

## Assessment Schedule – 2019

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of the use of drama aspects within live performance.	Demonstrate informed understanding of the use of drama aspects within live performance.	Demonstrate perceptive understanding of the use of drama aspects within live performance.

#### Evidence

Question	Evidence
<b>ONE</b>	<b>Use of drama techniques to create character</b> (in a drama performed by the candidate)
(a)	Describes a problem faced by a character in the performance.
(b)	Describes how they used drama techniques to show the character reacting to this problem.
(c)	Explains what they wanted the audience to learn about human behaviour by performing in this way.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives a <b>rudimentary description</b> of:</p> <ul style="list-style-type: none"> <li>A problem faced by the character OR</li> <li>how they used drama techniques to show the character reacting to this problem.</li> </ul>	<p><b>Describes:</b></p> <ul style="list-style-type: none"> <li>A problem faced by the character OR</li> <li>how they used drama techniques to show the character reacting to this problem.</li> </ul>	<p><b>Describes, simply:</b></p> <ul style="list-style-type: none"> <li>A problem faced by the character OR</li> <li>how they used drama techniques to show the character reacting to this problem.</li> </ul> <p><b>Explains, briefly,</b> what they wanted the audience to learn about human behaviour by performing in this way.</p> <p>Supports the response with <b>limited evidence</b>.</p>	<p><b>Describes:</b></p> <ul style="list-style-type: none"> <li>A problem faced by the character.</li> <li>How they used drama techniques to show the character reacting to this problem.</li> </ul> <p><b>Explains</b> what they wanted the audience to learn about human behaviour by performing in this way.</p> <p>Supports the response with <b>evidence</b>.</p>	<p><b>Describes:</b></p> <ul style="list-style-type: none"> <li>A problem faced by the character OR</li> <li>how they used drama techniques to show the character reacting to this problem.</li> </ul> <p><b>Explains, in some detail,</b> what they wanted the audience to learn about human behaviour by performing in this way.</p> <p>Supports the response with <b>detailed evidence</b>.</p>	<p><b>Describes, in detail:</b></p> <ul style="list-style-type: none"> <li>A problem faced by the character.</li> <li>How they used drama techniques to show the character reacting to this problem.</li> </ul> <p><b>Explains, in detail,</b> what they wanted the audience to learn about human behaviour by performing in this way.</p> <p>Supports the response with <b>detailed evidence</b>.</p>	<p><b>Explains, with some insight,</b> what they wanted the audience to learn about human behaviour, making connections between the performance and the wider world.</p> <p>Supports the response with <b>well-chosen evidence</b>.</p>	<p><b>Explains, with insight,</b> what they wanted the audience to learn about human behaviour, making connections between the performance and the wider world.</p> <p>Supports the response with <b>well-chosen evidence</b>.</p>

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

Question	Evidence
<b>TWO</b>	The creation of <b>focus</b> (in a live performance participated in, or seen by, the candidate)
(a)	Describes (by writing and/or sketching with annotations to show) how focus was created on a character.
(b)	Explains the purpose of creating focus on this character.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
Gives a <b>rudimentary description</b> of how focus was created on a character.	<b>Describes</b> how focus was created on a character.	<b>Describes, simply</b> , how focus was created on a character.  <b>Explains, briefly</b> , the purpose of creating focus on the character.  Supports the response with <b>limited evidence</b> .	<b>Describes</b> how focus was created on a character.  <b>Explains</b> the purpose of creating focus on the character.  Supports the response with <b>evidence</b> .	<b>Describes</b> how focus was created on a character.  <b>Explains, in some detail</b> , the purpose of creating focus on the character.  Supports the response with <b>detailed evidence</b> .	<b>Describes, in detail</b> , how focus was created on a character.  <b>Explains, in detail</b> , the purpose of creating focus on the character.  Supports the response with <b>detailed evidence</b> .	<b>Explains, with some insight</b> , the purpose of creating focus on the character, making connections between the performance and the wider world.  Supports the response with <b>well-chosen evidence</b> .	<b>Explains, with insight</b> , the purpose of creating focus on the character, making connections between the performance and the wider world.  Supports the response with <b>well-chosen evidence</b> .

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

Question	Evidence
<b>THREE</b>	Use of a <b>prop or important piece of set</b> (in a drama seen by the candidate)
(a)	Describes (by writing and/or sketching with annotations to show) a significant prop or piece of set from the performance.
(b)	Explains the importance or symbolism of this prop or piece of set to the whole performance.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a <b>rudimentary description</b> of the prop / piece of set.	<b>Describes</b> the prop / piece of set.	<b>Describes, simply</b> , the prop / piece of set.  <b>Explains, briefly</b> , the importance or symbolism of this prop / piece of set to the whole performance.  Supports the response with <b>limited evidence</b> .	<b>Describes</b> the prop / piece of set.  <b>Explains</b> the importance or symbolism of this prop / piece of set to the whole performance.  Supports the response with <b>evidence</b> .	<b>Describes</b> the prop / piece of set.  <b>Explains, in some detail</b> , the importance or symbolism of this prop / piece of set to the whole performance.  Supports the response with <b>detailed evidence</b> .	<b>Describes, in detail</b> , the prop / piece of set.  <b>Explains, in detail</b> , the importance or symbolism of this prop / piece of set to the whole performance.  Supports the response with <b>detailed evidence</b> .	<b>Explains, with some insight</b> , the importance or symbolism of this prop / piece of set to the whole performance, making connections between the performance and the wider world.  Supports the response with <b>well-chosen evidence</b> .	<b>Explains, with insight</b> , the importance or symbolism of this prop / piece of set to the whole performance, making connections between the performance and the wider world.  Supports the response with <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 – 12	13 – 18	19 – 24