

## Non-examination Assessment criteria

Visiting examiners will use the following assessment criteria to mark students' work. Each mark grid identifies which Assessment Objective is being targeted.

### Assessment criteria for group performance: performers

Level	Mark	Descriptor (AO2): Group performance – vocal and physical skills (performers)
	0	No rewardable material
<b>Level 1</b>	1–2	<b>Limited</b> <ul style="list-style-type: none"> <li>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.</li> <li>Basic technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).</li> <li>Limited technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).</li> </ul>
<b>Level 2</b>	3–4	<b>General</b> <ul style="list-style-type: none"> <li>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.</li> <li>Generally sound technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).</li> <li>Generally sound technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).</li> </ul>
<b>Level 3</b>	5–7	<b>Competent</b> <ul style="list-style-type: none"> <li>Performance is appropriate and consistent, showing clear variety, range and control, with competent understanding of how creative choices communicate meaning to the audience.</li> <li>Competent technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).</li> <li>Competent technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).</li> </ul>
<b>Level 4</b>	8–10	<b>Assured</b> <ul style="list-style-type: none"> <li>Performance is pertinent and comprehensive, showing effective variety, range and control throughout, with confident understanding of how creative choices communicate meaning to the audience.</li> <li>Assured technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).</li> <li>Assured technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).</li> </ul>

Level	Mark	Descriptor (AO2): Group performance – vocal and physical skills (performers)
Level 5	11–12	<b>Sophisticated</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).</li> <li>• Sophisticated technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).</li> </ul>

Level	Mark	Descriptor (AO2): Group performance – characterisation and communication (performers)
	0	No rewardable material
<b>Level 1</b>	1–2	<b>Limited</b> <ul style="list-style-type: none"> <li>Characterisation demonstrates a basic understanding of the role and its context within the performance, showing limited credibility and consistency.</li> <li>Characterisation lacks clarity, with obvious lapses in focus and confidence.</li> <li>Superficial rapport and inconsistent communication with audience/other performers shown through lack of ease and awareness.</li> </ul>
<b>Level 2</b>	3–4	<b>General</b> <ul style="list-style-type: none"> <li>Characterisation demonstrates a generally sound understanding of the role and its context within the performance, showing emerging credibility and consistency.</li> <li>Characterisation is generally clear, showing emerging focus and confidence.</li> <li>Generally sound rapport and communication with audience/other performers, shown through emerging ease and awareness.</li> </ul>
<b>Level 3</b>	5–7	<b>Competent</b> <ul style="list-style-type: none"> <li>Characterisation demonstrates a competent understanding of the role and its context within the performance, shown by clear credibility and consistency.</li> <li>Characterisation is sustained, showing clear focus and confidence.</li> <li>Clear rapport and communication with audience/other performers, shown through secure ease and awareness.</li> </ul>
<b>Level 4</b>	8–10	<b>Assured</b> <ul style="list-style-type: none"> <li>Characterisation demonstrates an assured understanding of the role and its context within the performance, showing secure credibility and consistency.</li> <li>Characterisation is effective, showing secure focus and confidence.</li> <li>Effective rapport and assured communication with audience/other performers, shown through assured ease and awareness throughout.</li> </ul>
<b>Level 5</b>	11–12	<b>Sophisticated</b> <ul style="list-style-type: none"> <li>Characterisation demonstrates a perceptive understanding of the role and its context within the performance, shown by accomplished credibility and consistency.</li> <li>Characterisation is skilful and highly engaging, showing accomplished focus and confidence.</li> <li>Accomplished rapport and sophisticated communication with audience/other performers, shown through highly-effective ease and awareness.</li> </ul>

