

Assessment Schedule – 2024**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 | Action and theme or idea |
| (a) | Describes how a moment of action from the text is typical of the drama / theatre form or period. |
| (b) | Discusses how this action communicates a typical theme or idea. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---------------------------------------|--|---|--|--|---|---|--|
| Identifies a moment of action. | Identifies a moment of action and makes a rudimentary link to the text. | Describes how a moment of action from the text is typical of the drama / theatre form or period. Supports the response with limited reference to evidence from the chosen text . | Describes, clearly , how a moment of action from the text is typical of the drama / theatre form or period. Supports the response with evidence from the chosen text. | Explains how this action communicates a typical theme or idea. Supports the response with evidence from the chosen text. | Explains, in detail , how this action communicates a typical theme or idea. Supports the response with detailed evidence from the chosen text. | Discusses, with some perception , how this action communicates a typical theme or idea, making reference to the text's purpose . Supports the response with the use of well-chosen evidence from the chosen text. | Discusses, perceptively , how this action communicates a typical theme or idea, making reference to the text's purpose. Supports the response with the use of well-chosen evidence from the chosen text. |

N0 = No response; no relevant evidence.

| Question | Evidence |
|------------|--|
| TWO | Status |
| (a) | Describes how the typical acting style would be used to show the status of the character. |
| (b) | Discusses how the status of the character reflects the social/historical context of the chosen drama/theatre form or period. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|---|--|---|--|---|---|--|
| Identifies the status of the character. | Identifies the status of the character and makes a rudimentary link to typical acting style. | Describes how the typical acting style would be used to show the status of the character. Supports the response with limited reference to evidence from the chosen text . | Describes, clearly , how the typical acting style would be used to show the status of the character. Supports the response with evidence from the chosen text. | Explains how the status of the character reflects the social / historical context of the drama / theatre form or period. Supports the response with evidence from the chosen text. | Explains, in detail , how the status of the character reflects the social / historical context of the drama / theatre form or period. Supports the response with detailed evidence from the chosen text. | Discusses, with some perception , how the status of the character reflects the social / historical context of the drama / theatre form or period, making reference to the text's purpose . Supports the response with the use of well-chosen evidence from the chosen text. | Discusses, perceptively , how the status of the character reflects the social / historical context of the drama / theatre form or period, making reference to the text's purpose. Supports the response with the use of well-chosen evidence from the chosen text. |

N0 = No response; no relevant evidence.

| Question | Evidence |
|--------------|---|
| THREE | Conventions |
| (a) | Describes how a convention would be used in a typical performance of the chosen text. |
| (b) | Discusses the purpose of the use of the convention. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--------------------------|--|---|--|--|---|---|--|
| Identifies a convention. | Identifies a convention and makes a rudimentary link to the text. | Describes how the convention would be used in a typical performance of the text. Supports the response with limited reference to evidence from the chosen text . | Describes, clearly , how the convention would be used in a typical performance of the text. Supports the response with evidence from the chosen text. | Explains the purpose of the use of the convention. Supports the response with evidence from the chosen text. | Explains, in detail , the purpose of the use of the convention. Supports the response with detailed evidence from the chosen text. | Discusses, with some perception , the purpose of the use of the convention, making reference to the text's purpose . Supports the response with the use of well-chosen evidence from the chosen text. | Discusses, perceptively , the purpose of the use of the convention, making reference to the text's purpose. Supports the response with the use of well-chosen evidence from the chosen text. |

N0 = No response; no relevant evidence.

Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0–6 | 7–12 | 13–18 | 19–24 |