



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Topic: Resilience - Drama Year: 7

Assessment Task: Multimodal Task

Assessment Weighting: 40% Due: Term 3, final lesson of Week 9

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
EN4-ECA-01, EN4-URA-01, EN4-URB-01
Task Description/Overview
Students will write a short script using the stimulus provided and design the costumes for the main character OR design the set. On the date that the script and costume/set design are submitted, students will answer the reflection questions justifying the design and scriptwriting choices made.
Detailed Assessment Task Description
Part A (15 marks): Read the stimulus on page 3, then convert it into a play scene script. You are to do this in CORRECT play script format, including the following elements: <ul style="list-style-type: none">• Play title• Character list• Stage directions• Dialogue.
Part B (15 marks): Then, you need to decide whether to design the set OR the costume for the main character in that scene: COSTUME: You will do this by hand on A3 paper that will be provided. You are encouraged to use labels to clarify what you intended to depict. SET DESIGN: On one A4 sheet (provided), sketch out, in bird's-eye-view, the shape of your stage, and where key props will go within the scene. You are encouraged to use labels to clarify what you intended to depict, if you feel there is any doubt.
You will be provided with 5 lessons to plan and complete Part A and B: 2 periods in Week 7, 2 periods in Week 8, and 1 period in Week 9 (prior to the due date). Your teacher will inform you which specific dates.
Paper will be provided, and a basic range of lead and coloured pencils. If you wish to use other materials, you should plan to bring your own.

Part C (10 marks):

On the due date of the assessment, as well as submitting all of Part A and Part B, you will be presented with a series of reflection questions to answer. These will guide you in justifying the creative choices you have made. You will be able to refer to your Part A materials.

You will be expected to:

- Outline what message/s about resilience you feel are demonstrated in the extract/your script.
- Directly quote and refer to a specific stage direction in the script, identify what part of the stimulus you based the stage direction on, and explain how this was done effectively to convey an idea about resilience.
- Justify two specific aspects of either your costume or set design and explain what visual cues they provide to the audience to help them understand the play.

Ensure you answer these questions in full sentences. Your teachers will show you how to select and copy quotes and integrate them into your argument.

Due to the nature of Part C, a marking criteria cannot be provided for this section.

Part A & B Stimulus:

Jenna stood at the edge of the soccer field, her hands gripping the straps of her backpack. The sun had dipped below the horizon, casting long shadows across the grass. The team was in the middle of a scrimmage, and every time she tried to join in, the other girls' eyes flicked towards her with unspoken, dismissive glances.

"Pass it, Mia!" Coach Thompson shouted, his voice cutting through the cool evening air. Mia, the team's star forward, zipped past two defenders and scored effortlessly. Jenna's shoulders slumped as she watched from the sidelines, hoping for a chance that never seemed to come.

"Hey, Jenna!" Lily called out, waving her over. "Come join us!"

Jenna forced a smile and walked towards the field, her heart pounding with both hope and anxiety. As she approached, Mia and the others exchanged glances that spoke volumes. Jenna felt a pang of hurt as they subtly repositioned themselves to avoid her.

"Nice try, Jenna," Mia said, her tone clipped as she sidestepped Jenna. "Maybe next time."

Coach Thompson blew the whistle, signalling the end of practice. The team huddled together, chatting and laughing about the day's plays. Jenna lingered on the edge, feeling the sting of exclusion as the laughter seemed to echo louder than usual.

"Coach wants to see you," Lily said quietly, her eyes full of concern. "I'll be right here." Jenna nodded and trudged towards Coach Thompson, who was waiting with a serious expression. "Jenna, I need to talk to you about your performance today," he began.

"Am I... am I doing something wrong?" Jenna asked, her voice wavering.

"It's not just about today," Coach Thompson said, trying to choose his words carefully.

"We need to see more from you, more commitment, more..."

Jenna's stomach twisted as she struggled to hold back tears. "More what?"

"More effort," Coach Thompson said gently. "You're not quite where we need you to be. Maybe take some time to work on your skills?"

Jenna nodded, her face flushed with embarrassment. She glanced over at Lily, who gave her a small, encouraging smile, but it did little to ease the weight of the words she had just heard.

As Jenna turned to leave, she heard the distant laughter of her teammates mingling with the cool evening breeze, a sharp reminder of just how far she felt from belonging.

Part A – Marking Criteria

Grade	Description	Mark Range
Outstanding	<ul style="list-style-type: none"> • Play script includes all stylistic conventions of playscripts, using language appropriate to the audience, with fluency of spelling, grammar, and formatting. • Play script consistently maintains the plot and thematic meaning of the original text, applying consistently appropriate structure. 	13-15
High	<ul style="list-style-type: none"> • Play script includes stylistic conventions of playscripts, using language appropriate to the audience, with minimal issues with spelling, grammar, and formatting. • Play script maintains the plot of the original text and displays similar themes, using appropriate structure. 	10-12
Sound	<ul style="list-style-type: none"> • Play script includes most stylistic conventions of playscripts, using language appropriate to the audience, with sound use of spelling, grammar, and formatting. • Play script is recognisable as the plot of the original text and displays similar themes, mostly using appropriate structure. 	7-9
Basic	<ul style="list-style-type: none"> • Play script includes some stylistic conventions of playscripts, using language with variable consideration of audience. Spelling, grammar, and formatting are inconsistent. • Play script is inconsistent with the plot and themes of the original. Structure may impede understanding. 	4-6
Limited	<ul style="list-style-type: none"> • Play script contains significant errors or omissions in the conventions of playscripts. Language, grammar, and formatting are not appropriate for the context. • Play script bears little resemblance to the original text or is incomplete. 	0-3

Part B – Marking Criteria

Grade	Description	Mark Range
Outstanding	<ul style="list-style-type: none"> • Costume/set design communicates the student’s intentions for the scene, in a highly effective way. Labels are used to clarify visual aspects where needed. • Costume/set design is original and appropriate for the scene/character in question, enhancing audience understanding of the meaning of the play, possibly using symbolic elements. 	13-15
High	<ul style="list-style-type: none"> • Costume/set design effectively communicates the student’s intentions. Labels are used to clarify visual aspects where needed. • Costume/set design is appropriate for the scene/character in question, enabling audience understanding of the meaning of the play. 	10-12
Sound	<ul style="list-style-type: none"> • Costume/set design communicates the student’s intentions. Labels may be used to clarify visual aspects where needed, with varying effectiveness. • Costume/set design is appropriate for the scene/character in question, demonstrating some understanding of the meaning of the play. 	7-9
Basic	<ul style="list-style-type: none"> • Costume/set design is sometimes difficult for the intended audience to visualise/understand. • Costume/set design is basic and unoriginal, not indicating a specific connection to the play. 	4-6
Limited	<ul style="list-style-type: none"> • Costume/set design lacks clarity. • Costume/set design is incomplete or totally inappropriate for the character, setting or theme. 	0-3