VCE Drama: Performance Descriptors

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| **DRAMA**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 3***  **Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited description of how the stimulus material has been used to develop and create a solo performance. | Partial description of how the stimulus material has been used to develop and create a solo performance. | Adequate description of how the stimulus material has been used to develop and create a solo performance. | Thorough and detailed description of how the stimulus material has been used to develop and create a solo performance. | Perceptive and comprehensive description of how the stimulus material has been used to develop and create a solo performance. |
| Very little analysis of the creative process with little reference to how play-making techniques were used in the creation, development and presentation of a solo performance. | Some analysis and/or evaluation of the creative process, with some references to how play-making techniques were used in the creation, development and presentation of a solo performance. | Satisfactory analysis and/or evaluation of the creative process, including how play-making techniques were used in the creation, development and presentation of a solo performance. | Detailed analysis and evaluation of the creative process, including how play-making techniques were used in the creation, development and presentation of a solo performance. | Astute and convincing analysis and evaluation of the creative process, including how play-making techniques were used in the creation, development and presentation of a solo performance. |
| Very little analysis of how performance styles and conventions, including application of symbol and transformation of character, time and place, were manipulated. | Partially effective analysis and evaluation of how performance styles and conventions, including application of symbol and transformation of character, time and place, were manipulated. | Adequate analysis and/or evaluation of how performance styles and conventions, including application of symbol and transformation of character, time and place, were manipulated. | Well-substantiated analysis and evaluation of how performance styles and conventions, including application of symbol and transformation of character, time and place, were manipulated. | Complex and well-substantiated analysis and evaluation of how performance styles and conventions, including application of symbol and transformation of character, time and place, were manipulated. |
| Limited understanding of the application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance. | Some understanding of the application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance. | Sound understanding of the application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance. | Informed understanding of the application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance. | Comprehensive understanding of the application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance. |
| Minimal understanding of how expressive skills and performance skills were used to communicate character and convey meaning. | Some understanding of how expressive skills and performance skills were used to communicate character and convey meaning. | Satisfactory understanding of how expressive skills and performance skills were used to communicate character and convey meaning. | Thorough understanding of how expressive skills and performance skills were used to communicate character and convey meaning. | Comprehensive and perceptive understanding of how expressive skills and performance skills were used to communicate character and convey meaning. |
| Rudimentary use of relevant drama language. | Some accuracy in use of relevant drama language. | Reasonably accurate use of relevant drama language. | Proficient use of relevant drama language. | Sophisticated and precise use of relevant drama language. |

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 |