

Drama and Theatre

AS Level H059 01/02/03/04 Process to Performance
Centre Assessment Form

Centre number						Series and Year	June	2	0		
Centre name											
Candidate name							Candidate number				
Candidate role	Acting					Design					

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be completed for each candidate.
- 2 Please ensure that all parts of this form are completed.

	Mark		Teacher commentary
Research report (AO1)	Research report	/20	
Portfolio (AO1)	Portfolio	/20	
Analysis and evaluation (AO4)	Research report and Portfolio	/20	
Intention and communication (AO2)	Performance	/30	
Performance/ Design Skills (AO2)	Performance	/30	
TOTAL (out of 120)			

Signature _____ Date _____

Internal assessment marking grid – research report

Learners are expected to demonstrate their ability to show:

AO1 Research Report	Band 5: 17–20 marks	<p>Highly developed research on the chosen practitioners, demonstrating a highly developed understanding of the social, cultural and historical context of the time they were/are working.</p> <p>Accomplished practical exploration of the exercises on their chosen practitioner.</p> <p>Accomplished practical use of the working methodologies of the chosen practitioner in creating, developing and rehearsing a performance text.</p> <p>Highly developed research into the social, cultural and historical context of the text, performance conditions and the playwright to inform the theatre-making process.</p> <p><i>There is a highly developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	
--------------------------------------	--------------------------------------	---	--

<p>AO1</p> <p>Research Report</p>	<p>Band 4:</p> <p>13–16 marks</p>	<p>Well-developed research on the chosen practitioners, demonstrating a confident understanding of the social, cultural and historical context of the time they were/are working.</p> <p>Confident practical exploration of the exercises on their chosen practitioner.</p> <p>Well-developed practical use of the working methodologies of the chosen practitioner in creating, developing and rehearsing a performance text.</p> <p>Well-developed research into the social, cultural and historical context of the text, performance conditions and the playwright to inform the theatre-making process.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	
<p>AO1</p> <p>Research Report</p>	<p>Band 3:</p> <p>9–12 marks</p>	<p>Competent research on the chosen practitioners, demonstrating a clear understanding of the social, cultural and historical context of the time they were/are working.</p> <p>Competent practical exploration of the exercises on their chosen practitioner.</p> <p>Clear practical use of the working methodologies of the chosen practitioner in creating, developing and rehearsing a performance text.</p> <p>Clear research into the social, cultural and historical context of the text, performance conditions and the playwright to inform the theatre-making process.</p> <p><i>There is a clear line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

<p>AO1</p> <p>Research Report</p>	<p>Band 2:</p> <p>5–8 marks</p>	<p>Basic research on the chosen practitioners, demonstrating a basic understanding of the social, cultural and historical context of the time they were/are working.</p> <p>Basic practical exploration of the exercises on their chosen practitioner.</p> <p>Basic practical use of the working methodologies of the chosen practitioner in creating, developing and rehearsing a performance text.</p> <p>Basic research into the social, cultural and historical context of the text, performance conditions and the playwright to inform the theatre-making process.</p> <p><i>The information has some relevance and is presented with a basic structure. The information is supported by basic evidence.</i></p>	
<p>AO1</p> <p>Research Report</p>	<p>Band 1:</p> <p>1–4 marks</p>	<p>Limited research on the chosen practitioners, demonstrating a limited understanding of the social, cultural and historical context of the time they were/are working.</p> <p>Limited practical exploration of the exercises on their chosen practitioner.</p> <p>Limited practical use of the working methodologies of the chosen practitioner in creating, developing and rehearsing a performance text.</p> <p>Limited research into the social, cultural and historical context of the text, performance conditions and the playwright to inform the theatre-making process.</p> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
<p>AO1</p>	<p>0 marks</p>	<p>No response or no response worthy of credit.</p>	

Internal assessment marking grid – portfolio

Learners are expected to demonstrate their ability to show:

