

# GCSE Drama Performance Profile

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact</li> <li>apply theatrical skills skilfully and effectively to realise artistic intentions</li> <li>demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively</li> <li>produce perceptive and well-informed critical analysis and evaluation of drama seen and made</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>develop relevant and effective ideas for performance outcomes that communicate meaning(s) with confidence</li> <li>apply appropriate and effective theatrical skills which realise artistic intentions</li> <li>demonstrate detailed knowledge and understanding in developing and performing drama, using specialist terminology with secure understanding</li> <li>produce comprehensive and organised analysis and evaluation of drama seen and made</li> </ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively</li> <li>apply theatrical skills competently and coherently to realise artistic intentions</li> <li>demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately</li> <li>produce detailed and coherent analysis and evaluation of drama seen and made</li> </ul>
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>develop reasonable ideas for performance outcomes that sometimes communicate meaning(s) apply reasonable theatrical skills which sometimes realise artistic intentions</li> <li>demonstrate general knowledge and understanding of developing and performing drama, sometimes using relevant specialist terminology</li> <li>produce satisfactory but sometimes inconsistent analysis and evaluation of drama seen and made</li> </ul>
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>both ideas for performance outcomes and theatrical skills are generally basic and display more inconsistencies</li> <li>some knowledge and terminology are demonstrated, but work tends to be more descriptive with basic analysis and evaluation of drama seen and made</li> </ul>
2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>develop some ideas for performance outcomes that communicate straightforward meaning(s)</li> <li>apply theatrical skills with limited effect to realise some of the artistic intentions</li> <li>demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology</li> <li>describe and comment simply on drama seen and made</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).