Drama 2013
Sample assessment instrument

Forming: Devising — dramatic treatment (non-practical)

This sample is intended to inform the design of assessment instruments in the senior phase of learning.

Dimensions assessed

- Forming

Assessment instrument

### Comments

Students will have the opportunity to:

- manage elements of drama to create dramatic action
- use conventions of forms and styles, and skills of drama to shape dramatic action
- synthesise dramatic languages, purposes and contexts to create dramatic action and meaning.

### Context

You are now very familiar with Oscar Wilde’s playscript, The Importance of Being Earnest. During this unit you have completed an in-depth study of the Victorian era, in which the play is set, exploring the question: Have human obsessions changed over time? Now, answer this question and demonstrate your skills in devising.

### Task

Create a dramatic treatment of a selected scene from The Importance of Being Earnest. Devise dramatic action to entertain, challenge and inform contemporary audiences about the connections between past and present.

Describe how you will use the conventions of Visual and Physical Theatre to shape dramatic action and convey the significant themes, depict characters and dramatic symbols of the playscript.

Explain how your management of the elements of drama and combination of the dramatic languages will create dramatic action and convey your intended meaning and purpose to a contemporary theatre audience.

### Conditions

- Response type: Individual
- Mode: Multimodal presentation
- Length: 5–7 minutes
- Audience: Drama students and teacher
- Teacher consultation: Feedback on one draft delivery of dramatic treatment
- Preparation time: 3–4 weeks in and outside of class time
<table>
<thead>
<tr>
<th>Documentation requirements</th>
<th>Supporting documentation</th>
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<tbody>
<tr>
<td>See syllabus, p. 19</td>
<td>• Playscript used as the basis for the dramatic treatment annotated to show choices about management and shaping of the dramatic languages</td>
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<td>• Notes in relation to purpose, context and meaning</td>
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<td>• Any materials used for the multimodal presentation such as images or annotated sketches.</td>
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**Instrument-specific standards matrix**

Student responses have been matched to instrument-specific criteria and standards; those which best describe the student work in this sample are shown below. For more information about the syllabus dimensions and standards descriptors, see [www.qcaa.qld.edu.au/20325.html](http://www.qcaa.qld.edu.au/20325.html).

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<td>• perceptive and skilful management of the elements of drama to create dramatic action</td>
<td>• skilful management of the elements of drama to create dramatic action</td>
<td>• management of the elements of drama to create dramatic action</td>
<td>• partial management of aspects of the elements of drama to make dramatic action</td>
<td>• partial use of aspects of the elements of drama to make dramatic action</td>
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<td>• perceptive and skilful use of a range of conventions of forms and styles, and skills of drama to shape dramatic action</td>
<td>• skilful use of a range of conventions of forms and styles, and skills of drama to shape dramatic action</td>
<td>• use of a range of conventions of forms and styles, and skills of drama to shape dramatic action</td>
<td>• partial use of conventions of forms and styles, and skills of drama to make dramatic action</td>
<td>• partial use of aspects of conventions of forms and styles, and skills of drama to make dramatic action</td>
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<td>• insightful and skilful synthesis of the dramatic languages, purposes and contexts to realise dramatic action and meaning.</td>
<td>• skilful synthesis of the dramatic languages, purposes and contexts to realise dramatic action and meaning.</td>
<td>• synthesis of the dramatic languages, purposes and contexts to realise dramatic action and meaning.</td>
<td>• partial use of purposes and contexts to make dramatic action and superficial meaning.</td>
<td>• partial use of aspects of purposes and contexts to make dramatic action.</td>
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