

**Assessment Schedule – 2020****Drama: Demonstrate understanding of features of a drama / theatre form (90998)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
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**

<b>Question</b>	<b>Evidence</b>
<b>ONE</b>	<b>Acting style</b>
(a)	Describes (by writing or labelled sketch) the way an actor playing the character would typically use drama techniques to communicate the line of dialogue or action.
(b)	Explains the effect on the audience of the actor performing in this way.

<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 the acting style an actor would use to communicate the dialogue / action.	<b>Describes, briefly</b> , the acting style an actor would use to communicate the dialogue / action.	<b>Describes, generally</b> , the acting style or use of drama techniques an actor would typically use to communicate the dialogue / action.	<b>Describes</b> the acting style or use of drama techniques an actor would typically use to communicate the dialogue / action.	<b>Describes, in some detail</b> , the acting style or use of drama techniques an actor would typically use to communicate the dialogue / action.  <b>Explains</b> the effect on the audience of the actor performing in this way, typical to drama / theatre form.	<b>Describes, in detail</b> , the acting style or use of drama techniques an actor would typically use to communicate the dialogue / action.  <b>Explains, in some detail</b> , the effect on the audience of the actor performing in this way, typical to drama / theatre form.	<b>Explains, with some insight, a connection</b> between the effect on the audience and the wider social / historical context of the drama / theatre form.	<b>Explains, with insight, connections</b> between the effect on the audience and the wider social / historical context of the drama / theatre form.
		Supports the response with <b>limited 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 the use of <b>well-chosen evidence</b> .	Supports the response with the use of <b>well-chosen evidence</b> .

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

Question	Evidence
<b>TWO</b>	<b>Technology</b>
(a)	Describes (by writing or labelled sketch) a piece of set, a prop or a costume item that would typically be used within a scene.
(b)	Describes how a character would typically use or interact with this piece of set, prop or costume item in a performance.
(c)	Explains how this piece of set, prop or costume item supports the wider themes or messages typical of the drama / theatre form.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a <b>rudimentary description</b> of a piece of set, prop or costume item.	<b>Describes, briefly</b> , a piece of set, prop or costume item.	<b>Describes, generally</b> , a piece of set, prop or costume item typical to the drama / theatre form and the way it was typically used in performance.	<b>Describes</b> a piece of set, prop or costume item typical to the drama / theatre form and the way it was typically used in performance.	<b>Describes, in some detail</b> , a piece of set, prop or costume item typical to the drama / theatre form and the way it was typically used in performance.  <b>Explains, in some detail</b> , how a piece of set, prop or costume item supports wider themes or messages typical of the drama / theatre form.	<b>Describes, in detail</b> , a piece of set, prop or costume item typical to the drama / theatre form and the way it was typically used in performance.  <b>Explains, in detail</b> , how a piece of set, prop or costume item supports wider themes or messages typical of the drama / theatre form.	<b>Explains, with some insight, a connection</b> between a piece of set, prop or costume item and how it was used to support wider themes or messages of the drama / theatre form.	<b>Explains, with insight, a connection</b> between a piece of set, prop or costume item and how it was used to support wider themes or messages of the drama / theatre form.
		Supports the response with <b>limited 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 the use of <b>well-chosen evidence</b> .	Supports the response with the use of <b>well-chosen evidence</b> .

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

Question	Evidence
<b>THREE</b>	<b>Social beliefs and attitudes</b>
(a)	Describes a belief or attitude communicated to a typical audience of the drama / theatre form.
(b)	Describes how this belief or attitude might be communicated in a typical performance.
(c)	Explains the importance of communicating this belief or attitude in the performance.

N1	N2	A3	A4	M5	M6	E7	E8
Gives a <b>rudimentary description</b> of a belief or attitude.	<b>Describes, briefly</b> , how a belief or attitude is shown in a performance.	<b>Describes, generally</b> , how a belief or attitude might be communicated in a typical performance.  Supports the response with <b>limited evidence</b> .	<b>Describes</b> how a belief or attitude might be communicated in a typical performance.  Supports the response with <b>evidence</b> .	<b>Describes, in some detail</b> , how a belief or attitude might be communicated in a typical performance.  <b>Explains</b> the importance or purpose of communicating this belief or attitude typical of the drama / theatre form.  Supports the response with <b>detailed evidence</b> .	<b>Describes, in detail</b> , how a belief or attitude might be communicated in a typical performance.  <b>Explains, in some detail</b> , the importance or purpose of communicating this belief or attitude typical of the drama / theatre form.  Supports the response with <b>detailed evidence</b> .	<b>Explains, with some insight, a connection</b> between a belief or attitude in a typical performance and the wider social / historical context of the drama / theatre form.  Supports the response with the use of <b>well-chosen evidence</b> .	<b>Explains, with insight, a connection</b> between a belief or attitude in a typical performance and the wider social / historical context of the drama / theatre form.  Supports the response with the 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 – 6	7 – 13	14 – 18	19 – 24