

		Drama		
Year	GCSE	Creating National Curriculum - Speaking and Listening	Performing National Curriculum - Reading and Performing	Evaluating National Curriculum - Speaking and Listening
FS		To try and work as part of a group and sometimes co-operate with others.	With help say some of my lines although I come out of character when performing.	With help, watch others work and performance.
		To try and give ideas for my character and come up with some lines for my role.	With help attempt to use some vocal and physical skills when performing although I am unable to sustain these.	With help and prompting begin to self-assess my work.
		To try and take direction from my teacher during rehearsal time.	To try to face the audience when performing.	To listen to comments about my work.
		To try to consider features of Emirati culture in my performance.		
1		To sometimes work as part of a group and mostly co-operate with others.	With help say some of my lines although I occasionally come out of character when performing.	To watch others work and performance.
		To give some ideas for my character and come up with some lines for my role.	With help attempt to use some vocal and physical skills when performing.	With help begin to self-assess my work.
		To take direction from my teacher during rehearsal time.	To sometimes face the audience when performing.	To listen carefully to comments about my work.
		To consider features of Emirati culture in my performance.		
2		To work as part of a group and mostly co-operate with others.	To remember some of my lines and attempt to stay in character when performing.	To watch others work and listen attentively.
		To create a simple character with prompting and	To show a simple role by using some vocal and	With prompting successfully attempt to self-assess
		To focus when prompted during rehearsal time.	To sometimes face the audience when performing.	To listen carefully to comments about my work
		To consider more than one culture and tradition in		
3		To work as part of a group and co-operate with others.	To remember most of my lines and co-operate with others on stage.	To discuss features of performance work.
		To create a simple character and develop some speech in role.	To show a simple role through speech, movement and gesture.	To self assess my work using full sentences.
		To focus for most of the time in rehearsal.	To always face the audience when performing.	To identify some strengths and targets for improvement.
		To consider a variety of cultures and traditions in my performance, including Emirati history and culture.		
4		To listen to and co-operate with others, sometimes suggesting ideas to develop my own role.	To remember most of my part and stay in role for most of my performance.	To identify features of good performance work.
		To create a character that is different from myself.	To confidently speak in role and show some support for others on stage.	To verbalise in full sentences about my strengths and weaknesses.

		To stay focused throughout rehearsal.	To show awareness of what I want to communicate to an audience.	To identify strengths and targets for improvement.
		To educate an audience on the Emirati history and culture through my performance.		
5	WT 1- 1	To create a well-developed character with a viewpoint different from my own.	To speak clearly and use movement and gesture to show a character.	To identify strengths and weaknesses in both my work and that of others.
		To shape work into a satisfactory dramatic structure.	To stay in role on stage and provide support for others in performance.	To verbalise thoughtfully about the skills and processes of drama.
		To suggest some ideas to develop the work and roles.	To convey ideas to an audience through my performance.	Verbal communication and feedback shows a reasonable level of literacy.
		To educate an audience on a variety of different cultures and traditions through my performance, including changes in Emirati culture.		
6	1 1+	To suggest lots of ideas to develop work and roles, helping others sensitively in rehearsal.	To use effective vocal and physical skills with confidence and some originality.	To analyse drama interpretations, approaches and styles.
		To devise a range of well-developed characters.	To support others well and create impact on stage.	Verbal communication and feedback is detailed, showing original performance insight.
		To use some exploratory drama techniques when creating a performance.	To convey imaginative ideas to an audience through my performance.	Evaluation shows a high level of understanding of the skills and processes of drama through
		To educate an audience on a variety of different cultures and traditions through my performance, including changes in Emirati culture and history of Arab world countries.		
7	2	To lead others sensitively, keeping a positive working atmosphere.	To create a generally sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills.	Show an understanding of drama genres, styles, conventions and techniques.
		To make contributions which significantly improve the effectiveness of the work.	To display originality and create impact within a range of acting styles.	Verbal communication is analytical and detailed, showing original insight.
