

Years 9–10 assessment techniques and conditions

The Arts – Drama

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

	Techniques			
	Project — devise drama	Performance	Extended response	Examination
Description	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may be to solve a problem, or to inform new actions and/or understandings.	focuses on the application of knowledge, processes, and/or performance skills to demonstrate a physical response, presentation, or a production. Responses reflect purpose and context and may be under supervised conditions.	focuses on responding in a detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period. While students may undertake some research when creating their response, it is not their focus.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s.
Learning area advice	Students devise drama which may be through improvising or responding in role, using a script or stimulus to shape drama to communicate ideas, perspectives and/or meaning. Devising skills involve conceptualising, interpreting stimulus or working with stagecraft. Students work individually and/or collaboratively to develop responses. Considering purpose, audience and context, students devise	Students use performance skills relevant to style and/or form to sustain belief, roles, and characters, to perform drama and communicate ideas, perspective and/or meaning. Performance skills are comprised of: <ul style="list-style-type: none"> – performance skills, e.g. audience awareness, energy levels, focus, working in an ensemble – expressive skills, e.g. body language, 	Students respond to their own or others' drama work/s, ideas and/or information, using drama terminology, knowledge, understand and skills to: <ul style="list-style-type: none"> • analyse how and why the elements of drama, performance skills and/or conventions are manipulated • evaluate: <ul style="list-style-type: none"> – how drama in a range of styles and/or from across cultures, times, places 	Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. section or scene from a performance, short film, contextual information. <p>Note:</p> <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient



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	<p>drama by shaping and manipulating:</p> <ul style="list-style-type: none"> elements of drama, e.g. role, character, place, time, language, situation, movement, relationships, voice, tension, mood/atmosphere, space, contrast, focus, symbol conventions, e.g. using song, chorus work, slow motion, breaking the fourth wall dramatic structures, e.g. narrative, episodic. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p>	<p>movement qualities, vocal qualities.</p> <p>A performance may use a stimulus (e.g. play text) and be individually and/or collaboratively devised by a student, teacher and/or guest artist. All performances consider purpose, audience, and/or context.</p> <p>An annotated script, if relevant, identifying individual role/s accompanies a performance.</p>	<p>and/or other contexts communicate ideas, perspectives and/or meaning</p> <p>– how drama is used to celebrate and challenge perspectives of Australian identity.</p>	<p>time for students to adequately engage with the materials prior to the examination.</p> <ul style="list-style-type: none"> Unseen stimulus should not have been directly used in class.
Mode	written, spoken/signed, practical [^] or multimodal	practical [^] or multimodal	written, spoken/signed or multimodal	written
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> improvisation demonstration of a concept such as practical directing 	<p>Examples may include:</p> <ul style="list-style-type: none"> performance of an improvised, devised or scripted drama, e.g. live, recorded, multimodal practical role-play. 	<p>Examples may include:</p> <ul style="list-style-type: none"> artist statement, e.g. analysing and/or evaluating choices in students' own performance 	<p>Examples may include:</p> <ul style="list-style-type: none"> analyse the ways meaning is communicated in a stimulus review, e.g. scene or short film

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<ul style="list-style-type: none"> • response in-role, e.g. hot seat, monologue • character brief • set or costume design • script • concept/director's pitch. 		<ul style="list-style-type: none"> • investigation, e.g. of a genre or style to inform devising drama • panel discussion or podcast • digital response, e.g. vlog to review a film. 	<ul style="list-style-type: none"> • response to a series of questions relevant to the provided stimulus.

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Conditions					<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses <ul style="list-style-type: none"> – up to 600 words – 3 pages spoken/signed responses 2–3 minutes practical or multimodal responses 1–3 minutes <ul style="list-style-type: none"> – up to 10 annotated images – practical directing up to 3 scenes or up to 5 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> practical or multimodal responses 1–3 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses may include <ul style="list-style-type: none"> – short responses 50–200 words per item, up to 600 words for the task of folio of responses – extended responses 400–600 words spoken/signed or multimodal responses 2–3 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 90 minutes, plus 10 minutes planning, completed in a single allocation of time, or over several lessons, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> short, extended or combination responses 400–600 words, comprising <ul style="list-style-type: none"> – short responses 50–200 words per item – extended responses 400–600 words per item. 	

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.



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