

# ASSESSMENT REPORT 2020

## SDP315120 – THEATRE PERFORMANCE

### Class Productions

All assessment centres are to be congratulated on their efforts to manage performers, audience members and Markers within the Covid-19 Guidelines.

Markers were pleased with the standard of work across the state. Many class productions reflected a productive rehearsal process and strong ensemble work. Generally, students presented polished performances that demonstrated good attention to detail related to stagecraft and context. Students are reminded to ensure era appropriate costume and character work is not overshadowed by personal items including excessive jewellery, contemporary watches, piercings and visible tattoos.

Markers were pleased with the range of play texts presented but remind teachers to ensure there is sufficient opportunity in the class production for all students to present work that allows all students to demonstrate skill across the three externally assessed criteria.

There was a marked improvement in accuracy in memorisation and notably less paraphrasing of play texts. This had a positive impact on cues and overall polish. Students and teachers are encouraged to continue to give this aspect of the play production exam adequate time and priority.

### Monologues

Students and teachers are reminded of the guidelines for the timing of the monologue performance: 3-5 minutes. Work was presented that was both undertime and overtime. Students are asked to avoid mimed action, overly long pauses and stage business with props as strategies to extend the performance time of their monologue. These strategies do not contribute to the assessment and students may be penalised. Work that is presented that is too short or over time can impact negatively on the student's overall assessment.

Students and teachers are advised to avoid cutting and pasting together dialogue from a play text that simply omits other character(s) lines. This is not a monologue and on occasion students struggled to convey clear context, authorial intention and communicate subtext due to the fragmented nature of the edited play text. Teachers and students are reminded of the guidelines provided in regard to the subject matter of monologues. Students should not present text with excessive strong language or that contains explicit references to violence, drug use, suicide, or sexual abuse. Inappropriate choice of material will impact negatively on the student's assessment.

The monologue exam provides the student with an opportunity to show further performance range and skill. **It is strongly advised students select a monologue that differs in genre, context, accent, style and period from the role(s) they have undertaken in the class production.**

There was a marked improvement in accuracy in memorisation and notably less paraphrasing of play texts. This had a positive impact on overall polish and sustaining of character. Students and teachers are encouraged to continue to give this aspect of the monologue exam performances adequate time and priority.

Generally, students were dressed appropriately in theatre blacks and made use of a simple items of costume to suggest character/era etc. Similarly, good use was made of a single prop or item of furniture to support the work. Students are reminded to ensure era appropriate costume and character work is not overshadowed by personal items including excessive jewellery, contemporary watches, piercings and visible tattoos.

## Independent Reflective Study

Overall, the Independent Reflective Study (IRS) was well presented and addressed all aspects of the criterion standards. There was a marked improvement in the research, experimentation and practical application of acting theorists approaches to the development of character.

The most successful candidates submitted an IRS that was written in clear and precise language, critically discussed the first five Standard Elements of Criterion 7 throughout their writing, authentically embedded their practical work on acting theorist's approaches into the context of their own character development and performance on stage, accurately referenced in one consistent style, and demonstrated broad and discerning research about their play text.

Less successful candidates presented work that was under the word limit, lacked authentic discussion and application of acting theorists' approaches, made general statements without providing examples from the play text and their own work on stage, was inadequately or inaccurately referenced, and or did not include a reference list. There are three Standard Elements in Criterion 7 that relate to referencing and therefore students and teachers are urged to give adequate attention to this aspect of this externally assessed assignment.

Students are asked to; include page numbers, their TASC ID number (not their name) on each page (as header or footer), ensure all images used (including own photographs) are clearly labelled and referenced, ensure no surnames of the candidate or other candidates are referred to in their writing, and to please staple the IRS (not bind) to allow for ease in marking, less bulk to transport and less use of plastic.

## Administration

Teachers and students are asked to ensure cover pages are accurate; clearly listing the name of the candidate that matches their TASC registration and their TASC ID number, and lists all roles they play in the class production and monologue. Please ensure the photocopy of the monologue text is readable.

Markers appreciated the candidate placemats to assist with assessment. Additional information such as 'Only appears in Act 1' or 'Only seen in this role once – page 45' were most helpful.

Markers appreciated venues that provided adequate desk area, appropriately physical distancing from other markers and audience members, adequate light to enable each marker to read a script, write on their markers sheets and view their placemat. It is important markers can be seated comfortably and ergonomically, able to reach the desk and maintain a clear view of the entire acting space. Markers thank teachers for the provision of COVID friendly catering and a secure room in which to assess.

As markers are working to a timetable and on some days travelling between assessment venues, please ensure parking at the assessment venue is available and clearly indicated for all markers, at the scheduled exam times during the day.