



Assessment and Reporting in Drama Stage 6

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This document contains the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses in Drama for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Drama Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in Drama comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an

examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in Drama. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks.

A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

| Component | Weighting |
|---------------------|------------------|
| Making | 40 |
| Performing | 30 |
| Critically Studying | 30 |
| | 100 |

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

| Component | Weighting |
|---------------------|------------------|
| Making | 40 |
| Performing | 30 |
| Critically Studying | 30 |
| | 100 |

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Drama HSC examination specifications

The examination will consist of a written paper worth 40 marks, a group performance worth 30 marks, and an individual project worth 30 marks.

Written Paper (40 marks)

Time allowed: 1 hour and 30 minutes plus 5 minutes reading time

The paper will consist of two sections.

Section I – Core: Australian Drama and Theatre (20 marks)

- There will be one extended response question.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

Section II – Studies in Drama and Theatre (20 marks)

- There will be seven extended response questions, one for each topic.
- Candidates will be required to answer one question on the topic they have studied.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

Group Performance (30 marks)

Each candidate will collaborate with a group in devising and performing a piece of original theatre based on a theme or concept, issue, idea or image chosen from the Group Performance list available at: www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html

Individual Project (30 marks)

Candidates will undertake a project drawn from one of the following areas:

- Critical Analysis
- Design
- Performance
- Scriptwriting
- Video Drama

See Requirements for the Group Performance and Individual Project, below.

Summary of external and internal HSC assessment

| External examination | Mark | Internal assessment | Weighting |
|--|------------|---------------------|------------|
| Written examination | | Making | 40 |
| <i>Section I – Australian Drama and Theatre</i> | | Performing | 30 |
| One extended response question | 20 | Critically Studying | 30 |
| <i>Section II – Studies in Drama and Theatre</i> | | | 100 |
| Candidates answer one extended response question | 20 | | |
| Group Performance | 30 | | |
| Individual Project | 30 | | |
| | 100 | | |

Resources and advice

Further guidance and advice related to assessment and the HSC examination in Drama can be found on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc.

Requirements for the Group Performance and Individual Project

Each student will collaborate with a group to devise and perform a piece of original theatre (the Group Performance) worth 30 marks, and undertake an Individual Project worth 30 marks.

Schools must have procedures in place that will allow effective supervision of the development of students’ Group Performances and Individual Projects.

Students will be required to certify that the Individual Project is their own original work, and that any material drawn from other sources and any outside assistance is acknowledged. Teachers must certify that any submitted work is the student’s own, that any words, ideas, designs or workmanship of others have been acknowledged appropriately, that the work has been completed under their supervision, and that the rules and procedures described here and in the Board’s *ACE Manual* have been followed.

Principals must be able to endorse the teacher’s declaration that the work:

- has been done under the teacher’s supervision
- is the student’s own work consistent with earlier drafts and other examples of the students’ work
- was completed by the due date.

A brief written record of each student’s progress throughout the project must be kept by the teacher. This should not be submitted with the project, but may be requested in exceptional circumstances where the examiners require further information. This record should be

retained in the school together with assessment records. A Practical Project: Record of Student's Progress pro-forma is available to download from *Schools Online*.

The Group Performance and Individual Projects have time, word-length and/or other requirements (see details below). Students are to work within these requirements. Performances and projects that are substantially under duration, length or have required items missing may not fully address all or some of the marking criteria. Performances that go significantly over time will be stopped by the examiners, and material that significantly exceeds the stipulated word lengths or other requirements will be disregarded.

Group Performance

Each student will collaborate with a group to devise, and perform in, a piece of original theatre. As a starting point for the Group Performance, students must choose ONE topic from the Topic List – Group Performance. This list of topics is published in the Drama Stage 6 Course Prescriptions available on the Board's website at:

www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html

The Group Performance will be a piece of original theatre which:

- is a complete theatrical statement demonstrating a sense of dramatic shape and structure
- provides an opportunity for each student to demonstrate his or her performance skills
- is performed by no fewer than three and no more than six students
- is 8–12 minutes in duration.

