**Sample Assessment Outline**

Drama

ATAR Year 12 Unit 3 and Unit 4

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Sample assessment outline

# Drama – ATAR Year 12

## Unit 3 and Unit 4

| **Assessment component** | **Assessment  type** | **Assessment type  weighting** | **Assessment**  **task**  **weighting** | **To**  **SCSA** | **Due date** | **Assessment task** |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Practical** | Performance /production | 30% | 10% | 100% | Semester 1 Week 5 | **Task 1: Scripted scene from the set text *Jump for Jordan* in a site-specific space**  Students will participate in the exploration of site-specific spaces and consider performer and audience interaction. Students will demonstrate their director’s vision which informs rehearsal and performance. | * historical, social and cultural context * relationships: character’s connection with others and/or audience * exploration of site-specific spaces |
| 10% | Semester 2  Week 5 | **Task 5: Monologue 1 – Candidate’s Choice**  Students will have the choice to create an original monologue or select a published monologue with which they are to apply a selected practitioner’s approach to text and performance. The performance must demonstrate a clear interpretation of themes/issues. | * director’s vision which informs rehearsal and performance * conventions and strategies in rehearsing and performing drama based on a selected approach * point of view to shape audience impact |
| 10% | Semester 2  Week 10 | **Task 6: Interpreted Scripted Scene from set text *Hedda Gabler* incorporating Costume Designer**  Students present a scene interpreted by an approach of the practitioner Steven Berkoff. Students will also undertake the role of costume designer. Students will demonstrate an application of design language while collaborating as part of the creative team. | * selected approach to text and performance * application of design language * form and style |
| Examination | 20% | 20% | Semester 1 Week 15 | **Task 4a: Examination Practical**  Monologue 2 (Set Choice): 2–3 minutes  Improvisation: 1–2 minutes | * character: representing detailed traits and/or journey * voice: manipulation of accent, articulation, emphasis, inflection, pace, pause, pitch, projection, tone and silence * movement: manipulation of energy, facial expressions, gait, gesture, pace, posture, proxemics, stillness and weight |
| Semester 2 Week 15 | **Task 8a: Examination Practical**  Monologue 1 (Candidate’s Choice): 3–4 minutes  Monologue 2 (Set Choice): 2–3 minutes  Improvisation: 1–2 minutes | * director’s vision which informs rehearsal and performance * point of view to shape audience impact * character: representing detailed traits and/or journey |
| **Practical subtotal** | | **50%** | **50%** |  |  |  |  |
| **Written** | Examination | 20% | 20% | 100% | Week 15 Semester 1 | **Task 4b: Examination Written based on an unseen drama text, and two extended responses**  See Written examination design brief – Year 12 syllabus | * structuring ideas and responses * short and extended answer forms * diagrams with annotations |
| Week 15 Semester 2 | **Task 8b: Examination Written, based on an unseen drama text, and two extended responses**  See Written examination design brief – Year 12 syllabus | * structuring ideas and responses * short and extended answer forms * diagrams with annotations |
| Response | 30% | 10% | Week 8 Semester 1 | **Task 2: Extended Answer Question based on the Australian text *Jump for Jordan***  Students complete an in class timed response as a designer (Costume/Lighting/Set/Sound), which focuses on form and style and cultural context. | * structuring ideas and responses * short and extended answer forms * diagrams with annotations * application of design role and theatre technologies |
| 10% | Week 11Semester 1 | **Task 3: Unseen text response**  Students complete an in class timed response as an actor structuring ideas using short answer techniques. | * short and extended answer forms * diagrams with annotations * role: presenting personas and/or concepts |
| 10% | Week 11 Semester 2 | **Task 7: Extended Answer Question based on the world text *Hedda Gabler***  Students complete an in class timed response as a director, demonstrating an understanding of the elements of drama focus and space. | * structuring ideas and responses * short and extended answer forms * diagrams with annotations * focus * space |
| **Total** | **50%** | **50%** |  |  |  |  |  |