

Drama 2019 v1.1

IA2 high-level annotated sample response

September 2020

Project — dramatic concept (20%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. demonstrate an understanding of the elements of drama in a dramatic concept
2. apply written literacy skills using drama terminology and language conventions to communicate dramatic concept
3. apply and structure the conventions of a selected Theatre of Social Comment style using the skill of devising
4. analyse how the convention of the selected form/style is used to create dramatic action and meaning
7. evaluate and justify the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning
8. synthesise and argue a position about choices regarding dramatic action and meaning in the dramatic concept.

Note: Objectives 5 and 6 are not assessed in this instrument.

Instrument-specific marking guide (ISMG)

Criterion: Applying written literacy skills

Assessment objective

2. apply written literacy skills using drama terminology and language conventions to communicate dramatic concept

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• application of written literacy skills through articulated ideas and controlled structure, enhanced and informed by relevant drama terminology and language conventions	3
<ul style="list-style-type: none">• application of written literacy skills using drama terminology and language conventions to communicate dramatic concept	2
<ul style="list-style-type: none">• use of drama terminology	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Analysing and evaluating a performance/production

Assessment objectives

4. analyse how the convention of the selected form/style is used to create dramatic action and meaning
7. evaluate and justify the use of a convention of a selected Theatre of Social Comment style to communicate dramatic meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• analysis shows deconstruction of dramatic action to distinguish choices made to create dramatic meaning• evaluation and justification uses discriminating examples that reveal the interrelationship between purpose, context and meaning	5–6
<ul style="list-style-type: none">• analysis examines how the convention of a selected Theatre of Social Comment style is used to create dramatic action and meaning• evaluation and justification of the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning	3–4
<ul style="list-style-type: none">• identification of a convention of a selected Theatre of Social Comment style• description of the use of a convention of a selected Theatre of Social Comment style	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Demonstrating an understanding of the elements of drama

Assessment objective

1. demonstrate an understanding of the elements of drama in a dramatic concept

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • demonstration of an understanding of elements of drama in the chosen style/form, making clear the interconnected nature of dramatic action and dramatic meaning 	3
<ul style="list-style-type: none"> • demonstration of an understanding of elements of drama in a dramatic concept 	2
<ul style="list-style-type: none"> • identification of elements of drama 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Devising and arguing a dramatic concept

Assessment objectives

3. apply and structure the conventions of a selected Theatre of Social Comment style using the skills of devising
8. synthesise and argue a position about choices regarding dramatic action and meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • application and structuring shows a concept that reveals the subtleties of meaning and interrelationship between purpose, context and conventions of style • synthesis and argument of a position using references to storyboard to reinforce clear connections between purpose and context 	7–8
<ul style="list-style-type: none"> • application and structuring shows cohesion by clearly communicating purpose and context • synthesis and argument of a position shows clear connections between purpose and context 	5–6
<ul style="list-style-type: none"> • application and structuring of conventions of a selected Theatre of Social Comment style, using the skill of devising • synthesis and argument of a position about choices regarding dramatic action and meaning 	3–4
<ul style="list-style-type: none"> • organisation of ideas to demonstrate a convention of drama • opinions provided about choices of dramatic action 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Task

Working as a theatre-maker, you will view National Theatre’s production of *Saint Joan*. Using this production as stimulus, you must identify one key convention of Epic Theatre used in this production and devise an original dramatic concept that expresses a political view.

Your dramatic concept must organise information under the following headings:

- Analysis and evaluation (400 words)
 - How was the convention manipulated to create dramatic action and meaning?
 - How effectively did the chosen convention contribute to communicating a political view?
- My concept (800 words, 10–12 images of dramatic action)
 - identify in an explanatory paragraph the chosen purpose and context of your concept and make direct reference how the original chosen convention will be manipulated
 - develop a storyboard with annotated images of ‘key moments’ of dramatic action that represent, through the use of actors, your choices in relation to the application of the original chosen convention (as well as other conventions) in expressing a clear social comment
 - argue how the dramatic languages have been used to communicate dramatic action and meaning in relation to your chosen context and purpose
 - make specific reference throughout your storyboard to the original selected convention of Epic Theatre as well as other relevant conventions for this style.

