Assessment Schedule – 2024

Drama: Demonstrate understanding of live drama performance (91518)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of live drama performance involves making connections between the drama components used in the performance and the director's and / or designer's concept.	*Demonstrate informed understanding* involves making detailed connections between the drama components used in the performance and the director's and / or designer's concept.	*Demonstrate perceptive understanding* involves making insightful connections between the drama components used in the performance, the director's and / or designer's concept, and the wider context.

Evidence

Question	Evidence
ONE	**A drama convention**
(a)	Explains how a convention was used in a key moment.
(b)	Discusses what the use of a convention communicated to the audience.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, **simply**, how a convention was used in a key moment. *OR* **Describes**, **simply**, what a convention communicated to the audience.	**Describes** how a convention was used in a key moment. *OR* **Describes** what a convention communicated to the audience.	**Explains**, **simply**, how a convention was used in a key moment. *OR* **Explains**, **simply**, what **the use of** a convention communicated to the audience. Supports the response with **evidence** from the performance.	**Explains** how a convention was used in a key moment. *OR* **Explains** what the use of a convention communicated to the audience. Supports the response with evidence from the performance.	Explains, **in some detail**, how a convention was used in a key moment. *AND* Explains what the use of a convention communicated to the audience. Supports the response with evidence from the performance.	Explains, **in detail**, how a convention was used in a key moment. *AND* Explains, **in detail**, what the use of a convention communicated to the audience. Supports the response with **detailed evidence** from the performance.	**Discusses** how a convention was used in a key moment. *AND* **Discusses**, **showing some perception**, what the use of a convention communicated to the audience. Supports the response with **well-chosen evidence** from the performance.	Discusses, **in detail**, how a convention was used in a key moment. *AND* Discusses, **perceptively**, what the use of a convention communicated to the audience. Supports the response with well-chosen evidence from the performance.

N0 = No response; no relevant evidence.

Question	Evidence
TWO	**Drama techniques and status**
(a)	Explains how an actor used techniques to show a character's status at a specific moment.
(b)	Discusses how status affected the character's relationships.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, **simply**, how an actor used techniques to show a character's status at a specific moment.	**Describes** how an actor used techniques to show a character's status at a specific moment.	**Explains**, **simply**, how an actor used techniques to show a character's status at a specific moment.	**Explains** how an actor used techniques to show a character's status at a specific moment.	Explains, **in some detail**, how an actor used techniques to show a character's status at a specific moment.	Explains, **in detail**, how an actor used techniques to show a character's status at a specific moment.	**Discusses** how an actor used techniques to show a character's status at a specific moment.	Discusses how an actor used techniques to show a character's status at a specific moment.
OR	*OR*	*OR*	*OR*	*AND*	*AND*	*AND*	*AND*
Describes, **simply**, how status affected the character.	**Describes** how status affected the character.	**Explains**, **simply**, how status affected the character's relationships.	**Explains** how status affected the character's relationships.	Explains, **in some detail**, how status affected the character's relationships.	Explains, **in detail**, how status affected the character's relationships.	**Discusses**, **showing some perception**, how status affected the character's relationships.	Discusses, **perceptively**, how status affected the character's relationships.
		Supports the response with **evidence** from the performance.	Supports the response with evidence from the performance.	Supports the response with evidence from the performance.	Supports the response with **detailed evidence** from the performance.	Supports the response with **well-chosen evidence** from the performance.	Supports the response with well-chosen evidence from the performance.

N0 = No response; no relevant evidence.

Question	Evidence
THREE	**Drama technologies and mood**
(a)	Explains how technology was used to create two different moods in the performance.
(b)	Discusses the effectiveness of the use of technology in creating the differences in mood.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, **simply**, how technology was used to create mood.	**Describes** how technology was used to create mood.	**Explains**, **simply**, how technology was used to create **two different moods** in the performance.	**Explains** how technology was used to create two different moods in the performance.	Explains, **in some detail**, how technology was used to create two different moods in the performance.	Explains, **in detail**, how technology was used to create two different moods in the performance.	**Discusses**, **showing some perception**, how technology was used to create two different moods in the performance.	Discusses, **showing perception**, how technology was used to create two different moods in the performance.
OR	*OR*	*OR*	*OR*	*AND*	*AND*	*AND*	*AND*
Describes, **simply**, differences in mood.	**Describes** the **effectiveness of the use of technology** in creating the differences in mood.	**Explains**, **simply**, the effectiveness of the use of technology in creating the differences in mood.	**Explains** the effectiveness of the use of technology in creating the differences in mood.	Explains, **in some detail**, the effectiveness of the use of technology in creating the differences in mood.	Explains, **in detail**, the effectiveness of the use of technology in creating the differences in mood.	**Discusses**, **showing some perception**, the effectiveness of the use of technology in creating the differences in mood.	**Discusses**, **perceptively**, the effectiveness of the use of technology in creating the differences in mood.
		Supports the response with **evidence** from the performance.	Supports the response with evidence from the performance.	Supports the response with evidence from the performance.	Supports the response with **detailed evidence** from the performance.	Supports the response with **well-chosen evidence** from the performance.	Supports the response with well-chosen evidence from the performance.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24