

# Drama 2019 v1.1

## Unit 2 sample assessment instrument

October 2018

### Examination — extended response

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Assessment objectives

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

1. demonstrate an understanding of the elements of drama and skills of critiquing
2. apply written literacy skills using relevant drama terminology and language conventions to communicate ideas and meaning
4. analyse how the elements of drama and conventions are used to create dramatic action and meaning
7. evaluate and justify the use of elements of drama and conventions to communicate dramatic meaning
8. synthesise and argue a position in response to recorded live dramatic action and meaning.

<b>Subject</b>	Drama		
<b>Technique</b>	Examination — extended response		
<b>Unit</b>	2: Reflect		
<b>Topic</b>	—		
<b>Conditions</b>			
<b>Time</b>	2 hours	<b>Perusal</b>	20 minutes planning time
<b>Word length</b>	800–1000 words	<b>Seen/unseen</b>	Unseen stimulus, unseen question/s
<b>Other</b>	<ul style="list-style-type: none"> <li>• Students will view a video excerpt of an unseen stimulus two times in the planning section. They will continue to have access to the stimulus throughout the examination as required.</li> <li>• Students will be provided with contextual information about the unseen stimulus during the examination to support understanding. This will include the company name, the name of the work, and a brief outline of the directorial vision.</li> </ul>		
<b>Instructions</b>			
<ul style="list-style-type: none"> <li>• View two sections from <i>Black Diggers</i> by Queensland Theatre Company.</li> <li>• Write an essay of approximately 800–1000 words that answers the following question: How does the manipulation of the elements of time, place, mood and symbol communicate the dramatic action and meaning of a young boy's journey into war?</li> <li>• Synthesise and justify your argument in response to the question by analysing and evaluating the most relevant dramatic languages for the excerpts to support your position.</li> <li>• In the planning time, you may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement.</li> </ul>			
<b>Task</b>			
<p>Question:</p> <p>How does the manipulation of the elements of time, place, mood and symbol communicate the dramatic action and meaning of a young boy's journey into war?</p>			
<b>Stimulus</b>			
<p>Video excerpt 1: Bertie wants to enlist (beginning at 23 minutes, 30 seconds and ending at 27 minutes, 52 seconds)</p> <p>Video excerpt 2: Bertie in the trenches (beginning at 51 minutes, 45 seconds and ending at 52 minutes, 56 seconds)</p> <p><b>Note:</b> Excerpts available through State Library of Queensland simulcast resource — <a href="http://bishop.slq.qld.gov.au">http://bishop.slq.qld.gov.au</a>. Search for <i>Black Diggers</i>.</p> <p>An accompanying stimulus booklet will provide contextual details including title, director, characters, synopsis and still images.</p>			
<b>Feedback</b>			