THEATRE PERFORMANCE

COURSE CODE: SDP315115

These guidelines provide students, teachers and markers with details about what students have to do for the display that forms part of the external assessment for this subject.

This document does not repeat essential information found in other documents and must be read in the context of:
- The course document
  (https://www.tasc.tas.gov.au/students/courses/the-arts/sdp315115/)
- The TASC guide to authenticity and academic integrity

The course assessment report located at (https://www.tasc.tas.gov.au/students/courses/the-arts/sdp315115/) addresses issues, strengths and weaknesses about the assessment of the previous year’s assessment and should be read in conjunction with the guideline.

Due dates for Independent Reflective Study (IRS) submission are available from the TASC website.

The timetable for the practical assessment for theatre performance is published on the TASC website at (https://www.tasc.tas.gov.au/students/courses/the-arts/sdp315115/).
EXTERNAL ASSESSMENT REQUIREMENTS

For external assessment you are required to:
1. Perform a polished performance of a published play(s) to a public audience.
2. Perform a monologue that shows your versatility as a performer.
3. Submit an Independent Reflective Study (IRS) that explores your performance and monologue.

Practical Performance

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<th>Section</th>
<th>Play</th>
<th>Monologue</th>
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<td>Criteria</td>
<td>Criterion 1 – Elements 1, 2, 3, 4, 5, 6, 7</td>
<td>Criterion 1 – Elements 1, 2, 3, 4, 5, 6, 7</td>
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<td></td>
<td>Criterion 2 – Elements 1, 2, 3, 4, 5, 6</td>
<td>Criterion 2 – Elements 1, 3, 4, 5</td>
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<td>Criterion 3 – Elements 1, 2, 3, 4, 5</td>
<td>Criterion 3 – Elements 1, 2, 3, 4, 5</td>
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<tr>
<td>Course coverage</td>
<td>Area 1 and 2</td>
<td>Area 3</td>
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<tr>
<td>Number of items</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Item type</td>
<td>Portrayal of character(s) in public performance of a published play</td>
<td>Memorised and blocked performance of monologue from published play</td>
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<tr>
<td>Time allocation</td>
<td>Students will perform on-stage for at least fifteen (15) minutes.</td>
<td>Three (3) to five (5) minutes</td>
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<td>For a small group of three students, the total performance time of the play must be between 25 and 40 minutes.</td>
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<td>For a group of between four (4) to a maximum of six (6) students – a total maximum time of one (1) hour is allowed.</td>
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<td>For a group of between seven (7) to ten (10) students a maximum time of one and half (1.5) hours is allowed.</td>
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<td>A maximum running time of two and a half hours, including interval, for larger groups must be observed.</td>
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<td>When the maximum time has elapsed, assessment will cease. (Student work following this time will not be considered or contribute to any assessment), unless there are exceptional circumstances such as fire alarms, injury or technical failure during the examination which must be conveyed to the panel chair on the night and followed up with TASC.</td>
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</tr>
<tr>
<td>Rating allocation</td>
<td>All criteria are assessed using extended ratings of A+, A A-…B+, B, B-…C+, C, C-…t+, t, t- or z.</td>
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</tr>
</tbody>
</table>
### Written Study

<table>
<thead>
<tr>
<th>Section</th>
<th>Independent Reflective study</th>
</tr>
</thead>
</table>
| **Criteria**                  | Criterion 7 – Elements 1, 2, 3, 4, 5 (describing processes)  
|                               | Criterion 7 – Elements 6, 7, 8, 9 (academic integrity related)  |
| **Course Coverage**           | Areas 1 to 4                  |
| **Number of items**           | 1                             |
| **Item type**                 | In depth reflective commentary on the play and the monologue presented above |
| **Word count**                | Between 2000 to 3000 words with between 500 to 1000 words on monologue |
| **Rating allocation**         | All criteria are assessed using extended ratings of A+, A, A-, B+, B, B-, C+, C, C-, t+, t, t- or z. |

An examining panel is convened by TASC to assess these performances and the IRS.

### ADVICE TO STUDENTS

#### GROUP PLAY

You will be assessed on:

- Interpretation of text
- Drama skills (voice, physical expression and role)
- Performance skills including ensemble playing
- Communication in performance with the audience.

In assessing character work, you will be expected to show:

(i) either a single rounded character performance that demonstrates skills of character development through the course of the performance;

Or

(ii) a range of characterisation skills exhibited through two or more clearly differentiated characters.

#### MONOLOGUE

You are also required to perform an extract from a play to an audience.

You will choose one monologue from the **three** you have performed for internal assessment during the year. You are advised to choose an external assessment piece that presents a *contrast to the role that you are playing in the group play.*

*contrast refers to a variation in genre, status, geographic context, historical context, motivation, age etc.