		To develop a variety of characters and create and explore drama for a range of purposes.	To provide sensitive support for others and ensure my performance has a major contribution in conveying the play's intentions to an audience.	Verbalise in depth about drama skills, processes and techniques using drama terminology and show a high level of literacy.
		To design theatre production cues and effects for a performance.	To experiment with different theatre production elements in performance.	To analyse and evaluate theatre production elements in a performance.
		To explore devised and scripted performances, that compare and contrast different cultures, including Emirati culture and tradition.		
8	3	To show total commitment and sensitivity in a group, leading and inspiring others.	To create a coherent individual performance, demonstrating competent ability to combine and apply vocal and physical skills.	To analyse drama genres, styles, conventions and techniques.

		To experiment creatively with drama conventions and techniques, using my own initiative to develop work with a high degree of originality.	To display originality and create impact within a range of acting styles.	Verbal communication is perceptive, analytical and detailed, showing original insight.
		To develop work to the highest standard to communicate meaning to an audience.	To support other performers to a high standard and demonstrate a very high level of audience	Use drama terminology with accuracy and display excellent literacy skills.
		To design theatre production cues and effects to enhance a performance.	To successfully apply a variety of theatre production elements to a performance.	To analyse and evaluate the success of theatre production elements in a performance.
		To explore linear and non linear structures in devised and scripted drama, that compare and		
9	4	To demonstrate assured and comprehensive commitment in a group, directing and motivating	To create a secure individual performance, demonstrating convincing ability to combine and	Show a secure and balanced understanding of genre, style, form, structure, conventions and
		To create and develop assured and comprehensive theatrical ideas from the stimuli.	Individual performance demonstrates secure understanding of style, genre, and theatrical	Verbal communication is insightful, analytical, evaluative and descriptive showing justification for
		To refine and develop work to the highest standard to communicate meaning to an audience.	To actively direct other performers to support the communication of the creative intent to the	Use secure and balanced drama terminology using a balance of analysis and evaluation.
		To use initiative to explore more complex drama strategies.	To apply a variety of theatre production elements to a performance to communicate meaning to an audience.	To analyse and evaluate drama genres, styles, conventions and techniques in performance.
		To design and create a variety of theatre production cues and effects to enhance a		To analyse and evaluate the success of theatre production elements in a performance to
		To explore meaningful drama techniques in devised and scripted drama, that compare and		
10	5	Offers adequate explanations of the creative intentions for the performance.	Creates a generally sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills. Delivery is generally appropriate and consistent.	Generally adequate analysis with necessary evaluation of personal contribution to the creation, development and refinement process.
		Some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.	Adequate vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.	Generally adequate analysis with necessary evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
		Demonstrates some adequate engagement with the process of collaboration, rehearsal and refinement.	Adequate physical control demonstrated when applying use of space, gesture, stillness and stance.	Adequate analysis with necessary evaluation of individual performance/design skills demonstrated in the performance.
		Generally adequate use of drama terminology which is often appropriate.	Sound ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with adequate focus, energy and	Demonstrates adequate ability to analyse and evaluate the realisation of creative intentions within the performance, however analysis does not
		Demonstrates adequate knowledge and understanding of the ways a director might explore and develop use of named elements.	Individual performance demonstrates generally sound understanding of style, genre, and theatrical conventions.	Demonstrates adequate evaluation based on adequate analysis which presents personal conclusions with some justification, demonstrating
		Shows adequate knowledge and understanding of how a designer might explore and develop use of named elements in performance to communicate	Individual performance is generally developed and has clear impact, showing emerging energy and ease.	Response is adequate and expressed in some detail. Examples used support evaluation and conclusions.

		Shows adequate knowledge and understanding of how the chosen element is used in performance to enhance the production for the audience.	Clear contribution to the realisation of the artistic intention in performance.	Demonstrates an adequate level of engagement with the performance and focus in relation to the specifics of the question.
