



## SAMPLE ASSESSMENT TASKS

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**DRAMA**  
**GENERAL YEAR 12**

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## Sample assessment task

### Drama – General Year 12

#### Task 6 – Unit 4

**Assessment type:** Performance/production

**Conditions**

Period allowed for completion of the task: 10 weeks

Performance will be presented to an outside audience in a series of two performances

**Task weighting**

15% of the school mark for this pair of units

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**Student completion of a design (lighting, sound, costume or scenography) or director's role to support another group's performance in Task 5 (40 marks)**

For this assessment, there are three tasks you will need to complete:

- plan, research and document your approach to your design or directing role that reflects the forces, dramatic meaning and themes of the group's performance and *The Venetian Twins* text (10 marks)
- collaborate on, and support the development of, the group's performance of its chosen scene or section of *The Venetian Twins* text (10 marks)
- execute your role with clear evidence of your support of the process of making meaning through your chosen role. (20 marks)

## Marking key for sample assessment Task 6 – Unit 4

1. Plan, research and document your approach to your design or directing role that reflects the forces, dramatic meaning and themes of the group's performance and *The Venetian Twins* text.

Description	Marks
Student effectively presents a range of a planning documents related to his/her role that creatively, accurately and insightfully supports making meaning for the performance, using appropriate conventions of his/her role.	9–10
Student presents with some effect a range of a planning documents related to his/her role that accurately and insightfully, with some creativity, supports making meaning for the performance, using appropriate conventions of his/her role.	7–8
Student presents a range of a planning documents related to his/her role that accurately, with some insight, supports making meaning for the performance, using appropriate conventions of his/her role.	5–6
Student presents one or two planning documents related to his/her role that supports making meaning for the performance, using some conventions of his/her role.	3–4
Student presents a brief document related to his/her role that supports the text, with some acknowledgement of the conventions of his/her role.	1–2
<b>Total</b>	<b>/10</b>

2. Collaborate on, and support the development of, the group's performance of its chosen scene or section of *The Venetian Twins* text.

Description	Marks
Student effectively facilitates and collaborates with the group with clear and consistent evidence of social and emotional intelligence and time-management skills that maximise opportunities of planned rehearsals.	9–10
Student facilitates and collaborates with some effect with the group with clear and mostly consistent evidence of social and emotional intelligence and time-management skills that utilise opportunities of planned rehearsals.	7–8
Student facilitates and collaborates with the group with regular evidence of social and emotional intelligence and time-management skills that use opportunities of planned rehearsals.	5–6
Student works with the group with some evidence of social and emotional intelligence and some time-management skills.	3–4
Student works with the group though the process is rarely smooth or effective.	1–2
<b>Total</b>	<b>/10</b>

3. Execute your role with clear evidence of your support of the process of making meaning through your chosen role.

Description	Marks
Student demonstrates a wide range of conventions and techniques particular to his/her role.	9–10
Student demonstrates a range of conventions and techniques particular to his/her role.	7–8
Student demonstrates three or four conventions and techniques particular to his/her role.	5–6
Student demonstrates one or two conventions and techniques particular to his/her role.	3–4
Student demonstrates a limited understanding of the conventions and techniques particular to his/her role.	1–2
<b>Subtotal</b>	<b>/10</b>
Student effectively executes his/her role with sensitivity, confidence and flexibility that consistently supports making meaning and the impact on audience.	9–10
Student executes, with some effect, his/her role with confidence and flexibility that supports with some consistency making meaning and the impact on audience.	7–8
Student executes his/her role with some flexibility that supports on occasion making meaning and the impact on audience.	5–6
Student executes narrowly his/her role with a limited focus on making meaning and impact on audience.	3–4
Student executes his/her role with minimal evidence of making meaning and impact on audience.	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Final total</b>	<b>/20</b>

## Sample assessment task

### Drama – General Year 12

#### Task 7 – Unit 4

**Assessment type:** Response

**Conditions**

Time for the task: 50 minutes

You are permitted one page of notes to support your answers to the prompts provided.

