

Assessment criteria for the portfolio

Level	Mark	Descriptor (AO1) Create and develop ideas to communicate meaning for theatrical performance	
	0	No rewardable material	
Level 1	1–6	Low (1–2 marks) Qualities of level are partially met	<ul style="list-style-type: none"> • Offers basic and underdeveloped explanations of the creative intentions for the performance. • Underdeveloped practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates tentative engagement with the process of collaboration, rehearsal and refinement. • Limited and inconsistent use of drama terminology, which may not always be appropriate.
		Mid (3–4 marks) Qualities of level are mostly met	
		High (5–6 marks) Qualities of level are convincingly met	
Level 2	7–12	Low (7–8 marks) Qualities of level are partially met	<ul style="list-style-type: none"> • Offers adequate explanations of the creative intentions for the performance. • Some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates some adequate engagement with the process of collaboration, rehearsal and refinement. • Generally adequate use of drama terminology which is sometimes appropriate.
		Mid (9–10 marks) Qualities of level are mostly met	
		High (11–12 marks) Qualities of level are convincingly met	
Level 3	13–18	Low (13–14 marks) Qualities of level are partially met	<ul style="list-style-type: none"> • Offers coherent explanations of the creative intentions for the performance. • Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates clear engagement throughout the process of collaboration, rehearsal and refinement. • Coherent use of drama terminology, which is mostly appropriate.
		Mid (15–16 marks) Qualities of level are mostly met	
		High (17–18 marks) Qualities of level are convincingly met	
Level 4	19–24	Low (19–20 marks) Qualities of level are partially met	<ul style="list-style-type: none"> • Offers sustained explanations of the creative intentions for the performance. • Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates secure engagement with the process of collaboration, rehearsal and refinement. • Secure and consistent use of appropriate drama terminology.
		Mid (21–22 marks) Qualities of level are mostly met	
		High (23–24 marks) Qualities of level are convincingly met	

Level	Mark	Descriptor (AO1) Create and develop ideas to communicate meaning for theatrical performance	
Level 5	25–30	Low (25–26 marks) Qualities of level are partially met	<ul style="list-style-type: none"> • Offers comprehensive explanations of the creative intentions for the performance. • Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates confident engagement with the process of collaboration, rehearsal and refinement. • Confident and accomplished use of appropriate drama terminology.
		Mid (27–28 marks) Qualities of level are mostly met	
		High (29–30 marks) Qualities of level are convincingly met	

Marking instructions

In AO4, analysis is required in order to reach evaluative judgements and conclusions in the context of the 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 achieve a maximum of 5 marks only.

Level	Mark	Descriptor (AO4) Analyse and evaluate own work
	0	No rewardable material
Level 1	1–3	<ul style="list-style-type: none">• Limited analysis and evaluation of personal contribution to the creation, development and refinement process.• Limited analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.• Underdeveloped analysis and evaluation of individual performance/design skills demonstrated in the performance.• Demonstrates limited ability to analyse and evaluate personal contribution and realisation of creative intentions within the performance.
Level 2	4–6	<ul style="list-style-type: none">• Generally adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process.• Generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language.• Adequate analysis with basic evaluation of individual performance/design skills demonstrated in the performance.• Demonstrates adequate ability to analyse and evaluate the realisation of creative intentions within the performance, however analysis does not always lead to evaluation.
Level 3	7–9	<ul style="list-style-type: none">• Coherent and generally balanced analysis and evaluation of personal contribution to the creation, development and refinement process.• Coherent and generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.• Competent and generally balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.• Demonstrates clear ability to analyse and evaluate the realisation of creative intentions within the performance, with a general balance between analysis and evaluation.
Level 4	10–12	<ul style="list-style-type: none">• Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process.• Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.• Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.• Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.

Level	Mark	Descriptor (AO4) Analyse and evaluate own work
Level 5	13–15	<ul style="list-style-type: none"> • Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process. • Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. • Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance. • Demonstrates accomplished comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.

Assessment criteria for the devised performance – performers

Level	Mark	Descriptor (AO2) Apply theatrical skills to realise artistic intentions in live performance (performers)
	0	No rewardable material
Level 1	1–3	<ul style="list-style-type: none"> Creates a basic individual performance, demonstrating limited ability to combine and apply vocal and physical skills. Delivery is often inappropriate and inconsistent. Inconsistent vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Inconsistent physical control when applying use of space, gesture, stillness and stance. Limited ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with obvious lapses in focus, energy and confidence that detract from the overall performance. Characterisation is uneven and lacks development and range. Individual performance demonstrates limited understanding of style, genre, and theatrical conventions.
Level 2	4–6	<ul style="list-style-type: none"> Creates a generally sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills. Delivery is generally appropriate and consistent. Adequate vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Adequate physical control demonstrated when applying use of space, gesture, stillness and stance. Sound ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance. Characterisation is partially developed and shows an emerging range of mood and emotions. Individual performance demonstrates generally sound understanding of style, genre, and theatrical conventions. <p>Any performance under the regulatory minimum performance time cannot progress beyond the top of Level 2.</p>
Level 3	7–9	<ul style="list-style-type: none"> Creates a coherent individual performance, demonstrating clear ability to combine and apply vocal and physical skills. Delivery is appropriate, consistent and purposeful. Competent vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Competent physical control demonstrated when applying use of space, gesture, stillness and stance. Clear ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with coherent focus, energy and confidence that contributes to the overall performance. Characterisation is developed and shows a range of mood and emotions. Individual performance demonstrates coherent understanding of style, genre, and theatrical conventions.