11	6	Offers coherent explanations of the creative intentions for the performance.	Creates a coherent individual performance, demonstrating clear ability to combine and apply vocal and physical skills. Delivery is appropriate.	Coherent and generally balanced analysis and evaluation of personal contribution to the creation, development and refinement process.
		Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning.	Competent vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.	Coherent and generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
		Demonstrates clear engagement throughout the process of collaboration, rehearsal and refinement.	Competent physical control demonstrated when applying use of space, gesture, stillness and stance.	Competent and generally balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.
		Coherent use of drama terminology, which is mostly appropriate.	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	Demonstrates clear ability to analyse and evaluate the realisation of creative intentions within the performance, with a general balance between analysis and evaluation.
		Demonstrates competent and generally balanced knowledge and understanding of the ways a director might explore and develop use of named elements.	Individual performance demonstrates coherent understanding of style, genre, and theatrical conventions.	Competent and generally balanced evaluation based on adequate analysis which presents personal conclusions with some justification, demonstrating appropriate knowledge and
		Shows clear and generally balanced knowledge and understanding of how a designer might explore and develop use of named elements in performance to communicate with the audience.	Individual performance is developed, thoughtful and sympathetic, creating effective impact and showing sustained energy and ease.	Response is clearly expressed in some detail. Examples used clearly support evaluation and conclusions.
		Shows competent and generally balanced knowledge and understanding of how the chosen element is used in performance to enhance the production for the audience.	Effective contribution to the realisation of the artistic intention in performance.	Demonstrates a competent level of engagement with the performance and focus in relation to the specifics of the question.
11	7	Offers sustained explanations of the creative intentions for the performance.	Creates a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. Delivery is engaging and effective throughout.	Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process.
		Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning.	Secure and sustained vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.	Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
		Demonstrates secure engagement with the process of collaboration, rehearsal and refinement.	Secure and sustained physical control demonstrated when applying use of space, gesture, stillness and stance.	Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.
		Secure and consistent use of appropriate drama terminology.	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.	Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.
		Demonstrates secure knowledge and understanding of the ways a director might explore and develop use of named elements.	Individual performance demonstrates secure understanding of style, genre, and theatrical conventions.	Demonstrates effective and sustained evaluation based on effective analysis which presents considered personal conclusions that are fully justified, demonstrating comprehensive knowledge

		Shows effective and sustained understanding of how a designer might explore and develop use of named elements in performance to communicate with the audience.	Individual performance is developed, thoughtful and sympathetic, creating effective impact and showing sustained energy and ease to a level 7 standard.	Response is effective and sustained. Examples used are well developed and fully support evaluation and conclusions.
		Shows effective and sustained knowledge and understanding of how the chosen element is used in performance to enhance the production for the audience.	Effective contribution to the realisation of the artistic intention in performance to a level 7 standard.	Demonstrates an effective level of engagement with the production and focus in relation to the specifics of the question.
11	8	Offers comprehensive explanations of the creative intentions for the performance.	Creates an assured individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout.	Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process.
		Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning.	Comprehensive and skilful vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.	Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
		Demonstrates confident engagement with the process of collaboration, rehearsal and refinement.	Comprehensive and skilful physical control demonstrated when applying use of space, gesture, stillness and stance.	Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance.
		Confident and accomplished use of appropriate drama terminology.	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	Demonstrates accomplished comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.
		Demonstrates comprehensive and balanced knowledge and understanding of the ways a director might explore and develop use of named elements.	Individual performance demonstrates comprehensive understanding of style, genre, and theatrical conventions.	Confident, balanced and thorough evaluation based on effective analysis which presents considered personal conclusions that are fully justified, demonstrating comprehensive knowledge
		Shows assured and balanced knowledge and understanding of how a designer might explore and develop use of named elements in performance to communicate with the audience.	Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.	Response is assured and detailed. Examples used are well developed and fully support evaluation and conclusions.
		Shows assured and comprehensive knowledge and understanding of how the chosen element is used in performance to enhance the production for the audience.	Assured contribution to the realisation of the artistic intention in performance.	Demonstrates a comprehensive level of engagement with the production and focus in relation to the specifics of the question.