Criteria for examining the Group Performance

For the Group Performance, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Performance skills appropriate to the style or form (10 marks)

- vocal dynamics: projection, clarity, tone, pitch, pace
- movement dynamics: control, energy, spatial awareness
- timing: control of delivery, responses to cues, awareness of rhythms.

Criterion 2: Sustaining and developing role/character (10 marks)

- belief/conviction/energy
- complexity/dimension
- interaction with other characters or roles
- focus.

Criterion 3: Structure and dramatic coherence (10 marks)

- effective use of dramatic elements and performance conventions
- performance as part of an ensemble
- establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space
- demonstration of innovation, flair and integrity in the dramatic work
- effective use of the space in the context of the performance style.

The development of the Group Performance will be assessed by the teacher as part of the school assessment. The teacher will be required to act as a supervisor and facilitator, using a

variety of strategies, including advice, assistance and negotiation. However, at no time should the teacher, or any other adviser, including outside tutors, assume the role of director.

Work on the Group Performances should commence after the Easter break of the HSC year.

Logbook for the Group Performance

As part of the Group Performance, each student is required to present a logbook of his/her involvement in, and reflections on, the development of the performance. However, they will not be used as part of the external examination mark.

As a personal record of the student's involvement in the production process, the logbook may be assessed as part of the school assessment mark for the Group Performance. Teachers should date and sign logbooks, but assessment marks and comments should be recorded separately.

The logbook should provide:

- a record of initial ideas shared
- a record of research and reading undertaken and how this contributed to the process
- an ongoing description and analysis of problems encountered and strategies used in finding solutions
- a record of constructive advice and comments received from audiences such as fellow students, parents and friends, teacher and assessors of works-in-progress
- comments on aspects of staging, lighting and design, where applicable
- a record of the final product.

Individual Project

Students will undertake a project in one of the following areas:

- Critical Analysis
- Design
- Performance
- Scriptwriting
- Video Drama.

Students undertaking Individual Project: Critical Analysis (Director's Folio) or Individual Project: Design (Costume, Lighting, Promotion and Program, or Set) must select as the basis for their work one text from the Text List for Individual Projects, published in the Drama Stage 6 Course Prescriptions. This Text List is available on the Board's website at: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html

The process of development of the Individual Project will be assessed by teachers as part of the school assessment. While much of the work will be completed outside class time, the teacher must assume both a supervisory and advisory role.

When choosing their Individual Project, students must ensure that they do not choose a topic or text that they are studying in Drama or in any other of their HSC courses. For example, they may not use extracts from a text being studied in English for the Individual Project: Performance, or a playwright being studied in Ancient History for the Individual Project:

Critical Analysis (Applied Research Report). Teachers should ensure that students do not submit the same project for any other HSC subject.

Students must work within the requirements of their chosen Individual Project provided in the following pages.

Rationale

For each Individual Project students will be required to present a 300-word rationale clearly explaining the intention of the project and the approach that has been taken.

The rationale is considered a part of the project. While not marked externally, it will be referred to by examiners in the marking process to confirm the intent of the student's work.

For the Individual Projects in Critical Analysis (Director's Folio), Design and Video Drama, the rationale will be an explanation of the directorial concept, which provides a coherent vision of the play or video drama. In the other project areas – Critical Analysis (Portfolio of Theatre Criticism), Critical Analysis (Applied Research Report), Performance and Scriptwriting – the rationale will be an explanation of the overall intention of the work. This includes the approach taken and the reasons leading to eventual decisions.

The Individual Project will be determined by negotiation between the student and the teacher at the beginning of the HSC course. It may be formalised by the writing of a contract.

Logbook for the Individual Project

A logbook must be submitted with the Individual Project. Examiners may use it for verification, but the logbook will not be used as part of the external examination mark. However, it may be used as part of the school assessment. Teachers should date and sign logbooks, but assessment marks and comments should be recorded separately.

