

Assessment Schedule – 2015

Drama: Discuss a drama or theatre form or period with reference to a text (91215)

Evidence

Question	Evidence
ONE	The acting space
(a)	Describes, by sketching and annotation, an acting space that would typically have been used to perform the chosen text.
(b)	Explains how the actors would have used this space in a key scene from the chosen text.
(c)	Discusses how the acting space affected the audience’s experience of the performance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Makes a rudimentary sketch of a typical acting space.</p>	<p>Makes a clear sketch of a typical acting space.</p>	<p>Identifies features of a typical acting space for the chosen text by making an accurate sketch with simple annotation.</p>	<p>Identifies features of a typical acting space for the chosen text by making an accurate sketch with clear annotation.</p>	<p>Identifies key features of a typical acting space by making an accurate sketch with clear annotation.</p> <p>Explains clearly how the actors would typically have used the acting space in a key scene from the chosen text.</p>	<p>Identifies key features of a typical acting space by making an accurate sketch with clear annotation.</p> <p>Explains in detail how the actors would typically have used the acting space in a key scene from the chosen text.</p>	<p>Identifies key features of a typical acting space by making an accurate sketch with clear annotation.</p> <p>Explains in detail how the actors would typically have used the acting space in a key scene from the chosen text.</p> <p>Discusses how the acting space affected the audience’s experience of the performance, showing understanding of key aspects of the form or period, such as the relationship between the actors and the audience, or the use of technology.</p>	<p>Identifies key features of a typical acting space by making an accurate sketch with clear annotation.</p> <p>Explains in detail how the actors would typically have used the acting space in a key scene from the chosen text.</p> <p>Discusses how the acting space affected the audience’s experience of the performance, showing insightful understanding of key aspects of the form or period, such as the relationship between the actors and the audience, or the use of technology.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	A language feature
(a)	Describes a typical (verbal or non-verbal) language feature of the form or period, and gives an example of its use in the chosen text.
(b)	Explains how the actor would use drama techniques typical of the form or period to perform this example.
(c)	Discusses how the use of the language feature is typical of the form or period.

Note on non-verbal language features: For drama / theatre forms that are traditionally silent, language features may include body language that is typical of the original form or period, such as gesture, facial expression, or “walks”.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a language feature typical of the form or period.	Identifies a language feature typical of the form or period, and gives an example of the feature from the text.	Describes a language feature typical of the form or period, and gives an example of the feature from the text.	Describes clearly a language feature typical of the form or period, and gives an example of the feature from the text.	Describes clearly a language feature typical of the form or period, and gives an example of the feature from the text. Explains clearly how an actor would have used drama techniques to perform the meaning of this language feature.	Describes clearly a language feature typical of the form or period, and gives an example of the feature from the text. Explains in detail how an actor would have used drama techniques to perform the meaning of this language feature.	Describes clearly a language feature typical of the form or period, and gives an example of the feature from the text. Explains in detail how an actor would have used drama techniques to perform the meaning of this language feature. Discusses how the language feature is typical of the form or period, showing understanding by making reference to the playwright’s purpose or nature of the form or period.	Describes clearly a language feature typical of the form or period, and gives an example of the feature from the text. Explains in detail how an actor would have used drama techniques to perform the meaning of this language feature. Discusses how the language feature is typical of the form or period, showing insightful understanding by making connections between the feature and the wider purpose or nature of the form or period.

N0 = No response; no relevant evidence.

Question	Evidence
THREE	A theme or idea
(a)	Describes a theme or idea from the chosen text.
(b)	Explains how a character from the text communicates the theme or idea.
(c)	Discusses the importance of this theme or idea to the original audience.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a theme or idea from the text.	Describes simply a theme or idea from the text.	Describes an appropriate theme or idea from the text.	Describes clearly an appropriate theme or idea from the text.	Describes clearly an appropriate theme or idea from the text. Explains clearly how a character communicates this theme or idea to the audience.	Describes clearly an appropriate theme or idea from the text. Explains in detail how a character communicates this theme or idea to the audience.	Describes clearly an appropriate theme or idea from the text. Explains in detail how a character communicates this theme or idea to the audience. Discusses the importance of this theme or idea to the original audience, showing understanding of its relevance to them.	Describes clearly an appropriate theme or idea from the text. Explains in detail how a character communicates this theme or idea to the audience. Discusses the importance of this theme or idea to the original audience, showing insightful understanding of its relevance to them by making connections to wider social, historical, or geographical contexts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24