11	9	Offers comprehensive explanations of the creative intentions for the performance to a level 9 standard.	Creates an assured individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout to	Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process to a level 9 standard.
		Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning to a level 9 standard.	Comprehensive and skilful vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection to a level 9 standard.	Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language to a level 9 standard.

		Demonstrates confident engagement with the process of collaboration, rehearsal and refinement to a level 9 standard.	Comprehensive and skilful physical control demonstrated when applying use of space, gesture, stillness and stance to a level 9 standard.	Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance to a level 9 standard.
		Confident and accomplished use of appropriate drama terminology to a level 9 standard.	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	Demonstrates accomplished comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation to a level 9 standard.
		Demonstrates comprehensive and balanced knowledge and understanding of the ways a director might explore and develop use of named element to a level 9 standard.	Individual performance demonstrates comprehensive understanding of style, genre, and theatrical conventions to a level 9 standard.	Confident, balanced and thorough evaluation based on effective analysis which presents considered personal conclusions that are fully justified, demonstrating comprehensive knowledge and understanding to a level 9 standard.
		Shows assured and balanced knowledge and understanding of how a designer might explore and develop use of named elements in performance to communicate with the audience to a level 9 standard.	Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease to a level 9 standard.	Response is assured and detailed. Examples used are well developed and fully support evaluation and conclusions to a level 9 standard.
		Shows assured and comprehensive knowledge and understanding of how the chosen element is used in performance to enhance the production for the audience to a level 9 standard.	Assured contribution to the realisation of the artistic intention in performance to a level 9 standard.	Demonstrates a comprehensive level of engagement with the production and focus in relation to the specifics of the question to a level 9 standard.
12	D	Generally sound reference to relevant research, contexts and live theatre used to inform	Performance is generally appropriate and consistent, showing emerging variety, range and	Emerging ability to refine and amend work through the development process in order to realise
		Adequate depth and range of research undertaken and contexts explored.	Generally sound technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).	Clear analysis of their personal contribution to the process of exploring and realising artistic intentions, application of performance/design skills.
		Generally sound understanding of how aims and intentions are created through the devising process, demonstrated through emerging development of independent ideas. Adequate	Generally sound technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).	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
		Reasonably sound knowledge and understanding of the work and methodologies of the chosen practitioner. Makes generally appropriate	Characterisation demonstrates a generally sound understanding of the role(s) and practitioner methodologies. Performance has some credibility	Partially balanced treatment of analysis and evaluation resulting in a clear overall response.
		Generally appropriate approach with partial analysis of live performance elements supported by adequate knowledge and understanding and use of generally accurate subject-specific	Generally sound rapport and communication with audience/other performers, shown through emerging ease and awareness.	Emerging evaluation demonstrating basic ability to formulate and justify personal judgements of how ideas, meaning and impact are created by theatre makers' use of production values and dramatic
		Generally sound approach that makes adequate connections between the production concept and the performance text, demonstrating adequate knowledge and some understanding.	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.	Generally sound response supported by emerging but inconsistent moments of analysis and evaluation, with a general attempt to engage with the statement.

		Clear knowledge and emerging understanding of the practitioner's methodologies, which are applied inconsistently to their production concept, in relation to the specific element identified in the question.	Demonstrates an emerging interpretation of the text in performance, showing generally sound understanding of playwright's intentions.	Generally appropriate use of examples and key moments to justify ideas and intentions to create impact on the audience.
		Demonstrates generally sound consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact on an audience.	Performance demonstrates generally sound understanding of language, style, genre and theatrical conventions.	Generally adequate research applied in relation to the original performance conditions; however connections may not be made to the production concept.
13	C	Secure reference to relevant research, contexts and live theatre used to inform competent decision making.	Performance is appropriate and consistent, showing clear variety, range and control, with competent understanding of how creative choices communicate meaning to the audience.	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.
		Consistent depth and range of research undertaken and contexts explored.	Competent technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).	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.
