> an idea in the performance to the use of costume.	Identifies a character with an appropriate annotated sketch to <b>show through a range of specific detail</b> their role and personality  <i>AND</i> Identifies and <b>clearly links</b> an idea in the performance to the use of costume.	Identifies a character with an appropriate annotated sketch to <b>show through a range of perceptive detail</b> their role and personality  <i>AND</i> Identifies and <b>explains</b> how an idea in the performance is shown through the use of costume.	Identifies a character with an appropriate annotated sketch to <b>show through a range of astute specific detail</b> their role and personality  <i>AND</i> Identifies and <b>explains</b> how a <b>pertinent</b> idea in the performance is shown through the use of costume.

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

### Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<b>Score range</b>	0 – 7	8 – 12	13 – 18	19 – 24