The performance time should be in the range of three to five minutes. You must wear rehearsal blacks with only indicative items of clothing or the addition of props when required such as a hat or walking stick. You will be assessed on your drama skills in voice, physical expression and characterisation, as well as in your ability to interpret a text and communicate that interpretation to an audience. Changing the playwright’s text is not appropriate.

Monologues will be assessed on a separate day in a venue to be advised.
INDEPENDENT REFLECTIVE STUDY (IRS)

You are required to submit an IRS as part of your assessment, which will assess Criterion 7.

The IRS is a separate document produced specifically for external assessment purposes and must contain in-depth reflective commentary of the Group Play and Monologue (above). The assessment of the IRS includes consideration of the application of academic integrity principles and referencing skills.

IRS should be between 2000 – 3000 words including 500 - 1000 words in the monologue section. Quotations, are included in the word count. Any work following a discretionary 10% over the word count will be disregarded by markers. Appendices outside of the 3000 words will not be assessed.

The IRS must show evidence of appraisal based on reflective practice (Criterion 7) and must cover the following areas:

PRODUCTION CHARACTER
(WITH REFERENCE TO PAST AND PRESENT CONTEXT AS APPLICABLE)

You must describe and analyse the development of your character(s) through the rehearsal process, including the contribution of costume and personal properties to the development of the role. Include a description and analysis of the theatrical context of the production and of your character or role within the production.

A discussion about the dramatic challenges you encountered for both your group performance and your monologue with emphasis on analysis of how they were or might have been overcome can be included. This should be linked to production of character including genre and context.

Include where relevant, historical, social, genre or thematic context, and reference to theorists used as related to character development.

THE MONOLOGUE

Your monologue must be placed in the context of the play from which it is drawn. You must appraise your development of your character(s) from that context.

Set design and costume sketches and production photographs may be included but are not mandatory.

A copy of the Monologue is to be included in the IRS. The IRS must be written in the 1st person and past tense, maintaining an academic tone.

(Examiners please note of Criterion 7: Elements 1-5 are related to describing processes and Element 6-9 are academic integrity related. This is an individual piece of written work and must be assessed independently in that context)

PRESENTATION

- include a word count on the cover page
- TASC Candidate number on each page
- 1.5 line spacing
- 12pt font size
- pages numbered
- accurate referencing
- reference list.
COPIES
Teachers must provide one original plus two photocopies of all material including clear photographs of students.

COVER PAGES AND PHOTOGRAPHS
Each IRS must have a TASC cover page that includes a signed declaration by the student and teacher that the IRS is the student’s own work.
The photograph on the cover page must be of the student in costume and make-up in the group play.

SUBMISSION
The IRS must be available and on the examiners’ desks (or secure examiners room) half an hour before the performance.

RETURN OF IRS
One copy of the IRS will be sent to TASC, but the other copies will be available for collection from Assessment Panel Chairs at the end of the assessment process.
ADVICE TO TEACHERS

In the Theatre Performance course a whole class works together on two class productions during the year as their public performance season. One performance in the second season will be externally assessed. A season indicates two or more consecutive performances for an audience in a theatrical context. The audience should be made up of members of the public and school community. Ideally the class will present one full-length play. However, given the difficulties in matching available performers to an appropriate script it is equally acceptable to present two or even three short plays, or even a compilation performance of scenes from different plays all by, for example, the same author, or all linked in some other way. Student devised or improvised drama is not acceptable for external assessment.

The important feature of the external assessment is that it is a single performance of published play(s) and that it operates as part of a public performance season.

Access requirements stipulate that a performance for external assessment in this course must contain a minimum of three students for assessment.

Type of text (traditional vs contemporary) is not a factor in determining student ratings against the criteria and standards.

Material selected for both monologue and play performance will:

- be published and of a high literary standard
- have dramatic merit and be worth of rigorous study
- sustain intensive study and provide challenge for the performer
- be appropriate and inclusive for students
- be appropriate for the age and development of students, and in that context, reflect current community standards and expectations.

Normal theatre habits, etiquette and methods of operation must apply:

(i) the teacher is expected to operate as a director; and

(ii) the class is expected to operate as much like a theatre company as possible.

Please note:

(i) A performer who is not readily distinguishable by his/her performance or costume from the rest in a crowd scene cannot be adequately assessed on interactive ensemble work in that scene. It is suggested key colours or pre-identifying features can be noted for examiners.

Students perform interactive ensemble work as it provides a strong context for students to demonstrate their performance skills. Criterion 2, Element 1 and 6 require responding to cues and reacting appropriately and being a generous stage performer - all inherently required for ensemble playing. Criterion 2 – Stagecraft Elements further details interactions, listening, spatial awareness and eye contact.