<p>AO1</p> <p>Portfolio</p>	<p>Band 5:</p> <p>17–20 marks</p>	<p>Highly developed connections between the work of others and the development of the performance.</p> <p>Highly developed narrative of the learner’s journey through the creating and developing for a performance from a text to an audience.</p> <p>Accomplished development of an experimental and collaborative approach to creating and developing a performance.</p> <p>Highly developed connections between theory and practice when creating and developing the text performance.</p>	
<p>AO1</p> <p>Portfolio</p>	<p>Band 4:</p> <p>13–16 marks</p>	<p>Well-developed connections between the work of others and the development of the performance.</p> <p>Confident narrative of the learner’s journey through the creating and developing for a performance from a text to an audience.</p> <p>Confident development of an experimental and collaborative approach to creating and developing a performance.</p> <p>Confident connections between theory and practice when creating and developing the text performance.</p>	
<p>AO1</p> <p>Portfolio</p>	<p>Band 3:</p> <p>9–12 marks</p>	<p>Clear connections between the work of others and the development of the performance.</p> <p>Competent narrative of the learner’s journey through the creating and developing for a performance from a text to an audience.</p> <p>Clear development of an experimental and collaborative approach to creating and developing a performance.</p> <p>Clear connections between theory and practice when creating and developing the text performance.</p>	
<p>AO1</p> <p>Portfolio</p>	<p>Band 2:</p> <p>5–8 marks</p>	<p>Basic connections between the work of others and the development of the performance.</p> <p>Basic narrative of the learner’s journey through the creating and developing for a performance from a text to an audience.</p>	

		<p>Basic development of an experimental and collaborative approach to creating and developing a performance.</p> <p>Basic connections between theory and practice when creating and developing the text performance.</p>	
<p>AO1</p> <p>Portfolio</p>	<p>Band 1:</p> <p>1–4 marks</p>	<p>Limited connections between the work of others and the development of the performance.</p> <p>Limited narrative of the learner’s journey through the creating and developing for a performance from a text to an audience.</p> <p>Limited development of an experimental and collaborative approach to creating and developing a performance.</p> <p>Limited connections between theory and practice when creating and developing the text performance.</p>	
<p>AO1</p>	<p>0 marks</p>	<p>No response or no response worthy of credit.</p>	

Internal assessment marking grid – research report and portfolio: analysis and evaluation

Learners are expected to demonstrate their ability to show:

<p>AO4</p> <p>Analysis and Evaluation</p>	<p>Band 5:</p> <p>17–20 marks</p>	<p>Accomplished analytical and evaluative record of exploration of the practitioners' working methods and text exploration.</p> <p>Highly developed evaluation of the learner's own work.</p> <p>Highly developed reflection on the process of creating and rehearsing live theatre.</p> <p>Highly developed analysis of the text and accomplished justification for decisions made during the creating and developing process.</p> <p>Accomplished perceptive analysis of how creative and artistic choices convey meaning to an audience.</p>	
<p>AO4</p> <p>Analysis and Evaluation</p>	<p>Band 4:</p> <p>13–16 marks</p>	<p>Confident analytical and evaluative record of exploration of the practitioners' working methods and text exploration.</p> <p>Well-developed evaluation of the learner's own work.</p> <p>Confident reflection on the process of creating and rehearsing live theatre.</p> <p>Confident analysis of the text and confident justification for decisions made during the creating and developing process.</p> <p>Confident analysis of how creative and artistic choices convey meaning to an audience.</p>	
<p>AO4</p> <p>Analysis and Evaluation</p>	<p>Band 3:</p> <p>9–12 marks</p>	<p>Competent analytical and evaluative record of exploration of the practitioners' working methods and text exploration.</p> <p>Clear evaluation of the learner's own work.</p> <p>Clear reflection on the process of creating and rehearsing live theatre.</p> <p>Clear analysis of the text and clear justification for decisions made during the creating and developing process.</p> <p>Clear analysis of how creative and artistic choices convey meaning to an audience.</p>	

<p>AO4</p> <p>Analysis and Evaluation</p>	<p>Band 2:</p> <p>5 – 8 marks</p>	<p>Basic analytical and evaluative record of exploration of the practitioners' working methods and text exploration.</p> <p>Basic evaluation of the learner's own work.</p> <p>Basic reflection on the process of creating and rehearsing live theatre.</p> <p>Basic analysis of the text and basic justification for decisions made during the creating and developing process.</p> <p>Basic analysis of how creative and artistic choices convey meaning to an audience.</p>	
<p>AO4</p> <p>Analysis and Evaluation</p>	<p>Band 1:</p> <p>1 – 4 marks</p>	<p>Limited analytical and evaluative record of exploration of the practitioners' working methods and text exploration.</p> <p>Limited evaluation of the learner's own work.</p> <p>Limited reflection on the process of creating and rehearsing live theatre.</p> <p>Limited analysis of the text and limited justification for decisions made during the creating and developing process.</p> <p>Limited analysis of how creative and artistic choices convey meaning to an audience.</p>	
<p>AO4</p>	<p>0 marks</p>	<p>No response or no response worthy of credit.</p>	

