**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.
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| **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.
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| **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.
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| **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.
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| **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.
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