

Assessment Schedule – 2016

Drama: Discuss drama elements, techniques, conventions and technologies within live performance (91219)

Evidence

Question	Evidence
ONE	Communication of a theme or idea (in a drama performed by the candidate)
(a)	Describes an important theme or idea communicated to the audience through the performance.
(b)	Explains how a character communicated this theme or idea.
(c)	Discusses how the theme or idea communicated in the performance is relevant to the candidate as an individual.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a theme or idea from a drama the candidate performed.	Describes, simply, a theme or idea from a drama the candidate performed.	Describes, clearly, a theme or idea from a drama the candidate performed. Explains, simply, how a character communicated this theme to the audience.	Describes, clearly, a theme or idea from a drama the candidate performed. Explains, simply, how a character communicated this theme to the audience.	Describes, clearly, a theme or idea from a drama the candidate performed. Explains, clearly, how a character communicated this theme to the audience (e.g. through actions, dialogue, or symbolic function).	Describes, clearly, a theme or idea from a drama the candidate performed. Explains, in detail, how a character communicated this theme to the audience (e.g. through actions, dialogue, or symbolic function).	Describes, clearly, a theme or idea from a drama the candidate performed. Explains, in detail, how a character communicated this theme to the audience (e.g. through actions, dialogue, or symbolic function). Discusses how the theme is relevant to the candidate as an individual, making some insightful connections or comparisons between their own world and the world of the play.	Describes, clearly, a theme or idea from a drama the candidate performed. Explains, in detail, how a character communicated this theme to the audience (e.g. through actions, dialogue, or symbolic function). Discusses how the theme is relevant to the candidate as an individual, making insightful connections or comparisons between their own world and the world of the play.
		Supports the response with limited reference to evidence .	Supports the response with evidence .	Supports the response with evidence .	Supports the response with detailed evidence .	Supports the response with use of well-chosen evidence .	Supports the response with use of well-chosen evidence .

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Character (in a live theatre performance seen by the candidate)
(a)	Describes a key character from the performance, and indicates his / her status.
(b)	Explains how the actor used drama techniques to communicate the status of the key character.
(c)	Discusses the ideas communicated about status, power, or equality in the performance.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a key character in the performance.	Describes, simply, a key character in the performance.	Describes a key character in the performance, and indicates his / her status at the beginning OR end of the performance. Explains, simply, how the actor used a drama technique to communicate this status.	Describes a key character in the performance, and indicates his / her status at the beginning OR end of the performance. Explains, simply, how the actor used a drama technique to communicate this status.	Describes a key character in the performance, and indicates his / her status at the beginning AND end of the performance. Explains, clearly, how the actor used drama techniques to communicate the status of the key character at the beginning of the performance.	Describes a key character in the performance, and indicates his / her status at the beginning AND end of the performance. Explains, in detail, how the actor used drama techniques to communicate the status of the key character at the beginning of the performance.	Describes a key character in the performance, and indicates his / her status at the beginning AND end of the performance. Explains, in detail, how the actor used drama techniques to communicate the status of the key character at the beginning of the performance.	Describes a key character in the performance, and indicates his / her status at the beginning AND end of the performance. Explains, in detail, how the actor used drama techniques to communicate the status of the key character at the beginning of the performance.
		Supports the response with limited reference to evidence .	Supports the response with evidence .	Supports the response with evidence .	Supports the response with detailed evidence .	Supports the response with use of well-chosen evidence .	Supports the response with use of well-chosen evidence .

Note: Explanation in depth of the use of one technique is equivalent to clear explanation of the use of two techniques.

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Use of colour (in a live theatre performance seen by the candidate)
(a)	Describes the colour(s) used in a theatre technology in the live performance.
(b)	Explains how the use of colour in this technology communicated ideas to the audience about character OR time OR place.
(c)	Discusses the effectiveness of the use of colour in the performance as a whole.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a technology and a colour used in the performance.	Describes, simply, colour(s) used in a technology in the performance.	Describes colour(s) used in a technology in the performance. Explains, simply, an idea that this use of colour communicated to the audience. Supports the response with limited reference to evidence .	Describes, clearly, colour(s) used in a technology in the performance. Explains, simply, an idea that this use of colour communicated to the audience. Supports the response with evidence .	Describes, clearly, colour(s) used in a technology in the performance. Explains, clearly, how colour(s) were used to communicate ideas about character, time or place. Supports the response with evidence .	Describes, clearly, colours used in a technology in the performance. Explains, in detail, how colour(s) were used to communicate ideas about character, time or place. Supports the response with detailed evidence .	Describes, clearly, colours used in a technology in the performance. Explains, in detail, how colour(s) were used to communicate ideas about character, time or place. Discusses the effectiveness of the use of colour in the performance as a whole, showing some insight . Supports the response with use of well-chosen evidence .	Describes, clearly, colours used in a technology in the performance. Explains, in detail, how colour(s) were used to communicate ideas about character, time or place. Discusses the effectiveness of the use of colour in the performance as a whole, showing insightful understanding . Supports the response with use of well-chosen evidence .

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