Level	Mark	Descriptor (AO2) Apply theatrical skills to realise artistic intentions in live performance (performers)
Level 4	10–12	<ul style="list-style-type: none"> Creates a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. Delivery is engaging and effective throughout. Secure and sustained vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Secure and sustained physical control demonstrated when applying use of space, gesture, stillness and stance. Effective ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with sustained focus, energy and confidence that enhance the overall performance. In-depth characterisation shows effective refinement and a convincing range of moods and emotions. Individual performance demonstrates secure understanding of style, genre, and theatrical conventions.
Level 5	13–15	<ul style="list-style-type: none"> Creates an assured individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout. Comprehensive and skilful vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Comprehensive and skilful physical control demonstrated when applying use of space, gesture, stillness and stance. Accomplished ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with comprehensive focus, energy, confidence and commitment that are integral to the overall performance. Assured characterisation shows an accomplished level of refinement and range of moods and emotions. Individual performance demonstrates comprehensive understanding of style, genre, and theatrical conventions.

Assessment criteria for the devised design realisation: designers

Level	Mark	Descriptor (AO2) Apply theatrical skills to realise artistic intentions in live performance (designers)
	0	No rewardable material
Level 1	1–3	<ul style="list-style-type: none"> Creates a basic design, demonstrating limited ability to combine and apply design skills. Design often inappropriate and inconsistent. Inconsistent use of visual/audio elements to enhance mood, atmosphere and style and create impact. Limited ability to design creatively within time and resource constraints. Limited ability to create a design that supports the performers and the communication of creative intent to the audience, with obvious lapses in design considerations that detract from the production value. Design is uneven and lacks development and creativity. Design shows basic consideration of the practical application of materials and production elements in performance.
Level 2	4–6	<ul style="list-style-type: none"> Creates a generally sound design, demonstrating emerging ability to combine and apply skills. Design is generally appropriate and consistent. Adequate use of visual/audio elements to enhance mood, atmosphere and style and create impact. Adequate ability to design creatively within time and resource constraints. Sound ability to create a design that supports the performers and communication of creative intent to the audience, with adequate attention to design considerations that generally contribute to the production value. Design is partially developed and shows emerging creativity. Design shows generally sound understanding of the practical application of materials and production elements in performance. <p>Any design realisation under the regulatory minimum performance time cannot progress beyond the top of Level 2.</p>
Level 3	7–9	<ul style="list-style-type: none"> Creates a coherent design, demonstrating a clear ability to combine and apply skills. Design is appropriate, consistent and purposeful. Competent use of visual/audio elements to enhance mood, atmosphere and style and create impact. Competent ability to design creatively within time and resource constraints. Clear ability to create a design that supports the performers and the communication of creative intent to the audience, with consistent attention to design considerations that contribute to the production value. Design is developed and creative. Design shows coherent understanding of the practical application of materials and production elements in performance.

Level	Mark	Descriptor (AO2) Apply theatrical skills to realise artistic intentions in live performance (designers)
Level 4	10–12	<ul style="list-style-type: none"> • Creates a secure design, demonstrating a convincing ability to employ and combine skills. All aspects of design are engaging and effective. • Secure and sustained use of visual/audio elements to enhance mood, atmosphere and style and create impact. • Secure and sustained ability to design creatively within time and resource constraints. • Effective ability to create a design that supports the communication of creative intent to the audience, with consistent attention to design considerations that enhance the production value. In-depth design shows effective refinement and convincing creativity. • Design shows secure understanding of the practical application of materials and production elements in performance.
Level 5	13–15	<ul style="list-style-type: none"> • Creates an assured design, demonstrating an accomplished ability to employ and combine skills. All aspects of design are highly engaging, dynamic and skilful. • Comprehensive and skilful use of visual/audio elements to enhance mood, atmosphere and style and create impact. • Comprehensive and skilful ability to design creatively within time and resource constraints. • Accomplished ability to create a design that supports the communication of creative intent to the audience, with comprehensive attention to design considerations that are integral to the production value. Assured design shows an accomplished level of refinement and innovation. • Design shows a comprehensive understanding of the practical application of materials and production elements in performance.