Sample response

Criterion	Marks allocated	Result
Applying written literacy skills Assessment objective 2	3	3
Analysing and evaluating a performance/production Assessment objectives 4, 7	6	6
Demonstrating an understanding of the elements of drama Assessment objective 1	3	3
Devising and arguing a dramatic concept Assessment objectives 3, 8	8	8
Total	20	20

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Dramatic concept

Analysis and evaluation

The historical narrative of Saint Joan offers a portrait of an individual, a woman, who stood against the establishment. National Theatre's production of Bernard Shaw's 1923 text offers an enlightening parable for modern society. Director Josie O'Rourke has manipulated the context of the production by successfully commenting on the current anti-establishment sentiment and the climate of nationalism and populism, particularly relevant to British audiences post-Brexit.

A transformation of context enables audiences to relate to and assign dramatic meaning to a 100-year-old text. Shaw's text, originally set in the middle ages, has been re-contextualised into the current day boardroom of a brokerage firm. The opening images successfully transform the historical context by juxtaposing the iconic image of Saint Joan dressed in chain mail, sword in hand against the iconography of a brokerage firm, where she stands atop a boardroom table. The juxtaposition continues as the prayers of Saint Joan are contrasted with audio of a news report revealing a crisis in egg production. The convention of historification is employed to draw parallels between the historical narrative of Joan of Arc and current day.

Historification is most often used as a technique to emotionally distance an audience from the content of a production to facilitate an intellectual response. Most commonly events and concerns of current audiences are placed in the past, providing emotional distance and clarity of judgment. This production of Saint Joan capitalizes on the distance enabled by the dense language and medieval setting of Shaw's text. The use of historification through setting the production in present day, draws parallels to Brexit and nationalist political trends to create a deeper intellectual connection for audiences.

Power and the commodification of individuals and nations is also emphasised in O'Rourke's production symbolised by rolling 'stock data' and news coverage detailing the offstage military action inspired nationalism. Projections reinforce the setting, but also effectively underline the dramatic meaning of the production.

Despite her commitment to nationhood, Joan is depicted as outside of the establishment. This contrast is evidenced by the placement of Joan's lone female figure surrounded by grey suited male characters. The grey suits are a patriarchal representation symbolising the male dominated world of finance. Their physical and symbolic presence on-stage emphasises the slavish devotion of the male characters to the maintenance of patriarchy.

Through historification O'Rourke illuminates the links between Shaw's text and the current political climate of nationalism and populism.

Analysing and evaluating a performance/production [6]

analysis shows deconstruction of dramatic action to distinguish choices made to create dramatic meaning

Convention of historification highlights clear choices for dramatic action and meaning in Epic Theatre style.

evaluation and justification uses discriminating examples that reveal the interrelationship between purpose, context and meaning

Justification of projections and historification reveals connections between setting and dramatic meaning.

Demonstrating an understanding of the elements of drama [3]

demonstration of an understanding of elements of drama in the chosen style/form, making clear the interconnected nature of dramatic action and dramatic meaning

Contrast, character and symbol identified in relation to dramatic action and meaning.

Applying written literacy skills [3]

application of written literacy skills through articulated ideas and controlled structure, enhanced and informed by relevant drama terminology and language conventions

Throughout the dramatic concept sentence development shows clear and logical development of ideas with appropriate spelling, punctuation and grammar.

Devising and arguing a dramatic concept [8]

application and structuring shows a concept that reveals the subtleties of meaning and interrelationship between purpose, context and conventions of style.

Connections made between purpose, context, convention and meaning.

Dramatic concept

My concept

Dramatic Style: Epic Theatre

Dramatic Meaning: Look beyond patriarchy to see the real value of women

Key convention: historicification

The convention of historicification was employed to highlight the inequities of current-day society. The dramatic context explores the historical tale of Lady Huggins a pioneer in astrophysics and is used to expose the silences of HIStory.

The purpose is to urge the audience to action and create dramatic meaning looking beyond accepted masculine privileging narratives.

The universe and its physical operations represent episodes in Margaret's life in addition to symbolically representing the inequities of Huggins' story. These metaphors for Huggins' life have been depicted through additional conventions of Epic Theatre.

Huggins like Saint Joan worked to progress a cause while her husband received the lions-share of public acknowledgement and like Saint Joan received no reward for her labours. Through a story of the past, audiences may see the present more clearly. Both are lessons from history.

Annotations matched to ISMG performance-level descriptors.

Demonstrating an understanding of the elements of drama [3]

demonstration of an understanding of elements of drama in the chosen style/form, making clear the interconnected nature of dramatic action and dramatic meaning

Consideration of elements of movement, time, space and symbol in relation to Epic Theatre style.

