

THEATRE PERFORMANCE (SDP315115)

All exams ran smoothly and thank you for the warm welcome and hospitality extended to the examining panels.

Where schools/colleges have 2 students with the same first name, please use their first **name and middle name** for identification purposes.

Please be aware that multiple prompts will result in a T rating against standard elements in C2 and C3.

It is important for young performers to use their voice in a safe manner.

EXAMINERS ROOM

The place for examiners to meet throughout the process was generally well provided. Please ensure these rooms are secure and provide for privacy.

Due to the paperwork involved, it is advisable to provide the examiners with a private room where they can sort through the paperwork and examination sheets prior to entering the exam. Please have all copies of the program in this room for the examiners to begin the process of writing up names and works prior to examination starting.

CANDIDATE PLACEMENTS

Thank you to the schools/colleges who provided the panels with 'placemats' of actors/characters. The "placemat" of actors in costume in order of appearance is essential. This enables the panel to quickly identify the candidates on stage and provides invaluable pre-examination information. Provision of the 'placemat' will be placed in the guidelines for teachers. Where schools/colleges have large casts, examiners have requested teachers put the students' characters together on the placemat, rather than listing them throughout the placemat.

MONOLOGUES

Candidates should be aware that delivery of the dialogue should not be to side stage, particularly when an 'imaginary' other character is being addressed. Place that character out in the audience so the examiners are able to engage with the face of the candidate.

This year we saw a lot of classes have students prepare the same monologue for external assessment. Selection of the same monologue in a class by different candidates is not recommended.

The choice of monologue is important in showing a contrast to the character presented in the play.

LENGTH OF PRODUCTIONS

Please ensure that students have enough interactive ensemble time as well as dialogue to allow for equity of assessment. For example, 3 lines in act 1 and 10 minutes standing on stage does not really allow for equitable assessment.

This year we saw a lot of plays presented where 1 or 2 actors had the majority of stage time and action with the remaining cast members doing very little.

Teachers are encouraged to be creative with their choice of exam shows.

Some ideas for consideration could be –

- split roles into Act 1 and Act 2 casts.
- sharing of major roles
- presentation of 2 shorter plays.
- multiple works by the same author

Please be mindful of the length of productions for the number of candidates. At times the productions went overtime and this did not always ensure the best outcome for candidates. Careful editing can create a more suitable length production without compromising the integrity of the show.

INDEPENDENT REFLECTIVE STUDY (IRS)

This year the IRS documents showed good research and context relating back to how this was used and realised through the development of character.

Writing about theorists, context and research must be related to how this information was used in the production.

Correct referencing is required and part of the criterion and TASC Academic honesty policy protocol. There were too many IRS documents that were not adequately referenced. A lot of IRS documents included appendices as extra to the 3000-word limit. These are not assessed.

Proof reading is essential prior to submitting work.