		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.	Competent technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).	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.
		Secure knowledge and understanding of the work and methodologies of the chosen practitioner. Competent connections made when applying practitioner's methodologies to own practice.	Characterisation demonstrates a competent understanding of the role(s) and practitioner methodologies. Performance has clear credibility and consistency.	Mostly balanced treatment of analysis and evaluation resulting in a competent overall response.
		Clear approach with competent analysis of live performance elements, supported by secure knowledge and understanding and accurate use of subject-specific terminology.	Clear rapport and communication with audience/other performers, shown through secure ease and awareness.	Consistent evaluation demonstrating adequate ability to formulate and justify personal judgements of how ideas, meaning and impact are created by different theatre makers' use of production values and dramatic elements.
		Secure approach that makes coherent connections between the production concept and the performance text, demonstrating competent knowledge and understanding.	Competent contribution to the performance as a whole and realisation of the group artistic. Performance overall has clear impact through consistent energy and commitment.	Clear personal response with consistent and generally balanced analysis and evaluation, showing secure reasoning, interpretation and engagement with the statement.
		Secure knowledge and understanding of the practitioner's methodologies, which are competently applied to their production concept, in relation to the specific element identified in the question.	Demonstrates a clear interpretation of the text in performance, showing competent understanding of playwright's intentions.	Consistent and clear use of examples and key moments to justify ideas and intentions to create impact on the audience.
		Demonstrates clear consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience.	Performance demonstrates competent understanding of language, style, genre and theatrical conventions.	Competent research applied in relation to the original performance conditions with clear connections made to the production concept.
13	B	Assured reference to relevant research, contexts and live theatre used to inform effective decision making.	Performance is pertinent and comprehensive, showing effective variety, range and control throughout, with secure understanding of how creative choices communicate meaning to the audience.	Comprehensive ability to refine and amend work through the development process in order to realise creative intentions. Use of subject terminology is assured.
		Comprehensive depth and range of research undertaken and contexts explored.	Assured technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).	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.
		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.	Assured technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).	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.

		Confident knowledge and understanding of the work and methodologies of the chosen practitioner. Makes assured connections when applying practitioner's methodologies to own practice.	Characterisation demonstrates an assured understanding of the role(s) and practitioner methodologies. Performance has secure credibility and consistency.	Balanced treatment of analysis and evaluation resulting in an effective overall response.
		Confident approach with assured analysis of live performance elements, supported by comprehensive knowledge and understanding and effective use of subject-specific terminology.	Effective rapport and assured communication with audience/other performers, shown through assured ease and awareness throughout.	Effective evaluation demonstrating assured ability to formulate and justify personal judgements of how ideas, meaning and impact are created by different theatre makers' use of production values and dramatic elements.
		Confident approach that makes assured connections between the production concept and the performance text, demonstrating comprehensive knowledge and understanding.	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.	Comprehensive personal response with assured and balanced analysis and evaluation, showing confident reasoning, interpretation and engagement with the statement.
		Confident knowledge and understanding of the practitioner's methodologies, which are effectively applied to their production concept, in relation to the specific element identified in the question.	Demonstrates an effective interpretation of the text in performance, showing an assured understanding of playwright's intentions.	Comprehensive use of examples and key moments to justify creative ideas and intentions to create impact on the audience.
		Demonstrates effective consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience.	Performance demonstrates a comprehensive understanding of language, style, genre and theatrical conventions.	Comprehensive research applied in relation to the original performance conditions with assured connections made to the production concept.
13	A	Accomplished reference to relevant research, contexts and live theatre used to inform perceptive decision making.	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.	Perceptive ability to refine and amend work through the development process in order to realise creative intentions. Use of subject terminology is accomplished.
		Sophisticated depth and range of research undertaken and contexts explored.	Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection).	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 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	Sophisticated technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships).	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.