The logbook is a documentation of the process of the Individual Project and should provide:

- a clear statement of intention, agreed to by the student and the teacher, in the form of a contract
- the motivations for selecting the project
- the ideas and approaches used
- evidence of research and selection of resources
- support material used, including sketches, clippings, photographs and other sources
- decisions made and solutions to problems
- the extent to which original intentions were achieved
- drafts and redrafts with explanations for any changes in direction
- evaluations and constructive advice from advisers and/or audiences
- personal reflections and evaluations.

Individual Project Requirements

Individual Project: Critical Analysis

This project must be completed in one of the following areas:

1. Director's Folio
2. Portfolio of Theatre Criticism
3. Applied Research Project.

Individual Project: Critical Analysis (Director's Folio)

This project comprises a folio of work based on one of the texts listed on the current Design/Critical Analysis (Director's Folio) Text List, available on the Board's website at: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html

The submitted folio should be 3500 words in length. Annotated scripts are not a requirement of this project.

The project must include:

- a 300-word rationale in the form of a director's concept/vision
- a comprehensive discussion of the director's concept/vision integrating the dramatic and theatrical elements
- descriptions and explanations of key theatrical elements, features, effects or images which contribute to dramatic meaning
- an analysis of the text and discussion of the research that has influenced the ideas for the production
- an outline of the design concepts for set, costumes and lighting
- a discussion of the approach to working with actors in rehearsal
- a statement about the intended experience for the audience.

Criteria for examining the Individual Project: Critical Analysis (Director's Folio)

For the Individual Project: Critical Analysis (Director's Folio), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Directorial concept/vision (10 marks)

- originality, clarity and practicality of the director's concept/vision
- effective communication of the director's concept/vision
- effective use of key theatrical elements, features, effects or images which contribute to dramatic meaning
- integration and unity of dramatic and theatrical elements.

Criterion 2: Analysis and synthesis of research (10 marks)

- effective understanding and interpretation of the text
- selection of the material and analysis of research contributing to the idea of the production
- clarity in presenting the material.

Criterion 3: Production experience (10 marks)

- skill in conceiving a dramatic and theatrical experience for the audience
- appropriateness and effectiveness of rehearsal techniques
- use of design elements to create dramatic meaning.

Individual Project: Critical Analysis (Portfolio of Theatre Criticism)

This project comprises FOUR reviews of live theatre performances attended during the HSC course. Each should be 800 words in length and use a style appropriate for theatre criticism.

The Project must include:

- a 300-word rationale
- four reviews that each comprise:
 - a statement describing the impact and importance of the production
 - a discussion of significant aspects of the production
 - information about the style, design and ideas in the production
 - contributions made by the different members of the creative team that produced it
 - a well-supported and analytical judgement of the quality of the production
 - a style appropriate to theatre criticism.

Criteria for examining the Individual Project: Critical Analysis (Portfolio of Theatre Criticism)

For the Individual Project: Critical Analysis (Portfolio of Theatre Criticism), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Selection and evaluation (10 marks)

- identifying the style, design and ideas in the production
- evaluating the significant aspects of the production
- distinguishing and commenting on the different ways the script, the director, designers and performers contribute to the production.

Criterion 2: Analysing and synthesising (10 marks)

- skill in analysing specific aspects of the production
- evidence of knowledge/research into understanding of the script/style of theatre
- coherent critical statements about the production.

Criterion 3: Language and style (10 marks)

- clarity, appropriateness and flair of reviewing style(s)
- coherence of structure.

Individual Project: Critical Analysis (Applied Research Project)

The submitted project should be approximately 3500 words in length.

The Applied Research Project will take the form of a structured report on the results of investigative research into the work of:

- an individual artist, performance group or theoretician in drama
- a specific dramatic text or production

- a theatre arts body
- a critical or technical issue in drama or theatre.

The project must be based on a specific research hypothesis, clearly articulated in the rationale, and must present the results of the research in a way that clearly addresses the hypothesis. It should include, in separately titled sections:

- a 300-word rationale outlining the approach that has been taken
- an outline of the hypothesis
- a survey of the area of study, based on background research (including reading, diagrams, interviews and/or practical work as appropriate) showing how the hypothesis arises from questions raised by that research
- a description of the research tasks undertaken and a summary of the information collected
- an analytical discussion of the results
- a conclusion referring to the original hypothesis.

