



SAMPLE ASSESSMENT TASKS

DRAMA
ATAR YEAR 12

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Sample assessment task

Drama – ATAR Year 12

Task 1 – Unit 3

Assessment type: Performance/Production

Conditions

Period allowed for completion of the task: three weeks

Task weighting

5% of the school mark for this pair of units

Scripted monologue to promote change

(30 marks)

You will select a monologue from a published play that explores promoting change in society: personal, social, cultural, economic, political or global. Your focus is on using drama knowledge, skills and processes to realise the performance for your peers, using the classroom space and available design options. The scripted monologue will be assessed in this task. Your approach to space and design will need to be modified to reflect the *Practical Examination Requirements for Drama ATAR Year 12*.

Examples of playwrights and texts that promote change:

Personal <ul style="list-style-type: none"> • Brian Yorkey and Tom Kitt: <i>Next to Normal</i> • Joanna-Murray Smith: <i>Bombshells</i> 	Economic <ul style="list-style-type: none"> • Lucy Prebble: <i>Enron</i> • Jerry Sterner: <i>Other People's Money</i>
Social <ul style="list-style-type: none"> • Tracy Letts: <i>August: Osage County</i> • Alana Valentine: <i>Parramatta Girls</i> 	Political <ul style="list-style-type: none"> • Stephen Sewell: <i>Myth, Propaganda and Disaster in Nazi German and Contemporary America</i> • Bertold Brecht: <i>The Resistible Rise of Arturo Ui</i>
Global <ul style="list-style-type: none"> • Eve Ensler: <i>The Vagina Monologues</i> • David Hare and Howard Brenton: <i>Pravda</i> 	Cultural <ul style="list-style-type: none"> • Wesley Enoch: <i>The Story of Miracles at Cookie's Table</i> • Moisés Kaufman: <i>The Laramie Project</i>

- Select a 2–3 minute monologue for memorisation, blocking and analysis for insights about role/character. Your realisation of the text should highlight for your audience the key forces of the text and the change the text is attempting to promote through drama.
- Plan and rehearse your use of the following drama knowledge and skills in the realisation of your scripted monologue:
 - voice techniques (8 marks)
 - movement techniques (8 marks)
 - role/character and themes/forces: combination of physical and psychological approaches that support communicating role/character and key themes/forces (8 marks)
 - text interpretation, dramatic meaning and audience impact (3 marks)
 - design and technology for space and text. (3 marks)

Marking key for sample assessment task 1 – Unit 3

1. Voice techniques

Description	Marks
Effectively and creatively integrates voice techniques to maximise dramatic meaning and audience impact	8
Effectively and creatively applies voice techniques for dramatic meaning and audience impact	7
Effectively, with some creativity, uses voice techniques for dramatic meaning and audience impact.	6
Uses, with some effectiveness, voice techniques for dramatic meaning and audience impact	5
Uses voice techniques for dramatic meaning and audience impact	4
Uses voice techniques with minimal dramatic meaning and audience impact	3
Uses, in a limited way, voice techniques	1–2
Total	/8

2. Movement techniques

Description	Marks
Effectively and creatively integrates movement techniques to maximise dramatic meaning and audience impact	8
Effectively and creatively applies movement techniques for dramatic meaning and audience impact	7
Effectively, with some creativity, uses movement techniques for dramatic meaning and audience impact	6
Uses, with some effectiveness, movement techniques for dramatic meaning and audience impact	5
Uses movement techniques for dramatic meaning and audience impact	4
Uses movement techniques with minimal dramatic meaning and audience impact	3
Uses, in a limited way, movement techniques	1–2
Total	/8

3. Role/characterisation and themes/forces

Description	Marks
Performs a highly credible role/characterisation by integrating physical and psychological approaches and communicates an effective character journey	8
Performs a credible role/characterisation by applying physical and psychological approaches and communicates an effective character journey	7
Performs a credible role/characterisation by using physical and psychological approaches and communicates an effective character journey	6
Performs a clear role/characterisation and communicates a complete character journey	5
Performs a mostly clear role/characterisation and communicates an incomplete character journey	4
Performs a limited role/characterisation and presents a limited character journey	3
Performs a superficial role/characterisation and/or character journey	1–2
Total	/8

4. Text interpretation, dramatic meaning and audience impact

Description	Marks
Effectively and creatively integrates the elements of drama, drama conventions and forms and styles for dramatic meaning and audience impact. Meets minimum time requirements	3
Applies, with some effectiveness, the elements of drama, drama conventions and forms and styles for dramatic meaning and audience impact. Meets minimum time requirements	2
Uses the elements of drama, drama conventions and forms and styles with minimal dramatic meaning and audience impact. Meets minimum time requirements	1
Total	/3

Note: Students who do not meet the minimum time requirement will be given 0 marks out of 3 for Text interpretation, dramatic meaning and audience impact.

