

Assessment Schedule – 2020

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
ONE	Achieving a goal (in a live performance participated in, or seen by, the candidate)
(a)	Describes what the character wanted to achieve.
(b)	Describes how drama techniques were used to show how important the goal was to the character.
(c)	Explains what they learned from the character achieving or not achieving their goal.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Gives a rudimentary description of:</p> <ul style="list-style-type: none"> the character's goal <p>OR</p> <ul style="list-style-type: none"> how drama techniques were used. 	<p>Describes, briefly:</p> <ul style="list-style-type: none"> the character's goal how drama techniques were used. 	<p>Describes, generally:</p> <ul style="list-style-type: none"> the character's goal how drama techniques were used to show the importance of the goal to the character. <p>Supports the response with limited evidence.</p>	<p>Describes:</p> <ul style="list-style-type: none"> the character's goal how drama techniques were used to show the importance of the goal to the character. <p>Explains what they learned from the character achieving or not achieving their goal.</p> <p>Supports the response with evidence.</p>	<p>Describes, in some detail:</p> <ul style="list-style-type: none"> the character's goal how drama techniques were used to show the importance of the goal to the character. <p>Explains, in some detail, what they learned from the character achieving or not achieving their goal.</p> <p>Supports the response with detailed evidence.</p>	<p>Describes, in detail:</p> <ul style="list-style-type: none"> the character's goal how drama techniques were used to show the importance of the goal to the character. <p>Explains, in detail, what they learned from the character achieving or not achieving their goal.</p> <p>Supports the response with detailed evidence.</p>	<p>Explains, with some insight, what they learned from the character achieving or not achieving their goal, making connections between the performance and the wider world.</p> <p>Supports the response with the use of well-chosen evidence.</p>	<p>Explains, with insight, what they learned from the character achieving or not achieving their goal, making connections between the performance and the wider world.</p> <p>Supports the response with the use of well-chosen evidence.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Technology (in a live performance participated in, or seen by, the candidate)
(a)	Identifies a time and place in the performance.
(b)	Describes (by writing and / or sketching) how chosen technologies were used to create time and place.
(c)	Explains how the use of technology supported a key message in the wider performance.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of time and/or place.	Describes, briefly: <ul style="list-style-type: none"> time and/or place how technology was used. 	Describes, generally: <ul style="list-style-type: none"> time and/or place how technology was used to create time and/or place OR Explains, briefly, how the use of technology supported a key message in the performance. Supports the response with limited evidence .	Describes: <ul style="list-style-type: none"> time and/or place how technology was used to create time and/or place. Explains how the use of technology supported a key message in the performance. Supports the response with evidence .	Describes, in some detail: <ul style="list-style-type: none"> time and/or place how technology was used to create time and/or place. Explains, in some detail, how the use of technology supported a key message in the performance. Supports the response with detailed evidence .	Describes, in detail: <ul style="list-style-type: none"> time and/or place how technology was used to create time and/or place. Explains, in detail, how the use of technology supported a key message in the performance. Supports the response with detailed evidence .	Explains, with some insight, how the use of technology supported a key message in the performance, making connections to the wider performance. Supports the response with the use of well-chosen evidence .	Explains, with insight, how the use of technology supported a key message in the performance, making connections to the wider performance. Supports the response with the use of well-chosen evidence .

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Tension (in a live performance participated in, or seen by, the candidate)
(a)	Describes a scene or episode when a character in the performance experienced tension.
(b)	Explains how the character changed or developed as a result of the tension and what this shows about the wider world.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a rudimentary description of a scene or episode.	Describes, briefly , a scene or episode when a character experienced tension.	Describes, generally , a scene or episode when a character experienced tension OR Describes how the character changed or developed as a result of the tension. Supports the response with limited evidence .	Describes a scene or episode when a character experienced tension. Explains how the character changed or developed as a result of the tension. Supports the response with evidence .	Describes, in some detail , a scene or episode when a character experienced tension. Explains, in some detail , how the character changed or developed as a result of the tension. Supports the response with detailed evidence .	Describes, in detail , a scene or episode when a character experienced tension. Explains, in detail , how the character changed or developed as a result of the tension. Supports the response with detailed evidence .	Explains, with some insight , how the character changed or developed as a result of the tension, making connections between the performance and the wider world. Supports the response with the use of well-chosen evidence .	Explains, with insight , how the character changed or developed as a result of the tension, making connections between the performance and the wider world. Supports the response with the use of well-chosen evidence .

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