Internal assessment marking grid – all roles: text performance

Learners are expected to demonstrate their ability to show:

<p>AO2</p> <p>Intention and communication</p>	<p>Band 5:</p> <p>25–30 marks</p>	<p>Accomplished realisation of the piece, demonstrating a highly developed understanding of the demands of the text.</p> <p>Highly developed ability to communicate meaning to an audience with commitment and purpose.</p> <p>Accomplished and highly developed interpretation showing an appreciation of the artistic intention of the playwright or practitioner.</p> <p>Highly developed performance with an accomplished demonstration of the chosen practitioners' style.</p>	
<p>AO2</p> <p>Intention and communication</p>	<p>Band 4:</p> <p>19–24 marks</p>	<p>Confident realisation of the piece, demonstrating a confident understanding of the demands of the text.</p> <p>Confident ability to communicate meaning to an audience with commitment and purpose.</p> <p>A confident and well-developed interpretation showing an appreciation of the artistic intention of the playwright or practitioner.</p> <p>Well-developed performance with a confident demonstration of the chosen practitioners' style.</p>	
<p>AO2</p> <p>Intention and communication</p>	<p>Band 3:</p> <p>13–18 marks</p>	<p>A competent realisation of the piece, demonstrating a clear understanding of the demands of the text.</p> <p>Competent ability to communicate meaning to an audience with commitment and purpose.</p> <p>A competent and clear interpretation showing an appreciation of the artistic intention of the playwright or practitioner.</p> <p>Competent performance with a clear demonstration of the chosen practitioners' style.</p>	
<p>AO2</p> <p>Intention and communication</p>	<p>Band 2:</p> <p>7–12 marks</p>	<p>A basic realisation of the piece, demonstrating an under-developed understanding of the demands of the text.</p> <p>Under-developed ability to communicate meaning to an audience with commitment and purpose.</p>	

		<p>A basic and under-developed interpretation showing an appreciation of the artistic intention of the playwright or practitioner.</p> <p>Under-developed performance with a basic demonstration of the chosen practitioners' style.</p>	
<p>AO2</p> <p>Intention and communication</p>	<p>Band 1:</p> <p>1–6 marks</p>	<p>An ineffective realisation of the piece, demonstrating a limited understanding of the demands of the text.</p> <p>Limited ability to communicate meaning to an audience with commitment and purpose.</p> <p>An ineffective and limited interpretation showing limited appreciation of the artistic intention of the playwright or practitioner.</p> <p>Ineffective performance with a limited demonstration of the chosen practitioners' style.</p>	
<p>AO2</p>	<p>0 marks</p>	<p>No response or no response worthy of credit.</p> <p>The performance time is less than 5 minutes.</p>	

Internal assessment marking grid – performer role: text performance

Learners are expected to demonstrate their ability to show:

<p>AO2</p> <p>Performance Skills</p>	<p>Band 5:</p> <p>25–30 marks</p>	<p>Highly developed characterisations; roles that are highly developed, refined, rigorously rehearsed and demonstrates outstanding rapport with other members of the cast sustained during the performance.</p> <p>Accomplished control of the use of vocal and physical aspects of performance; pitch, tone, inflection and projection consistently excellent throughout the performance.</p> <p>Accomplished ability to create mood and atmosphere, developing tension and relaxation, controlling pacing and stillness with sensitivity.</p> <p>Highly developed contribution to the performance as a whole, sustained during all the extract(s) performed.</p>	
<p>AO2</p> <p>Performance Skills</p>	<p>Band 4:</p> <p>19–24 marks</p>	<p>Well-developed characterisations; roles that are generally well crafted, have been refined, well rehearsed and demonstrates confident rapport with other members of the cast, mostly sustained during the performance.</p> <p>Confident control in the use of vocal and physical aspects of performance; use of pitch, tone, inflection and projection assured throughout much of the performance, but with occasional weaknesses.</p> <p>Well-developed ability to create mood and atmosphere, developing tension and relaxation, contributing to pacing and stillness.</p> <p>Confident contribution to the performance as a whole, sustained during most of the extract(s) performed.</p>	
<p>AO2</p> <p>Performance Skills</p>	<p>Band 3:</p> <p>13–18 marks</p>	<p>Clear characterisations; roles that are generally believable, have some shape, are appropriately rehearsed and demonstrates clear rapport with other members of the cast, sustained during a number of sections of the performance.</p> <p>Competent and mainly clear use of voice; variable use of pitch, tone, inflection and projection throughout much of the performance.</p> <p>Competent ability to help establish the atmosphere of the performance, sometimes developing tension and relaxation, and responding to the leadership of others.</p> <p>Clear contribution to the performance as a whole, sustained during a number of sections in the extract(s) performed.</p>	

