



Orange High School
Stage 4
Subject: English Year: 8
Drama – Script Writing

Assessment Outline:

Part One – Scripting a scene (20 marks)

In your study of drama this term, you have studied a play in detail. Your task is to write the script for an additional scene in the play.

Your script should include characters and settings from the play you have studied but feature a new event or conflict as the basis of your scene. Your scene should also be connected to the key ideas explored in the play you have studied and fit logically within its story.

You must adhere to the scriptwriting format and include:

- List of characters in the scene
- Setting
- Stage directions as needed for describing what the audience will see or hear (e.g. set, props, lighting, sound effects, costumes, etc.)
- Stage directions as needed for describing how characters move, interact and deliver dialogue
- A new line each time a different character speaks and the character's name at the beginning of their lines
- The development of tension as your scene unfolds

You will be allowed to use a 'cheat sheet' in class to help you complete the task.

Part Two – Reflection (5 marks)

You are to write a brief reflection (1 paragraph) in which you explain:

- ONE theatrical technique you chose to use in your scene;
- how you have incorporated it into your script;
- the effect you want it to have on the audience.

Weighting: 25%

Date Given: Week 5, Term 2

Due Date: In class Week 8, Term 2

Outcomes Assessed:

1. Student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
4. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
5. A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
7. A student demonstrates understanding of how texts can express aspects of their broadening world and their relationship in it.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Failure to follow the above procedures may result in a zero award.

Plagiarism

Please Note: that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Criteria	Outstanding	Developed	Sound	Developing	Limited
Creates an engaging and imaginative script as an additional scene to the play studied in class	Sophisticated concept with insightful links to original play Imaginative, engaging and original	Well-developed concept with strong links to original play Draws strongly upon the imagination to engage the audience	Sound concept with clear links to original play Pedestrian, sound script idea and concept	Basic concept with some links to original play Under-developed script idea that lacks engagement and may recount	Limited concept with little connection to original play Limited development and may retell or rely on stereotypical ideas
Utilises setting and characterisation to develop atmosphere, conflict and tension appropriate to the style of the play.	Sophisticated development of tension to drive the scene Sophisticated portrayal and development of character through dialogue and stage directions Sophisticated use of setting to develop a sense of place, time and atmosphere	Substantial development of tension to drive the scene Substantial portrayal and development of character through dialogue and stage directions Well-developed use of setting to develop a sense of place, time and atmosphere	Develops tension in the scene Sound portrayal and development of character through dialogue and/ or stage directions Sound use of setting to develop a sense of place, time and atmosphere.	Attempts to develop tension Attempts to create characters and use dialogue and/or stage directions Attempts to create setting and/or a sense of place, time or atmosphere	Script may or may not develop tension Limited development of characterisation Limited development of setting
Control of language - spelling, tense, point of view, punctuation and use a variety of sentence structures appropriate to the style of the scene	Sophisticated language use – consistent spelling, punctuation and other grammatical features. A diverse range of sentences to enhance meaning.	Well-developed language use – some minor issues spelling, punctuation and other grammatical features. A range of sentences to enhance meaning.	Sound use of language – increasing issues with language, maybe focused on one area, e.g. spelling. Some evidence of a range of sentences to enhance meaning.	Variable use of language – increasing issues with language, maybe focused on one or more areas, e.g. spelling Mainly simple and some compound sentences	Inconsistent use of language, across multiple areas which dramatically impedes meaning. Limited ability to control sentence structure.
Use of theatrical and language features to enhance meaning and engagement	Sophisticated range of theatrical and language features that add depth and engagement of the script. Sophisticated use of devices to suit purpose.	Well-developed range of theatrical and language features that add a level of depth and engagement to the script. Well-developed use of devices to suit purpose.	A sound range of theatrical and language features that add interest and help to create engagement in the script. Sound use of devices to suit purpose.	Variable use of theatrical and language features. Maybe one or two devices used but do little to suit purpose.	Limited use of theatrical and language features. Limited use of devices
Reflection on use of theatrical devices	Insightful explanation of how a theatrical device has been used to shape meaning	Well-developed explanation of how a theatrical device has been used to shape meaning	Sound explanation of how a theatrical device has been used to shape meaning	Attempts to explain how a theatrical device has been used to shape meaning	Limited explanation of a theatrical device – may be focused solely on story