5. Design and technology for dramatic meaning and audience impact

Description	Marks
Effectively and with some creativity applies design and technology appropriate for dramatic meaning and audience impact	3
Effectively uses design and technology for dramatic meaning and audience impact	2
Ineffectively applies design and technology for dramatic meaning and audience impact	1
Total	/3

Sample assessment task

Drama – ATAR Year 12

Task 2 – Unit 3

Assessment type: Response

Conditions

Time for the task: 50 minutes

Task weighting

10% of the school mark for this pair of units

Critical analysis of professional performance

(29 marks)

You will view a professional performance (in person or via digital forms) to analyse the use of the elements of drama, directing processes and design and technology to make meaning and impact on audience. Analysis is completed under invigilated conditions, based on an unseen focus question. You will need to take notes during and/or after the performance, based on your observations of the performance. You may not refer to any notes during the completion of the critical analysis.

You will be marked on:

- accuracy of your response in relation to the questions
- use of evidence to support your responses
- use of drama terminology and language
- structure of your critical analysis and shaping of your ideas using effective language skills.

Task 2: Critical analysis of professional performance**Unseen focus question:**

Your extended response should critically analyse the dramatic meaning and audience impact intended for this production and the techniques and processes used that supported or impeded those goals.

- Explain what the actors, directors and designers wanted to communicate about values and forces through their approach to this production. (4 marks)
- Evaluate **two** contributions made by one actor and the director or one designer to highlight values and forces in this production. (8 marks)
- With reference to a critical moment in the production, analyse **three** ways design and technology worked closely with the actors to reinforce dramatic meaning and audience impact. (9 marks)

Marks are also awarded for:

- drama terminology and language (4 marks)
- use of extended answer form. (4 marks)

Marking key for sample assessment task 2 – Unit 3

1. Explain what the actors, directors and designers wanted to communicate about values and forces through their approach to this production.

Description	Marks
For values:	
Explains succinctly and with insight, using evidence, what the actors, directors and designers wanted to communicate about values through their approach to this production	2
Outlines, with some effect, using evidence, what the actors, directors and designers wanted to communicate about values through their approach to this production	1
Subtotal	/2
For forces:	
Explains succinctly and with insight, using evidence, what the actors, directors and designers wanted to communicate about forces through their approach to this production	2
Outlines, with some effect, using evidence, what the actors, directors and designers wanted to communicate about forces through their approach to this production	1
Subtotal	/2
Total	/4

2. Evaluate **two** contributions made by one actor and the director or one designer to highlight values and forces in this production.

Description	Marks
For each contribution:	
Evaluates effectively and succinctly, using evidence, the contribution made by one actor and director/designer to highlight values and forces in this production	4
Evaluates effectively, using evidence, the contribution made by one actor and director/designer to highlight values and forces in this production	3
Explains, using some evidence, the contribution made by one actor and director/designer to highlight values and forces in this production	2
Outlines the contribution made by one actor and director/designer to highlight values and forces in this production	1
Subtotal	/4
Total	/8

3. With reference to a critical moment in the production, analyse **three** ways design and technology worked closely with the actors to reinforce dramatic meaning and audience impact.

Description	Marks
For each way:	
Critically analyses, using pertinent evidence, how design and technology worked closely with the actors to reinforce dramatic meaning and audience impact	3
Analyses effectively, using clear evidence, how design and technology worked closely with the actors to reinforce dramatic meaning and audience impact	2
Outlines how design and technology worked closely with the actors to reinforce dramatic meaning and audience impact. Evidence is brief or incomplete	1
Subtotal	/3
Total	/9

4. Drama terminology and language

Description	Marks
Consistently and accurately uses specific drama terminology and language	4
Regularly and accurately uses specific drama terminology and language	3
Uses specific drama terminology and language with some accuracy	2
Uses some specific drama terminology and language	1
Total	/4

5. Use of extended answer form

Description	Marks
Effectively structures, using a variety of forms, the extended responses into a cohesive, coherent argument	4
Structures, using some written forms, the extended response into a clear, organised argument	3
Structures, using limited written forms, the extended response into an organised argument	2
Structures the extended response in a limited way	1
Total	/4
Final total	/29