

Assessment Schedule – 2017

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

Evidence

Question	Evidence
ONE	Origins of the drama or theatre form
(a)	Describes where and / or when the form was originally developed.
(b)	Explains a reason for the development of the form.
(c)	Explains how a feature of the form is seen in the text.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies the time and / or place in which the form was originally developed.	Describes, simply, the time and / or place in which the form was developed <i>OR</i> Identifies a reason for the development of the form.	Describes the time and / or place in which the form was developed. <i>AND EITHER</i> Identifies a reason for the development of the form <i>OR</i> Identifies a feature of the form in the text. Supports the response with limited reference to evidence .	Describes, clearly, the time and / or place in which the form was developed <i>AND EITHER</i> Identifies a reason for the development of the form <i>OR</i> Identifies a feature of the form in the text. Supports the response with evidence .	Describes, clearly, the time and / or place in which the form was developed <i>AND EITHER</i> Explains, clearly, a reason for the development of the form <i>OR</i> Explains, clearly, how a feature of the form is used in the text. Supports the response with evidence .	Describes, clearly, the time and / or place in which the form was developed. Explains, in detail, a reason for the development of the form. Explains, in detail, how a feature of the form is used in the text. Supports the response with detailed evidence .	Describes, clearly, the time and / or place in which the form was developed. Explains, in detail, a reason for the development of the form. Explains, in detail, how a feature of the form is seen in the text, showing some insight into the text's purpose. Supports the response with use of well-chosen evidence .	Describes, clearly, the time and / or place in which the form was developed. Explains, in detail, a reason for the development of the form. Explains, in detail, how a feature of the form is seen in the text, showing insightful understanding of the text's purpose. Supports the response with use of well-chosen evidence .

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Use of a technology to highlight a theme or idea
(a)	Describes (by writing, or sketching with annotations to show) how a typical technology would have been used in a traditional performance of the text.
(b)	Explains how this use of a technology highlighted an important idea or theme.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a use of technology that is typical of the form or period.	Gives a rudimentary description of a use of technology that is typical of the form or period.	Describes the use of a typical technology in a traditional performance of the text. Supports the response with limited reference to evidence .	Describes, clearly, the use of a typical technology in a traditional performance of the text. Supports the response with evidence .	Describes, clearly, the use of a typical technology in a traditional performance of the text. Explains, clearly , how the use of technology highlighted an important idea or theme. Supports the response with evidence .	Describes, clearly, the use of a typical technology in a traditional performance of the text. Explains, in detail , how the use of technology highlighted an important idea or theme. Supports the response with detailed evidence .	Describes, clearly, the use of a typical technology in a traditional performance of the text. Explains, in detail , how the use of technology highlighted an important idea or theme, showing some insight into the text's purpose. Supports the response with use of well-chosen evidence .	Describes, clearly, the use of a typical technology in a traditional performance of the text. Explains, in detail , how the use of technology highlighted an important idea or theme, showing insightful understanding of the text's purpose. Supports the response with use of well-chosen evidence .

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Acting style and communication of character / role
(a)	Describes the importance of a key character or role to the play or text as a whole.
(b)	Explains how the typical acting style of the form or period would be used to perform this character or role.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a character or role in the text.	Identifies a character or role in the text, and makes a rudimentary link with the play as a whole.	Describes a character or role in the play. Identifies an aspect of the typical acting style of the form or period. Supports the response with limited reference to evidence .	Describes, clearly , a character or role in the play. Identifies an aspect of the typical acting style of the form or period. Supports the response with evidence .	Describes, clearly , the importance of a character or role in the play as a whole. Explains, clearly , how the typical acting style of the form or period would be used to perform the character or role. Supports the response with evidence .	Describes, clearly , the importance of a character or role in the play as a whole. Explains, in detail , how the typical acting style of the form or period would be used to perform the character or role. Supports the response with detailed evidence .	Describes, clearly , the importance of a character or role in the play as a whole. Explains, in detail , how the typical acting style of the form or period would be used to perform the character or role, showing some insight into the text's purpose. Supports the response with use of well-chosen evidence .	Describes, clearly , the importance of a character or role in the play as a whole. Explains, in detail , how the typical acting style of the form or period would be used to perform the character or role, showing insightful understanding of the text's purpose. 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 – 6	7 – 12	13 – 18	19 – 24