**Sample Assessment Outline**

Drama

General Year 12

**Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

**Disclaimer**

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 – 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 1Week 14 | **Task 1**Script interpretation of a key scene or section from *Diving for Pearls* with design elements demonstrating selected realism/metonymic approaches* voice and movement techniques in representational, realist drama
* drama design and technologies to represent real settings and characters
 |
| 20% | Semester 2Week 14 | **Task 5**Script interpretation of a key scene or section from *The Venetian Twins* using comic asides presented for a live, interactive audience* voice and movement techniques in presentational, non-realist drama
* performance and audience behaviours appropriate to presentational, non-realist drama
 |
| 15% | Semester 2Week 14 | **Task 6**Completion of a design or director’s role tosupport another group’s performance in Task 5* 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 1Week 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* 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 1Week 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* 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 improvisation and rehearsal to create realistic characterisation and relationships in performance through processes developed by Stanislavski or adapted by others
* the elements of drama shaped to present identified themes, selected approaches and theories about dramaturgy in representational, realist drama
 |
| 10% | Semester 2Week 15 | **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.:* 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 1Week 13 | **Task 4**A task set by the Authority based on the following content from Unit 3 – <teacher to insert information provided by the Authority> |
| **Total** | **100%** | **100%** |  |  |