

Assessment Schedule – 2018

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

Evidence

Question	Evidence
ONE	Development of a key idea (in a drama performed by the candidate)
(a)	Describes an important idea intended to be communicated.
(b)	Describes how they used an activity that helped in the development of their character during the rehearsal process.
(c)	Explains how they communicated the key idea to the audience.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives a rudimentary description of ONE of:</p> <ul style="list-style-type: none"> An important idea communicated by the character. How they used an activity to develop their character during the rehearsal process. 	<p>Describes ONE of:</p> <ul style="list-style-type: none"> An important idea communicated by the character. How they used an activity to develop their character during the rehearsal process. 	<p>Describes ONE of:</p> <ul style="list-style-type: none"> An important idea communicated by the character. How they used an activity to develop their character during the rehearsal process. <p>Explains, briefly, how they communicated the important idea to the audience.</p> <p>Supports the response with evidence.</p>	<p>Describes TWO of:</p> <ul style="list-style-type: none"> An important idea communicated by the character. How they used an activity to develop their character during the rehearsal process. <p>Explains how they communicated the important idea to the audience.</p> <p>Supports the response with evidence.</p>	<p>Describes ONE of:</p> <ul style="list-style-type: none"> An important idea communicated by the character. How they used an activity to develop their character during the rehearsal process. <p>Explains, in some detail, how they communicated the important idea to the audience.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes TWO of:</p> <ul style="list-style-type: none"> An important idea communicated by the character. How they used an activity to develop their character during the rehearsal process. <p>Explains, in detail, how they communicated the important idea to the audience.</p> <p>Supports the response with detailed evidence.</p>	<p>Explains, with some insight, how the important idea was then communicated to the audience, making connections to the wider context of the performance.</p> <p>Supports the response with use of well-chosen evidence.</p>	<p>:</p> <p>Explains, with insight, how the important idea was then communicated to the audience, making clear connections to the wider context of the performance.</p> <p>Supports the response with use of well-chosen evidence.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Use of drama techniques (in a live theatre performance seen by the candidate)
(a)	Describes a key character in the performance who caught their attention.
(b)	Describes how the actor used drama techniques to capture attention.
(c)	Explains what they learned from watching the character.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives a rudimentary description of ONE of:</p> <ul style="list-style-type: none"> • A key character who caught their attention. • How the actor used a drama technique to capture attention. 	<p>Describes ONE of:</p> <ul style="list-style-type: none"> • A key character who caught their attention. • How the actor used drama technique(s) to capture attention. 	<p>Describes briefly:</p> <ul style="list-style-type: none"> • A key character who caught their attention. • How the actor used drama techniques to capture attention. <p>Supports the response with limited evidence.</p>	<p>Describes:</p> <ul style="list-style-type: none"> • A key character who caught their attention. • How the actor used drama techniques to capture attention. <p>Supports the response with evidence.</p>	<p>Describes:</p> <ul style="list-style-type: none"> • A key character who caught their attention. • How the actor used drama techniques to capture attention. <p>Explains, in some detail, what they learned about the world from watching the character.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes:</p> <ul style="list-style-type: none"> • A key character who caught their attention. • How the actor used drama techniques to capture attention. <p>Explains, in detail, what they learned about the world from watching the character.</p> <p>Supports the response with detailed evidence.</p>	<p>Explains, with some insight, what they learned from watching the character, making connections between the character and the world.</p> <p>Supports the response with use of well-chosen evidence.</p>	<p>Explains, with insight, what they learned from watching the character, making clear connections between the character and the world.</p> <p>Supports the response with use of well-chosen evidence.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	The opening sequence of a performance (in a live theatre performance participated in, or seen by, the candidate)
(a)	Describes (by writing and/or sketching with annotations to show) how technology was used in the opening sequence.
(b)	Explains the purpose of using technology during the opening sequence.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of the technology used in the opening sequence of the live performance.	Describes the technology used in the opening sequence of the live performance.	Describes the technology used in the opening sequence of the live performance. Explains, briefly , the purpose of using technology during the opening sequence. Supports the response with evidence .	Describes the technology used in the opening sequence of the live performance. Explains the purpose of using technology during the opening sequence. Supports the response with evidence .	Describes the technology used in the opening sequence of the live performance. Explains, in some detail , the purpose of using technology during the opening sequence. Supports the response with detailed evidence .	Describes, in detail , the technology used in the opening sequence of the live performance. Explains, in detail , the purpose of using technology during the opening sequence. Supports the response with detailed evidence .	Explains, with some insight , the purpose of using technology during the opening sequence, making connections to the wider context of the performance. Supports the response with use of well-chosen evidence .	Explains, with insight , the purpose of using technology during the opening sequence, making clear connections to the wider context of the performance. 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 – 8	9 – 14	15 – 19	20 – 24