

Assessment Schedule – 2019

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of features of a drama / theatre form.	Demonstrate informed understanding of features of a drama / theatre form.	Demonstrate perceptive understanding of features of a drama / theatre form.

Evidence

Question	Evidence
ONE	Character / role
(a)	Describes how the actor playing a character would typically use drama techniques in a key scene.
(b)	Explains why the character would be played in this way.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of typical use of drama techniques in the drama theatre / form.	Describes, briefly , how the actor would typically use drama techniques in a key scene.	Describes, generally , how the actor would typically use drama techniques in a key scene. Briefly explains why the character would be played in this way.	Describes how the actor would typically use drama techniques in a key scene. Explains why the character would be played in this way.	Describes, in some detail , how the actor would typically use drama techniques in a key scene. Explains, in some detail , why the character would be played in this way.	Describes, in detail , how the actor would typically use drama techniques in a key scene. Explains, in detail , why the character would be played in this way	Explains, with some insight, a connection between the character being played in this way and the wider social / historical context of the drama / theatre form.	Explains, with insight, connections between the character being played in this way and the wider social / historical context of the drama / theatre form.
		Supports response with limited evidence* .	Supports response with evidence* .	Supports response with detailed evidence* .	Supports response with detailed evidence* .	Supports response with the use of well-chosen evidence* .	Supports response with the use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Question	Evidence
TWO	Tension
(a)	Describes how a typical moment of tension was created.
(b)	Explains why tension is important to the performance.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of a typical moment of tension.	Describes, briefly , a typical moment of tension.	Describes, generally , how a typical moment of tension was created OR explains generally why tension was important to the performance. Supports response with limited evidence* .	Describes how a typical moment of tension was created OR explains why tension was important to the performance. Supports response with evidence* .	Describes, in some detail , how a typical moment of tension was created. Explains, in some detail , why tension was important to the performance. Supports response with detailed evidence* .	Describes, in detail , how a typical moment of tension was created. Explains, in detail , why tension was important to the performance. Supports response with detailed evidence* .	Explains, with some insight , why tension was important to the performance, showing some understanding of the wider context of the form or period . Supports response with the use of well-chosen evidence* .	Explains, with insight , why tension was important to the performance, showing an understanding of the wider context of the form or period . Supports response with the use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Question	Evidence
THREE	Use of conventions
(a)	Describes how a convention would typically be used in a performance.
(b)	Explains why the convention would be used to communicate important information to the audience.

N1	N2	A3	A4	M5	M6	E7	E8
Gives rudimentary descriptions or sketches of how a convention would typically be used.	Describes, briefly , how a convention would typically be used in the drama / theatre form.	Describes, generally , how a convention would typically be used in the drama / theatre form OR explains generally why this convention would be used in this way to communicate important information to the audience.	Describes how a convention would typically be used in the drama / theatre form OR explains why this convention would be used in this way to communicate important information to the audience.	Describes, in some detail , how a convention would typically be used in the drama / theatre form. Explains, in some detail , why this convention would be used in this way to communicate important information to the audience.	Describes, in detail , how a convention would typically be used in the drama / theatre form. Explains, in detail , why this convention would be used in this way to communicate important information to the audience.	Explains, with some insight , why this convention would be used in this way to communicate important information to the audience referring to the wider historical / social context of the drama / theatre form.	Explains, with insight , why this convention would be used in this way to communicate important information to the audience referring to the wider historical / social context of the drama / theatre form.
		Supports response with limited evidence* .	Supports response with evidence* .	Supports response with detailed evidence* .	Supports response with detailed evidence* .	Supports response with the use of well-chosen evidence* .	Supports response with the use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24