



*Creative and
Performing Arts*

Nepean Creative & Performing Arts High School

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ASSESSMENT TASK COVER SHEET

Course Name: Year 10 English

Due date for Part A (in class essay draft): Thursday 27th August, Week 6, P2

**Due date for Part B (final submission of polished essay): Thursday 10th September,
Week 8, P2**

Assessment Task Number: 3

Assessment Task Title: Drama Essay

Assessment Weighting: 30%

Total Marks Allocated to this task: 15

Task Description

In class, you have been studying drama and theatrical texts. For your assessment task, you will be required to compose a critical essay in response to the question:

"Theatre is a mirror, a sharp reflection of society." – Yasmina Reza

Discuss how dramatic techniques reflect aspects of ourselves and our society.

Part A (in class essay draft)

In class, on the due date, you will write a response to the above question. You will have 45 minutes to complete this task. In this response, you will need to use your knowledge of dramatic techniques and your core text to answer the question to the best of your ability. You will submit your in-class essay draft to your teacher. You will then be provided with feedback on this draft, which you will be expected to implement in your final essay. You will not be able to take in your text or notes during this part.

Part B (final polished essay)

On the due date you will submit a printed copy of your final polished essay, which will include the implementation of the feedback you received on your draft essay. You will also submit the in class draft essay on this date.

- The student must be responsible for having signed off in the teacher's register.
- The student must be prepared and present **in class on the due date** to complete Part A
- **Doctor's Certificates** are required for all absences.

- **Electronic issues** are NOT the responsibility of your teacher. This includes an inability to print work. Students must take into account possible issues and ensure that work is completed by the due date. Failure to submit assessment tasks on time will result in an N Award warning. Any misadventures will only be approved at the Head Teacher's discretion and will need appropriate paperwork.
- If **school commitments** clash with the date of an assessment then the student must speak to the Head Teacher at least **one week** prior to the due date to arrange an alternative. Failure to do this will result in a zero.
- Misadventure paperwork **MUST** be submitted in the event of absence due to illness, family matters, and school commitments and be accompanied by appropriate paperwork.

Things you need to KNOW to complete this task:

Content	<ul style="list-style-type: none"> • The techniques used in dramatic texts to create meaning. • Key dramatic language, including blocking, symbolism, repetition, lighting, dramatic irony, etc. • The themes presented in your play • Links to how the themes are relevant to the individual and wider society.
Skills (verbs)	<ul style="list-style-type: none"> • Identify dramatic techniques used. • Explain how they are used. • Analyse how they create meaning. • Structure of critical paragraphs and extended responses. • Utilise feedback to improve your essay

Things you need to DO to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

Outcomes to be assessed:

- **EN5-1A:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN5-7D:** understands and evaluates the diverse ways texts can represent personal and public worlds
- **EN5-9E:** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Grade	Marking Guidelines	Marks
A	<ul style="list-style-type: none">• Demonstrates insightful understanding of how dramatic texts reflect ourselves and society• Is able to effectively analyse a range of dramatic language, forms, and features.• Produces a critical response, demonstrating a high level of skill in interpretation evaluation based on a dramatic text.• Critically communicates ideas with perceptive appreciation of audience, purpose and context.	13-15
B	<ul style="list-style-type: none">• Demonstrates detailed understanding of how dramatic texts reflect ourselves and society• Is able to analyse a range of dramatic language, forms, and features.• Produces critical response, demonstrating a solid level of skill in interpretation and evaluation based on a dramatic text.• Communicates ideas with effective appreciation of audience, purpose and context.	10-12
C	<ul style="list-style-type: none">• Demonstrates sound understanding of how dramatic texts reflect ourselves and society• Sound explanation of dramatic language, forms, and features.• Produces a response, demonstrating some skills in interpretation based on a dramatic text.• Communicates ideas with some appreciation of audience, purpose and context.	7-9
D	<ul style="list-style-type: none">• Demonstrates a generalised and inconsistent understanding of how dramatic texts reflect ourselves and society• Describes dramatic forms, features, and structures of texts.• Produces a response, which may contain some skills in interpretation based on a dramatic text.• Exhibits the ability to compose a response that may recognise audience and purpose inconsistently.	4-6
E	<ul style="list-style-type: none">• Demonstrates an elementary and minimal understanding of the way meaning is shaped in texts.• Identifies basic dramatic features.• Presents a response that is under developed, but recognises the basic ideas of a dramatic text.• Exhibits the ability to compose a response with minimal recognition of audience and/or purpose.	1-3
NA	<ul style="list-style-type: none">• No understanding of the way meaning is shaped in text.• Does not identify dramatic features.• Response does not cover ideas surrounding a dramatic text.• Response composed with no consideration of audience or purpose.	0

ALARM SCAFFOLD TO ASSIST YOU TO RESPOND TO QUESTIONS

Topic Name	
Summary	<i>What is this topic about?</i>
Criteria	<i>What criteria should be used to decide how important or effective something is?</i>

Name and Define	Describe	Explain	Analyse	Interpret Meaning	Critically Analyse	Evaluate
<i>What is it?</i>	<i>What are its properties?</i> <i>Techniques</i>	<i>What is its function? What is the significance of techniques?</i>	<i>How does it work?</i>	<i>What message is shaped or gained from the event?</i>	<i>What is the effectiveness of each technique to contributing to concepts?</i>	<i>How important is it?</i> <i>TOPIC SENTENCE</i>
Concept #1						
Concept #2						
Concept #3						
Concept #4						
Concept #5						
Concept #6						

WHY IMPORTANT?	Critically Evaluate	<i>How much does each component contribute and what is the overall effect?</i>
	Conceptualise	<i>What is the essential idea?</i>
	Appreciation	<i>How is this connected to the question?</i>