**Task weighting**

10% of the school mark for this pair of units

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#### Extended reflection on Task 5 and Task 6

**(30 marks)**

**For this task, you will write an extended reflective response to the prompts. You will reflect on your use of elements of drama, drama techniques, principles and processes to support making meaning for Task 5 and Task 6. Your responses should directly address the prompts, using relevant drama terminology and language, examples and evidence and knowledge of drama theory.**

Your responses will be marked using the following criteria:

- evidence of accurate and relevant knowledge and skills in drama (5 marks)
- evidence of knowledge of appropriate conventions of drama (5 marks)
- evidence of connecting application of knowledge, skills and processes of drama with making meaning for a live audience (5 marks)
- use of relevant examples and evidence to support answers (5 marks)
- use of relevant forms of communication stipulated in the prompts (5 marks)
- use of clear, correct language. (5 marks)

## Marking key for sample assessment Task 7 – Unit 4

### 1. Evidence of accurate and relevant knowledge and skills in drama.

Description	Marks
Student consistently, with some insight, demonstrates relevant knowledge and skills in drama in his/her responses.	5
Student consistently demonstrates relevant knowledge and skills in drama in his/her responses.	4
Student demonstrates, with some consistency and some inaccuracies, knowledge and skills in drama in his/her responses.	3
Student demonstrates some knowledge and skills in drama in his/her responses.	2
Student, on occasion, demonstrates knowledge and skills in drama in his/her responses.	1
<b>Total</b>	<b>/5</b>

### 2. Evidence of knowledge of appropriate conventions of drama.

Description	Marks
Student consistently, with some insight, demonstrates application of relevant drama conventions in his/her responses.	5
Student consistently demonstrates application of relevant drama conventions in his/her responses.	4
Student demonstrates, with some consistency and occasional inaccuracies, application of drama conventions in his/her responses.	3
Student demonstrates use of some drama conventions in his/her responses.	2
Student, on occasion, demonstrates use of drama conventions in his/her responses.	1
<b>Total</b>	<b>/5</b>

### 3. Evidence of connecting application of knowledge, skills and processes of drama with making meaning for a live audience.

Description	Marks
Student consistently and effectively connects application of knowledge, skills and processes of drama with making meaning for a live audience in his/her responses.	5
Student consistently connects application of knowledge, skills and processes of drama with making meaning for a live audience in his/her responses.	4
Student connects, with some consistency and occasional inaccuracies, application of drama conventions in his/her responses.	3
Student identifies knowledge, skills and processes of drama related to making meaning for a live audience in his/her responses.	2
Student makes weak connections between drama and making meaning for an audience.	1
<b>Total</b>	<b>/5</b>

## 4. Use of relevant examples and evidence to support answers.

Description	Marks
Student consistently and effectively supports ideas with relevant and clear examples and evidence.	5
Student consistently supports ideas with relevant examples and evidence.	4
Student supports ideas with examples and evidence that include some consistency and occasional inaccuracies.	3
Student supports ideas with infrequent examples and evidence.	2
Student includes weak examples related to ideas.	1
<b>Total</b>	<b>/5</b>

## 5. Use of relevant forms of communication stipulated in the prompts.

Description	Marks
Student consistently and effectively applies stipulated forms of communication.	5
Student consistently applies stipulated forms of communication.	4
Student applies, with some consistency and occasional inaccuracies, stipulated forms of communication.	3
Student uses some of the stipulated forms of communication.	2
Student uses one or two forms of communication.	1
<b>Total</b>	<b>/5</b>

## 6. Use of clear, correct language.

Description	Marks
Student consistently and accurately demonstrates correct language skills in his/her responses.	5
Student consistently, and mostly accurately, demonstrates correct language skills in his/her responses.	4
Student demonstrates, with some consistency and inaccuracies, correct language skills in his/her responses.	3
Student uses some correct language skills in his/her responses.	2
Student responses contain few examples of correct language skills.	1
<b>Total</b>	<b>/5</b>



## Sample scaffolded extended reflective response for Task 7 – Unit 4

For this task, you may use one page of notes based on our in-class discussion of the work completed for Task 5 and Task 6. Your responses should use drama terminology and language, evidence of relevant knowledge and skills in drama, accurate use of language skills and appropriate forms of communication, as stipulated in the prompts. You have **50 minutes** to write your response.

**Student name:**

Using a scatter diagram, outline the major themes and forces of *The Venetian Twins* that the production was attempting to communicate to the live audience. Annotate how these are relevant to the audience.

From an actor's point of view, create a structured overview of how you used voice and movement to communicate your stock character to the live audience.

As an actor, describe one example of how you used spaces of performance to communicate situation to the live audience.


As an actor, describe one example of effective use of improvisation conventions during the performance. Explain what made that example effective for the audience.


As a designer or director, describe one drama process you used to support making meaning for the audience. Describe the effect the process had on audience impact.


As a designer or director, describe how you worked with other designers, directors and/or actors to make the performance effective in making meaning for the live audience.


