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| **DRAMA**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 3***  ***Analyse and evaluate a professional drama performance from the prescribed VCE Drama Playlist.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Outlines expressive skill(s), performance skill(s) and/or character(s) evident in the performance | Outlines moments when expressive skills, performance skills and character(s) were evident in the performance | Describes using examples, how and when expressive skills, performance skills and character(s) were evident in the performance | Analyses using examples, when, how and why expressive and performance skills were manipulated to represent character(s) in the performance | Evaluates using examples, when, how and why expressive and performance skills were manipulated in combination to represent character(s) in the performance |
| Outlines convention(s), dramatic element(s) and/or production area(s)  evident in the performance | Outlines moments when conventions, dramatic elements and production areas were evident in the performance | Describes using examples, when and how conventions, dramatic elements and production areas were applied in the performance | Analyses using examples, when, how and why conventions, dramatic elements and production areas were manipulated throughout the performance | Evaluates using examples, when, how and why conventions, dramatic elements and production areas were manipulated throughout the performance |
| Outlines the performance style(s), and/or contemporary drama practices evident in the performance | Outlines moments when performance style(s) and/or contemporary drama practices were evident in the performance | Describes using examples, when and how performance style(s) and contemporary drama practices were evident in the performance | Analyses using examples, when, how and why performance style(s) and contemporary drama practices were evident in the performance | Evaluates using examples, when, how and why performance style(s) and contemporary drama practices were evident in the performance |
| Outlines the actor-audience relationship present in the performance | Outlines specific moments when an actor-audience relationship was established in the performance | Describes using examples, when the actor-audience relationship was established, maintained and/or manipulated in the performance | Analyses using examples, when, how and why the actor-audience relationship was established, maintained and/or manipulated throughout the performance for intended effect(s) | Evaluates using examples, when, how and why the actor-audience relationship was established, maintained and/or manipulated throughout the performance for intended effect(s) |
| Attempts to use drama terminology in aspects of the response(s) | Uses some drama terminology in aspects of the response(s) | Uses some relevant drama terminology throughout the response(s) | Uses relevant drama terminology throughout the response(s) | Integrates relevant drama terminology to enhance response(s) |

KEY to marking scale based on the Outcome contributing 25 marks

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| Very Low 1-5 | Low 6-10 | Medium 11-15 | High 16-20 | Very High 21-25 |