VCE Drama: Performance Descriptors

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| **DRAMA**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 2***  **Analyse the use of processes, techniques and skills to create and present  a devised ensemble performance.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited response showing minimal description, analysis and/or evaluation of the play-making techniques used in the development of the ensemble work. | Some response showing limited description, analysis and evaluation of the play-making techniques used in the development of the ensemble work. | Generally well-explained response showing some description, analysis and evaluation of the play-making techniques used in the development of the ensemble work. | Thoughtful response showing detailed description, analysis and evaluation of the play-making techniques used in the development of the ensemble work. | Comprehensive and insightful response showing highly detailed description, analysis and evaluation of the play-making techniques used in the development of the ensemble work. |
| Very limited discussion of the ways the dramatic potential of stimulus material is used to develop characters in the ensemble performance. | Brief discussion of the ways the dramatic potential of stimulus material is used to develop characters in the ensemble performance. | Adequate discussion of the ways the dramatic potential of stimulus material is used to develop characters in the ensemble performance. | Considered discussion of the ways the dramatic potential of stimulus material is used to develop characters in the ensemble performance. | Adept and perceptive discussion of the ways the dramatic potential of stimulus material is used to develop characters in the ensemble performance. |
| Limited discussion of the ways expressive skills and performance skills are manipulated within the ensemble performance. | Some explanation of the ways expressive skills and performance skills are manipulated within the ensemble performance. | Capable analysis and/or evaluation of the ways expressive skills performance skills are manipulated within the ensemble performance. | Thorough analysis and evaluation of the ways expressive skills and performance skills are manipulated within the ensemble performance. | Sophisticated analysis and evaluation of the ways expressive skills and performance skills are manipulated within the ensemble performance. |
| Limited discussion of the ways that performance styles, conventions, dramatic elements and production areas are used in the development and/or presentation of the ensemble performance. | Some discussion of the ways that performance styles, conventions, dramatic elements, production areas are used in the development and presentation of the ensemble performance. | Satisfactory discussion of the ways that performance styles, conventions, dramatic elements and production areas are used in the development and presentation of the ensemble performance. | Detailed discussion of the ways conventions, performance styles, dramatic elements and production areas are used in the development and presentation of the ensemble performance. | Comprehensive discussion of the ways performance styles, conventions, dramatic elements and production areas are used in the development and presentation of the ensemble performance. |
| Limited description of the ensemble performance. The evaluation is not substantiated. | Basic analysis of the ensemble performance. The evaluation is occasionally substantiated. | Generally clear analysis of the ensemble performance. The evaluation is adequately substantiated. | Clear analysis of the ensemble performance. The evaluation is well substantiated. | Astute analysis of the ensemble performance. The evaluation is comprehensive and well substantiated. |
| Very limited use of drama language. | Basic use of drama language. | Reasonably accurate use of drama language. | Confident and accurate use of drama language. | Sophisticated and precise use of 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 |