PERFORMANCE TIME

Refer to specific External Assessment Requirements (Page 1).

All evening performances must start no later than 7:00pm and must finish no later than 9:30pm.

ROLE ALLOCATION

Teachers are encouraged to select plays which, as far as possible, have an even distribution of roles.

A student who has only a single scene of character work (even though it may involve quite a long speech) presents more assessment difficulties than a role which, although it may have fewer lines in total, is well-spaced through the play, enabling the examiners to see the student in role in a variety of situations or circumstances.

The choice of role for the student may impact on his or her ability to demonstrate achievement against the criteria standards.
SELECTION OF SCRIPTS

Teachers are advised that Monologues and Scripts must come from published plays (musical theatre scripts are not appropriate) and that skits or monologues written in isolation are not acceptable and students not complying to these instructions are not fulfilling the requirements of the course.

Type of text (traditional vs contemporary) will not be a factor when determining student ratings against the criteria and standards

Reinterpretation of scripts is not recommended as it has implications for student’s capacity to demonstrate ‘authorial intent’ as described under Criterion 1.

ACCENT

Teachers are advised that Criterion 1, Element 5 and 6 require accent/voice appropriate not only to the character but (for higher levels of student outcomes) also to that of the ‘authorial intention’ of the work.

Reinterpretation/contextualization of pieces is therefore not advised.

WEIGHTING

The Play and Monologues are assessed as two separate performances. When determining an overall rating on the criteria, examiners are instructed to use the monologue to confirm, raise or lower the rating depending on the monologue performance. The play weighs more than the monologue.

COSTUME AND PROPS

Costume and props form part of the assessment for Criterion 2, Element 1 and 2 as part of stagecraft and technical elements. ‘Appropriate’ costume and props will be interpreted as those which allude to the appropriate time period and context. Students/schools will not be penalised for lack of ‘authentic’ costumes/props due to resourcing or budget constraints.

A formality of presentation is expected e.g. appropriate clothing, no personal jewellery or adornment that detracts from the character.

ABSENT STUDENTS

If a student is ill on the day of the assessment, the expectation is that another student will read the missing student’s role in the play. Teachers cannot participate in any way in the performance. Teachers are advised to have contingency plans in place for such circumstances.

PROMPTING

If prompting is required, it must be done as part of the normal technical support system of a theatre performance.

The use of prompts has an impact on Criterion 2, Element 3, 5 and 6 and Criterion 3, Element 3 and 5.

Students who exceed 2 prompts in solo work would be placed in a t range on those standard elements which may affect their overall rating on those criteria.

Students who exceed 3 prompts in the play would be placed in a t range on those standard elements which may affect their overall rating on those criteria.

Examiners will not prompt.

AUDIENCE

The ability of students to perform for an audience is an essential feature of this course.

The group play assessment performance must be public and must be one (but not the first) of a season of two or more performances.
PROVISIONS FOR THE EXAMINING PANEL

VENUE FACILITIES
A secure examiners room must be available at least half an hour prior to the examination starting and for the duration of the examination process. It is recommended that all IRS documents and placemats are available in this room.

The examining panel must be seated together. Each examiner requires a desk or desk space sufficient to allow both a folder to be left open and room for writing on assessment sheets.

Each examiner must have a low-powered reading lamp, preferably with a blue globe or blue gel to cut down the amount of light spill, in order to follow the script and to make notes about performers.

Teachers are asked to ensure that the positioning of the examiners allows clear and unimpeded sightlines to the performance area.

SCRIPTS
Examiners will require three copies of the performance script (fully annotated with correct editing if applicable) prior to the start of the examination.

Examiners will require three copies of monologue scripts in running order at the time of the monologue assessment.

PLACEMAT
Three copies of the production placemat must be available to the examiners with the IRS documentation.

A placemat is a photo cast list in order of appearance. Student and character names must be supplied. Where students are playing multiple characters these photos must be included. It is recommended that the placemat is on one sheet of paper.

CONFIDENTIALITY
For reasons of confidentiality, care should be taken to ensure that no one is sitting behind, or close by, the examining panel.

Examiners must also be provided with a private room for use in their discussion and assessment of students. This should be a separate room, or ensuring that the performance area is vacated promptly could provide it. Examiners should be provided with this area at least half an hour prior to the commencement of the performance, at interval, if there is one, and at the end of the performance.

Teachers are required to ensure confidentiality during the external assessment process.

EXAMINATION TIMES
Because examiners need to spend time immediately after the performance on assessment, teachers are asked to allow for up to an hour (for larger groups) after the performance finishes for examiners to carry out this task.

If there are likely to be parking difficulties at a performance venue, teachers are asked to make arrangements to enable examiners to park conveniently.

Video recording of practical examination work is not permitted under any circumstances.