

Years 7–8 assessment techniques and conditions

The Arts — Drama

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

| Techniques | Extended response | Practical and/or performance | Examination |
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| Description | An extended response assesses students' abilities to explore, respond to, analyse and evaluate drama works. | A practical and/or performance assesses students' abilities when performing drama works. | An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship. |
| | An extended response focuses on the responding strand and requires students to: <ul style="list-style-type: none"> • identify and analyse how the elements of drama are used, combined and manipulated in different styles • evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. | A practical and/or performance focuses on the making strand and requires students to devise, interpret and perform drama. Students also demonstrate their ability to manipulate and control: <ul style="list-style-type: none"> • the elements of drama, narrative and structure to control and communicate meaning • different performance styles and conventions to convey status, relationships and intentions • performance skills and design elements to shape and focus theatrical effect for an audience. | An examination requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material. Stimulus materials may be seen or unseen. <ul style="list-style-type: none"> • Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials. • Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class. |
| Formats (examples only) | Responding formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – annotated pictures, diagrams, sketches and/or photographs – reflective journal entry – short response – critique/review/article for magazine or journal | Making formats include: <ul style="list-style-type: none"> • practical roleplay • writing in role • improvisation • directing • play-building • journal documenting the making (devising or | Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – paragraph response – simple description or explanation • extended response items <ul style="list-style-type: none"> – essay • response to stimulus. |



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| | <ul style="list-style-type: none"> - analytical, persuasive or informative essay - blog • spoken/signed or multimodal - interview - seminar - visual recording with audio commentary - podcast - webpage - slideshow - device application. | <ul style="list-style-type: none"> performing) process • storyboard (using photographs) • sharing drama works throughout the making process (live or recorded) • performing devised (student, teacher or guest facilitator) or scripted drama. | |
| Conditions | <p>Suggested length:*</p> <p>Responding to own work/making</p> <ul style="list-style-type: none"> • written responses 200–300 words/ 4–6 images • spoken/signed responses 45 seconds–1 minute • multimodal responses 45 seconds–1½ minutes. <p>Responding to work of others</p> <ul style="list-style-type: none"> • written responses 300–400 words • spoken/signed responses 45 seconds–1½ minutes • multimodal responses 1–2 minutes. | <p>Suggested length:*</p> <p>Making — Devising</p> <ul style="list-style-type: none"> • devising through improvising, directing, scriptwriting 45 seconds–1½ minutes. <p>Making — Performing</p> <ul style="list-style-type: none"> • performances 45 seconds–1½ minutes. | <p>Suggested time:</p> <ul style="list-style-type: none"> • up to 70 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 100–300 words. |
| Notes | | | |
| Responses may be written, physical, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live. | | | |
| * Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. | | | |