Theatre Performance  
Course Code: SDP315115

Major Performance Ensemble

The exam performance play is a vehicle for assessment of student work, not to be seen as an opportunity for the ‘director’ to experiment with production elements at the expense of student assessment. Directorial choices that detract from students’ ability to demonstrate skill, impact on their assessment.

Loud and or distracting sound effects playing underneath spoken dialogue of students whose vocal skills are being assessed impacts of the panel’s ability to hear clearly the vocal work of the students.

If students perform in areas of poor lighting or no lighting the examiners are unable to see their faces and their ability to assess areas such as focus, eye contact, listening and reacting may be limited.

Students being directed to deliver text whilst facing upstage and or travelling upstage need to ensure projection compensates for this directorial decision. Few students are skilled enough to compensate through adjusted vocal delivery, and this blocking choice can impact negatively on a student’s assessments.

Concern was again expressed about the very limited opportunity several students had to show skills, character development and ensemble skills, due to a limited number of lines to deliver and or limited time on stage. Some students may have satisfied the minimum time on stage requirements but if little or no dialogue is spoken during this time this may impact negatively on their assessment. In the major play, there were some very uneven on stage time allocations for some candidates resulting on some occasions with less than 7 minutes on stage in total followed by a very short monologue. Please read the guidelines.

The time requirements of a play are clearly stated in the guidelines. Teachers must ensure a student’s opportunity to be fairly assessed is not compromised by not appearing until late in the play. If a show runs overtime and a student in on very late in the running time that may impact on their assessment. Sections of text which are just dialogue need to be edited and minimal.

It is vital that the blocking and direction allow the examiners a clear view of students throughout the play. Students seated, lying down stage or angled with their back to examiners, can impact on the panel’s capacity to see, hear and accurately assess the student’s work.

A key aspect of ensemble playing is the sensitivity of all the cast to the actions and mood on stage. Noisy exits, entrances and backstage movement by other cast members all impacts negatively on the action on stage.

In one centre overhead choir microphones were employed. This should not be necessary for Theatre or Drama students.

There were some interesting new contemporary scripts presented.
Monologue

Concern was again expressed about the use of re-typed copies of monologues. These have contained errors in the text; spelling errors; incorrect names, title of plays, authors; omitted text; additional text; changed or omitted pentameter and punctuation. All of these changes impact on the delivery of the authorial intention of the text. Monologues are to be from a published play text, not from a screenplay or film or monologue website.

Understanding of genre is essential for the students to be able to successfully communicate range or development of character. This on stage work needs to be supported by the understanding of how genre relates to the development of their character(s).

On occasion there was a poor choice of monologue to provide a contrast and further skill opportunity for students. It is important to choose a contrasting monologue from the main role in the play. This was noted on occasions as similar costume, genre, style, era, voice, mannerisms were employed, showing very little or no contrast.

Don’t underestimate the importance of the monologue. The monologue needs to be well-prepared and rehearsed. It is important in determining the overall award.

Ensure the monologue is not delivered like prose. Be secure in the research and to whom the monologue is being addressed. Monologue performances need to have the same preparation in terms of blocking, research about genre, story and character development as the play. The monologue should be a well-rehearsed and polished performance.

Candidates must not present solo (monologue) work that was performed for assessment in previous years. (e.g. in Year 11 Drama).

IRS

The IRS standards for Criterion 7 clearly state the following in regard to referencing of the Independent Reflective Study (C rating dot points below). A number of the Independent Reflective Studies submitted for examination had little, inaccurate or no references. The expectations for teachers and students are clearly stated in the TASC publication, ‘Authenticity and Academic Integrity: A Guide’ (Version 3.1, 2015).

| separate information, images, ideas and words of others from the learner’s own |
| differentiates information, images, ideas and words of others from the learner’s own |
| identifies the sources of information, images, ideas and words that are not the learner’s own. Referencing conventions and methodologies are generally followed correctly |
| creates appropriate reference lists/bibliographies. |

Administrative Matters

Both minimum and maximum time limits needed to be adhered to for the monologue and the play. Examiners will stop assessing once the maximum running time has been reached. Large classes may mean the examiners need longer at interval to adequately discuss each candidate in preparation for Act 2.
It is important the documentation provided is as follows; an accurate, edited script (lines deleted on pages can be left, unless the lines deleted are all but one, then a cut and paste of the script is much appreciated as the frequent turning of pages can be disruptive to both the on stage action and the examiner). A cover page for each student that clearly state the names of ALL characters the student is playing, plus the name of their monologue character. A program or ‘placemat’ with all students clearly photographed and named, both first name and character name(s) is much appreciated.

Audiences must be advised that no filming or photography is permitted in the exam performance.

It is a requirement that the panel be able to meet and discuss their assessment in a room in which they are confident their discussion cannot be overheard.