

Assessment criteria for portfolio

Level	Mark	Descriptor (AO1): Creating and developing ideas to communicate meaning as part of theatre-making process (portfolio)
	0	No rewardable material
Level 1	1–4	Limited <ul style="list-style-type: none"> Limited reference to relevant research, contexts and live theatre, resulting in superficial decision making. Basic depth and range of research undertaken and contexts explored. Superficial understanding of how aims and intentions are created through the devising process, demonstrated through limited development of independent ideas. Basic understanding of the key extract placed in the context of the whole performance text.
Level 2	5–8	General <ul style="list-style-type: none"> Generally sound reference to relevant research, contexts and live theatre used to inform appropriate decision making. Adequate depth and range of research undertaken and contexts explored. Generally sound understanding of how aims and intentions are created through the devising process, demonstrated through emerging development of independent ideas. Adequate understanding of the key extract placed in the context of the whole performance text.
Level 3	9–12	Competent <ul style="list-style-type: none"> Secure reference to relevant research, contexts and live theatre used to inform competent decision making. Consistent depth and range of research undertaken and contexts explored. Competent understanding of how aims and intentions are created through the devising process, demonstrated through consistent development of independent ideas. Secure understanding of the key extract placed in the context of the whole performance text.
Level 4	13–16	Assured <ul style="list-style-type: none"> Assured reference to relevant research, contexts and live theatre used to inform effective decision making. Comprehensive depth and range of research undertaken and contexts explored. Confident understanding of how aims and intentions are created through the devising process, demonstrated through assured development of independent ideas. Assured understanding of the key extract placed in the context of the whole performance text.

Level	Mark	Descriptor (AO1): Creating and developing ideas to communicate meaning as part of theatre-making process (portfolio)
Level 5	17–20	<p>Sophisticated</p> <ul style="list-style-type: none"> Accomplished reference to relevant research, contexts and live theatre used to inform perceptive decision making. Sophisticated depth and range of research undertaken and contexts explored. Perceptive understanding of how aims and intentions are created through the devising process, demonstrated through sophisticated development of independent ideas. Perceptive understanding of the key extract placed in the context of the whole performance text.

Level	Mark	Descriptor (AO1): Making connections between dramatic theory and practice (portfolio)
	0	No rewardable material
Level 1	1–4	Limited <ul style="list-style-type: none"> • Superficial knowledge and understanding of the work and methodologies of the chosen practitioner. Makes superficial connections when applying practitioner’s methodologies to own practice. • Basic ability to refine and amend work through the development process in order to realise creative intentions. • Use of subject terminology is limited and/or inaccurate.
Level 2	5–8	General <ul style="list-style-type: none"> • Reasonably sound knowledge and understanding of the work and methodologies of the chosen practitioner. Makes generally appropriate connections when applying practitioner’s methodologies to own practice. • Emerging ability to refine and amend work through the development process in order to realise creative intentions. • Use of subject terminology is generally accurate.
Level 3	9–12	Competent <ul style="list-style-type: none"> • Secure knowledge and understanding of the work and methodologies of the chosen practitioner. Competent connections made when applying practitioner’s methodologies to own practice. • Consistent ability to refine and amend work through the development process in order to realise creative intentions. • Use of subject terminology is competent and accurate.
Level 4	13–16	Assured <ul style="list-style-type: none"> • Confident knowledge and understanding of the work and methodologies of the chosen practitioner. Makes assured connections when applying practitioner’s methodologies to own practice. • Comprehensive ability to refine and amend work through the development process in order to realise creative intentions. • Use of subject terminology is assured.
Level 5	17–20	Sophisticated <ul style="list-style-type: none"> • Sophisticated knowledge and understanding of the work and methodologies of the chosen practitioner. Makes perceptive connections when applying practitioner’s methodologies to own practice. • Perceptive ability to refine and amend work through the development process in order to realise creative intentions. • Use of subject terminology is accomplished.

Marking instructions

In AO4, analysis is required in order to reach evaluative judgements and conclusions in the context of student's own work.

Evidence presented should show a *balanced consideration* between analysis and evaluation, and marks are equally distributed across these two elements.

Responses that demonstrate isolated analysis without leading to evaluation can only achieve a maximum of 4 marks.

