



Drama Assessment Levels



I can do this	9=	8+	8=	8-	7+	7=	7-	6+	6=	6-	5+	5=	5-	4+	4=	4-	3+	3=	3-	2+	2=	2-	1+	1=	1-	F+	F=	F-
Use a variety of dramatic techniques to explore ideas, issues, themes and texts.		Has complete control over an extensive range of Drama Techniques and uses these with highly original and impressive results. Demonstrates an exceptional understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Has control over an extensive range of Drama Techniques and uses these with original and often impressive results. Demonstrates an excellent understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Uses a wide range of Drama with original, creative and sometimes impressive results. Demonstrates a very clear understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Uses a range of Drama techniques with originality and creativity. Demonstrates a clear understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Is able to use a range of Drama techniques with some originality and creativity. Demonstrates a good understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Can recognise and use various different Drama techniques with confidence. Demonstrates a reasonable understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Can recognise and use different Drama techniques with success and growing confidence. Demonstrates some understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Can recognise and use some different Drama techniques with some success (e.g. still image, thought tracking, hot seating). Demonstrates a basic understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.	Can use simple Drama Techniques (e.g. still image & thought tracking) with some success. Demonstrates only a limited understanding and awareness of how Drama can be used to explore ideas, issues, themes and texts.																		
Use theatrical skills in role-play and performance		They apply and adapt effectively an extensive range of practical skills, which they execute creatively in performance work. They are completely committed to the roles they play and the performances they take part in. Any lines set to learn are delivered faultlessly, with creative and confident characterisation.	They apply and adapt effectively a wide range of practical skills, which they execute creatively in performance work. They are fully committed to the roles they play and the performances they take part in. Any lines set to learn are delivered faultlessly, with confident characterisation.	They apply and adapt effectively a range of practical skills, which they execute convincingly in performance work. Fully committed to the roles they play and the performances they take part in. Any lines learnt are delivered confidently, fluently and expressively.	They apply and adapt effectively a range of practical skills, which they execute convincingly in performance work. Committed to the roles they play and the performances they take part in. Any lines learnt are delivered confidently and with appropriate expression.	They apply and adapt a range of practical skills, which they execute well in performance work. Shows a growing commitment to the roles they play and the performances they take part in. Any lines learnt are delivered for the most part confidently and expressively.	They apply and adapt a reasonable range of practical skills, which they execute with some confidence in performance. Can sustain a role for the duration of the performance. Can remember lines with only very occasional lapses.	Can perform a character that shows some thought and is different from themselves. Can sustain a role they have created for most of the performance. Can remember lines with only occasional lapses.	Can perform a character that shows some thought and is different from themselves; however the range of practical skills used may be limited. May struggle to sustain their role throughout the performance. Will remember most lines although there will be lapses.	Can sometimes choose appropriate movement and voice for a simple character. Can struggle to sustain a role they have created for the performance and remember scripted lines.																		
Explore performance styles, genres and the theatrical conventions of the period in which they originated.		They recall, select and communicate a detailed knowledge and very thorough understanding of plays and other types of drama. They demonstrate a comprehensive awareness of the relationships between texts and dramatic styles, and of social context and genre to explore their ideas.	They recall, select and communicate a secure knowledge and thorough understanding of plays and other types of drama. They demonstrate a thorough awareness of the relationships between texts and dramatic styles, and of social context and genre to explore their ideas.	Can recall, select and communicate a growing knowledge and understanding of plays and other types of drama. Shows a very clear awareness of the relationships between texts and dramatic styles, and of social context and genre.	Can recall, select and communicate a very sound knowledge and understanding of plays and other types of drama. Shows a clear awareness of the relationships between texts and dramatic styles, and of social context and genre.	Can recall, select and communicate a sound knowledge and understanding of plays and other types of drama. Shows an awareness of the relationships between texts and dramatic styles, and of social context and genre.	Candidates recall, select and communicate an increasing knowledge and understanding of plays and other types of drama. They are developing awareness of relationships between texts and dramatic styles, and of social context and genre.	Candidates recall, select and communicate some knowledge and understanding of plays and other types of drama. They are beginning to develop an awareness of relationships between texts and dramatic styles, and of social context and genre.	Candidates recall, select and communicate basic knowledge and understanding of plays and other types of drama. They have a superficial awareness of relationships between texts and dramatic styles, and of social context and genre.	Has a limited understanding of different performance texts and theatrical conventions appropriate to genre, style and period.																		
Work collaboratively with others to devise, rehearse and refine Drama		They show a highly developed critical awareness of work in progress. They demonstrate insight and sensitivity in developing practical work both in terms of their own contribution and that of others. They contribute perceptive, original and challenging ideas when devising.	They show a developed critical awareness of work in progress. They demonstrate insight and understanding in developing practical work both in terms of their own contribution and that of others. They contribute perceptive and original ideas when devising.	Very effective at co-operation and compromise. Often takes on a leadership role in the creation of a drama and is instrumental in developing a positive working atmosphere within the group.	Very effective at co-operation and compromise when working with others. Builds positive working relationships with whoever they work with. Suggests ideas for how to develop a drama and builds on those of others.	Effective at co-operation and compromise when working with others. Able to build positive working relationships with whoever they work with. Can suggest ideas for how to develop a drama and can build on those of others.	Contributes ideas confidently within group work and is capable of showing good leadership skills. Works co-operatively and maturely with others.	Will contribute to group work, sharing ideas and linking these with the ideas of others. Works co-operatively with others.	Will make an attempt to contribute to group work, sharing simple ideas and responding to those of others. Usually works co-operatively with others.	Can find it difficult to contribute ideas in a group situation and may adopt a passive role. May struggle to work co-operatively with others.																		