Criteria for examining the Individual Project: Critical Analysis (Applied Research Project)

For the Individual Project: Critical Analysis (Applied Research Project), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Hypothesis and conclusion (10 marks)

- structuring a clear and coherent original hypothesis
- evidence of appropriate research for the development of the hypothesis
- drawing conclusions from the research.

Criterion 2: Analysis and synthesis (10 marks)

- effectiveness of research undertaken
- selection of the material and analysis of the research supporting the hypothesis.

Criterion 3: Execution (10 marks)

- effectiveness in presenting and organising the project
- clarity and accuracy in the use of language.

Individual Project: Design

A Design project involves students in selecting one of the set plays listed on the current Individual Project Text List, available on the Board's website at:
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html

The project must be completed in ONE of the following areas:

1. Costume
2. Lighting
3. Promotion and Program
4. Set.

Size and weight requirements

Models and design portfolios must follow the specifications detailed below.

Careful attention should be given to packaging these projects to ensure they are not damaged in transit. Poster and costume designs should not be framed or mounted on any material that may cause injury.

Individual Project: Design (Costume)

This project consists of:

- a 300-word rationale in the form of a director's concept/vision
- renderings of costumes for at least two different characters
- a minimum of four to a maximum of six costume renderings in total. These renderings can be in media such as watercolour, coloured pencils or markers, collage or a computer-aided design submitted as hard copy. The renderings must be separately mounted on cardboard at least A3 size (297 x 420 mm), but no larger than A1 (594 x 841 mm). The figures depicted should be at least 300 mm in height. All characters rendered and the scenes in which they appear must be identified.
- support material attached to the renderings, which includes fabric swatches and/or colour samples and any special construction information
- preliminary sketches and/or written descriptions of at least four other costumes required for the production.

Note: Students should not make costumes or include any dolls dressed in costumes in this Individual Project.

Criteria for examining the Individual Project: Design (Costume)

For the Individual Project: Design (Costume), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision (10 marks)

- effective interpretation of the play realised in a directorial concept/vision
- integrity, originality and clarity in the design concept/vision
- selection of appropriate characters and scenes to communicate the concept/vision.

Criterion 2: Appropriateness (10 marks)

- understanding of the characters/roles – social standing, period, place
- suitability to the dramatic and technical needs of the characters/roles
- effectiveness of colours, textures and fabric types to each costume.

Criterion 3: Execution (10 marks)

- realisation of the design concept/vision in the presentation
- clarity and flair in renderings
- clear and effective support material.

Individual Project: Design (Lighting)

This project will include:

- a 300-word rationale in the form of a director's concept/vision
- a lighting plan for two scenes in the play where the lighting contributes to the dramatic impact of significant moments. The lighting plan must be drawn to a scale of 1:25 and may be presented as a computer-aided design submitted as hard copy. It should include:
 - a floor plan of the stage indicating significant set features
 - a plan showing the location of the lantern positions
 - an indication of gel colours and lanterns used for the production and the area that each light covers
 - a list and description of the lanterns and gels used for the lighting of the two chosen scenes and a description of their impact on the dramatic action, mood and style
- a cue sheet and running script indicating the lighting state changes and cue points in the two scenes chosen.

Criteria for examining the Individual Project: Design (Lighting)

For the Individual Project: Design (Lighting), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision (10 marks)

- effective interpretation of the play realised in a directorial concept/vision
- integrity, originality and clarity in the design concept/vision
- effective visualisation of the lighting design to contribute to the dramatic impact of significant moments.

Criterion 2: Appropriateness (10 marks)

- effectiveness of the lighting states and changes that enhance the dramatic action, mood and style
- choice of lantern, position, gel colour and intensity to realise the purpose of the illuminations
- effectiveness of the lighting in enhancing visual elements of the set (where appropriate).

