



# DRAMA

## GENERAL COURSE

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Marking key for the Externally set task  
Sample 2016

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# Drama

## Externally set task – marking key

1. You are considering your work as an actor and designer in the interpretation of an Australian or world representational, realist text for an audience.
  - (a) Describe, using examples how you, as an actor, have used processes developed by Stanislavski, or adapted by others, to create realistic characterisation and relationships in performance. (5 marks)

Description	Marks
Describes with some insight, relevant examples and precise drama terminology how students have used processes developed by Stanislavski or adapted by others to create realistic characterisation and relationships.	5
Describes with detail, relevant examples and specific drama terminology how students have used processes developed by Stanislavski or adapted by others to create realistic characterisation and relationships.	4
Describes with relevant examples and drama terminology how students have used processes developed by Stanislavski or adapted by others to create realistic characterisation and relationships.	3
Outlines with some examples and general drama terminology how students have used representational acting approaches to create character.	2
Outlines with superficial detail character in performance.	1
<b>Total</b>	<b>5</b>

- (b) Describe how you, in your designer role, have applied **two (2)** principles of design to interpret your drama text for your audience. Note: you are focusing on one designer role: scenographer, lighting, sound or costume designer. (6 marks)

Description	Marks
Describes with some insight and precise drama terminology how the student's designer role applied two principles of design to interpret the drama text in performance.	6
Describes with detail and specific drama terminology how the student's designer role applied two principles of design to interpret the drama text in performance.	5
Describes with drama terminology how the student's designer role applied two principles of design to interpret the drama text in performance.	4
Outlines how the student's designer role applied one or two principles of design to present the drama text in performance.	3
Outlines the student's designer role with limited understanding of the principles of design for their drama text.	2
Identifies superficially the student's designer role and the drama text.	1
<b>Total</b>	<b>6</b>

- (c) Use annotated diagrams/illustrations to show how you have applied **two (2)** elements of design. (8 marks)

Description	Marks
Diagrams/illustrations are detailed with clear annotations demonstrating some insight of how students interpret their drama text for their audience.	7–8
Diagrams/illustrations are clear with annotations demonstrating relevant detail of how students interpret their drama text for their audience.	5–6
Diagrams/illustrations feature inconsistencies with limited annotations demonstrating minimal insight about how students interpret their drama text for an audience.	3–4
Diagrams/illustrations are brief or incomplete.	1–2
<b>Total</b>	<b>8</b>

- (d) Analyse how the scenographer, lighting designer, sound designer and costume designer have worked together to represent real settings and characters in **one (1)** relevant scene or section. (5 marks)

Description	Marks
Analyses with some insight how each of the designer roles contributes to the creation of a real setting and characters in one relevant scene or section.	5
Describes with detail how each of the designer roles adds to the creation of a real setting and characters in one relevant scene or section.	4
Describes with some detail how the designer roles adds to the creation of a real setting and characters in one relevant scene or section.	3
Describes how the designer roles contribute to real settings and/or characters in one scene or section.	2
Outlines with inconsistencies the role of each designer in one scene or section.	1
<b>Total</b>	<b>5</b>