Level	Mark	Descriptor (AO2): Group performance – interpretation and realisation of artistic intentions (performers)
	0	No rewardable material
<b>Level 1</b>	1–2	<b>Limited</b> <ul style="list-style-type: none"> <li>• Demonstrates a superficial interpretation of the text in performance, showing a limited understanding of playwright's intentions.</li> <li>• Performance demonstrates inconsistent understanding of language, style, genre and theatrical conventions.</li> <li>• 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.</li> </ul>
<b>Level 2</b>	3–4	<b>General</b> <ul style="list-style-type: none"> <li>• Demonstrates an emerging interpretation of the text in performance, showing generally sound understanding of playwright's intentions.</li> <li>• Performance demonstrates generally sound understanding of language, style, genre and theatrical conventions.</li> <li>• Generally sound contribution to the performance as a whole and realisation of the group artistic intention. Performance overall has emerging impact through clear energy and commitment.</li> </ul>
<b>Level 3</b>	5–7	<b>Competent</b> <ul style="list-style-type: none"> <li>• Demonstrates a clear interpretation of the text in performance, showing competent understanding of playwright's intentions.</li> <li>• Performance demonstrates competent understanding of language, style, genre and theatrical conventions.</li> <li>• Clear contribution to the performance as a whole and realisation of the group artistic intention. Performance overall has clear impact through consistent energy and commitment.</li> </ul>
<b>Level 4</b>	8–10	<b>Assured</b> <ul style="list-style-type: none"> <li>• Demonstrates an effective interpretation of the text in performance, showing an assured understanding of playwright's intentions.</li> <li>• Performance demonstrates a comprehensive understanding of language, style, genre and theatrical conventions.</li> <li>• 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.</li> </ul>
<b>Level 5</b>	11–12	<b>Sophisticated</b> <ul style="list-style-type: none"> <li>• Demonstrates a sophisticated interpretation of the text in performance, showing a perceptive understanding of playwright's intentions.</li> <li>• Performance demonstrates perceptive understanding of language, style, genre and theatrical conventions.</li> <li>• Accomplished contribution to the performance as a whole and realisation of the group artistic intention. Performance overall is dynamic and skilfully creates impact through highly-engaging energy and commitment.</li> </ul>

## Assessment criteria for group performance: designers

Level	Mark	Descriptor (AO2): Group performance – design skills (designers)
	0	No rewardable material
<b>Level 1</b>	1–2	<b>Limited</b> <ul style="list-style-type: none"> <li>Creates a basic and uneven design, demonstrating limited ability to apply design skills.</li> <li>Design shows basic consideration of the practical application of materials and production elements in performance.</li> <li>Superficial ability to design effectively within time and resource constraints.</li> </ul>
<b>Level 2</b>	3–4	<b>General</b> <ul style="list-style-type: none"> <li>Creates a generally cohesive design, demonstrating emerging ability to apply design skills.</li> <li>Design shows generally sound consideration of the practical application of materials and production elements in performance.</li> <li>Emerging ability to design effectively within time and resource constraints.</li> </ul>
<b>Level 3</b>	5–7	<b>Competent</b> <ul style="list-style-type: none"> <li>Creates a cohesive design, demonstrating secure ability apply design skills.</li> <li>Design shows consistent consideration of the practical application of materials and production elements in performance.</li> <li>Competent ability to design effectively within time and resource constraints.</li> </ul>
<b>Level 4</b>	8–10	<b>Assured</b> <ul style="list-style-type: none"> <li>Creates an effective design, demonstrating secure ability to apply design skills.</li> <li>Design shows assured consideration of the practical application of materials and production elements in performance.</li> <li>Comprehensive ability to design effectively within time and resource constraints.</li> </ul>
<b>Level 5</b>	11–12	<b>Sophisticated</b> <ul style="list-style-type: none"> <li>Creates an engaging design, demonstrating accomplished ability to apply design skills.</li> <li>Design shows perceptive consideration of the practical application of materials and production elements in performance.</li> <li>Accomplished ability to design effectively within time and resource constraints.</li> </ul>

Level	Mark	Descriptor (AO2): Group performance – design in context and communication (designers)
	0	No rewardable material
<b>Level 1</b>	1–2	<b>Limited</b> <ul style="list-style-type: none"> <li>• Design shows a superficial understanding of its function and purpose within the performance.</li> <li>• Design is inappropriate and/or unsympathetic to the text.</li> <li>• Design shows a limited understanding of how creative choices create impact and communicate meaning to the audience.</li> </ul>
<b>Level 2</b>	3–4	<b>General</b> <ul style="list-style-type: none"> <li>• Design shows a generally sound understanding of its function and purpose within the performance.</li> <li>• Design is generally appropriate and/or sympathetic to the text.</li> <li>• Design shows an emerging understanding of how creative choices create impact and communicate meaning to the audience.</li> </ul>
<b>Level 3</b>	5–7	<b>Competent</b> <ul style="list-style-type: none"> <li>• Design shows competent understanding of its function and purpose within the performance.</li> <li>• Design is clearly appropriate and/or sympathetic to the text.</li> <li>• Design shows a secure understanding of how creative choices create impact and communicate meaning to the audience.</li> </ul>
<b>Level 4</b>	8–10	<b>Assured</b> <ul style="list-style-type: none"> <li>• Design shows an assured understanding of its function and purpose within the performance.</li> <li>• Design is pertinent and fully sympathetic to the text.</li> <li>• Design shows an effective understanding of how creative choices create impact and communicate meaning to the audience.</li> </ul>
<b>Level 5</b>	11–12	<b>Sophisticated</b> <ul style="list-style-type: none"> <li>• Design shows a perceptive understanding of its function and purpose within the performance.</li> <li>• Design perceptively integrates with text in an innovative way.</li> <li>• Design shows a sophisticated understanding of how creative choices create impact and communicate meaning to the audience.</li> </ul>

