THEATRE PERFORMANCE EXAMINERS’ COMMENTS

GENERAL COMMENTS

The hospitality extended by all schools and colleges to panels was outstanding. On behalf of panel members, many thanks for your kindness and courtesy.

Names on candidates’ paperwork must be the real name, not a nickname. For example, Amelia should appear on all documents, not Millie. It becomes very time-consuming when the TQA paperwork is completed searching for the correct student. In one centre a completely different candidate name and nickname was presented. For example, Trev (nickname) instead of Matthew (TQA registered name)!

Please remember to place the correct full name of the candidate on the top of each piece of paper relating to that candidate. If using solo and group pieces performed by previous candidates, blank out the former name and replace it with the current candidate.

When solos, monologues and performance work are being presented, it is very frustrating for the panel of examiners, not to mention the solo performers, when the door continually opens and shuts and audience members are coming in during the performance. It was off putting for some performers. This must not be allowed to happen.

Audience members must be ushered in at the beginning of the program and not permitted to leave until the program has finished to avoid disruption. Audience members must not be using mobile phones during performances.

Repetition from last year: teachers and audience members (students/friends) must not laugh at the students, but rather the material (if it is humorous in nature), as it is most disconcerting for the audience and panel when this occurs.

When choosing a monologue for either Drama or Theatre Performance, if an accent is required and the candidate does not have the skills to achieve this, then choose something that the candidate can handle.

DRAMATIC EXTRACT

The spirit of the course is that the class work together as a ‘small theatre company’ and selections need to reflect this in performance. For example, with a smaller class, choosing four shorter pieces as for the Drama course, does not enable candidates to develop a character over a period of time or give them maximum time on stage. The minimum stage time, whilst being met, did not give stronger students the opportunity to show a great deal of character development.

Timing of programs is essential. In one centre the play ran one hour over time and one candidate was not seen until the final third hour making ceasing of assessment for the panel unfair to that candidate.
Schools/colleges are asked to provide a folder of separate copies of the monologues in order of the performance on the day of the monologue assessment.

Protocols for prompting during performances should be observed. Please read the Assessment Guidelines.

Once again, the choice of dramatic piece must reflect the criteria. Play with 40 minutes of duologue and mono and 15 minutes of three characters does not enable the wording of the standards to be addressed. It is advised that duologues, long monologues and trios are edited well so the focus for the assessment piece is on ensemble with as many actors on stage as possible.
INDEPENDENT RESEARCH STUDY

Please refer to the assessment guidelines on the TQA Website and direct students to them. The guidelines must be adhered to. Please see the list, but it includes elements such as page numbers, 1.5 spacing.

If students are presenting two contrasting characters in performance then they must write about both characters rather than just saying I played two roles and writing about only one. It is such a gift as it gives students a great deal more to write about and compare. The major character would be given more weighting in the writing, but the minor character needs to be addressed.

The IRS is not a journal of work containing entries with information about the mid year production. It must not include irrelevant information about the end of the year production. All material written in the IRS must be related to the development of the character/s at the end of the year.

If candidates are including information about technical elements in the production the candidate must discuss how they contributed to the production. For example, candidates should not just describe their costume, they must say how it contributed to character development.

In many cases referencing was very adhoc. It was either excellent or non-existent. Please refer to the TQA Guidelines when addressing referencing.

In a few cases there was evidence of minimal ‘plagiarism’ (3 sentences in total and to do with character description). In these cases it appears that there was a lack of referencing and so the candidates were not penalised. It is however something we need to be very careful of when checking the IRS of candidates before signing to say that it is all the students’ own work.

This year there was evidence of lack of commitment to the IRS and hence one panel were presented with an IRS which had only one paragraph. After extensive consultation, given the length of the IRS the candidate received a ‘Z’ rating as 10 lines were not considered appropriate for a ‘T’ rating. Candidates must reach the minimum level of the word count to be eligible to be considered for a ‘C’ rating.

Many thanks to all teachers who were part of the assessment process.
## Award Distribution

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## Student Distribution (SA or better)

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