



Task Number	2	Task Name	Essays
Course	HSC Drama	Faculty	CAPA
Teacher	Zoe Vardy	Head Teacher	Colin Taylor
Issue date	Week 3 (B) Wednesday 12/02/2025	Due date	Week 9 (B) Wednesday 26/03/25
Focus (Topic)	Topics: CAT and SIDT	Task Weighting	20%

Outcomes

- H1.5** demonstrates directorial skills
- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Task description

Students will write TWO individual essays for the questions below. Each essay is worth 20 marks.

Contemporary Australian Theatre

'How does Australian drama make us question who we are?'

Discuss this view with reference to your study and experience of TWO of the texts set for study.

Texts set for study: **Fangirls**, Yve Blake and **Neighbourhood Watch**, Lally Katz

Verbatim Theatre

'How do theatre makers maintain the balance between truth and audience engagement?'

In your response, refer to the TWO plays you have studied and your own experiential learning of this topic

Texts set for study: **Embers**, Decent, Campion and **Parramatta Girls**, Alana Valentine

Both essays must adhere to the following guidelines:

- A draft **MUST** be submitted. Drafts must be handed with enough time for sustainable feedback to be given.
- An introduction, body and conclusion. Scaffolds and essay introductions will be provided in class.
- A length of no more than 1200 words (about 3-4 of typed or 5-6 handwritten pages) for each essay.
- Reference to the play using quotes or stage directions and classroom workshops/discussions and your own experiences.
- Follow the submission requirements outlined in the attached pages.

Task: Essays		Subject: Drama	Due Date: Thursday 26/03/25	Weighting: 10%
Criteria: Contemporary Australian Theatre ESSAY 1				Mark
Outstanding – extensive knowledge, understanding and skills are displayed through a response in which : <ul style="list-style-type: none"> • Interprets and explains insightfully the issues addressed in the question realising that the response covers broad themes and issues. • Demonstrates an insightful understanding and appreciation of the specific theatrical and dramatic techniques and styles relevant to the question. • Discusses staging techniques used in workshops or productions seen that are relevant to the question. • Provides an insightful response to the question in a convincing, coherent manner, which may demonstrate flair, including relevant supporting evidence and quotations from both plays. 				19-20
High – thorough knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> • Interprets and explains the issues addressed in the question realizing that the response covers broad themes and issues. • Demonstrates a substantial understanding of the specific theatrical and dramatic techniques and styles relevant to the question. • Discusses staging techniques used in workshops or productions seen that are relevant to the question. • Provides a substantial response to the question in a coherent manner, including relevant supporting evidence and quotations from both plays. 				16-18
Sound – satisfactory knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> • Explains broadly the issues addressed in the question • Demonstrates an adequate understanding of the specific theatrical and dramatic techniques and styles relevant to the question. • Discusses broadly, staging techniques used in workshops or productions seen that are relevant to the question. • Provides an adequate response to some of the issues in the question and may include relevant supporting evidence and quotations from both plays 				11-15
Basic – limited knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> • Outlines some of the issues addressed in the question • Demonstrates a basic understanding of some theatrical and dramatic techniques and styles relevant to the question. • Explores some staging techniques used in workshops or productions seen. • Provides a series of points related to some of the issues in the question. 				6-10
Limited – elementary knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> • Comments on some ideas that may relate to some aspect of the content of the question. • Demonstrates a minimal understanding of some theatrical and dramatic styles. • Provides undeveloped points which may not be related to the question. • Provides a limited response with little or no relevant supporting evidence 				1-5
<ul style="list-style-type: none"> • Late submission – no misadventure • Assessment not submitted 			PARENTAL NOTIFICATION	00

Task: Essays Subject: Drama		Due Date: Thursday 26/03/25	Weighting: 10%
Criteria: Verbatim Theatre ESSAY 2			Mark
Outstanding – extensive knowledge, understanding and skills are displayed through a response in which: <ul style="list-style-type: none"> Interprets and explains insightfully the issues addressed in the question demonstrating a comprehensive understanding of the purpose of Verbatim Theatre in the introductory paragraph. Demonstrates an insightful understanding and appreciation of the specific theatrical and dramatic techniques and styles relevant to the question including the themes and issues explored, techniques used and process of collecting testimonies. Provides an insightful response to the question in a convincing, coherent manner, which may demonstrate flair. Provides well-substantiated supporting evidence and quotations from both plays. 			19-20
High – thorough knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> Interprets and explains the issues addressed in the question demonstrating a comprehensive understanding of the purpose of Verbatim Theatre in the introductory paragraph. Demonstrates a substantial understanding of the specific theatrical and dramatic techniques and styles relevant to the question including the themes and issues explored, techniques used and process of collecting testimonies. Provides a substantial response to the question in a coherent manner Provides relevant supporting evidence and quotations from both plays 			16-18
Sound – satisfactory knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> Explains broadly the issues addressed in the question and may address the purpose of Verbatim theatre in the introductory paragraph. Demonstrates an adequate understanding of the specific theatrical and dramatic techniques and styles relevant to the question and may address the themes and issues explored, techniques used and process of collecting testimonies. Provides an adequate response to some of the issues in the question. Provides some relevant supporting evidence and quotations from both plays 			11-15
Basic – limited knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> Outlines some of the issues addressed in the question. Demonstrates a basic understanding of some theatrical and dramatic techniques and styles relevant to the question. Provides a series of points related to some of the issues in the question. Provides a basic response with little relevant supporting evidence. 			6-10
Limited – elementary knowledge, understanding and skills displayed through a response which: <ul style="list-style-type: none"> Comments on some ideas that may relate to some aspect of the content of the question. Demonstrates a minimal understanding of some theatrical and dramatic styles. Provides undeveloped points which may not be related to the question. Provides a limited response with little or no relevant supporting evidence. 			1-5
<ul style="list-style-type: none"> Late submission – no misadventure Assessment not submitted 		PARENTAL NOTIFICATION	00

Miss Vardy's Assignment Submission Guidelines.

Cover Sheet:

The Cover sheet should contain: name, subject, teacher and task name. You will need to include your assessment cover sheet as well. Included with this assessment notification.

Margins:

Margins - minimum 2.5 cm, maximum 3 cm all around.

Essay Questions:

Essay question must be centred at the top of the page and italicised.

Paragraphs:

Double space all of the essay paragraphs including 'long quotations' (more than 40 words) which should have NO quotation marks, be indented 1.3 cm to the right, and have the same spacing as the rest of the essay paragraphs. Your short quotes must have quotation marks. All quotes must have the Act and Scene they are referenced from in brackets following the quote.

Leave 1 blank line between paragraphs **or** indent the first word (not both).

Font:

Use Times New Roman. A serif font is easier to read. Suggested sizes are 12 for the text and 14 for headings.

Pagination:

Put numbers in line with the right margin at the top or bottom of each page. Font Times New Roman, size 11.

Submission: Essays must be uploaded to Google classroom.

For example:

Name: John Smith

Subject: Drama

Teacher: Z. Vardy

Task: Task 2: CAT and
Verbatim essays