Level	Mark	Descriptor (AO2): Group performance – interpretation and realisation of artistic intentions (designers)
	0	No rewardable material
<b>Level 1</b>	1–2	<b>Limited</b> <ul style="list-style-type: none"> <li>• Demonstrates a superficial interpretation of the text in performance, showing a limited understanding of playwright’s intentions.</li> <li>• Design demonstrates inconsistent understanding of structure, style, genre and theatrical conventions.</li> <li>• 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.</li> </ul>
<b>Level 2</b>	3–4	<b>General</b> <ul style="list-style-type: none"> <li>• Demonstrates an emerging interpretation of the text in performance, showing generally sound understanding of playwright’s intentions.</li> <li>• Design demonstrates generally sound understanding of structure, style, genre and theatrical conventions.</li> <li>• 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.</li> </ul>
<b>Level 3</b>	5–7	<b>Competent</b> <ul style="list-style-type: none"> <li>• Demonstrates a clear interpretation of the text in performance, showing competent understanding of playwright’s intentions.</li> <li>• Design demonstrates competent understanding of structure, style, genre and theatrical conventions.</li> <li>• 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.</li> </ul>
<b>Level 4</b>	8–10	<b>Assured</b> <ul style="list-style-type: none"> <li>• Demonstrates a secure interpretation of the text in performance, shown by secure understanding of playwright’s intentions.</li> <li>• Design demonstrates comprehensive understanding of structure, style, genre and theatrical conventions.</li> <li>• Assured 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.</li> </ul>

Level	Mark	Descriptor (AO2): Group performance – interpretation and realisation of artistic intentions (designers)
Level 5	11–12	<p><b>Sophisticated</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a sophisticated interpretation of the text in performance, showing a perceptive understanding of playwright’s intentions.</li> <li>• Design demonstrates perceptive understanding of structure, style, genre and theatrical conventions.</li> <li>• 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.</li> </ul>



## Assessment criteria for monologue or duologue performance

Level	Mark	Descriptor (AO2): Mono/duo performance (performers)
	0	No rewardable material
<b>Level 1</b>	1–4	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Basic technical control in the use of vocal and physical techniques (clarity, pace, inflection, pitch, projection/gesture, stillness, stance, contact, use of space and spatial relationships). Performance is often inappropriate or inconsistent, showing a lack of variety, range and control.</li> <li>• Characterisation demonstrates a superficial understanding of the role and its context within the performance.</li> <li>• Superficial rapport and inconsistent communication with audience/other performer, shown through lack of ease and awareness.</li> <li>• Demonstrates a superficial interpretation of the text in performance, showing a limited understanding of playwright's intentions.</li> <li>• Basic realisation of artistic intentions in performance. Performance overall has limited impact and lacks energy and commitment.</li> </ul>
<b>Level 2</b>	5–9	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Emerging technical control in the use of vocal and physical techniques (clarity, pace, inflection, pitch, projection/gesture, stillness, stance, contact, use of space and spatial relationships). Performance is generally appropriate or consistent, showing emerging variety, range and control.</li> <li>• Characterisation demonstrates an emerging understanding of the role and its context within the performance.</li> <li>• Generally sound rapport and communication with audience/other performer, shown through emerging ease and awareness.</li> <li>• Demonstrates an emerging interpretation of the text in performance, showing a generally sound understanding of playwright's intentions.</li> <li>• Generally sound realisation of artistic intention in performance. Performance overall has emerging impact through some sound energy and commitment.</li> </ul>
<b>Level 3</b>	10–14	<p><b>Competent</b></p> <ul style="list-style-type: none"> <li>• Consistent technical control in the use of vocal and physical techniques (clarity, pace, inflection, pitch, projection/gesture, stillness, stance, contact, use of space and spatial relationships). Performance is appropriate and consistent, showing clear variety range and control.</li> <li>• Characterisation demonstrates a secure understanding of the role and its context within the performance.</li> <li>• Clear rapport and communication with audience/other performer, shown through secure ease and awareness.</li> <li>• Demonstrates a clear interpretation of the text in performance, showing a competent understanding of playwright's intentions.</li> <li>• Clear realisation of artistic intention in performance. Performance overall has clear impact through consistent energy and commitment.</li> </ul>

