



Sample assessment task

Year level	9
Learning area	English
Subject	Viewing
Title of task	Scripting a one-act play

Task details

Description of task	After studying a number of one-act plays, students will work in pairs to write the script for their own one-act play which demonstrates their understanding of the features of drama texts, such as sound, lighting, dialogue, character directions, positioning and props.
Type of assessment	Summative
Purpose of assessment	Write a script that demonstrates understanding of non-written conventions of drama and the ways in which they work to create meaning.
Evidence to be collected	Drafts, notes and annotated script
Suggested time	Eight lessons

Content description

Content from the Western Australian Curriculum	<p>Language – Expressing and developing ideas</p> <p>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning</p> <p>Literature – Examining literature</p> <p>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts</p> <p>Language – Creating literature</p> <p>Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink</p> <p>Literacy – Interpreting, analysing, evaluating</p> <p>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts</p> <p>Literacy – Creating texts</p> <p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features</p>
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Task preparation

Prior learning	<p>In preparing for this task, students should learn about and revise their understanding of:</p> <ul style="list-style-type: none"> the features of drama texts which separate this genre from others the way that drama texts are constructed in order to direct actors in particular ways
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	<ul style="list-style-type: none"> • the way that drama texts involve the senses of the audience, through sight, sound and movement • how characters and events are constructed in drama texts • the way that narrative structures such as narration can be manipulated and moulded to suit drama texts through, for example, the use of an aside or soliloquy/monologue • the way that sounds, colours and props can be used in symbolic ways • narrative arcs and the importance of conflict in building tension and momentum • the features of one act plays, such as limited characters, a single conflict, and few scene changes, and how these differ from longer, multi-act plays • the way that drama texts can present challenging concepts in accessible ways • the types of issues and themes that are relevant to a Year 9 audience <p>the generic features of scriptwriting and (if relevant) the use of scriptwriting software, such as PlotBot.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<p>Working in pairs, students are required to script a one-act play which deals with an issue relevant to a Year 9 audience. Their play must conform to scriptwriting conventions, such as the use of directions for actors, the incorporation of sound and lighting, and the placement of props. The play should present a clear theme to the audience and incorporate symbols (which may be a combination of props, lighting, colour, sounds, costumes) as well as dialogue and action to communicate meaning. The students' play must be contained in one act (that is, it should not be an excerpt from a larger dramatic piece) and therefore have a clear narrative arc. Students may wish to leave the issue they explore as unresolved in order to convey uncertainty or openness in the issue they are exploring. However, this does not mean that the play should end abruptly or without a clear sense that the lack of resolution of the conflict is intentional (this should be explained in their accompanying annotation).</p> <p>Upon completion, the students will annotate their script in order to explain the specific choices they made in constructing their text. They may do this in any appropriate written manner, for example, by having a second copy of their script which uses the 'comment' function to explain choices; by writing a precis that accompanies their script; by numbering features and then attaching a separate document which explains each point; or any other method that is appropriate.</p> <p>Students will be assessed on their skills in viewing so it is important that emphasis is placed on conveying meaning through visual/aural techniques.</p>
Resources	Nil
Instructions for teacher	<p>Students should be advised that their plays do not necessarily have to be about very serious, global issues – a class brainstorming session before beginning the task could be useful in identifying ideas, topics and issues that the class is interested in.</p> <p>Students may like to use free online scriptwriting tools such as PlotBot (http://www.plotbot.com) or they may wish to use an appropriate word processing program such as Word or Pages.</p>

Marking key for one-act play script

Conveying meaning in a visual form. How well you:	Not at all	In a limited way	In a reasonable way	Well	Very well
<ul style="list-style-type: none"> used visual/aural symbols to convey meaning to the audience. 					
<ul style="list-style-type: none"> used a variety of generic features of drama texts, such as sound, lighting, props and movement, to communicate meaning to the audience. 					
<ul style="list-style-type: none"> constructed rich characters through their actions, dialogue and script instructions such as costuming, movement and position on stage. 					
<ul style="list-style-type: none"> communicated a theme clearly to the audience. 					
<ul style="list-style-type: none"> constructed a one-act play which conformed to the relevant features of this genre, such as a single conflict, limited characters and few scene changes. 					
<ul style="list-style-type: none"> explained the choices that you made in writing your script through your annotations. 					
Total					
Your efforts working in a pair. How well you:	Not at all	In a limited way	In a reasonable way	Well	Very well
<ul style="list-style-type: none"> contributed appropriately to the finished product. 					
<ul style="list-style-type: none"> listened to and considered the suggestions of others. 					
<ul style="list-style-type: none"> stayed on task and worked productively. 					

Teacher's comments

Self-evaluation
