



# CREATIVE ARTS ASSESSMENT TASK NOTIFICATION YEAR 10 DRAMA 2020

**Task Number:** 1  
**Topic:** Shakespeare  
**Weighting:** 30%  
**Date Due:** Term 1 Week 8 Wednesday 18th March P1-5  
**Time:** 9.09am – 1.04pm (MacKillop College Shakespeare Festival)  
**Venue:** Senior PAC

## Outcomes to be Assessed:

- 5.1.2 a student contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

**Task Type:** (IC) – Part A: Performance (20%) and Part B: Written Response (10%)

**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 Requirements:**

### **Part A: Performance 20%**

**Outcomes: 5.1.2, 5.2.1, 5.2.2**

You will perform a scene (3-4 people) from either *Romeo & Juliet*, *Hamlet* OR *Taming of the Shrew* as part of the MacKillop College Shakespeare Festival. You must predominately incorporate Shakespearean language into your performance.

**PLEASE NOTE:** Inappropriate behaviour or effort at any stage of this task will result with you being removed from your group and being allocated a monologue that you will perform for this assessment task.

### **Time Limits:**

6 – 10 minutes. Your performance will be stopped if it exceeds 10 minutes.

### **Part B: Written Response 10%**

**Outcomes: 5.3.1, 5.3.2, 5.3.3**

You will be required to respond in a structured essay format to a seen question relating to your study of Shakespeare, your performance work and the work of your peers. You will be given the question and structured format in a lesson in Week 6 where we will be revising (from Year 9) how to write a Drama essay.

**PLEASE NOTE: YOUR PERFORMANCE WILL BE SHOWCASED AT THE COLLEGE SHAKESPEARE SHOWCASE IN WEEK 10, WEDNESDAY 1st APRIL.**

### **Part A: Performance 20%**

You will be assessed on how well you:

- use expressive skills (voice, movement, timing)
- create and sustain a role / character
- work in a group and create a coherent, dramatic piece showing consideration of audience, purpose and context and style of the topic (Shakespeare) studied

### **Part B: Structured Written Response 10%**

You will be assessed on how well you:

- show your knowledge and understanding of Shakespeare
- use supporting evidence – quotes and practical experiences
- demonstrate clarity of written expression and style

**PART A: PERFORMANCE 20%****Outcomes: 5.1.2, 5.2.1, 5.2.2****Name:** \_\_\_\_\_**Time:** \_\_\_\_\_

<b>Marking Guidelines</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>❑ Exemplary expressive skills – vocal and movement</li><li>❑ Exemplary ability to create and sustain a believable and convincing character/role</li><li>❑ Exemplary ability to work as part of a group. Excellent use of devices and techniques to communicate dramatic meaning</li></ul>	<b>10, 9</b> (for each point)
<ul style="list-style-type: none"><li>❑ Substantial expressive skills – vocal and movement</li><li>❑ Substantial ability to create and generally sustain a believable and convincing character/role</li><li>❑ Substantial ability to work as part of a group. Very good use of devices and techniques to communicate dramatic meaning</li></ul>	<b>8, 7</b> (for each point)
<ul style="list-style-type: none"><li>❑ Adequate expressive skills – vocal and movement</li><li>❑ Adequate ability to create a believable and convincing character/role. May not be sustained</li><li>❑ Adequate ability to work as part of a group. Have considered devices and techniques to communicate dramatic meaning</li></ul>	<b>6, 5</b> (for each point)
<ul style="list-style-type: none"><li>❑ Limited expressive skills – vocal and movement</li><li>❑ Limited ability to create a believable character/role. Often not sustained</li><li>❑ Limited ability to work as part of a group. Repeated use of the same devices and techniques to communicate dramatic meaning</li></ul>	<b>4, 3</b> (for each point)
<ul style="list-style-type: none"><li>❑ Minimal expressive skills – vocal and movement</li><li>❑ Minimal ability to create a character/role</li><li>❑ Minimal ability to work as part of a group. Little consideration given to communicating dramatic meaning</li></ul>	<b>2, 1</b> (for each point)

**Comment:**

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**Total:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ /30

**PART B: WRITTEN RESPONSE 10%****Outcomes: 5.3.1, 5.3.2, 5.3.3**

<b>Marking Guidelines</b>	<b>Marks</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrates an insightful understanding and appreciation of the play / performance(s) in relation to the requirements of the question</li><li><input type="checkbox"/> Provides insightful and relevant supporting evidence*</li><li><input type="checkbox"/> Provides an insightful and comprehensive response to the question in a coherent manner</li></ul>	<b>17-20</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrates a substantial understanding and appreciation of the play / performance(s) in relation to the requirements of the question</li><li><input type="checkbox"/> Provides a 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"/> Demonstrates a broad understanding and appreciation of the play / performance(s) in relation to the requirements of the question</li><li><input type="checkbox"/> Provides some relevant supporting evidence*</li><li><input type="checkbox"/> Provides an adequate response to the question</li></ul>	<b>9-12</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Outlines some understanding of the play / performance(s) in relation to the requirements of the question</li><li><input type="checkbox"/> Provides a basic response with little relevant supporting evidence*</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 aspects of the play / performance(s) / content of the question</li><li><input type="checkbox"/> Provides a limited response with little or no relevant supporting evidence*</li></ul>	<b>1-4</b>

\* Supporting evidence may include examples, quotations, evidence from the chosen plays and practical experiences related to the topic