



# Drama 2025 v1.2

## IA2: 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.

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Applying literacy skills	4	
Devising original dramatic concept	8	
Statement of intent	8	
<b>Overall</b>	<b>20</b>	

# Conditions

<b>Technique</b>	Dramatic concept
<b>Unit</b>	Unit 3: Challenge
<b>Topic/s</b>	Area of study: How can we use drama to challenge our understanding of humanity?
<b>Mode / length</b>	Multimodal
<b>Individual / group</b>	Individual
<b>Other</b>	<p>Multimodal (at least two modes, written and digital, delivered at the same time): up to 1500 words, including:</p> <ul style="list-style-type: none"><li>• a statement of intent</li><li>• a sequenced digital record of key moments of the devised concept — one of the following<ul style="list-style-type: none"><li>– up to 12 photographs of staged dramatic action</li><li>– up to 3 filmed moments of staged dramatic action (up to a total of 90 seconds)</li><li>– up to 8 photographs of staged dramatic action, and 1 filmed moment of staged dramatic action (up to 30 seconds)</li></ul></li><li>• scripted dialogue: up to 500 words</li></ul> <p>(Note: Any dialogue in filmed moments must be included in the scripted dialogue.)</p> <p>The teacher provides a professional live or recorded live performance that expresses a clear social comment in an appropriate Theatre of Social Comment style.</p> <p>Students can develop their responses in class time and their own time.</p> <p>The following aspects of the task may be completed as a group (as required):</p> <ul style="list-style-type: none"><li>• peers may be used as actors to capture moments of dramatic action for the digital record.</li></ul> <p>The teacher will provide students with continuous class time to develop their response.</p>
<b>Resources</b>	<p><i>Wisdom</i> by David Burton — Queensland Theatre production, 2020 (recorded live performance)</p> <p>Access to a suitable space to create staged dramatic action</p> <p>Access to theatre blacks</p> <p>Recording equipment to capture workshopped staged dramatic action</p>

# Context

In this unit, you have explored how drama can be used to challenge our understanding of humanity, empower us to question society now, and advocate change. You have been exposed to the potential of drama as a tool to promote thought and action. As you develop your own artistic voice, it is important to be inspired by others works and reflect on the artistic voice you wish to create.

You have been invited to make a submission to the Queensland Emerging Artists Program, supporting the staging of original works created by young artists exploring relevant and topical social issues with fresh new voices.

The program invites you to create an original dramatic concept of a theatrical work that expresses a social comment.

Funding is available for submissions that are works in progress, drawing inspiration from current industry practice. The first round of funding applications requires you to submit a statement of intent and a digital record outlining your own original dramatic concept.

## Task

Working as a theatre-maker, you will devise an original dramatic concept that expresses a social comment in response to Queensland Theatre's production of *Wisdom*.

This task requires you to:

- identify dramatic languages used in the production that will inspire the development of your own dramatic concept
- identify the intended purpose, context, dramatic form and stylistic characteristics for your original dramatic concept
- devise moments of staged action through practical experimentation with elements of drama, conventions, form and stagecraft to develop your dramatic concept
- photograph and/or film key moments of dramatic action that best capture your dramatic ideas
- synthesise your original concept by
  - creating a sequenced digital record of key moments to communicate a social comment
  - writing essential scripted dialogue (up to 500 words)
  - documenting a statement of intent that
    - describes the dramatic languages used in *Wisdom* that have inspired your original devised dramatic concept
    - outlines the social comment to be made in your own production that will challenge a contemporary audience, identifying the intended purpose and context, the dramatic form to be used to structure the work, and the stylistic characteristics to be communicated
    - analyses, evaluates and justifies how the elements of drama, stagecraft and conventions are manipulated in your original production to communicate a social comment through your intended purpose and context.

**To complete this task, you must:**

- **apply** literacy skills to communicate ideas

- **manipulate** elements of drama, stagecraft and conventions to create a dramatic concept that communicates a social comment
- **analyse** elements of drama and dramatic conventions used to create dramatic action and meaning
- **evaluate** dramatic languages used to communicate a social comment.

## Stimulus

*Wisdom* by David Burton — Queensland Theatre production, 2020 (recorded live performance)

## Checkpoints

- ☐ 4 hours: Consultation about social comment for the original devised work
- ☐ 8 hours: Interview, discussion and feedback
- ☐ 12 hours: Final interview

## Authentication strategies

- You will be provided class time for task completion.
- You must acknowledge all sources.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will provide documentation of your progress at checkpoints indicated above.
- Students must submit a declaration of authenticity.

## Scaffolding

- Reflect on the professional live performance of *Wisdom* and consider how the production used dramatic languages to communicate a social comment and engage an audience.
- Identify which of the dramatic languages used in the production resonate with your own artistic voice and describe their use in engaging you as audience. This may include form, elements of drama, conventions, stagecraft and/or stylistic characteristics.
- Investigate relevant and appropriate topics for making social comment and consider differing stimulus (political, social, philosophical or economic) to conceptualise and devise your original dramatic concept.
- Define your intended purpose, context, dramatic form and stylistic characteristics for your original dramatic concept.
- Use peers to workshop ideas for dramatic action, experimenting with a variety of ways to manipulate elements of drama, stagecraft and conventions to make your social comment.
- Document ideas for dramatic action by photographing and/or filming workshopped key moments, noting scripted dialogue and stagecraft choices that best illustrate your intent.
- Organise your concept by drawing together the choices made to communicate dramatic action and meaning, making explicit how dramatic languages inspired by the professional production and others have been manipulated and work together to make social comment.

## Instrument-specific marking guide (IA2): Dramatic Concept response (20%)

Applying literacy skills	Marks
The student response has the following characteristics:	
• application of literacy skills through well-articulated ideas and controlled structure, enhanced and informed by relevant drama terminology and language conventions	4
• application of literacy skills, using relevant drama terminology to communicate ideas clearly and logically	3
• application of literacy skills to communicate ideas	2
• use of drama terminology.	1
The student response does not satisfy any of the descriptors above.	0

Devising original dramatic concept	Marks
The student response has the following characteristics:	
• manipulation creates an original dramatic concept that synthesises dramatic languages to reveal layers of meaning within the dramatic action	8
• manipulation shows considered selection of elements of drama, stagecraft and conventions to create an original dramatic concept in the identified form with relevant stylistic characteristics	6–7
• manipulation of elements of drama, stagecraft and conventions to create an original dramatic concept that communicates a social comment	4–5
• demonstration of the use of elements of drama, stagecraft and conventions to create dramatic action	2–3
• demonstration of the use of elements of drama to create dramatic action.	1
The student response does not satisfy any of the descriptors above.	0

Statement of intent	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>analysis shows how the integration of dramatic languages is used to create dramatic action and meaning</li> <li>evaluation of dramatic languages clarifies connections between purpose, context and dramatic meaning with discriminating justification referencing the digital record</li> </ul>	7–8
<ul style="list-style-type: none"> <li>analysis shows deconstruction of dramatic languages used to create dramatic action and meaning</li> <li>evaluation of dramatic languages provides valid justification of choices connected to purpose and context</li> </ul>	5–6
<ul style="list-style-type: none"> <li>analysis of elements of drama and dramatic conventions used to create dramatic action and meaning</li> <li>evaluation of dramatic languages used to communicate a social comment</li> </ul>	3–4
<ul style="list-style-type: none"> <li>identification and explanation of elements of drama and stagecraft used to create dramatic action</li> </ul>	2
<ul style="list-style-type: none"> <li>description of the dramatic languages used in the professional performance drawn upon as inspiration for original dramatic concept.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0



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