Criterion 3: Execution (10 marks)

- realisation of the design concept/vision in the presentation
- clarity and accuracy of the lighting plan, cue sheet and prompt copy.

Individual Project: Design (Promotion and Program)

This project may be for a real or hypothetical theatre company and will include:

- a 300-word rationale in the form of a director's concept/vision
- a poster which is a colour rendering of at least A3 (297 x 420 mm) size but no larger than A1 (594 x 841 mm). The design may be rendered by hand or produced as a computer design submitted as hard copy
- a flyer which includes 150 words of promotional copy
- a program which contains a profile of the theatre company, its target audience, information about the playwright, the history of the play, the directorial approach and any other information relevant to the production

- a 500-word media feature story about the production, such as a researched article or interview which previews the production or an aspect of the production.

Note: Designs and promotional copies for a school production must not be used.

Criteria for examining the Individual Project: Design (Promotion and Program)

For the Individual Project: Design (Promotion and Program), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision (10 marks)

- effective interpretation of the play realised in a directorial concept/vision
- integrity, originality and clarity in the design concept/vision
- use of visual components to communicate the concept/vision.

Criterion 2: Appropriateness and execution of visual elements (10 marks)

- effectiveness of design elements in each visual item of promotional material in conveying a dramatic interpretation of the production
- understanding the purpose of each item of visual promotional material
- effectiveness of visual promotional material in communicating the profile of the theatre company and target audience.

Criterion 3: Appropriateness and execution of written materials (10 marks)

- use of written materials to communicate the design concept/vision
- understanding the purpose of each item of the written promotional material
- effectiveness of written materials in communicating the profile of the theatre company to its target audience.

Individual Project: Design (Set)

The set design must be for an identified performance space and will consist of:

- a 300-word rationale in the form of a director's concept/vision
- a three-dimensional model built to a scale of 1:25 or computer-aided design submitted as hard copy which depicts the set design. The model or computer-aided design must be a precise miniature or representation of the stage and setting and should include a human figure to convey proportion. The model must be of sturdy construction and a fixed assembly. The packaged weight of the project must not exceed 15 kilograms
- a floor plan of the set design in the scale of 1:25 with an indication of the performance space's dimensions, audience configuration and sightlines
- a description and diagrams of any set or scenic changes in the production.

Criteria for examining the Individual Project: Design (Set)

For the Individual Project: Design (Set), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision (10 marks)

- effective interpretation of the play realised in a directorial concept/vision
- integrity, originality and clarity in the design concept/vision
- effective visualisation of the whole play in the design concept/vision.

Criterion 2: Appropriateness (10 marks)

- practicality of the design of the performer and audience sightlines, entrances, levels
- effectiveness of the design to realise the needs of the play
- dramatic effectiveness in the use of the stage space, texture, colour and composition.

Criterion 3: Execution (10 marks)

- realisation of the design concept/vision in the construction and presentation
- clarity and accuracy of the floor plans, diagrams and explanations
- precision in the construction of the model or computer-aided design.

Individual Project: Performance

The Individual Project: Performance will consist of:

- a 300-word rationale
- a solo performance of 6–8 minutes duration based on:
 - excerpts or a combination of excerpts from one or more scripts or dramatised texts or the student's own self-devised material
 - a realisation of a coherent theatrical statement demonstrating a clear sense of dramatic purpose, shape and structure.

The performances must be an individual performance. There should be no other students onstage or offstage accompanying the performance with live music, vocal sound effects or acting as a prompt.

The Individual Project: Performance will be presented to the visiting examiners on the same occasion as the examination of the Group Performance.

Criteria for examining the Individual Project: Performance

For the Individual Project: Performance, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Performance skills appropriate to the style or form (10 marks)

- vocal dynamics: projection, clarity, tone, pitch, pace
- movement dynamics: control, energy, spatial awareness
- timing: control of delivery, responses to cues, awareness of rhythms.

Criterion 2: Sustaining and developing role/character (10 marks)

- belief/conviction/energy
- complexity/dimension
- clarity in presentation of character(s) or role(s)
- focus.

