



Drama 2025 v1.2

IA3: 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
Applying digital literacy skills in a directorial vision	3	
Articulating a directorial vision	14	
Demonstrating skills of acting	8	
Communicating meaning in performance	10	
Overall	35	

Conditions

Technique	Practice-led project
Unit	Unit 4: Transform
Topic/s	Area of study: How can you transform dramatic practice?
Mode / length	<p>Directorial vision</p> <ul style="list-style-type: none">• Multimodal: up to 7 minutes — including a pitch, and still and/or moving images <p>Performance</p> <ul style="list-style-type: none">• Performance: up to 5 minutes <p>Annotated scripted text excerpt (not assessable)</p> <ul style="list-style-type: none">• Written
Individual / group	Individual
Other	<p>The teacher provides an inherited Greek, Elizabethan or Neoclassical published scripted text.</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:</p> <ul style="list-style-type: none">• directorial vision: peers may be used as actors to capture moments of dramatic action for the directorial vision• performance (up to four people). <p>The teacher must provide students with continuous class time to develop their response.</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>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 and film evidence of performance</p>

Context

In this unit, you have been exploring how you can transform dramatic practice and develop your own artistic voice. By manipulating the dramatic languages, you can reframe purpose, context and meaning of inherited texts into a contemporary performance.

You have been approached by Brisbane Festival to pitch an original directorial vision to be considered for the festival. This year the festival is themed 'Old made New' inviting creative interpretations that reflect transformation.

You will re-imagine, adapt and transform a text from an inherited theatrical tradition into an expression of your own emerging artistic voice, addressing the needs of a contemporary audience.

Task

Work in role, as director and actor, to transform William Shakespeare's *King Lear* into a Contemporary performance.

As director, you are required to:

- identify purpose, context and meaning within *King Lear* to be reframed using stylistic characteristics of Contemporary performance
- experiment with elements of drama, stagecraft and conventions across a range of forms and styles to re-imagine, adapt and transform the inherited text. You may edit, reframe and/or re-sequence the text (text cannot be rewritten)
- synthesise your ideas to develop a multimodal pitch that communicates your directorial vision, including
 - excerpts of the inherited text
 - still and/or filmed key moments of staged original dramatic action that best capture your directorial ideas in transforming the inherited text
 - evaluation of directorial choices in communicating purpose, context, stylistic characteristics and meaning for a contemporary audience.

To complete this component of the task, you must:

- **apply** digital literacy skills to communicate dramatic ideas
- **manipulate** elements of drama, stagecraft and conventions to adapt, shape and create dramatic action and meaning to transform an inherited published text into Contemporary performance
- **evaluate** dramatic languages used to communicate dramatic meaning for a contemporary audience.

As actor, you are required to perform a reframed excerpt of the selected inherited *King Lear* text as an ensemble or a one-person show, informed by ideas in your own or others' directorial vision/s.

To complete this component of the task, you must:

- **interpret** purpose and context within the chosen text
- **manipulate** elements of drama, stagecraft and conventions to create dramatic action and meaning and communicate identified Contemporary performance characteristics

- **demonstrate** the skills of acting (performance and expressive skills)
- present your excerpt as a polished performance and be filmed for evidence.

Stimulus

- *King Lear* by William Shakespeare (Shakespeare, W., & Ryan, K. (2015). *King Lear*. London: Penguin Classics)
- Nominated directorial vision for performance.

Checkpoints

Directorial vision

- ☐ 12 hours: Draft discussion and feedback

Performance

- ☐ 2 hours: Viewing of rehearsal, discussion and feedback
- ☐ 6 hours: Viewing final rehearsals for self-reflection

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will provide documentation of your progress at checkpoints indicated above.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- Students must submit a declaration of authenticity.

Scaffolding

Directorial vision

- Identify stylistic characteristics that resonate with your artistic voice by engaging with Contemporary performance works that explicitly interpret inherited texts using hybridity of conventions across a range of forms and styles.
- Brainstorm ideas about how *King Lear* might be reframed, reimagined or transformed for a contemporary audience.
- Determine your intended audience, purpose, context and meaning to be communicated.
- Workshop ideas for dramatic action to develop key moments that best highlight your directorial vision in relation to identified purpose, context and meaning.
- Reflect on the manipulation of elements of drama, stagecraft and conventions used to create a hybrid work that transforms the inherited text into Contemporary performance.
- Refine your multimodal pitch to combine spoken word with digital visual representation and ensure that your directorial vision clearly communicates purpose, context, stylistic characteristics and meaning for your chosen audience, and reflects your artistic voice.

Performance

- Consider
 - ensemble members who will support your vision (as appropriate: up to 4 persons)
 - an excerpt of *King Lear* to present as a Contemporary performance based on directorial vision/s, teacher feedback and further contributions of the ensemble (if working as part of a group)
 - roles and appropriate, equitable section/s of the stimulus script
 - production requirements, e.g. props, costumes.
- 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.
- Reflect on your manipulation of the dramatic languages and demonstration of the skills of acting to create dramatic action and communicate meaning.
- Focus on the interpretation and development of character by learning lines and getting off-script.
- Rehearse 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 (IA3): Practice-led project response (35%)

Applying digital literacy skills in a directorial vision	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • application of digital literacy skills enhances communication by making connections between ideas 	3
<ul style="list-style-type: none"> • application of digital literacy skills to communicate ideas 	2
<ul style="list-style-type: none"> • use of digital media and drama terminology in the directorial vision. 	1
The student response does not satisfy any of the descriptors above.	0

Articulating a directorial vision	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • manipulation shapes a vision that synthesises dramatic languages to reveal layers of meaning in the transformed work • evaluation reveals the interrelationship between purpose, context and meaning using discriminating examples 	13–14
<ul style="list-style-type: none"> • manipulation shows the interrelationship between elements of drama, stagecraft and conventions to shape a coherent directorial vision • evaluation of directorial choices clarifies the relationship between purpose, context and meaning using relevant examples 	11–12
<ul style="list-style-type: none"> • manipulation shows selection of elements of drama, stagecraft and conventions to communicate stylistic characteristics within the dramatic action and meaning • evaluation of the vision highlights the impact of directorial choices in relation to identified purpose, context and meaning 	9–10
<ul style="list-style-type: none"> • manipulation of elements of drama, stagecraft and conventions to shape and adapt dramatic action and meaning to transform an inherited published text into Contemporary performance • evaluation of the use of dramatic languages to communicate dramatic meaning for a contemporary audience 	7–8
<ul style="list-style-type: none"> • manipulation of elements of drama and conventions to shape dramatic action to suit the chosen context or purpose • explanation of elements of drama and conventions to communicate dramatic context or purpose 	5–6
<ul style="list-style-type: none"> • use of elements of drama and conventions • organisation of ideas to interpret text 	3–4
<ul style="list-style-type: none"> • use of elements of drama or conventions • communication of selected text and context. 	1–2
The student response does not satisfy any of the descriptors above.	0

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 Contemporary performance 	9–10
<ul style="list-style-type: none"> interpretation intentionally integrates dramatic languages to for a contemporary audience manipulation of elements of drama, stagecraft and conventions to create a coherent Contemporary performance 	7–8
<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, meaning and communicate identified Contemporary performance characteristics 	5–6
<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 	3–4
<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. 	1–2
The student response does not satisfy any of the descriptors above.	0



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