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| Drama in Practice 2024 v1.0  Choose one assessment technique. Delete the technique not required.  [#]1: Directorial project/Devising project — [topic] Workshop sample assessment template 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 Applied subject, based on the learning and assessment described in the syllabus.  To use this template, teachers should:   * + customise the school information section and subject details, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers   + complete the unit and module section using information from the syllabus   + consider the conditions prescribed in the syllabus when completing the conditions section   + construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered   + include stimulus items within the template or attached separately, as appropriate   + refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications, e.g. whether all objectives need to be assessed   + remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.  |  |  | | --- | --- | | **Student name** |  | | **Student number** |  | | **Teacher** |  | | **Issued** |  | | **Due date** |  |   **Overall result**   | Result | | | | | Comment | | --- | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** |  | |

## Conditions

Copy and paste the technique, unit, duration and response requirements directly from the syllabus. Identify if it will be a group or individual task. Add other resource information as needed or delete these fields as needed.

|  |  |
| --- | --- |
| **Technique** | [Insert collection of work, investigation, performance, practical demonstration, product, project] |
| **Unit** | [Insert the unit number and name, i.e. Unit 2: Domestic building] |
| **Response requirements** | [Specify whether the response is written, spoken and/or multimodal and/or the number of words, minutes, pages and/or slides.] |
| **Individual/group** | [Specify whether individual or group work is required.] |
| **Other** | [Identify here if there is stimulus to be used, access to technology, use of notes, audience, genre, word length etc. Add a row for each instruction.] |
| **Resources** | [Specify access to resources.] |

## Context

Suggested items to include are:

* + purpose of the task
  + information about the audience
  + relevance of the instrument to the unit of work
  + description of the problem or scenario that students will address when completing the task
  + delete if the context is not needed in your subject.

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise it to align to your school and student needs.

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires students to:

## Stimulus

Add further stimulus information here as required. Use appropriate titles and sub-titles as necessary.

If it is impractical to include the actual stimulus material, describe what stimulus or type of stimulus is required to complete this task.

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[Term [X] Week [x]/Date]: Identify checkpoint action.]

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## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

* + Delete this heading and section if no scaffolding will be used.

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards (A1): Directorial project — Collaboration

| Use drama practices | Plan drama works | Communicate ideas | Evaluate drama works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * use of dramatic languages that reveals complexity of choices | * planning that shows strategic consideration of impact of purpose and context within the director’s brief | * communication of ideas that provides a cohesive director’s brief revealing subtleties | * evaluation that shows well-reasoned justification, using examples that reveal the interrelationship between purpose and context | **A** |
| * use of dramatic languages that shows purposeful selection | * planning that shows clear and consistent choices about purpose, context and audience | * communication of ideas that is enhanced through symbolic use of production elements/technologies | * evaluation that shows justification of purposeful choices, in terms of key dramatic languages and production elements/technologies | **B** |
| * use of dramatic languages in a director’s brief for an excerpt of a published script | * planning for a director’s brief for an identified purpose and context | * communication of ideas in a director’s brief | * evaluation of directorial choices for an excerpt of a published script, using appropriate language conventions and terminology | **C** |
| * use of elements of drama or conventions | * documentation of ideas with inconsistent links made to purpose or context | * use of an isolated production element/technology to shape ideas | * statements of opinion about the use of dramatic languages or production elements/technologies | **D** |
| * identification of an element of drama. | * description of a selected excerpt of the published scripted text. | * selection of ideas for use in a production. | * description of an example of production elements/technologies. | **E** |

## Instrument-specific standards (B1): Devising project — Community

| Use drama practices | Plan drama works | Communicate ideas | Evaluate drama works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * use of dramatic languages that reveals complexity of choices | * planning that shows strategic consideration of impact of purpose and context within the devised scene | * communication of ideas that provides a cohesive devised scene revealing subtleties | * evaluation that shows well-reasoned justification, using examples that reveal the interrelationship between purpose and context | **A** |
| * use of dramatic languages that shows purposeful selection | * planning that reveals clear and consistent choices about purpose, context and audience | * communication of ideas that is enhanced through a clear through-line of dramatic action | * evaluation that shows justification of purposeful choices, in terms of key dramatic languages and selected stimulus | **B** |
| * use of dramatic languages in an original devised scene for an identified community issue, story or person of interest | * planning an original devised scene for a community-based purpose and context | * communication of ideas to create an original devised scene for an identified community issue, story or person of interest | * evaluation of a devised scene for a community-based purpose and context, using appropriate language conventions and terminology | **C** |
| * use of elements of drama or conventions | * documentation of ideas that makes links to purpose or context | * use of stimulus to shape story ideas | * statements of personal opinion about the selection of source material | **D** |
| * identification of an element of drama. | * description of community-based ideas. | * selection of isolated ideas. | * description about source material. | **E** |

## Instrument-specific standards (C1): Directorial project — Contemporary

| Use drama practices | Plan drama works | Communicate ideas | Evaluate drama works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | |
| * use of dramatic languages that reveals complexity of choices | * planning that shows strategic consideration of impact of purpose and context within the director’s brief | * communication of ideas that provides a cohesive director’s brief revealing subtleties | * evaluation that shows well-reasoned justification using examples that reveal the interrelationship between purpose and context | **A** |
| * use of dramatic languages that shows purposeful selection | * planning that reveals clear and consistent choices about purpose, context and audience | * communication of ideas that is enhanced through symbolic use of contemporary conventions | * evaluation that shows justification of purposeful choices in terms of key contemporary conventions | **B** |
| * use of dramatic languages in a director’s brief for a contemporary performance of an excerpt of a published script | * planning for an identified purpose and context to generate a director’s brief for a contemporary performance | * communication of ideas to create a director’s brief for a contemporary performance | * evaluation of directorial choices for a contemporary performance, using appropriate language conventions and terminology | **C** |
| * use of elements of drama or conventions | * documentation of ideas makes links to purpose or context | * use of an isolated convention to shape ideas | * statements of opinion about the use of an element of drama or convention | **D** |
| * identification of an element of drama. | * description of a selected excerpt of the published scripted text. | * selection of ideas for use in a production. | * description of an element of drama. | **E** |

## Instrument-specific standards (D1): Devising project — Commentary

| Use drama practices | Plan drama works | Communicate ideas | Evaluate drama works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * use of dramatic languages that reveal complexities of choices | * planning that shows strategic consideration of the impact of purpose and context | * communication of ideas that provides a cohesive devised scene revealing subtleties | * evaluation that shows well-reasoned justification using examples that reveal the interrelationship between purpose and context | **A** |
| * use of dramatic languages that shows purposeful selection | * planning that reveals clear and consistent choices about purpose, context and audience | * communication of ideas that is enhanced through a clear through-line of dramatic action | * evaluation that shows justification of purposeful choices in terms of key dramatic languages and selected stimulus | **B** |
| * use of dramatic languages for an original devised scene that comments on a social issue that affects the community | * planning an original devised scene for an identified purpose and context to comment on a social issue that affects the community | * communication of ideas to create an original devised scene that comments on a social issue that affects the community | * evaluation of choices in an original devised scene that comments on a social issue, using appropriate language conventions and terminology | **C** |
| * use of elements of drama or conventions | * documentation of plans makes links to purpose or context | * use of stimulus to shape scene ideas | * statements of personal opinion about the devising choices | **D** |
| * identification of an element of drama. | * description of an idea from selected stimulus. | * selection of isolated ideas. | * description about stimulus. | **E** |

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