

## Assessment Schedule – 2025

### Drama: Demonstrate understanding of live drama performance (91518)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrate understanding of live drama performance</i> involves making connections between the drama components used in the performance and the director's and/or designer's concept.	<i>Demonstrate informed understanding</i> involves making detailed connections between the drama components used in the performance and the director's and/or designer's concept.	<i>Demonstrate perceptive understanding</i> 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
<b>ONE</b>	<b>A significant event</b>
(a)	Explain how an event or situation in the performance caused significant change.
(b)	Discuss what this change communicated to the audience.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Describes, simply</b> , a change in the performance.	<b>Describes</b> a change in the performance.	<b>Explains, simply</b> , how an event or situation in the performance caused a significant change.	<b>Explains</b> how an event or situation in the performance caused a significant change.	Explains, <b>in some detail</b> , how an event or situation in the performance caused a significant change.	Explains, <b>in detail</b> , how an event or situation in the performance caused a significant change.	<b>Discusses</b> how an event or situation in the performance caused a significant change.	Discusses, <b>in detail</b> , how an event or situation in the performance caused a significant change.
OR <b>Describes, simply</b> , what this change communicated.	OR <b>Describes</b> what this change communicated.	OR <b>Explains, simply</b> , what this change communicated <b>to the audience</b> .	OR <b>Explains</b> what this change communicated to the audience.	AND Explains, <b>in some detail</b> , what this change communicated to the audience.	AND Explains, <b>in detail</b> , what this change communicated to the audience.	AND <b>Discusses, showing some perception</b> , what this change communicated to the audience.	AND Discusses, <b>perceptively</b> , what this change communicated to the audience.
		Supports the response with <b>limited evidence</b> from the performance.	Supports the response with <b>evidence</b> from the performance.	Supports the response with evidence from the performance.	Supports the response with <b>detailed evidence</b> from the performance.	Supports the response with <b>well-chosen evidence</b> from the performance.	Supports the response with well-chosen evidence from the performance.

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

Question	Evidence
<b>TWO</b>	<b>Character motivation</b>
(a)	How did an actor use techniques to show a character’s motivation in a key moment.
(b)	Discuss what the actor’s use of techniques revealed about the character’s motivation.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Describes, simply</b>, how an actor used techniques.</p> <p><i>OR</i></p> <p><b>Describes, simply</b>, the actor’s use of techniques.</p>	<p><b>Describes</b> how an actor used techniques.</p> <p><i>OR</i></p> <p><b>Describes</b> the actor’s use of techniques.</p>	<p><b>Explains, simply</b>, how an actor used techniques to show a character’s motivation in a key moment.</p> <p><i>OR</i></p> <p><b>Explains, simply</b>, what the actor’s use of techniques revealed about the character’s motivation.</p> <p>Supports the response with <b>limited evidence</b> from the performance.</p>	<p><b>Explains</b> how an actor used techniques to show a character’s motivation in a key moment.</p> <p><i>AND</i></p> <p><b>Explains</b> what the actor’s use of techniques revealed about the character’s motivation.</p> <p>Supports the response with <b>evidence</b> from the performance.</p>	<p>Explains, <b>in some detail</b>, how an actor used techniques to show a character’s motivation in a key moment.</p> <p><i>AND</i></p> <p>Explains, <b>in some detail</b>, what the actor’s use of techniques revealed about the character’s motivation.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, <b>in detail</b>, how an actor used techniques to show a character’s motivation in a key moment.</p> <p><i>AND</i></p> <p>Explains, <b>in detail</b>, what the actor’s use of techniques revealed about the character’s motivation.</p> <p>Supports the response with <b>detailed evidence</b> from the performance.</p>	<p><b>Discusses</b> how an actor used techniques to show a character’s motivation in a key moment.</p> <p><i>AND</i></p> <p><b>Discusses, showing some perception</b>, what the actor’s use of techniques revealed about the character’s motivation.</p> <p>Supports the response with <b>well-chosen evidence</b> from the performance.</p>	<p>Discusses, <b>in detail</b>, how an actor used techniques to show a character’s motivation in a key moment.</p> <p><i>AND</i></p> <p>Discusses, <b>perceptively</b>, what the actor’s use of techniques revealed about the character’s motivation.</p> <p>Supports the response with well-chosen evidence from the performance.</p>

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

Question	Evidence
<b>THREE</b>	<b>Drama technologies and transitions</b>
(a)	Explain how technology was used in a scene transition.
(b)	Discuss why this use of technology was effective in creating this transition.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Describes, simply</b>, how technology was used in the performance.</p> <p><i>OR</i></p> <p><b>Describes, simply</b>, how effective this use of technology was.</p>	<p><b>Describes</b> how technology was used in the performance.</p> <p><i>OR</i></p> <p><b>Describes</b> why this use of technology was effective.</p>	<p><b>Explains, simply</b>, how technology was used in a scene transition.</p> <p><i>OR</i></p> <p><b>Explains, simply</b>, why this use of technology was effective in creating this transition.</p> <p>Supports the response with <b>limited evidence</b> from the performance.</p>	<p><b>Explains</b> how technology was used in a scene transition.</p> <p><i>OR</i></p> <p><b>Explains</b> why this use of technology was effective in creating this transition.</p> <p>Supports the response with <b>evidence</b> from the performance.</p>	<p>Explains, <b>in some detail</b>, how technology was used in a scene transition.</p> <p><i>AND</i></p> <p>Explains <b>in some detail</b> why this use of technology was effective in creating this transition.</p> <p>Supports the response with evidence from the performance.</p>	<p>Explains, <b>in detail</b>, how technology was used in a scene transition.</p> <p><i>AND</i></p> <p>Explains, <b>in detail</b>, why this use of technology was effective in creating this transition.</p> <p>Supports the response with <b>detailed evidence</b> from the performance.</p>	<p><b>Discusses</b> how technology was used in a scene transition.</p> <p><i>AND</i></p> <p><b>Discusses, showing some perception</b>, why this use of technology was effective in creating this transition.</p> <p>Supports the response with <b>well-chosen evidence</b> from the performance.</p>	<p>Discusses, <b>in detail</b>, how technology was used in a scene transition.</p> <p><i>AND</i></p> <p>Discusses, <b>perceptively</b>, why this use of technology was effective in creating this transition.</p> <p>Supports the response with well-chosen evidence from the performance.</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