Devising and arguing a dramatic concept [8]

synthesis and argument of a position using references to storyboard to reinforce clear connections between purpose and context

References to storyboard images reinforce use of freeze frames and connection to purpose, context and Epic Theatre style.

Student response

Storyboard

Black light. Actors in black, shape white string into zodiac constellations. Projections of constellation names appear.




Student notations

Montage of stylized freeze frames including projections establishes context.

Movement of the constellations occurs in full view of the audience to symbolise the changing periods of Margaret's life as the dramatic action moves through the passage of time and space

Minimalist, non-realistic set uses symbolic universe shapes to reinforce Epic Theatre style.

Projections of constellation names within a montage of stylised freeze frames establishes context.

Annotations matched to ISMG performance-level descriptors.	Student response	
	Storyboard	Student notations
<p>Demonstrating an understanding of the elements of drama [3]</p> <p><u>demonstration of an understanding of elements of drama in the chosen style/form, making clear the interconnected nature of dramatic action and dramatic meaning</u></p> <p>Language choices reinforce Epic Theatre style.</p> <p>Devising and arguing a dramatic concept [8]</p> <p><u>synthesis and argument of a position using references to storyboard to reinforce clear connections between purpose and context</u></p> <p>Convention of narration clearly communicates connections between purpose, context and Epic Theatre style.</p>	<p><i>Single overhead light up, remains on Margaret in late 1800's costume. Margaret monologue would highlight pull of the universe's mysteries, references to the sky.</i></p> <p>e.g. The night sky twinkles and calls my name. She whispers to me, inviting me...no, teasing me to solve her riddles. She scatters shining crumbs across the sky leading me further into her dark world. The further I venture the more I see. She closely guards her secrets. I want to know her more.</p>	<p><u>Dialogue shows driving force in her life — love for the stars.</u></p> <p>Period costume reinforces historicification.</p> <p><u>Direct address breaks the fourth wall to provoke audience to consider didactic message of the inequities in Huggin's life.</u></p>
<p>Devising and arguing a dramatic concept [8]</p> <p><u>application and structuring shows a concept that reveals the subtleties of meaning and interrelationship between purpose, context and conventions of style</u></p> <p>Choice of appropriate convention of episodic structure revealing connections between purpose and context.</p>	<p><i>Whooshing sound (sfx).</i></p> <p><i>Lights up on young Margaret and Grandfather using a telescope.</i></p> <p><i><Episode - Margaret & her Grandfather></i></p> 	<p><u>Non-linear episodic structure creates a disjointed time sequence to spoil dramatic tension for audience, distance them emotionally, maintain focus on dramatic meaning.</u></p> <p>Two-dimensional characters break tension.</p>

Annotations matched to ISMG performance-level descriptors.

Devising and arguing a dramatic concept [8]

synthesis and argument of a position using references to storyboard to reinforce clear connections between purpose and context

Storyboard images reinforce clear connections between purpose and context.

Student response

Storyboard

Blackout.

Actors in black holding LED lights huddle in spherical shape. At varying pace actors open out and close back revealing lines or shafts of white light in various formations.

Projection: Spectroscopy — the study of spectrums of electromagnetic radiation.

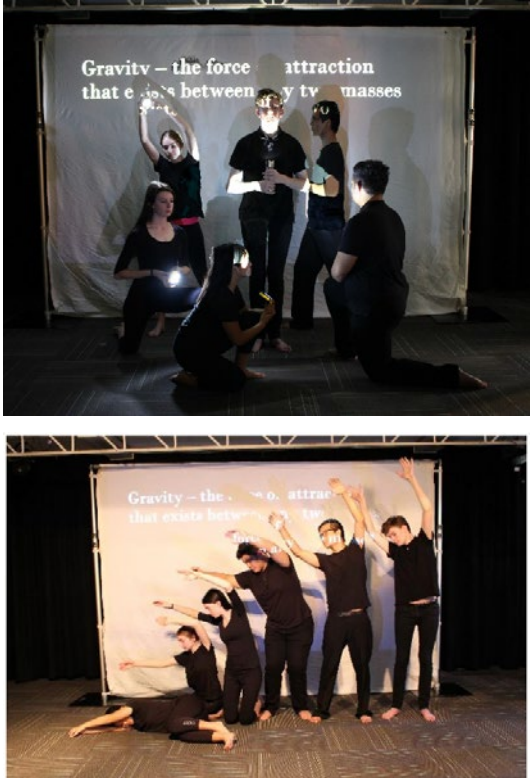
Student notations


Visible light sources to remind audience they were watching a play.