Criterion 3: Structure and dramatic coherence (10 marks)

- effective use of performance elements
- establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space
- integrity, originality and clarity in analysis, interpretation and presentation of the chosen material
- realisation of a coherent theatrical performance
- effective use of space in the context of the performance style.

Individual Project: Scriptwriting

This project will involve writing a script for a complete play for live performance.

The project will include:

- a 300-word rationale
- a script for a complete play which is of approximately 15 minutes running time (15–25 pages)
- stage directions in sufficient detail to show the practicability for a live production
- scriptwriting conventions such as character/role list and dialogue formatting.

The script must be typed on A4 size paper with double spacing in Times New Roman 12 point.

Criteria for examining the Individual Project: Scriptwriting

For the Individual Project: Scriptwriting, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Concept (10 marks)

- originality, clarity and sustained theatrical concept
- stylistic and thematic coherence of the script
- structural cohesion.

Criterion 2: Dramatic action (10 marks)

- effective choice and shaping of dramatic and theatrical elements
- development of clear and purposeful dramatic action
- effectiveness in engaging the audience.

Criterion 3: Dramatic language (10 marks)

- use of language effectively to create characters and relationships
- use of language effectively to describe visual and/or aural imagery and effects appropriate to the stylistic demands of the play
- use of language to create subtextual, symbolic and thematic meaning.

Individual Project: Video Drama

This project will involve the preparation of a short but complete Video Drama which will be a narrative developed by the student.

The project will include:

- a 300-word rationale in the form of a director's concept/vision for the Video Drama
- a Video Drama which must be 5–7 minutes in length and submitted in one of the following formats:
 - DVD-R (not DVD-RW) 4.7 GB capacity disc
 - DVD
 - Standard VHS videotape
 - Super VHS videotape

Criteria for examining the Individual Project: Video Drama

For the Individual Project: Video Drama, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Narrative/directorial vision (10 marks)

- originality and clarity of the directorial vision
- clarity and integrity of screen writing and narrative structure (including character setting and plot development) that promote audience engagement in the drama
- ability to control the elements of drama in the narrative.

Criterion 2: Production (10 marks)

- framing the dramatic action including shot selection, coverage and variety, camera movement, angle and perspective, light, focus and shot size to create dramatic meaning
- directing the dramatic action for the screen
- controlling production elements including location, sound, lighting, costume and casting.

Criterion 3: Post-production (10 marks)

- editing the film for dramatic meaning with particular reference to tension, pace and mood
- designing the sound to support dramatic meaning
- making appropriate choices in post-production effects to support dramatic meaning.

Individual Project Options

Students' Individual Project options must be notified to the Board of Studies via *Schools Online*, and may not be changed after mid-July.

Students may not present an Individual Project: Performance in lieu of another unfinished project, or resubmit work undertaken in the Preliminary course for the HSC examination.

Examination of Performances

Group Performance

Group and Individual Performances will be examined by visiting examiners from the Board of Studies towards the end of Term 3 of the HSC year. The teacher may be present as part of the audience but will not be a member of the Examination Panel or perform any technical operations during the performances. Students are not allowed to see other students' performance examinations. Groups of students who have presented their Group Performance and individuals who have presented their Individual Project in Performance are not permitted to become part of the audience for subsequent groups and/or individuals.

All students involved in a Group Performance examination will be studying for the Higher School Certificate Drama examination. Where a school has fewer than three students attempting the examination or a member of the group is incapacitated by illness or misadventure, other students of the school (not attempting the Higher School Certificate

examination) may be used to achieve the required numbers. These students must not be involved in the development of the Group Performance. The use of students other than HSC Drama students must be approved by the Office of the Board of Studies.

