



Drama 2025 v1.2

IA1: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Demonstrating skills of acting	8	
Communicating meaning in performance	12	
Overall	20	

Conditions

Technique	Performance
Unit	Unit 3: Challenge
Topic/s	Area of study: How can we use drama to challenge our understanding of humanity?
Mode / length	Performance: <ul style="list-style-type: none">• Performance: Up to 5 minutes Annotated scripted text excerpt (not assessable): <ul style="list-style-type: none">• Written
Individual / group	Individual; the performance is completed as a group (up to four people)
Other	<p>The teacher provides a published text that is an appropriate script that makes social comment.</p> <p>Students can develop their response in class time and their own time.</p> <p>The teacher must provide students with continuous class time to develop the performance.</p> <p>All students must be actively engaged and a primary focus for a minimum of 3 minutes of the performance.</p> <p>For the audiovisual recording of the student performance, the recording should be continuous with no pausing or editing.</p>
Resources	<p><i>Far Away</i> by Caryl Churchill</p> <p>Access to a suitable space to create staged dramatic action</p> <p>Access to theatre blacks</p> <p>Recording equipment to film evidence</p>

Context

In this unit, you have explored how drama can be used to challenge our understanding of humanity over time. You have developed the knowledge, understanding and skills required to make and respond to dramatic works. You have investigated a range of dramatic styles united by social commentary, expressing philosophical and social viewpoints in action.

You will perform an excerpt of a published text for a chosen audience.

Task

Work as an actor to collaboratively create a polished ensemble performance of an excerpt of *Far Away* by Caryl Churchill, that makes social comment for a chosen audience of your peers.

Your polished performance will realise the purpose, context and dramatic meaning inherent in the selected published text.

You will be assessed individually.

To complete this task, you must:

- select an appropriate excerpt that makes social comment from *Far Away* by Caryl Churchill
- **interpret** purpose and context within the chosen text
- **manipulate** elements of drama, stagecraft and conventions to communicate stylistic characteristics in relation to your selected text and create dramatic action and meaning that communicates social comment
- **demonstrate** the skills of acting (performance and expressive skills)
- perform your excerpt as a polished performance and be filmed for evidence.

Stimulus

Far Away by Caryl Churchill.

Churchill, C. (2003). *Far Away*. United Kingdom: Nick Hern Books.

Checkpoints

- ☐ 4 hours: Rehearsal, discussion and viewing, feedback provided
- ☐ 8 hours: Final rehearsal

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will conduct interviews or consultations as you develop the response.
- When working as part of a group, your individual response is assessed by your individual performance in the task.

Scaffolding

- Consider the group size (2–4 persons), roles, and appropriate and equitable section of the stimulus script.
- Workshop the excerpt and interpret the script to:
 - decipher meaning and find the interrelationships between purpose, context and text in the dramatic action
 - consider and experiment with the elements of drama, stagecraft and a variety of conventions to communicate stylistic characteristics of the selected published text.
- Reflect on your manipulation of the dramatic languages and demonstration of the skills of acting to create dramatic action and communicate meaning.
- Consider production requirements, e.g. props, costumes.
- Focus on the interpretation and development of character by learning lines and getting off-script.
- Develop an annotated script excerpt with role/s highlighted and brief annotations identifying
 - selected stylistic characteristics of the chosen excerpt
 - purpose, context and dramatic meaning to be communicated
 - choices in skills of acting (performance and expressive skills), elements of drama, stagecraft and conventions in relation to purpose, context and meaning.
- Rehearse, as an ensemble, to refine skills of acting and the manipulation of the dramatic languages in relation to feedback (teacher, peer and self) and polish performance.

Instrument-specific marking guide (IA1): Performance response (20%)

Demonstrating skills of acting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> demonstration of skills of acting <ul style="list-style-type: none"> creates energy and focus through commitment to role, reacting to cues, rhythms of performance and ensemble (as appropriate) is convincing, refined and sustained 	7–8
<ul style="list-style-type: none"> demonstration of skills of acting is <ul style="list-style-type: none"> controlled and intentional suited to identified form/style 	5–6
<ul style="list-style-type: none"> demonstration of skills of acting using <ul style="list-style-type: none"> expressive skills performance skills 	3–4
<ul style="list-style-type: none"> use of expressive skills to communicate scripted dialogue through <ul style="list-style-type: none"> vocal qualities movement qualities 	1–2
The student response does not satisfy any of the descriptors above.	0

Communicating meaning in performance	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> interpretation exploits dramatic languages to reveal layers of meaning manipulation synthesises elements of drama, stagecraft and conventions to create engaging dramatic action and realise form and style of the stimulus text 	11–12
<ul style="list-style-type: none"> interpretation intentionally integrates dramatic languages to communicate meaning manipulation of elements of drama, stagecraft and conventions to communicate stylistic characteristics and create coherent dramatic action and meaning 	9–10
<ul style="list-style-type: none"> interpretation shows valid interrelationships between purpose, context and text manipulation of elements of drama, stagecraft and conventions to create dramatic action and meaning that communicates social comment 	7–8
<ul style="list-style-type: none"> interpretation of purpose and context within the chosen text manipulation of elements of drama, stagecraft and conventions to create dramatic action and meaning 	5–6
<ul style="list-style-type: none"> interpretation shows an understanding of situation, role and relationship in chosen text use of elements of drama and stagecraft to create action 	3–4
<ul style="list-style-type: none"> text is recited use of isolated elements of drama. 	1–2
The student response does not satisfy any of the descriptors above.	0

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