

THEATRE PERFORMANCE (SDP315115)

ADMINISTRATIVE MATTERS

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

A reminder that it is important to provide the examiners with an unobstructed view of the stage.

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.

Panel chairs noted an increase in paraphrasing this year in plays and solo extracts.

Consideration must be given to the suitability of performance material for assessment purposes in an educational setting. In most cases overly adult content such as strong language throughout, violence, suicide, rape, masturbation is inappropriate.

Where a school requires a 'fill in' for a role due to an absentee, it must be a currently enrolled student at your school or college.

EXAMINERS' ROOM

Please ensure these rooms are secure, and can be locked and provide for privacy.

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 PLACEMATS

The use of placemats improved this year.

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.

Examiners **do not** want character or actor alphabetical order placemats. Order of appearance ONLY.

For larger ensembles, the placemat could be also broken into 2 sheets - ACT 1 and a separate sheet for ACT 2 appearances.

Please avoid the use of surnames on the placemat or using the full program as your placemat.

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

Please remind students to adhere to the time limits for the monologue. Monologues can be between 3 to 5 minutes. This year we saw a lot of monologues that were either under 3 minutes or over 5 minutes. This may place the candidate on jeopardy of not fulfilling the exam requirements.

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.

Once again, examiners experienced the same monologue preparation and delivery from candidates within the same school/class. Teachers are reminder that the selection of the same monologue in a class or school 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

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

IRS

Correct referencing is a requirement and part of the criterion and TASC Academic and academic integrity policy. There were too many IRS documents that were not adequately referenced.

Candidates do need to reference their own play. Breaches of this will result in a 't' rating.

All source material used – YouTube, films, TV, interviews must be referenced.

If teachers supply their students with a student workbook please ensure the actual notes are referenced correctly. A 'teacher workbook' is not a reference.

It is advised that candidates refer to the text. What your character(s) says and what other character(s) say gives the actor information about their roles (s) and the play.

Quotes are not part of the word count.

Please remind students to refer to characters by the name of the character and not names of class mates.

Writing about theorists, context and research must be related to HOW this information was used in the production and impact upon or informed their acting decisions.

A lot of IRS documents included appendices as extra to the 3000-word limit. These are not assessed. They do not influence the assessment and examiners do not read them.