<p>AO2</p> <p>Performance Skills</p>	<p>Band 2:</p> <p>7–12 marks</p>	<p>Basic characterisations; roles that are under-developed, have little refinement, may be under-rehearsed and demonstrates basic rapport with other members of the cast, evident during part of the performance.</p> <p>Under-developed use of voice, some clarity and the limited use of pitch, tone, inflection and projection evidenced by obvious weaknesses.</p> <p>Basic ability to support the atmosphere of the performance, but reliant on the leadership of others.</p> <p>Basic contribution to the performance as a whole, evident during part of the extract(s) performed.</p>	
<p>AO2</p> <p>Performance Skills</p>	<p>Band 1:</p> <p>1–6 marks</p>	<p>Limited characterisations; roles that are ineffective, have minimal refinement, are under-rehearsed and demonstrates an ineffective performing relationship with other members of the cast.</p> <p>Ineffective use of voice and projection in performance, little clarity and flawed use of pitch, tone, inflection.</p> <p>Limited ability to engage with the atmosphere of the performance; heavily reliant on the leadership of others.</p> <p>Limited contribution to the performance as a whole, evident during limited parts of the extract(s) performed.</p>	
<p>AO2</p>	<p>0 marks</p>	<p>No response or no response worthy of credit.</p> <p>The performance time is less than 5 minutes.</p>	

Internal assessment marking grid – designer role: text performance

Learners are expected to demonstrate their ability to show:

<p>AO2</p> <p>Design Skills</p>	<p>Band 5:</p> <p>25–30 marks</p>	<p>Highly developed design that has been rigorously honed and refined with accomplished attention to detail.</p> <p>Accomplished technical ability in all aspects of the design, demonstrating well developed technical control in performance.</p> <p>Highly developed design suitable for the mood and atmosphere of the performance text it supports and is instrumental in achieving the intended effect.</p> <p>Highly developed contribution to the performance as a whole, sustained during the extract(s) performed.</p>	
<p>AO2</p> <p>Design Skills</p>	<p>Band 4:</p> <p>19–24 marks</p>	<p>Well-developed design that has been effectively refined with close attention to detail.</p> <p>Confident technical ability in most aspects of the design, demonstrating well-developed technical control in performance.</p> <p>Well-developed design suitable for the mood and atmosphere of the performance text it supports and is effective in achieving the intended effect.</p> <p>Confident contribution to the performance as a whole, mostly sustained during the extract(s) performed.</p>	
<p>AO2</p> <p>Design Skills</p>	<p>Band 3:</p> <p>13–18 marks</p>	<p>Competent design that has been prepared with clear attention to detail.</p> <p>Competent technical ability in some aspects of the design, demonstrating clear technical control in performance.</p> <p>Clear design broadly suitable for the mood and atmosphere of the performance text it supports and contributes to achieving the intended effect.</p> <p>Clear contribution to the performance as a whole, sustained during a number of sections of the extract(s) performed.</p>	

<p>AO2</p> <p>Design Skills</p>	<p>Band 2:</p> <p>7–12 marks</p>	<p>Basic design that has been under developed with some attention to detail.</p> <p>Basic technical ability in the design, demonstrating basic technical control in performance.</p> <p>Under-developed design with basic suitability for the mood and atmosphere of the performance text.</p> <p>Basic contribution to the performance as a whole, evident during part of the extract(s) performed.</p>	
<p>AO2</p> <p>Design Skills</p>	<p>Band 1:</p> <p>1–6 marks</p>	<p>Limited design that is ineffectively developed with limited attention to detail.</p> <p>Limited technical ability in the design, demonstrating ineffective technical control in performance.</p> <p>Ineffective design with limited suitability for the mood and atmosphere of the performance text.</p> <p>Limited contribution to the performance as a whole, evident during limited parts of the extract(s) performed.</p>	
<p>AO2</p>	<p>0 marks</p>	<p>No response or no response worthy of credit.</p> <p>The performance time is less than 5 minutes.</p>	