**Year 11: ASK Yourself!**

**DRAMA: Component 3 – Written Exam 40%**

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|  | **Launching**  **Grades 1-2** | **Developing**  **Grades 3-4** | **Progressing**  **Grades 5-6** | **Mastering**  **Grades 7-9** |
| **K** |  |  | KNOWLEDGE |  |
|  | **Lowest Levels of the Marks I give…** | **Mid-Levels of the Marks I give…** | **Higher Levels of the Marks I give…** | **Highest Levels of the Marks I give…** |
| **SECTION A - 45 Marks** | | | | |
| **Crucible Actor 4 Marks** | Makes suggestion for a characters vocal or physical skill as directed. | Gives 2 examples of a vocal or physical skill | Gives 2 examples of a vocal or physical skill and suggests why. | Gives 2 examples of a vocal or physical skill, links to the text and suggests why. |
| **Crucible Actor  6 Marks** | Makes suggestion for a characters performance skills as directed. | Gives 3 examples of a performance skill and makes some connection to the character’s mood (as directed in the question) | Gives 3 examples of a performance skill and makes some connection to the character’s mood (as directed in the question) and makes links to the text suggests why. | Gives 3 examples of a performance skill and makes some connection to the character’s mood and makes links to the text, quotes it and states why – This will link directly to the mood of the character in the question. |
| **Crucible Director  9 Marks** | * Chooses a design area from the list and may give the wrong number of examples. * You may accidently discuss another design area. * Forget you are a director working with design. * Make a link to the extract given. * You won’t justify decisions. * You use performer terminology. | * Chooses a design area from the list and gives 3 examples. * You make links to the extract * You will suggest you are a ‘director’ * Make a link to the extract given. * Give a fact about 1692 that may link to what you are discussing. * You will start to say ‘why’ you have chosen something, but it may not link. * You use terminology correctly. | * Chooses a design area from the list and gives 3 examples. * You make links to the extract and discuss the impact of the design in this moment. * You will answer as a ‘director’ * Make 3 links to the extract that work with the design area in performance. * Give a fact about 1692 that may link to what you are discussing. * Discuss Arthur Miller within the response. * You justify why you have chosen these ideas. * You use terminology confidently. | * Chooses a design area from the list and gives 3 examples. * You make links to the extract and discuss the impact of the design in this moment. * You will answer as a ‘director’ * Make 3 links to the extract that work with the design area in performance. * Give a fact about 1692 that may link to what you are discussing. * Discuss Arthur Miller within the response. * Your links will be relevant to the point made. * Your directorial decisions will have an audience impact. * You use terminology with faultless confidence. |
| **Crucible Director 12 Marks** | * Answers on the character given. * You will show some knowledge of the character. * Forget you are a director working with actors and state you are the actor. * Give performance skill suggestions. * Only give 1 or 2 examples rather than the 3 required. * You might not make a link to the extract. * You won’t justify decisions. * You will forget to make links to the rest of the play. * You use performer terminology in places. | * Answers on the character given and gives focus to the factual information given in the question. * You make links to the extract & will use some quotes and will show understanding of the character. * You will suggest you are a ‘director’ working with an actor * Begin to discuss the styles of performance and make connections with the rest of the play. * You will start to say ‘why’ you have chosen something, but it may not link. * You are starting to consider the communication with the audience. * You use performer terminology correctly. | * Answers on the character given and gives focus to the factual information given in the question with insight. * You give 3 examples. * You demonstrate knowledge of the character and extract. * You make links to the extract & will give each example a stage direction or line quote. * You will suggest you are a ‘director’ working with an actor and how you will get them to perform with a visual example. * You make connections with the rest of the play and this links to the point discussed. * You will justify why, but these may feel repetitive. * You considering the communication with the audience. * You use performer terminology confidently. | * Answers on the character given and gives focus to the factual information given in the question with insight. * You give 3 detailed examples. * You demonstrate knowledge of the character and extract and link to Miller. * You make links to the extract & will give each example a stage direction or line quote. * You will suggest you are a ‘director’ working with an actor and how you will get them to perform and how this may look with a detailed visual example. * You make connections with the rest of the play and this links to the point discussed. * You considering the communication with the audience and make detailed justification of decisions. * You use performer terminology with faultless confidence. |
