

Assessment Schedule – 2019

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Discuss a drama or theatre form or period with reference to a text.	Discuss a drama or theatre form or period with reference to a text showing informed understanding.	Discuss a drama or theatre form or period with reference to a text showing perceptive understanding.

Evidence

Question	Evidence
ONE	A key performance feature
(a)	Identifies a key performance feature typical of the drama / theatre form or period, and describes how it is used in a performance of the text.
(b)	Discusses how the use of this key performance feature would communicate an idea or theme of the text to an audience of the time.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a performance feature typical of the form or text.	Identifies a performance feature typical of the form and makes a rudimentary link to text.	Describes how a key performance feature would be used in a typical performance of the text. Supports the response with limited evidence* .	Describes, clearly, how a key performance feature would be used in a typical performance of the text. Supports the response with evidence* .	Discusses the use of this performance feature to communicate an idea or theme of the text to an audience of the time. Supports the response with evidence* .	Discusses, clearly, the use of this feature to communicate an idea or theme of the text to an audience of the time. Supports the response with detailed evidence* .	Discusses, with some perception, the use of this feature to communicate an idea or theme to an audience of the time. Supports the response with use of well-chosen evidence* .	Discusses, perceptively, the use of this feature to communicate an idea or theme to an audience of the time. Supports the response with use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Question	Evidence
TWO	Opening moments and the purpose of the text
(a)	Describes the opening moments of a typical performance of the text.
(b)	Discusses what the opening moments reveal about the purpose of the text.

N1	N2	A3	A4	M5	M6	E7	E8
Rudimentary sketch or description of opening moment.	Sketch or brief description of opening moment.	Describes opening moments of typical performance of the text.	Describes, clearly, opening moments of typical performance of the text.	Discusses what the opening moments reveal about the purpose of the text.	Discusses, clearly, what the opening moments reveal about the purpose of the text.	Discusses, with some perception, what the opening moments reveal about the purpose of the text.	Discusses, perceptively, what the opening moments reveal about the purpose of the text.
		Supports the response with limited evidence* .	Supports the response with evidence* .	Supports the response with evidence* .	Supports the response with detailed evidence* .	Supports the response with use of well-chosen evidence* .	Supports the response with use of well-chosen evidence* .

N0 = No response; no relevant evidence.

* Evidence must include reference to the chosen text.

Question	Evidence
THREE	Use of tension
(a)	Identifies a convention used to create, build or reduce tension, and describes how it would be used in a typical performance of the text.
(b)	Discusses ideas communicated through the use of tension in a typical performance of the text.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a convention used in the form.	Identifies a convention used in the form and makes a rudimentary link to tension .	Describes the use of a convention in creating, building or reducing tension in a typical performance of the text. Supports the response with limited evidence* .	Describes, clearly , the use of a convention in creating, building or reducing tension in a typical performance of the text. Supports the response with evidence* .	Discusses an idea or ideas communicated by this use of tension in a typical performance of the text. Supports the response with evidence* .	Discusses, clearly , ideas communicated by this use of tension in a typical performance of the text. Supports the response with detailed evidence* .	Discusses, with some perception , ideas communicated by this use of tension in a typical performance of the text. Supports the response with use of well-chosen evidence* .	Discusses, perceptively , ideas communicated by this use of tension in a typical performance of the text. Supports the response with 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 – 6	7 – 12	13 – 18	19 – 24