

Assessment Schedule – 2017

Drama: Demonstrate understanding of features of a drama / theatre form (90998)

Evidence

Question	Evidence
ONE	Use of technology
(a)	Describes (by writing, or sketching with annotations to show) how a technology (costume, props, or set) would be used by the actor(s) in a particular scene or episode of a typical performance.
(b)	Explains how this use of the technology is typical of the drama / theatre form.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of a typical technology used in the drama theatre / form.	Describes, briefly , the typical use by the actor(s) of a technology in the drama theatre / form <i>OR</i> Makes a limited link between the use of technology and the drama / theatre form.	Describes, generally , the typical use by the actor(s) of a technology in the drama theatre / form Supports the response with evidence .	Describes the typical use by the actor(s) of a technology in the drama theatre / form. Supports the response with evidence .	Describes, in some detail , the typical use by the actor(s) of a technology in the drama theatre / form. Explains, in some detail , how this use of the technology is typical of the drama / theatre form. Supports the response with detailed evidence .	Describes, in detail , the typical use by the actor(s) of a technology in the drama theatre / form. Explains, in detail , how this use of the technology is typical of the drama / theatre form. Supports the response with detailed evidence .	Describes, in detail , the typical use by the actor(s) of a technology in the drama theatre / form. Explains, with some insight, a connection between the typical use of the technology and the wider social / historical context of the drama / theatre form. Supports the response with use of well-chosen evidence .	Describes, in detail , the typical use by the actor(s) of a technology in the drama theatre / form. Explains, with insight, connections between the typical use of the technology and the wider social / historical context of the drama / theatre form. Supports the response with use of well-chosen evidence .

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Acting style
(a)	Describes (by writing, or sketching with annotations to show) how an actor playing a well-known character could use movement in a moment of the performance.
(b)	Explains why the character would have moved in this way.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of a way an actor could use movement through the space.	<p>Describes, briefly, how an actor could use movement through the performance space at a specific moment.</p> <p><i>OR</i></p> <p>Makes a limited link between the acting style and the drama / theatre form.</p>	<p>Describes, generally, how an actor could use movement through the performance space at a specific moment.</p> <p>Supports the response with evidence.</p>	<p>Describes how an actor could use movement through the performance space at a specific moment.</p> <p>Supports the response with evidence.</p>	<p>Describes, in some detail, how an actor could use movement through the performance space at a specific moment.</p> <p>Explains, in some detail, how this acting style is typical of the drama / theatre form.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes, in detail, how an actor could use movement through the performance space at a specific moment.</p> <p>Explains, in detail, how this acting style is typical of the drama / theatre form.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes, in detail, how an actor could use movement through the performance space at a specific moment.</p> <p>Explains, with some insight, a connection between the acting style and the wider social / historical context of the drama / theatre form.</p> <p>Supports the response with use of well-chosen evidence.</p>	<p>Describes, in detail, how an actor could use movement through the performance space at a specific moment.</p> <p>Explains, with insight, the connections between the acting style and the wider social / historical context of the drama / theatre form.</p> <p>Supports the response with use of well-chosen evidence.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	The structure of the performance
(a)	Describes (by writing, or sketching with annotations to show) a typical storyline or scenario of the drama / theatre form.
(b)	Explains the purpose of this storyline structure.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of a typical storyline or scenario of the drama / theatre form.	<p>Describes, briefly, a typical storyline or scenario of the drama / theatre form.</p> <p><i>OR</i></p> <p>Makes a limited attempt to explain the purpose of the storyline structure.</p>	<p>Describes, generally, a typical storyline or scenario of the drama / theatre form.</p> <p>Supports the response with evidence.</p>	<p>Describes a typical storyline or scenario of the drama / theatre form.</p> <p>Supports the response with evidence.</p>	<p>Describes, in some detail, a typical storyline or scenario of the drama / theatre form.</p> <p>Explains, in some detail, the purpose of this storyline structure.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes, in detail, a typical storyline or scenario of the drama / theatre form.</p> <p>Explains, in detail, the purpose of this storyline structure.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes, in detail, a typical storyline or scenario of the drama / theatre form.</p> <p>Explains, with some insight, a connection between the purpose of this storyline structure and the wider social / historical context of the drama / theatre form.</p> <p>Supports the response with use of well-chosen evidence.</p>	<p>Describes, in detail, a typical storyline or scenario of the drama / theatre form.</p> <p>Explains, with insight, connections between the purpose of this storyline structure and the wider social / historical context of the drama / theatre form.</p> <p>Supports the response with use of well-chosen evidence.</p>

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