| **Crucible Designer 14 Marks** | * You will choose 1 of the design areas. * You will show some knowledge of the design area. * Forget you are a designer working with actors. * Offer design ideas that may not link to the extract or forget there is a whole play to consider. * Only give 1 or 2 examples rather than the 3 required. * You might not make a link to the extract. * You won’t justify decisions. * You will forget to make links to the rest of the play, Miller & 1692 * You use design terminology in places. | * Answers on your chosen design area given in the question. * You make links to the extract & will use some quotes and will show understanding of the design in this moment. * You will suggest you are a ‘designer’ but will consider actors as well. * Begin to discuss the style, time period and genre of performance in relation to your design. * You will start to say ‘why’ you have chosen something, but it may not link. * You are starting to consider the communication with the audience. * You are making reference to the rest of the play, Miller & 1692 * You use design terminology correctly. | * Answers on your chosen design area given in the question with insight. * You make links to the extract & will use some quotes and will show confident understanding of the design in this moment. * You give 3 examples. * You demonstrate knowledge of the design area and how it fits in the extract/play * You discuss the style, time period and genre of performance in relation to your design. * You make links to the extract & will give each example a stage direction or line quote. * You will suggest you are a ‘designer’ and will give visual examples of your designs within the extract. * You make connections with the rest of the play and this links to the point discussed. * You will justify why, but these may feel repetitive. * You considering the communication with the audience. * You use design terminology confidently. | * Answers on your chosen design area given in the question with insight. * You make links to the extract & will quote the extract to show confident understanding of the design in this moment. * You give 3 detailed visual examples. * You demonstrate knowledge of the design area and how it fits in the extract/play. * You make links to the extract and consider the style, time period and genre of the performance * You will give each example a stage direction or line quote which links clearly to the design area. * You will suggest you are a ‘designer’ but will also discuss how your design is brought to life by actors and you will explain how this may look with a detailed visual example. * You make connections with the rest of the play, Miller and 1692 and this links to the point discussed. * You considering the communication with the audience and make detailed justification of decisions. * You use designer terminology with faultless confidence. |
| **SECTION B - 15 Marks** | | | | |
| **Theatre Eval  6 Marks** | * Make suggestions for the design/acting area as directed. * You will usually story-tell rather than discuss the production seen. * You will slightly reference design/acting terminology. * You may not be able to differentiate between ‘evaluate’ or ‘analyse’ | * Give 3 descriptive examples of the design/acting area as directed. * You will answer as a member of the audience. * You may suggested things that happened ‘on stage’ but may story-tell * You will reference design/acting terminology correctly. * You will ‘evaluate’ or ‘analyse’ but not explicitly. | * Give 3 visual examples of the design/acting area as directed. * You will answer as a member of the audience and say how effective or impactful something was. * You will use design/acting terminology confidently. * You will ‘evaluate’ or ‘analyse’ and will ensure this is referenced in the question. | * Give 3 detailed visual examples of the design/acting area as directed. * You will answer as a member of the audience and your examples will link to the impact/effect it had on you and the audience. * You will use design/acting terminology confidently. * You will consistently ‘evaluate’ or ‘analyse’ and will ensure this is referenced in the question. |
| **Theatre Eval  9 Marks** | * Makes suggestions for the design/acting area as directed. * You will usually story-tell rather than discuss the production seen. * You will slightly reference design/acting terminology.   You may not be able to differentiate between ‘evaluate’ or ‘analyse’ | * Give 3 examples of the design/acting area as directed. * You will answer as a member of the audience. * You will address the question but will have aspects where you are story telling some of the examples given. * You may suggested things that happened ‘on stage’ * You will design/acting terminology correctly.   You will ‘evaluate’ or ‘analyse’ but not explicitly. | * Give 3 examples of the design/acting area as directed. * You will answer as a member of the audience. * You will address the question and give examples linked to this. * Your examples will give a visual example of what occurred on stage. * You will use design/acting terminology confidently.   You will ‘evaluate’ or ‘analyse’ and will ensure this is referenced in the question. | * Give 3 examples of the design/acting area as directed. * You will answer as a member of the audience and your examples will link to the impact it had on you and the audience. * You will address the question and give examples linked to this. * Your examples will be detailed in their explanation. * You will use design/acting terminology confidently. * You will consistently ‘evaluate’ or ‘analyse’ and will ensure this is referenced in the question. |