

## Assessment Schedule – 2022

### Drama: Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period (91514)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period</i> involves explaining the theatre form or period, by making connections between the text and the theatre form or period.	<i>Interpret a text from a prescribed playwright to demonstrate informed knowledge of a theatre form or period</i> involves making detailed connections between the text and the theatre form or period that support a thorough understanding.	<i>Interpret a text from a prescribed playwright to demonstrate perceptive knowledge of a theatre form or period</i> involves making insightful connections between the features of the form, the text's purpose(s), and the wider context.

#### Evidence

Question	Evidence
<b>ONE</b>	<b>Key idea and playwright's purpose</b>
(a)	Explains one way this key idea is communicated to the audience.
(b)	Discusses the playwright's purpose in highlighting this key idea.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Describes, simply</b> , a key idea in the text.	<b>Describes</b> a key idea in the text.	<b>Explains, simply</b> , how a key idea is communicated to the audience.	<b>Explains</b> how a key idea is communicated to the audience.	<b>Explains, in some detail</b> , how a key idea is communicated to the audience.  <i>OR</i> <b>Explains, in some detail</b> , the playwright's purpose in highlighting the key idea.	<b>Explains, in detail</b> , how a key idea is communicated to the audience.  <i>OR</i> <b>Explains, in detail</b> , the playwright's purpose in highlighting the key idea.	<b>Discusses</b> how a key idea is communicated to the audience.  <i>AND</i> <b>Discusses, showing some perception</b> , the playwright's purpose in highlighting the key idea, making connections to the wider context.	<b>Discusses</b> , in detail, how a key idea is communicated to the audience.  <i>AND</i> <b>Discusses, perceptively</b> , the playwright's purpose in highlighting the key idea, making connections to the wider context.
		Supports the response with <b>limited</b> reference to <b>evidence</b> from the chosen text.	Supports the response with <b>evidence</b> from the chosen text.	Supports the response with <b>evidence</b> from the chosen text.	Supports the response with <b>detailed evidence</b> from the chosen text.	Supports the response with <b>well-chosen evidence</b> from the chosen text.	Supports the response with <b>well-chosen evidence</b> from the chosen text.

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

**Evidence**

Question	Evidence
<b>TWO</b>	<b>Character and context</b>
(a)	Explains an important challenge that the identified key character faced in the chosen text.
(b)	Discusses how this key character reflects the social and historical context of the theatre form or period.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Describes, simply</b> , a challenge the character faced in the chosen text.	<b>Describes</b> a challenge the character faced in the chosen text.	<b>Explains, simply</b> , an important challenge the key character faced in the chosen text.	<b>Explains</b> an important challenge the key character faced in the chosen text.	<b>Explains, in some detail</b> , an important challenge the key character faced in the chosen text.  <i>OR</i> <b>Explains, in some detail</b> , how this key character reflects the social and historical context of the theatre form or period.	<b>Explains, in detail</b> , an important challenge the key character faced in the chosen text.  <i>OR</i> <b>Explains, in detail</b> , how this key character reflects the social and historical context of the theatre form or period.	<b>Discusses</b> an important challenge the key character faced in the chosen text.  <i>AND</i> <b>Discusses, showing some perception</b> , how this key character reflects the social and historical context of the theatre form or period, with reference to the wider context.	<b>Discusses</b> , in detail, an important challenge the key character faced in the chosen text.  <i>AND</i> <b>Discusses, perceptively</b> , how this key character reflects the social and historical context of the theatre form or period, with reference to the wider context.
		Supports the response with <b>limited</b> reference to <b>evidence</b> from the chosen text.	Supports the response with <b>evidence</b> from the chosen text.	Supports the response with <b>evidence</b> from the chosen text.	Supports the response with <b>detailed evidence</b> from the chosen text.	Supports the response with <b>well-chosen evidence</b> from the chosen text.	Supports the response with <b>well-chosen evidence</b> from the chosen text.

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

**Evidence**

Question	Evidence
<b>THREE</b>	<b>Technology</b>
(a)	Explains how a technology is typically used in a key moment of a performance of the chosen text.
(b)	Discusses the intended effect of this use of technology on a typical audience of the theatre form or period.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Describes, simply</b> , the typical use of a technology in a performance of the chosen text.	<b>Describes</b> the typical use of a technology in a performance of the chosen text.	<b>Explains, simply</b> , how technology is typically used in a key moment of a performance of the chosen text.	<b>Explains</b> how technology is typically used in a key moment of a performance of the chosen text.	<b>Explains, in some detail</b> , how technology is typically used in a key moment of a performance of the chosen text.  <i>OR</i> <b>Explains, in some detail</b> , the intended effect of this use of technology on a typical audience of the theatre form or period.	<b>Explains, in detail</b> , how technology is typically used in a key moment of a performance of the chosen text.  <i>OR</i> <b>Explains, in detail</b> , the intended effect of this use of technology on a typical audience of the theatre form or period.	<b>Discusses</b> how technology is typically used in a key moment of a performance of the chosen text.  <i>AND</i> <b>Discusses, showing some perception</b> , the intended effect of this use of technology on a typical audience of the theatre form or period, with reference to the wider context.	<b>Discusses, in detail</b> , how technology is typically used in a key moment of a performance of the chosen text.  <i>AND</i> <b>Discusses, perceptively</b> , the intended effect of this use of technology on a typical audience of the theatre form or period, with reference to the wider context.
		Supports the response with <b>limited</b> reference to <b>evidence</b> from the chosen text.	Supports the response with <b>evidence</b> from the chosen text.	Supports the response with <b>evidence</b> from the chosen text.	Supports the response with <b>detailed evidence</b> from the chosen text.	Supports the response with <b>well-chosen evidence</b> from the chosen text.	Supports the response with <b>well-chosen evidence</b> from the chosen text.

**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