



# CA ASSESSMENT TASK NOTIFICATION PRELIMINARY DRAMA 2020

**Task Number:** One

**Topic/s:** Studies in Drama - Shakespeare

**Weighting:** 35%

**Due Date:** Term 1, Week 8 – Wednesday 18<sup>th</sup> March

**Time:** 8.45am – 2.30pm (College Shakespeare Festival)

**Venue:** S PAC

## Outcomes to be Assessed:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

**Task Type:** (IC) – Part A: Workshop (Performance) and Part B: Written (Essay)

## Electronic Submission of Task:

NO

## Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to [moodle.pmaclism.catholic.edu.au](http://moodle.pmaclism.catholic.edu.au) (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2020 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a “Planned Absence Notification” form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>

## Task:

### Weighting:

**PART A**      **Workshop (Performance) 20%**

**PART B**      **Written (Essay) 15%**

### **PART A**

#### **WORKSHOP 20%**

You are to present an *original* group performance *influenced* by at least one Shakespearean play.

### **Time Limit:**

6-11 minutes.

### **Please Note:**

- 👥 groups will comprise of four or five students for this assessment task
- 👥 groups will be negotiated by your teacher
- 👥 you will receive an individual mark for this task
- 👥 class time will be allocated for preparation / rehearsal – however, you may need to rehearse before school / after school / lunch
- 👥 your performance will be stopped if it exceeds 11 minutes (11 minutes and 10 seconds)
- 👥 your performance will also be showcased at the Shakespeare Showcase in Week 10 (Wednesday 1<sup>st</sup> April).

### **Marking Criteria:**

You will be assessed on how well you:

- 👥 use performance skills appropriate to the style or form
- 👥 realise and sustain role / character
- 👥 perform as part of an ensemble
- 👥 establish an appropriate relationship with the audience
- 👥 use dramatic elements and theatrical conventions
- 👥 present a coherent performance.

### **PART B**

#### **WRITTEN 15%**

You will be required to respond to an *unseen* (dramatic) essay question on the topic of Studies in Drama 1: Shakespeare. You will be provided with 5 minutes reading time and 40 minutes working time.

### **Marking Criteria**

You will be assessed on how well you:

- 👥 know and understand the topic studied (Shakespeare)
- 👥 use this knowledge and understanding to answer the requirements of the question
- 👥 organise information and use appropriate supporting evidence
- 👥 demonstrate clarity of written expression and style.

Preliminary Drama  
Assessment Task One  
Studies in Drama  
Shakespeare

**MARKING GUIDELINES**

**Outcomes: P1.1, P1.3, P1.5, P3.1, P3.2, P3.3**

**Workshop (Performance) 20%**

**Written (Essay) 15%**

**Name:** \_\_\_\_\_

**WORKSHOP**

**Comment:**

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**Total Mark in this Task:**            **/30**

**Rank in this Task:**

**WRITTEN**

**Comment:**

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**Total Mark in this Task:**            **/20**

**Rank in this Task:**

**Current Rank in Course:**

**WRITTEN 15%**

<b>Marking Guidelines</b>	<b>Marks</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Interprets and explains insightfully the issues addressed in the question</li><li><input type="checkbox"/> Provides well-substantiated supporting evidence*</li><li><input type="checkbox"/> Provides an insightful and comprehensive response to the question in a convincing, coherent manner, which may demonstrate flair</li></ul>	<b>17-20</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Interprets and explains substantially the issues addressed in the question</li><li><input type="checkbox"/> Provides relevant supporting evidence*</li><li><input type="checkbox"/> Provides a substantial response to the question in a coherent manner</li></ul>	<b>13-16</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Explains broadly the issues addressed in the question</li><li><input type="checkbox"/> Provides some relevant supporting evidence*</li><li><input type="checkbox"/> Provides an adequate response to some of the issues in the question</li></ul>	<b>9-12</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Outlines some of the issues addressed in the question</li><li><input type="checkbox"/> Provides a basic response with little relevant supporting evidence*</li><li><input type="checkbox"/> Provides a series of points related to some of the issues in the question</li></ul>	<b>5-8</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Comments on some ideas that may relate to some aspect of the content of the question</li><li><input type="checkbox"/> Provides a limited response with little or no relevant supporting evidence*</li><li><input type="checkbox"/> Provides undeveloped points which may not be related to the question</li></ul>	<b>1-4</b>

\* Supporting evidence may include examples, quotations, evidence from the chosen text, real or imagined productions and/or practical experiences related to the selected topic area.