Level	Mark	Descriptor (AO4): Analysing and evaluating their own work (portfolio)
	0	No rewardable material
Level 1	1–4	Limited <ul style="list-style-type: none">• Superficial analysis of their personal contribution to the process of exploring and realising artistic intentions, application of performance/design skills to create impact on an audience and collaboration with other theatre makers.• Struggles to offer evaluation demonstrating limited ability to formulate and justify personal judgements of how ideas, meaning and impact are created through application of skills and collaboration.• Uneven treatment of analysis and evaluation resulting in a limited overall response.
Level 2	5–8	General <ul style="list-style-type: none">• Clear analysis of their personal contribution to the process of exploring and realising artistic intentions, application of performance/design skills to create impact on an audience and collaboration with other theatre makers.• Offers partial evaluation demonstrating emerging ability to formulate and justify personal judgements of how ideas, meaning and impact are created through application of skills and collaboration.• Partially balanced treatment of analysis and evaluation resulting in a clear overall response.
Level 3	9–12	Competent <ul style="list-style-type: none">• Competent analysis of their personal contribution to the process of exploring and realising artistic intentions, application of performance/design skills to create impact on an audience and collaboration with other theatre makers.• Offers consistent evaluation demonstrating competent ability to formulate and justify personal judgements of how ideas, meaning and impact are created through application of skills and collaboration.• Mostly balanced treatment of analysis and evaluation resulting in a competent overall response.

Level	Mark	Descriptor (AO4): Analysing and evaluating their own work (portfolio)
Level 4	13–16	Assured <ul style="list-style-type: none"> Assured analysis of their personal contribution to the process of exploring and realising artistic intentions, application of performance/design skills to create impact on an audience and collaboration with other theatre makers. Comprehensive evaluation demonstrating assured ability to formulate and justify personal judgements of how ideas, meaning and impact are created through application of skills and collaboration. Balanced treatment of analysis and evaluation resulting in an effective overall response.
Level 5	17–20	Sophisticated <ul style="list-style-type: none"> Accomplished analysis of their personal contribution to the process of exploring and realising artistic intentions, application of performance/design skills to create impact on an audience and collaboration with other theatre makers. Perceptive evaluation demonstrating sophisticated ability to formulate and justify personal judgements of how ideas, meaning and impact are created through application of skills and collaboration Fully balanced treatment of analysis and evaluation resulting in a secure overall response.

Assessment criteria for devised performance: performers

Level	Mark	Descriptor (AO2): Group performance – vocal and physical skills (performers)
	0	No rewardable material
Level 1	1–2	Limited <ul style="list-style-type: none"> Performance is often inappropriate or inconsistent, showing a lack of variety, range and control, with superficial understanding of how creative choices communicate meaning to the audience. Basic technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Limited technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).
Level 2	3–4	General <ul style="list-style-type: none"> Performance is generally appropriate and consistent, showing emerging variety, range and control, with generally appropriate understanding of how creative choices communicate meaning to the audience. Generally sound technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Generally sound technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships). Any performance under the regulatory minimum performance time cannot progress beyond the top of Level 2.
Level 3	5–6	Competent <ul style="list-style-type: none"> Performance is appropriate and consistent, showing clear variety, range and control, with competent understanding of how creative choices communicate meaning to the audience. Competent technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Competent technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).
Level 4	7–8	Assured <ul style="list-style-type: none"> Performance is pertinent and comprehensive, showing effective variety, range and control throughout, with secure understanding of how creative choices communicate meaning to the audience. Assured technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Assured technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).

Level	Mark	Descriptor (AO2): Group performance – vocal and physical skills (performers)
Level 5	9–10	<p>Sophisticated</p> <ul style="list-style-type: none"> • Performance is perceptively integrated, sophisticated and dynamic, showing skilful variety, range and control throughout, with an accomplished understanding of how creative choices communicate meaning to the audience. • Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). • Sophisticated technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).

Level	Mark	Descriptor (AO2): Group performance – use of characterisation and communication to realise artistic intentions (performers)
	0	No rewardable material
Level 1	1–2	Limited <ul style="list-style-type: none"> Characterisation demonstrates a basic understanding of the role(s) and practitioner methodologies. Performance has limited credibility and consistency. Superficial rapport and inconsistent communication with audience/other performers, shown through lack of ease and awareness. Basic contribution to the performance as a whole and realisation of the group’s artistic intentions. Performance overall has limited impact and lacks energy and commitment.
Level 2	3–4	General <ul style="list-style-type: none"> Characterisation demonstrates a generally sound understanding of the role(s) and practitioner methodologies. Performance has some credibility and consistency. Generally sound rapport and communication with audience/other performers, shown through emerging ease and awareness. Generally sound contribution to the performance as a whole and realisation of the group artistic intention. Performance overall has emerging impact through some sound energy and commitment. Any performance under the regulatory minimum performance time cannot progress beyond the top of Level 2.
Level 3	5–6	Competent <ul style="list-style-type: none"> Characterisation demonstrates a competent understanding of the role(s) and practitioner methodologies. Performance has clear credibility and consistency. Clear rapport and communication with audience/other performers, shown through secure ease and awareness. Competent contribution to the performance as a whole and realisation of the group artistic. Performance overall has clear impact through consistent energy and commitment.
Level 4	7–8	Assured <ul style="list-style-type: none"> Characterisation demonstrates an assured understanding of the role(s) and practitioner methodologies. Performance has secure credibility and consistency. Effective rapport and assured communication with audience/other performers, shown through assured ease and awareness throughout. Assured contribution to the performance as a whole and realisation of the group artistic intention. Performance overall has effective impact through comprehensive energy and commitment.

