

**Assessment Schedule – 2018**

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

**Evidence**

Question	Evidence
<b>ONE</b>	<b>Acting style</b>
(a)	Describes (by writing and/or sketching with annotations to show) how body/voice is typically used by an actor in the chosen drama/theatre form.
(b)	Explains the purpose of the acting style.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a <b>rudimentary description</b> of typical use of body/voice in the drama/theatre/form.	<b>Describes, briefly</b> , how an actor would typically use body/voice in the drama/theatre/form.	<b>Describes, generally</b> , how body/voice is typically used by the actor in the drama/theatre form.  Makes a link between the acting style and the drama/theatre form.	<b>Describes</b> how body/voice is typically used by the actor in the drama/theatre form.  Makes a link between the acting style and the drama/theatre form.	<b>Describes, in some detail</b> , how body/voice is typically used by the actor in the drama/theatre form.  <b>Explains, in some detail</b> , the purpose of the acting style in the drama/theatre form.	<b>Describes, in detail</b> , how body/voice is typically used by the actor in the drama/theatre form.  <b>Explains, in detail</b> , the purpose of the acting style in the drama/theatre form.	<b>Explains, with some insight, a connection</b> between the purpose of the acting style and the wider social/historical context of the drama/theatre form.  Supports the response with use of <b>well-chosen evidence</b> .	<b>Explains, with insight, connections</b> between the purpose of the acting style and the wider social/historical context of the drama/theatre form.  Supports the response with use of <b>well-chosen evidence</b> .

**N0** = No response; no relevant evidence.

Question	Evidence
<b>TWO</b>	<b>Costume</b>
(a)	Sketches a typical costume worn by a character / role in the drama / theatre form.
(b)	Explains how the costume represents the society of the time or the theatre form.

N1	N2	A3	A4	M5	M6	E7	E8
Makes a <b>rudimentary sketch</b> of a typical costume.	Sketches, briefly, a typical costume.  <i>OR</i> Makes a limited link between the costume and how it would have represented the society of the time or the theatre form.	Gives a general sketch of a costume typically worn by the character / role in the drama / theatre form that shows their status.  <i>OR</i> <b>Generally explains</b> how a costume would have represented the society of the time or the theatre form.  Supports the response with <b>evidence.</b>	Sketches a costume typically worn by the character / role in the drama / theatre form that shows their status.  <b>Explains</b> how a costume would have represented the society of the time or the theatre form.  Supports the response with <b>evidence.</b>	Sketches, in <b>some detail</b> , a costume typically worn by the character / role in the drama / theatre form that shows their status.  <b>Explains, in some detail</b> , how a costume would have represented the society of the time or the theatre form.  Supports the response with <b>detailed evidence.</b>	Sketches, in <b>detail</b> , a costume typically worn by the character / role in the drama / theatre form that shows their status.  <b>Explains, in detail</b> , how a costume would have represented the society of the time or the theatre form.  Supports the response with <b>detailed evidence.</b>	<b>Explains, with some insight, a connection</b> between a typical costume and how it would have represented the society, <b>showing an in-depth understanding of the wider context of the form or period.</b>  Supports the response with use of <b>well-chosen evidence.</b>	<b>Explains, with insight, connections</b> between a typical costume and how it would have represented the society, <b>showing an in-depth understanding of the wider context of the form or period.</b>  Supports the response with use of <b>well-chosen evidence.</b>

**N0** = No response; no relevant evidence.

Question	Evidence
<b>THREE</b>	<b>Performance space</b>
(a)	Describes (by writing and/or sketching with annotations) the performance space.
(b)	Explains the advantages and disadvantages of the performance space.

N1	N2	A3	A4	M5	M6	E7	E8
Gives rudimentary descriptions or sketches of a typical performance space.	<b>Describes, briefly,</b> a performance space typical of the drama/theatre form.	<b>Describes, generally,</b> a performance space typical of the drama/theatre form.  <i>OR</i> <b>Generally explains</b> the advantages/disadvantages of the performance space and/or how it was typical of the drama/theatre form.	<b>Describes</b> a performance space typical of the drama/theatre form.  <b>Explains</b> the advantages/disadvantages of the performance space and/or how it was typical of the drama/theatre form.	<b>Describes, in some detail,</b> a performance space typical of the drama/theatre form.  <b>Explains, in some detail,</b> the advantages/disadvantages of the performance space and/or how it was typical of the drama/theatre form.	<b>Describes, in detail,</b> a performance space typical of the drama/theatre form.  <b>Explains, in detail,</b> the advantages/disadvantages of the performance space and/or how it was typical of the drama/theatre form.	<b>Explains, with some insight, a connection</b> between the advantages/disadvantages of the performance space and the wider historical/social context of the drama/theatre form.	<b>Explains, with insight, connections</b> between the advantages/disadvantages of the performance space and the wider historical/social context of the drama/theatre form.
		Supports the response with <b>evidence.</b>	Supports the response with <b>evidence.</b>	Supports the response with <b>detailed evidence.</b>	Supports the response with <b>detailed evidence.</b>	Supports the response with use of <b>well-chosen evidence.</b>	Supports the response with use of <b>well-chosen evidence.</b>

**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