



SAMPLE ASSESSMENT OUTLINE

DRAMA
GENERAL YEAR 12

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Sample assessment outline

Drama – General Year 12

Unit 3 and Unit 4

| Assessment type | Assessment type weighting | Assessment task weighting | Due date | Assessment task |
|----------------------------|---------------------------|---------------------------|-----------------------|--|
| Performance/ Production | 55% | 20% | Semester 1 Week 14 | Task 1 Script interpretation of a key scene or section from <i>Diving for Pearls</i> with design elements demonstrating selected realism/metonymic approaches <ul style="list-style-type: none"> voice and movement techniques in representational, realist drama drama design and technologies to represent real settings and characters |
| | | 20% | Semester 2 Week 14 | Task 5 Script interpretation of a key scene or section from <i>The Venetian Twins</i> using comic asides presented for a live, interactive audience <ul style="list-style-type: none"> voice and movement techniques in presentational, non-realist drama performance and audience behaviours appropriate to presentational, non-realist drama |
| | | 15% | Semester 2 Week 14 | Task 6 Completion of a design or director's role to support another group's performance in Task 5 <ul style="list-style-type: none"> the collaboration of designers, scenographers, actors and directors in presentational, non-realist drama drama design and technology in presentational, non-realist drama |
| Response | 30% | 10% | Semester 1 Week 15 | Task 2 Extended reflection on the use of the elements of drama, spaces of performance, principles of design and visual elements to communicate dramatic meaning and relevant forces. Completed under invigilated conditions with students permitted one page of notes <ul style="list-style-type: none"> principles of design (balance, contrast, emphasis, harmony, repetition, unity, variety, movement, scale/proportion, pattern, rhythm), visual elements (line, shape, texture, colour, tone/value, 3D form and space) and design technologies in representational, realist drama conventions of documenting representational, realist drama (script annotations, blocking notations and plan and elevation views) |
| | | 10% | Semester 1 Week 12 | Task 3 Extended analysis of the use of the elements of drama to communicate character, dramatic meaning and themes in a live viewed performance. Completed under invigilated conditions with students permitted one page of notes <ul style="list-style-type: none"> the elements of drama (role, character and relationships, situation, voice, movement, space and time, language and texts, symbol and metaphor, mood and atmosphere, dramatic tension) refined through |

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|---------------------|-------------|-------------|-----------------------|---|
| | | | | <p>improvisation and rehearsal to create realistic characterisation and relationships in performance through processes developed by Stanislavski or adapted by others</p> <ul style="list-style-type: none"> the elements of drama shaped to present identified themes, selected approaches and theories about dramaturgy in representational, realist drama |
| | | 10% | Semester 2 Week 15 | <p>Task 7 Extended reflection on the use of the elements of drama, spaces of performance, principles of design and visual elements to communicate dramatic meaning and relevant forces. Completed under invigilated conditions with students permitted one page of notes. Reflections relate to processes in Task 5 and Task 6 as directed by prompts, i.e.:</p> <ul style="list-style-type: none"> forces that contributed towards the development of particular presentational, non-realist approaches to acting and drama strategies to present shifts in space and time (adapted spaces) when working in different performance areas focusing on presentational, non-realist drama |
| Externally set task | 15% | 15% | Semester 1 Week 13 | <p>Task 4 A task set by the Authority based on the following content from Unit 3 – <teacher to insert information provided by the Authority></p> |
| Total | 100% | 100% | | |