The following checklist has been included to assist preparation for the examination for Group Performance. Paperwork, completed and available for examiners, should include the following:

- Group performance certification forms must be completed BEFORE the examinations for each group, signed by students, the teacher and the principal. Certification forms should be retained at the school. The purpose of this form is to certify that the work is the student's own and has not been directed by any outside adviser or tutor.
- Group photo sheets must have student photos pasted onto sheets before the examination. Student numbers and role descriptions should also be included as well as the CENTRE NUMBER (not the SCHOOL NUMBER). Examiners collect these sheets. Along with the original, there must be two extra copies of these sheets for each group available to examiners.
- A program of running order is essential so that examiners are aware of the order of Group Performances. Student numbers should be included on programs rather than student names. Times for scheduled breaks should also be included. Some flexibility to the program may be required but will be negotiated by examiners where necessary. Total time allocated for examination of the Group Performance is 30 minutes, including the Performance and interaction.

The following rules and requirements apply to the Group Performance:

- A supervised audience of no more than 30 students from the school should be present. The audience should be aware of appropriate audience conventions, and should be chosen by negotiation between the teacher and the examined students before the examination. Students who are HSC candidates in any course are not permitted to form part of the audience. Members of the public may not be present as audience members.
- The examination area should be an indoor school venue such as a small- to medium-size room. The area should be conducive to performance, ie free of noise or interruption. Sectioning off the performance area will help to reduce interruptions.
- A brief interaction will take place between the examiners and the students at the conclusion of each Group Performance. This will be a standardised interaction for the purpose of confirming the examiners' impressions of the Group Performance. Interactions may take place in the performance space or in a room nearby. It is imperative that there be no interruptions to this process. Following interactions with students, examiners need time to confer. Confidentiality during this time must be respected.
- Examiners' requirements when marking include the need for desks and sufficient light for writing during performances. Desks should be placed together in an area where examiners can see and hear effectively. Audience members should not be placed directly near examiners. There will be two examiners present who will at times be joined by a senior examiner.

- Logbooks for EACH student must be given to examiners in program order for Group Performances.
- Recording devices of any kind must not be used during examinations.
- Student identification occurs before each Group Performance. Students are asked to line up in the order of photographs on the group photo sheets. Examiners record descriptions of students before the performance begins. Students wearing the same costumes should attach something, eg a colour band, to assist identification by examiners during the performance.
- Inappropriate items in performances such as weapons, naked flames, implements which may endanger performers, audience members or examiners may not be used. Nudity is also inappropriate. Examiners will stop performances that breach these requirements.
- Production effects such as costumes, sets, lighting, video, film, sound and technical support should be minimal and limited to those essential to the work's meaning. Candidates should be aware that presentations will not gain extra credit from dependence on technical and/or special effects.
- Operation of technical equipment such as lighting can only be carried out by other students in the school who are not HSC students. Teachers, or members of the public, are not permitted to operate technical equipment. A stage crew of students who are not HSC students may be used to set and remove props.
- Time limits must be adhered to. Students should be given several opportunities to perform their work before the examination to ensure the work runs within time stipulations (Group Performance 8–12 minutes). Examiners will stop performances that go over time. Performances which are under time will not meet the criteria and will be disadvantaged.

Individual Project: Performance

Please note that the Checklist for Group Performance above applies to the Individual Project, Performance with the addition of the following.

- Before the examination, students and the teacher should sign student/teacher Individual Declarations. These forms certify that the work is the student's own and that the teacher has monitored the development of the project. Appropriate documentation should be completed if there is a question that the work is not the student's own. Examiners should be informed if forms have not been signed for this reason.
- A program of running order is essential so that examiners are aware of the order of Individual Performances. Student numbers should be included on programs rather than student names. Times for scheduled breaks should also be included. Some flexibility within the program may be required but will be negotiated by examiners where necessary. Fifteen minutes are allocated for the total time of examination of the Individual Performance, including the performance and interaction.

- Time limits must be adhered to. Students should be given several opportunities to perform before the examination to ensure work runs within time stipulations (Individual Performance 6–8 minutes).
- The Rationale for Individual Project: Performance should be on the last page of the Logbook to be referred to by examiners.
- For submitted Individual Projects, the Rationale should accompany the project and should not be included in the Logbook.
- Logbooks for EACH student must be given to examiners in program order for Individual Performances.