Poetic movement sequences used functionally and symbolically as metaphors for Huggin's life.

Projection symbolic of passage of her life.



Annotations matched to ISMG performance-level descriptors.	Student response	
	Storyboard	Student notations
<p>Devising and arguing a dramatic concept [8]</p> <p><u>application and structuring shows a concept that reveals subtleties of meaning and interrelationship between purpose, context and conventions of style</u></p> <p>Alienation device supports purpose, context and Epic Theatre style.</p>	<p><i>Lights up, Margaret monologue</i></p> <p>e.g.</p> <p>Margaret: When you look up at the night sky the stars burn at a different temperature. Some are hot and blaze brightly for all to see, others are cool and hide from view. No matter how hard you try, you cannot see the coolest of stars with the naked eye. You must search for these stars. Just like people, some shine brightly and demand your attention whilst others toil in the shadows....</p>	<p><u>Single storyteller to alienate and detach audience.</u></p> <p>Focus on universe as metaphor for invisibility of females.</p>
<p>Demonstrating an understanding of the elements of drama [3]</p> <p><u>demonstration of an understanding of elements of drama in the chosen style/form, making clear the interconnected nature of dramatic action and dramatic meaning</u></p> <p>Choices of elements of language and movement reinforce Epic Theatre style.</p>	<p>Projection: Gravity – the force of attraction that exists between any two masses</p> <p><i>Blackout. Lights up on actors re-creating movement of planets around the sun. Falling and collapsing actions show the gravitational force on earth.</i></p> 	<p><u>Symbolic movement sequences representing greatest pull in her life — the stars.</u></p> <p><u>Non-emotive language, distancing audience through science references.</u></p>

Annotations matched to ISMG performance-level descriptors.	Student response	
	Storyboard	Student notations
	<p><i>Lights up on Margaret. Monologue.</i></p> <p><i>e.g.</i></p> <p>Margaret: Gravity is the force of attraction between masses. In our solar system, the planets are held in orbit by the sun's gravity...</p> <p>In 1875 my solar system altered. I met my husband, the great William Huggins. We shared a passion for astronomy that drew us together working tirelessly to unravel the mysteries of the sky.</p> <p><i>Blackout.</i></p>	
<p>Devising and arguing a dramatic concept [8]</p> <p><u>application and structuring shows a concept that reveals the subtleties of meaning and interrelationship between purpose, context and conventions of style</u></p> <p>Convention of freeze-frames links purpose, context and Epic Theatre style.</p>	<p><i>Freeze frame - Queen knighting William, Margaret watches at a distance.</i></p> <p><i>She walks over and examines the freeze frame.</i></p> <p>Margaret: William Huggins, Knight Commander of the order of Bath bestowed by Queen Victoria for his founding work in astrophysics. And I?... I had an honour never before bestowed on a woman. I received.... reference in the honours list... (she makes inverted quotation gesture) William Huggins is honoured for great contributions which, with the collaboration of his gifted wife, he has made to the new science of astrophysics"</p> <p><i>Blackout.</i></p>	<p><u>Stylised freeze frames revealing Margaret spatially on sideline, symbolically separate, unemotional.</u></p>
		

Annotations matched to ISMG performance-level descriptors.	Student response	
	Storyboard	Student notations
<p>Devising and arguing a dramatic concept [8]</p> <p><u>synthesis and argument of a position using references to storyboard to reinforce clear connections between purpose and context</u></p> <p>Storyboard image reinforces didactic message, connecting purpose, context and Epic Theatre style.</p> <p>Applying written literacy skills [3]</p> <p><u>application of written literacy skills through articulated ideas and controlled structure, enhanced and informed by relevant drama terminology and language conventions</u></p> <p>Throughout the dramatic concept, sentence development shows clear and logical development of ideas with appropriate spelling, punctuation and grammar.</p>	<p>Projection: solar system.</p> <p><i>Single overhead light up on Margaret.</i></p> <p>Margaret: My name is Lady Margaret Lindsay Huggins ... My story is like thousands of others... Perhaps when you see a bright star, you may now look and listen for the force holding it in orbit.</p>  	<p><u>Final social comment through targeted dialogue to show her as 'real' and recognise plight of female.</u></p>