		Sophisticated knowledge and understanding of the work and methodologies of the chosen practitioner. Makes perceptive connections when applying practitioner's methodologies to own practice.	Characterisation demonstrates a perceptive understanding of the role(s) and practitioner methodologies. Performance has accomplished credibility and consistency.	Fully balanced treatment of analysis and evaluation resulting in a secure overall response.
		Critical and perceptive approach with sophisticated analysis of live performance elements, supported by precise knowledge and understanding and articulate use of subject-specific terminology.	Accomplished rapport and sophisticated communication with audience/other performers, shown through highly-effective ease and awareness.	Perceptive evaluation demonstrating accomplished ability to formulate and justify personal judgements of how ideas, meaning and impact are created by different theatre makers' use of production values and dramatic elements.
		Perceptive approach that makes sophisticated connections between the production concept and the performance text, demonstrating accomplished knowledge and understanding.	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.	Sophisticated and in-depth personal response which perceptively draws together relevant and balanced elements of analysis and evaluation, showing sensitive reasoning, interpretation and engagement with the statement.
		Accomplished knowledge and understanding of the practitioner's methodologies, which are applied perceptively to their production concept, in relation to the specific element identified in the question.	Demonstrates a sophisticated interpretation of the text in performance, showing a perceptive understanding of playwright's intentions.	Perceptive use of examples and key moments to justify creative ideas and intentions to create impact on the audience.
		Demonstrates sophisticated consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience.	Performance demonstrates perceptive understanding of language, style, genre and theatrical conventions.	Perceptive research applied in relation to the original performance conditions with sophisticated connections made to the production concept.

13	A*	Accomplished reference to relevant research, contexts and live theatre used to inform perceptive decision making to an A* standard.	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 to an A* standard.	Perceptive ability to refine and amend work through the development process in order to realise creative intentions. Use of subject terminology is accomplished to an A* standard.
		Sophisticated depth and range of research undertaken and contexts explored to an A* standard.	Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection) to an A* standard.	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 to an A* standard.
		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 to an A* standard.	Sophisticated technical control in the use of physical techniques and proxemics (gesture, stillness, stance, contact, use of space and spatial relationships) to an A* standard.	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 to an A* standard.
		Sophisticated knowledge and understanding of the work and methodologies of the chosen practitioner. Makes perceptive connections when applying practitioner's methodologies to own practice to an A* standard.	Characterisation demonstrates a perceptive understanding of the role(s) and practitioner methodologies. Performance has accomplished credibility and consistency to an A* standard.	Fully balanced treatment of analysis and evaluation resulting in a secure overall response to an A* standard.
		Critical and perceptive approach with sophisticated analysis of live performance elements, supported by precise knowledge and understanding and articulate use of subject-specific terminology to an A* standard.	Accomplished rapport and sophisticated communication with audience/other performers, shown through highly-effective ease and awareness to an A* standard.	Perceptive evaluation demonstrating accomplished ability to formulate and justify personal judgements of how ideas, meaning and impact are created by different theatre makers' use of production values and dramatic elements to an A* standard.
		Perceptive approach that makes sophisticated connections between the production concept and the performance text, demonstrating accomplished knowledge and understanding to an A* standard.	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 to an A* standard.	Sophisticated and in-depth personal response which perceptively draws together relevant and balanced elements of analysis and evaluation, showing sensitive reasoning, interpretation and engagement with the statement to an A* standard.
		Accomplished knowledge and understanding of the practitioner's methodologies, which are applied perceptively to their production concept, in relation to the specific element identified in the question to an A* standard.	Demonstrates a sophisticated interpretation of the text in performance, showing a perceptive understanding of playwright's intentions to an A* standard.	Perceptive use of examples and key moments to justify creative ideas and intentions to create impact on the audience to an A* standard.
		Demonstrates sophisticated consideration of how theatrical elements can be used in performance to create mood, atmosphere and impact and communicate meaning to an audience to an A level standard.	Performance demonstrates perceptive understanding of language, style, genre and theatrical conventions to an A* standard.	Perceptive research applied in relation to the original performance conditions with sophisticated connections made to the production concept to an A* standard.