Level	Mark	Descriptor (AO2): Mono/duo performance (performers)
<b>Level 4</b>	15–19	<p><b>Assured</b></p> <ul style="list-style-type: none"> <li>Assured technical control in the use of vocal and physical techniques (clarity, pace, inflection, pitch, projection/gesture, stillness, stance, contact, use of space and spatial relationships). Performance is pertinent and comprehensive, showing effective variety, range and control throughout.</li> <li>Characterisation demonstrates an assured understanding of the role and its context within the performance.</li> <li>Effective rapport and assured communication with audience/other performer, shown through assured ease and awareness throughout.</li> <li>Demonstrates an effective interpretation of the text in performance, showing an assured understanding of playwright's intentions.</li> <li>Assured realisation of artistic intention in performance. Performance overall has effective impact through comprehensive energy and commitment.</li> </ul>
<b>Level 5</b>	20–24	<p><b>Sophisticated</b></p> <ul style="list-style-type: none"> <li>Accomplished technical control in the use vocal and physical techniques (clarity, pace, inflection, pitch, projection/gesture, stillness, stance, contact, use of space and spatial relationships). Performance is perceptively integrated, sophisticated and dynamic, showing skilful variety, range and control throughout.</li> <li>Characterisation demonstrates a perceptive understanding of the role and its context within the performance.</li> <li>Accomplished rapport and sophisticated communication with audience/other performer, shown through highly-effective ease and awareness.</li> <li>Demonstrates a sophisticated interpretation of the text in performance, showing a perceptive understanding of playwright's intentions.</li> <li>Accomplished realisation of artistic intentions in performance. Performance overall is dynamic and skilfully creates impact through highly-engaging energy and commitment.</li> </ul>

Level	Mark	Descriptor (AO2): Mono/duo performance – designers
	0	No rewardable material
<b>Level 1</b>	1–4	<b>Limited</b> <ul style="list-style-type: none"> <li>Creates a basic design, demonstrating limited ability to apply design skills. Design is inappropriate and/or unsympathetic to the text.</li> <li>Design shows basic consideration of the practical application of materials and production elements in performance.</li> <li>Design shows a limited understanding of how creative choices create impact and communicate meaning to the audience.</li> <li>Design shows a superficial understanding of its function and purpose within the production.</li> <li>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.</li> </ul>
<b>Level 2</b>	5–9	<b>General</b> <ul style="list-style-type: none"> <li>Creates a generally appropriate design, demonstrating emerging ability to apply design skills. Design is generally appropriate and/or sympathetic to the text.</li> <li>Design shows generally sound consideration of the practical application of materials and production elements in performance.</li> <li>Design shows an emerging understanding of how creative choices create impact and communicate meaning to the audience.</li> <li>Design shows a generally sound understanding of its function and purpose within the production.</li> <li>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.</li> </ul>
<b>Level 3</b>	10–14	<b>Competent</b> <ul style="list-style-type: none"> <li>Creates a clear design, demonstrating secure ability to apply design skills. Design is clearly appropriate and/or sympathetic to the text.</li> <li>Design shows consistent consideration of the practical application of materials and production elements in performance.</li> <li>Design shows a secure understanding of how creative choices create impact and communicate meaning to the audience.</li> <li>Design shows competent understanding of its function and purpose within the performance.</li> <li>Consistent ability to develop a design that supports the creative intent of the production as a whole. Design overall has clear impact, showing consistent engagement and commitment to the performance.</li> </ul>

Level	Mark	Descriptor (AO2): Mono/duo performance – designers
Level 4	15–19	<b>Assured</b> <ul style="list-style-type: none"> <li>Creates an effective design, demonstrating secure ability to apply design skills. Design is pertinent and fully sympathetic to the text.</li> <li>Design shows assured consideration of the practical application of materials and production elements in performance.</li> <li>Design shows an effective understanding of how creative choices create impact and communicate meaning to the audience.</li> <li>Design shows an assured understanding of its function and purpose within the performance.</li> <li>Assured 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.</li> </ul>
Level 5	20–24	<b>Sophisticated</b> <ul style="list-style-type: none"> <li>Creates an engaging design, demonstrating accomplished ability to apply design skills. Design perceptively integrates with text in an innovative way.</li> <li>Design shows perceptive consideration of the practical application of materials and production elements in performance.</li> <li>Design shows a sophisticated understanding of how creative choices create impact and communicate meaning to the audience.</li> <li>Design shows a perceptive understanding of its function and purpose within the performance.</li> <li>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.</li> </ul>