Level	Mark	Descriptor (AO2): Group performance – use of characterisation and communication to realise artistic intentions (performers)
Level 5	9–10	<p>Sophisticated</p> <ul style="list-style-type: none"> • Characterisation demonstrates a perceptive understanding of the role(s) and practitioner methodologies. Performance has accomplished credibility and consistency. • Accomplished rapport and sophisticated communication with audience/other performers, shown through highly-effective ease and awareness. • Accomplished contribution to the realisation of the performance as a whole and group artistic intention. Performance overall is dynamic and skilfully creates impact through highly-engaging energy and commitment.

Assessment criteria for devised performance: designers

Level	Mark	Descriptor (AO2): Group performance – design skills (designers)
	0	No rewardable material
Level 1	1–2	Limited <ul style="list-style-type: none"> Creates a basic design, demonstrating limited ability to apply design skills. Design is inappropriate and/or unsympathetic to the devised work. Design shows basic consideration of the practical application of materials and production elements in performance. Superficial ability to design effectively within time and resource constraints.
Level 2	3–4	General <ul style="list-style-type: none"> Creates a generally appropriate design, demonstrating emerging ability to apply design skills. Design is generally appropriate and/or sympathetic to the devised work. Design shows generally sound consideration of the practical application of materials and production elements in performance. Emerging ability to design effectively within time and resource constraints. Any design realisation under the regulatory minimum performance time cannot progress beyond the top of Level 2.
Level 3	5–6	Competent <ul style="list-style-type: none"> Creates a clear design, demonstrating secure ability to apply design skills. Design is clearly appropriate and/or sympathetic to the devised work. Design shows consistent consideration of the practical application of materials and production elements in performance. Competent ability to design effectively within time and resource constraints.
Level 4	7–8	Assured <ul style="list-style-type: none"> Creates an effective design, demonstrating secure ability to apply design skills. Design is pertinent and fully sympathetic to the devised work. Design shows assured consideration of the practical application of materials and production elements in performance. Comprehensive ability to design effectively within time and resource constraints.
Level 5	9–10	Sophisticated <ul style="list-style-type: none"> Creates an engaging design demonstrating accomplished ability to apply design skills. Design perceptively integrates with the devised work in an innovative way. Design shows perceptive consideration of the practical application of materials and production elements in performance. Accomplished ability to design effectively within time and resource constraints.

Level	Mark	Descriptor (AO2): Group performance – communication, context and realisation of artistic intention (designers)
	0	No rewardable material
Level 1	1–2	Limited <ul style="list-style-type: none"> • Design shows a limited understanding of how creative choices create impact and communicate meaning to the audience. • Design shows a superficial understanding of its function and purpose within the performance. • Limited ability to develop a design that supports the creative intent of the performance as a whole. Design overall has limited impact, showing a lack of engagement and commitment to the performance.
Level 2	3–4	General <ul style="list-style-type: none"> • Design shows an emerging understanding of how creative choices create impact and communicate meaning to the audience. • Design shows a generally sound understanding of its function and purpose within the performance. • Generally sound ability to develop a design that supports the creative intent of the performance as a whole. Design overall has emerging impact, showing some sound engagement and commitment to the performance. Any design realisation under the regulatory minimum performance time cannot progress beyond the top of Level 2.
Level 3	5–6	Competent <ul style="list-style-type: none"> • Design shows a secure understanding of how creative choices create impact and communicate meaning to the audience. • Design shows competent understanding of its function and purpose within the performance. • Consistent ability to develop a design that supports the creative intent of the performance as a whole. Design overall has clear impact, showing consistent engagement and commitment to the performance.
Level 4	7–8	Assured <ul style="list-style-type: none"> • Design shows an effective understanding of how creative choices create impact and communicate meaning to the audience. • Design shows an assured understanding of its function and purpose within the performance. • Comprehensive ability to develop a design that supports the creative intent of the performance as a whole. Design overall has effective impact, showing comprehensive engagement and commitment to the performance.

Level	Mark	Descriptor (AO2): Group performance – communication, context and realisation of artistic intention (designers)
Level 5	9–10	<p>Sophisticated</p> <ul style="list-style-type: none"> • Design shows a sophisticated understanding of how creative choices create impact and communicate meaning to the audience. • Design shows a perceptive understanding of its function and purpose within the performance. • Accomplished ability to develop a design that supports the creative intent of the performance as a whole. Design overall is dynamic and skilfully creates impact, showing full engagement and commitment to the performance.