

Assessment Schedule – 2025

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
ONE	A key character and the social and historical context
(a)	How is this character typical of the time and /or place in which the play is set?
(b)	Discuss how the playwright's social and historical context influenced the creation of this character.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , a typical character.	Describes a typical character.	Explains, simply , how a character is typical of the time and /or place in which the play is set. OR Explains, simply , how the playwright's social and historical context influenced the creation of this typical character. Supports the response with limited reference to evidence from the chosen text, which is typical of the theatre form.	Explains how a character is typical of the time and /or place in which the play is set. OR Explains how the playwright's social and historical context influenced the creation of this typical character. Supports the response with evidence from the chosen text, which is typical of the theatre form.	Explains, in some detail , how a character is typical of the time and /or place in which the play is set. OR Explains, in some detail , how the playwright's social and historical context influenced the creation of this typical character. Supports the response with evidence from the chosen text, which is typical of the theatre form.	Explains, in detail , how a character is typical of the time and /or place in which the play is set. OR Explains, in detail , how the playwright's social and historical context influenced the creation of this typical character. Supports the response with detailed evidence from the chosen text, which is typical of the theatre form.	Discusses how a character is typical of the time and /or place in which the play is set. AND Discusses, showing some perception , how the playwright's social and historical context influenced the creation of this character, with reference to the wider context . Supports the response with well-chosen evidence from the chosen text, which is typical of the theatre form.	Discusses, in detail , how a character is typical of the time and /or place in which the play is set. AND Discusses, perceptively , how the playwright's social and historical context influenced the creation of this character, with reference to the wider context. Supports the response with well-chosen evidence from the chosen text, which is typical of the theatre form.

N0 = No response; no relevant evidence.

Evidence

Question	Evidence
TWO	Performance convention
(a)	How would one or more actors typically use this convention in a key moment from your chosen text?
(b)	Discuss how this convention is typical of the style of the theatre form or period.

N1	N2	A3	A4	M5	M6	E7	E8
Describes, simply , how an actor(s) uses a convention.	Describes how an actor(s) uses a convention.	Explains, simply , how an actor(s) would typically use a convention in a key moment. Supports the response with limited reference to evidence from the chosen text, which is typical of the theatre form.	Explains how an actor(s) would typically use a convention in a key moment. Supports the response with evidence from the chosen text, which is typical of the theatre form.	Explains, in some detail , how an actor(s) would typically use a convention in a key moment. <i>OR</i> Explains, in some detail , how this convention is typical of the style of the theatre form or period. Supports the response with evidence from the chosen text, which is typical of the theatre form.	Explains, in detail , how an actor(s) would typically use a convention in a key moment. <i>OR</i> Explains, in detail , how this convention is typical of the style of the theatre form or period. Supports the response with detailed evidence from the chosen text, which is typical of the theatre form.	Discusses how an actor(s) would typically use a convention in a key moment. <i>AND</i> Discusses, showing some perception , how this convention is typical of the style of the theatre form or period, with reference to the wider context . Supports the response with well-chosen evidence from the chosen text, which is typical of the theatre form.	Discusses, in detail , how an actor(s) would typically use a convention in a key moment. <i>AND</i> Discusses, perceptively , how this convention is typical of the style of the theatre form or period, with reference to the wider context. Supports the response with well-chosen evidence from the chosen text, which is typical of the theatre form.

N0 = No response; no relevant evidence.

Evidence

Question	Evidence
THREE	Tension and technology
(a)	How would technology have typically been used to create tension in this moment?
(b)	Discuss how this moment of tension communicates a key idea or theme to the audience.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes, simply, how a technology would typically have been used in a key moment of tension.</p>	<p>Describes how a technology would typically have been used in a key moment of tension.</p>	<p>Explains, simply, how technology would typically have been used to create tension.</p> <p>OR</p> <p>Explains, simply, how this moment of tension communicates a typical key idea or theme to the audience.</p> <p>Supports the response with limited reference to evidence from the chosen text, which is typical of the theatre form.</p>	<p>Explains how technology would typically have been used to create tension.</p> <p>OR</p> <p>Explains how this moment of tension communicates a typical key idea or theme to the audience.</p> <p>Supports the response with evidence from the chosen text, which is typical of the theatre form.</p>	<p>Explains, in some detail, how technology would typically have been used to create tension.</p> <p>OR</p> <p>Explains, in some detail, how this moment of tension communicates a typical key idea or theme to the audience.</p> <p>Supports the response with evidence from the chosen text, which is typical of the theatre form.</p>	<p>Explains, in detail, how technology would typically have been used to create tension.</p> <p>OR</p> <p>Explains, in detail, how this moment of tension communicates a typical key idea or theme to the audience.</p> <p>Supports the response with detailed evidence from the chosen text, which is typical of the theatre form.</p>	<p>Discusses how technology would typically have been used to create tension.</p> <p>AND</p> <p>Discusses, showing some perception, how this moment of tension communicates a key idea or theme to the audience, making connections to the wider context.</p> <p>Supports the response with well-chosen evidence from the chosen text, which is typical of the theatre form.</p>	<p>Discusses, in detail, how technology would typically have been used to create tension.</p> <p>AND</p> <p>Discusses, perceptively, how this moment of tension communicates a key idea or theme to the audience, making connections to the wider context.</p> <p>Supports the response with well-chosen evidence from the chosen text, which is typical of the theatre form.</p>

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