

Drama Grade Descriptors: Performance Skills

GCSE Grade	How do I achieve that level?
9	<ul style="list-style-type: none"> • A fully assured and outstanding performance. • Comprehensive, skilful and imaginative use of vocals and physical skills throughout, faultless performance. • Accomplished ability to create characters that enhances and shows comprehensive understanding and application of theatrical style and conventions.
8	<ul style="list-style-type: none"> • An assured individual performance. A comprehensive and skilful use of vocals and physical skills. • Focus, energy, confidence and commitment come through to show accomplished characters that enhance performance and engage the audience.
7	<ul style="list-style-type: none"> • A secure individual performance. With an engaging delivery of voice and physical skills. • Gestures and vocals are creative, expressive and used to sustain and effective character. • Characterisation is believable and engaging.
6	<ul style="list-style-type: none"> • Vocals and Physical skills are really component. Delivery is focused, energetic and communicates the intent to the audience. • Clear ability to create characters through voice and physical skills. It connects to the audience. • Characterisation shows a fully coherent understanding of the style, genre of the piece/text.
5	<ul style="list-style-type: none"> • Vocals and Physical skills are component. Delivery and use is consistent, and has some purpose. • Clear ability to create characters through voice and physical skills. It connects to the audience. • Characterisation shows a coherent understanding of the style, genre of the piece/text.
4	<ul style="list-style-type: none"> • Vocals are adequate. There is some use of tone, pace, pitch and volume. • Physical skills are adequate. There is some use of gestures, facial expressions and movement. • Characterisation has adequate understanding of the piece/text.
3	<ul style="list-style-type: none"> • Vocals are adequate at times. There is an inconsistent use of tone, pace, pitch and volume. • Physical skills are adequate at times. There is an inconsistent use of gestures, facial expressions and movement. • Characterisation has a generally adequate understanding of the piece/text.
2	<ul style="list-style-type: none"> • Vocals and physical skills are generally underdeveloped. There is limited use of tone, pace, pitch, gestures, facial expressions and movement. • Characterisation has limited understanding of the piece/text.
1	<ul style="list-style-type: none"> • Vocals are underdeveloped. There is no use of tone, pace, pitch and volume. • Physical skills are underdeveloped there is no use of gestures, facial expressions and movement. • Characterisation is very limited and underdeveloped.
F3	<ul style="list-style-type: none"> • There is limited use of practical and performance skills. • Demonstrate thoughts, ideas and feelings through actions and language
F2	<ul style="list-style-type: none"> • Begin to pretend to be someone else in a performance. • Performance skills are not used appropriately or accurately.
F1	<ul style="list-style-type: none"> • Performance is more of themselves rather than a character. • There is no difference in voice, movement and expressions.

Drama Grade Descriptors: Portfolio and Evaluation

GCSE Grade	How do I achieve that level?
9	<ul style="list-style-type: none"> • Demonstrates confident and faultless engagement with the process of collaboration, rehearsal and performance. • Fully explains and justifies how work was created and developed and explains how it engages audience. Confident and accomplished use of correct and appropriate drama terminology.
8	<ul style="list-style-type: none"> • Demonstrates confident engagement and assured evaluation on the process of collaboration, rehearsal and performance. • Confident and accomplished use of drama terminology.
7	<ul style="list-style-type: none"> • Demonstrates a coherent connection to the creative process, rehearsals and final performance. • Detailed and critical comments made with coherent examples and justification given.
6	<ul style="list-style-type: none"> • Demonstrates a coherent connection to the creative process, rehearsals and final performance. • Detailed and critical comments made with coherent examples and justification given.
5	<ul style="list-style-type: none"> • Demonstrates a coherent connection to the creative process, rehearsals and final performance. • Detailed and critical comments made with coherent examples and justification given.
4	<ul style="list-style-type: none"> • Appropriate explanations of the rehearsal process and performance. Some examples given but not explained. • Comments and statements have appropriate explanation and justification with adequate use of drama terminology.
3	<ul style="list-style-type: none"> • Adequate explanations of the rehearsal process and performance. • Occasional ability to link rehearsal process to final performance. Ideas and statements not explained or justified. • Occasional but inconsistent use of drama terminology.
2	<ul style="list-style-type: none"> • Limited explanations of the rehearsal process and performance. • Limited ability to link rehearsal process to final performance, no linking of ideas and practise. • Limited use of drama terminology.
1	<ul style="list-style-type: none"> • Basic comments on the rehearsal process and performance. • Not explaining how work was created, developed and rehearsed. • No use of drama terminology.
F3	<ul style="list-style-type: none"> • Work descriptive rather than evaluative. • Descriptions that are made are vague and inaccurate.
F2	<ul style="list-style-type: none"> • Written work begins to discuss their work and that of others both in and out of role with some inaccuracy and inconsistencies. • Verbal answers begin to connect to drama vocab.
F1	<ul style="list-style-type: none"> • Can only give basic verbal answers, with no use of drama vocab. • Written work is not completed or incorrect.