Analyse and evaluate their own work and that of others (written)

Analyse and evaluate their own work

	Highly developed evaluative and reflective skill are evident and consistent. They provide, by reasoned argument, full justifications for all their thoughts and opinions. Drama terminology is used confidently, accurately and appropriately without exception	Well-developed evaluative and reflective skill are evident and consistent. They provide full justifications for all their thoughts and opinions. Drama terminology is used accurately and appropriately without exception.	Responds to questions and feedback in class with very perceptive comments and original and challenging ideas. Is able to reinforce their opinions by making specific reference to moments from their performance work or that of others.	Can respond to questions and feedback in class with perceptive comments and original ideas. Is able to reinforce their opinions by making some specific reference to moments from their performance work or that of others.	Responds to questions and feedback in class intelligently and without encouragement. Shows some critical awareness of work in progress and performance.	Can respond to questions and feedback in class intelligently and without encouragement.	Can respond to questions and feedback in class with comments that show some reflective thought.	With some encouragement, they can respond to simple questions and feedback in class with comments that show basic reflective thought.	Can sometimes struggle to respond to questions. If answers are given these tend to be basic descriptive responses. Struggles to verbally evaluate their work and that of others.
	Written evaluation is outstanding with very perceptive and intelligent comment and reflection across all areas. Work meets all the demands of the highest criteria set.	Written evaluation is outstanding with perceptive and intelligent comment and reflection across all areas. Work frequently meets the demands of the highest criteria set.	Written work demonstrates very clear thought and creativity. Evaluation shows a well -developed critical awareness of work in progress and strengths/weaknesses. Terminology is used accurately and appropriately.	Written work demonstrates clear thought and creativity. Evaluation suggests a critical awareness of work in progress and strengths/weaknesses. Terminology is used accurately and appropriately and there are few errors.	Written work demonstrates some thought and evidence of creativity. Evaluation suggests a critical awareness of work in progress and strengths/weaknesses. Appropriate terminology is used and work is accurate for the most part.	Written evaluation can show some detail, with an awareness of strengths and weaknesses. Written work demonstrates some thought and creativity. Usually achieving the demands of the criteria set in the middle band of the mark scheme.	Written evaluation can be brief, but shows an increasing awareness of strengths and weaknesses. Written work demonstrates some thought achieving the basic demands of the criteria set.	Written evaluation is often brief, shows a basic awareness of strengths and weaknesses. Written work can demonstrate some thought, usually achieving the basic demands of the criteria set.	Written evaluation is basic, with simple statements. Description, rather than evaluation is common. Written tasks are completed at a simple level and will often not fulfil the criteria set.