



SAMPLE ASSESSMENT TASKS

DRAMA
GENERAL YEAR 11

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Sample assessment task

Drama – General Year 11

Task 3 – Unit 1

Assessment type: Performance/ production

Conditions

Period allowed for completion of the task: two weeks

Your presentation will be oral with audio and video digital support to emphasise your ideas. That presentation will be controlled by a fellow student and on a 'bring your own device' (BYOD).

Task weighting

5% of the school mark for this pair of units

Oral performance

(36 marks)

For this task, you are to investigate and analyse the impact of comedy and tragedy on the elements of drama. That is, how a drama based on comedy or tragedy changes the shaping and application of the elements of drama in performance.

Your oral presentation should creatively include both specific patterns in the application of the elements of drama, and examples from relevant plays to illustrate your ideas.

Your oral presentation will also be supported and reinforced by audio and video digital support. The visuals can include text, images and/or videos. There must be clear evidence of relevance and design in your work. A fellow student will operate your visual aids using a BYOD.

Marks will be awarded for:

- your voice and movement work
- the structure of your presentation
- the quality of the examples you select to support your key ideas
- level of insight through research of the impact of comedy and tragedy on the elements of drama
- the quality of your visual support materials. Your fellow student's execution of the slides will not be assessed, but your professionalism will – that is, how you handle any moments where things do not go according to plan.

Marking key for sample assessment task 3 – Unit 1

1. Voice techniques for an oral presentation.

Description	Marks
Student uses voice with audibility, clarity, expression, breath control and effective pacing throughout the presentation.	7–8
Student uses voice with audibility, clarity, expression, breath control and appropriate pacing for most of the presentation.	5–6
Student uses voice with audibility, clarity, expression and breath control for the presentation.	3–4
Student uses voice with some audibility, clarity, expression and breath control.	1–2
Total	/8

2. Movement techniques for an oral presentation.

Description	Marks
Student uses body and movement with audience awareness, including effective connections, variety, energy, poise and creativity throughout the presentation.	7–8
Student uses body and movement with audience awareness, variety, some energy and creativity for most of the presentation.	5–6
Student uses body and movement with audience awareness, variety and some energy for the presentation.	3–4
Student uses body and movement with some audience awareness and variety.	1–2
Total	/8

3. Structure and evidence of insight.

Description	Marks
Oral presentation is effectively structured, with clear links between both drama forms and the elements of drama.	7–8
Oral presentation is structured, with links between both drama forms and the elements of drama.	5–6
Oral presentation is sequenced, with some links between both drama forms and the elements of drama.	3–4
Oral presentation discusses both drama forms and the elements of drama.	1–2
Total	/8

4. Use of specific examples to illustrate ideas.

Description	Marks
Student frequently uses specific and valid examples from comic and tragic plays to effectively illustrate their links between drama forms and the elements of drama.	4
Student often uses specific examples from comic and tragic plays to illustrate their links between drama forms and the elements of drama.	3
Student uses examples from comic and tragic plays to support their links between drama forms and the elements of drama.	2
Student mentions comic or tragic plays to identify a link between drama forms and the elements of drama	1
Total	/4

5. Visual support materials.

Description	Marks
Visual support materials demonstrate a range of relevant source materials and a wide variety of helpful techniques particular to audio and visual digital technology. Student is professional throughout the presentation.	7–8
Visual support materials demonstrate a range of mostly relevant source materials and a variety of helpful techniques particular to audio and visual digital technology. Student is professional throughout the presentation.	5–6
Visual support materials demonstrate a range of source materials and a variety of techniques particular to audio and visual digital technology. Student is mostly professional throughout the presentation.	3–4
Visual support materials demonstrate source materials and techniques particular to audio and visual digital technology. Student is usually professional throughout the presentation.	1–2
Total	/8

Sample assessment task

Drama – General Year 11

Task 6 – Unit 2

Assessment type: Response**Conditions**

Time for the task: 50 minutes

Period allowed for completion of the task: one week

You will be completing your responses in the form and spaces provided in the scaffolded booklet.

Task weighting

15% of the school mark for this pair of units

Review of Task 5**(28 marks)**

For this task you will discuss, in written form, the following aspects of our ‘Haroun and the Sea of Stories’ public performance:

- the use of the elements of drama
- the shaping of spaces of performance
- the support role played by design and technology
- self and group management skills and processes, and their impact on the event’s success.

The forms of writing you will use include short answer form, extended answer form (construction of clear paragraphs), structured overviews and annotated illustrations.

To prepare for this response, write down specific examples of your work and the work of others for each of the dot points above. For the task, you are permitted to bring in one page of typed notes to support your responses.

Extended response for Task 6

In short answer form, discuss how **four (4)** examples of your use of the elements of drama helped make meaning for our audience in our production of 'Haroun and the Sea of Stories'.

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In paragraph form, explain how effectively another group used **two (2)** elements of drama to create mood and atmosphere in our production of 'Haroun and the Sea of Stories'.

Using a graphic organiser, explain how we used **two (2)** forms of design and technology to reinforce key ideas in **one (1)** scene for our production of 'Haroun and the Sea of Stories'.

Using short answer form in the table below, explain how you have used **three (3)** self or group management skills to make the process of developing our drama event professional and effective.

1.	
2.	
3.	

Marking key for sample assessment task 6 – Unit 2

1. In short answer form, discuss how four examples of your use of the elements of drama helped make meaning for our audience in our production of 'Haroun and the Sea of Stories'.

Description	Marks
Succinct discussion of four examples of their use of the elements of drama to help make meaning for an audience, using short answer form.	4
Clear discussion of four examples of their use of the elements of drama to help make meaning for an audience, using short answer form.	3
Discussion of four examples of their use of the elements of drama to help make meaning for an audience, using short answer form.	2
Brief discussion of three or four examples of the elements of drama and the drama performance event.	1
Total	/4

2. In paragraph form, explain how effectively another group used two elements of drama to create mood and atmosphere in our production of 'Haroun and the Sea of Stories'.

Description	Marks
Writes well-structured paragraphs which effectively explain how another group used two elements of drama to create mood and atmosphere in their production.	7–8
Writes structured paragraphs which explain with some effect how another group used two elements of drama to create mood and atmosphere in their production.	5–6
Writes paragraphs which explain how another group used two elements of drama to create mood and atmosphere in their production.	3–4
Writes in an extended way how another group performed and created mood and atmosphere in their production.	1–2
Total	/8

3. Using a graphic organiser, explain how we used two forms of design and technology to reinforce key ideas in one scene for our production of 'Haroun and the Sea of Stories'.

Description	Marks
Effectively uses the conventions of a graphic organiser to explain how two forms of design and technology reinforce key ideas in one scene of their production.	7–8
Uses to some effect the conventions of a graphic organiser to explain how two forms of design and technology support key ideas in one scene of their production.	5–6
Uses a graphic organiser to explain how two forms of design and technology support key ideas in one scene of their production.	3–4
Uses diagram form to explain design and technology and making meaning in their production.	1–2
Total	/8

4. Using short answer form in the table below, explain how you have used three self or group management skills to make the process of developing our drama event professional and effective.

Description	Marks
Succinctly discusses three self or group management skills to make the process of developing our drama event professional and effective, using short answer form.	7–8
Clearly discusses three self or group management skills to make the process of developing our drama event professional and effective, using short answer form.	5–6
Discusses three self or group management skills to make the process of developing our drama event professional and effective, using short answer form.	3–4
Briefly discusses two or three self or group management skills to make the process of developing our drama event professional and effective.	1–2
Total	/8