

## Assessment Schedule – 2020

### 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
<b>ONE</b>	<b>Character relationships</b>
(a)	Describes how the typical acting style of the form or period would be used by actors to play the two characters in a relationship.
(b)	Discusses how the actors' use of the acting style would communicate the purpose of the relationship.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> the typical acting style of the form or period.</p> <p>OR</p> <p><b>Identifies</b> the purpose of the relationship.</p>	<p><b>Identifies</b> a typical acting style and makes a rudimentary link to the text.</p> <p>OR</p> <p><b>Identifies</b> the purpose of the relationship with a rudimentary link to the text.</p>	<p><b>Describes</b> how the typical acting style would be used by an actor(s) to play at least one character in the relationship.</p> <p>OR</p> <p><b>Simply describes</b> the typical purpose of the relationship in regard to the theatre form.</p> <p>Supports the response with <b>limited</b> reference to <b>evidence</b>.*</p>	<p><b>Describes</b> how the typical acting style would be used by actors to play both characters in the relationship.</p> <p>OR</p> <p><b>Describes</b> the typical purpose of the relationship in regard to the theatre form.</p> <p>Supports the response with <b>evidence</b>.*</p>	<p><b>Explains</b> how the actors' use of the typical acting style would communicate the purpose of the relationship.</p> <p>Supports the response with <b>evidence</b>.*</p>	<p><b>Explains, in detail</b>, how the actors' use of the typical acting style would communicate the purpose of the relationship.</p> <p>Supports the response with <b>detailed evidence</b>.*</p>	<p><b>Discusses, with some perception</b>, how the actors' use of the typical acting style would communicate the purpose of the relationship, <b>making reference to the text's purpose</b>.</p> <p>Supports the response with the use of <b>well-chosen evidence</b>.*</p>	<p><b>Discusses, perceptively</b>, how the actors' use of the typical acting style would communicate the purpose of the relationship, <b>making reference to the text's purpose</b>.</p> <p>Supports the response with the use of <b>well-chosen evidence</b>.*</p>

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

Evidence \*must include reference to the chosen text

Question	Evidence
<b>TWO</b>	<b>Themes and ideas</b>
(a)	Describes an idea or theme typical of the form or period communicated in the chosen text.
(b)	Discusses the impact that this idea or theme would have upon a traditional audience watching a performance of the text.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Identifies</b> an idea or theme typical of the form or period.	<b>Identifies</b> an idea or theme typical of the form or period and makes a rudimentary link to text.	<b>Describes</b> an idea or theme typical of the form or period, communicated in the text.  Supports the response with <b>limited</b> reference to <b>evidence</b> .*	<b>Describes, clearly</b> , an idea or theme typical of the form or period, communicated in the text.  Supports the response with <b>evidence</b> *.	<b>Explains</b> the impact that this idea or theme would have upon a traditional audience.  Supports the response with <b>evidence</b> .*	<b>Explains, in detail</b> , the impact that this idea or theme would have upon a traditional audience.  Supports the response with <b>detailed evidence</b> .*	<b>Discusses, with some perception</b> , the impact that this idea or theme would have upon a traditional audience, <b>making reference to the text's purpose</b> .  Supports the response with the use of <b>well-chosen evidence</b> .*	<b>Discusses, perceptively</b> , the impact that this idea or theme would have upon a traditional audience, <b>making reference to the text's purpose</b> .  Supports the response with the use of <b>well-chosen evidence</b> .*

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

Evidence \*must include reference to the chosen text

Question	Evidence
<b>THREE</b>	<b>Performance conventions</b>
(a)	Describes how a performance convention would be used in a typical performance of the chosen text.
(b)	Discusses the use of this performance convention in revealing the purpose of the chosen text.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> a performance convention typical of the form or period.</p> <p>OR</p> <p><b>Identifies</b> the purpose of the chosen text.</p>	<p><b>Identifies</b> a performance convention typical of the form or period and how it would be used in a performance.</p> <p>OR</p> <p><b>Identifies</b> the typical purpose of the chosen text.</p>	<p><b>Describes or sketches</b> how the performance convention would be used in a typical performance of the chosen text.</p> <p>OR</p> <p><b>Simply describes</b> how the typical purpose of the chosen text is revealed.</p> <p>Supports the response with <b>limited</b> reference to <b>evidence*</b>.</p>	<p><b>Describes or sketches, clearly</b>, how the performance convention would be used in a typical performance of the chosen text.</p> <p>OR</p> <p><b>Describes</b> how the typical purpose of the chosen text is revealed.</p> <p>Supports the response with <b>evidence*</b>.</p>	<p><b>Explains</b> the typical use of this performance convention in revealing the purpose of the chosen text.</p> <p>Supports the response with <b>evidence*</b>.</p>	<p><b>Explains, in detail</b>, the typical use of this performance convention in revealing the purpose of the chosen text.</p> <p>Supports the response with <b>detailed evidence*</b>.</p>	<p><b>Discusses, with some perception</b>, the typical use of this performance convention in revealing the purpose of the chosen text.</p> <p>Supports the response with the use of <b>well-chosen evidence*</b>.</p>	<p><b>Discusses, perceptively</b>, the typical use of this performance convention in revealing the purpose of the chosen text.</p> <p>Supports the response with the use of <b>well-chosen evidence*</b>.</p>

**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 – 19	20 – 24