



B O A R D O F S T U D I E S
NEW SOUTH WALES

HSC Drama
**Marking Guidelines — Practical tasks and
submitted works**



Practical tasks and submitted works

HSC examination overview

For each student, the HSC examination for Drama consists of a written examination worth a total of 40 marks, a compulsory group performance worth 30 marks, and an individual project worth 30 marks, drawn from one of the following the areas:

- Critical analysis
- Design
- Performance
- Scriptwriting
- Video drama

The Group Performance (30 marks)

The task will consist of each student collaborating with a group in devising a piece of original theatre based on a theme or concept, issue, idea or image taken from the Group Performance list.

Marking of the Group Performance

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

Criteria for examining the Group Performance

- Performance skills appropriate to the style or form
- Sustaining and developing role/character
- Structure and dramatic coherence

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

The assessment of this criterion focuses on the following aspects as appropriate

- Vocal Dynamics: projection, clarity, tone, pitch, pace
- Movement Dynamics: control, energy, spatial awareness
- Timing: control of delivery, responses to cues, awareness of rhythms.

Outcomes assessed: H1.1, H1.2, H1.3, H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary performance skills including vocal, movement and timing appropriate to the style or form	9–10
• Demonstrates substantial performance skills including vocal, movement and timing appropriate to the style or form, although some skills may be more refined than others	7–8
• Demonstrates adequate performance skills including vocal, movement and timing which may vary in their level of delivery in relation to control of vocal projection, clarity, tone, pitch, pace, dynamics; control, energy, spatial awareness and dynamics in movement; control of delivery, responses to cues and awareness of rhythms in timing	5–6
• Demonstrates limited performance skills including vocal, movement and timing which may be inappropriate to the style or form	3–4
• Displays minimal performance skills with little understanding of style or form	1–2

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

The assessment of this criterion focuses on the following aspects as appropriate

- Belief/Conviction/Energy
- Complexity/Dimension
- Interaction with other characters or roles
- Focus.

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s). Effectively interacts with other role(s) or character(s) in the performance	9–10
• Demonstrates substantial ability to realise and sustain role(s) or character(s). Some aspects of sustaining and developing role(s) or character(s) may be more refined than others. Effectively interacts with other role(s) or character(s) in the performance	7–8
• Demonstrates adequate ability to realise and sustain role(s) or character(s). Variations may occur in levels of belief/conviction/energy, complexity/dimension and focus. There are often inconsistencies in interactions with other role(s) or character(s) in the performance	5–6
• Demonstrates limited ability to realise and sustain role(s) or character(s). Limited interactions with other role(s) or character(s) in the performance	3–4
• Displays minimal or no ability to realise role(s) or character(s). May play themselves. Minimal participation or interaction with other role(s) or character(s) in the performance	1–2

Assessment Criterion 3: Structure and dramatic coherence (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.2, H1.3, H1.4, H1.5, H1.7, H2.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a clear intention through sophisticated use of the elements of drama and performance conventions • Demonstrates exemplary ability to work as part of an ensemble. • Demonstrates integrity and innovation or flair, in presenting a theatrically coherent performance which evokes a powerful audience response • Demonstrates sophisticated use of space in the context of the performance style 	9–10
<ul style="list-style-type: none"> • Demonstrates a clear intention through substantial ability to control the elements of drama and performance conventions • Demonstrates substantial ability to work as part of an ensemble • Presents a coherent, and largely theatrical performance, that effectively engages the audience in the context of the performance space • Demonstrates effective use of space in the context of the performance style 	7–8
<ul style="list-style-type: none"> • Demonstrates adequate ability to work with the elements of drama and performance conventions, with some inconsistencies in the level of control • Demonstrates adequate ability to work as part of an ensemble • Demonstrates some intention and reasonably engages the audience in the context of the performance space • Presents a generally coherent but often superficial performance that may contain some theatricality • Demonstrates some awareness of the use of space in the context of the performance style 	5–6
<ul style="list-style-type: none"> • Demonstrates frequent inconsistencies in use of the elements of drama and performance conventions • Demonstrates an inconsistent ability to work as part of an ensemble • Displays a limited ability to engage the audience • Presents a simplistic performance with limited coherence or little theatricality • Demonstrates predictable or simple use of space 	3–4
<ul style="list-style-type: none"> • Demonstrates minimal use of the elements of drama and performance conventions • Demonstrates little or no evidence of working as part of an ensemble • Demonstrates little or no engagement of the audience • Presents an incoherent performance • Demonstrates little or no understanding of the use of space 	1–2



The Individual Project (30 marks)

Students must undertake a project drawn from one of the following areas:

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

Marking of the Individual Project

For all individual projects, a mark out of 10 is awarded for each of the three criteria listed, giving a total mark out of 30.

Individual Project: Critical Analysis

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

- (i) Director's Folio
- (ii) Portfolio of Theatre Criticism
- (iii) Applied Research Project.

(i) **Individual Project: Critical Analysis (Director's Folio)**

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

- Production concept/vision
- Analysis and synthesis of research
- Production experience

Assessment Criterion 1: Production concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a highly developed and appropriate director's concept/vision demonstrating sophistication and flair• Demonstrates an outstanding ability to imagine key dramatic and theatrical elements to create meaning for the audience	9–10
<ul style="list-style-type: none">• Presents adequate and appropriate director's concept/vision demonstrating clarity and coherence• Demonstrates a reasonable ability to imagine dramatic and theatrical elements to create meaning for the audience	7–8
<ul style="list-style-type: none">• Presents a director's concept/vision which may vary in appropriateness and /or consistency• Demonstrates a limited ability to imagine dramatic and theatrical elements to create meaning for the audience	5–6
<ul style="list-style-type: none">• Presents a simplistic or incoherent director's concept/vision• Describes some dramatic and theatrical elements	3–4
<ul style="list-style-type: none">• Presents an inappropriate concept/vision	1–2

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

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated understanding of the text• Applies appropriate research and analysis to the ideas of the production	9–10
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the text• Shows evidence of research and analysis contributing to the ideas of the production	7–8
<ul style="list-style-type: none">• Demonstrates an adequate understanding of the text• Shows evidence of some research contributing to the ideas of the production	5–6
<ul style="list-style-type: none">• Demonstrates a simplistic and superficial understanding of the text with little interpretation evident• Uses minimal support materials	3–4
<ul style="list-style-type: none">• Demonstrates little knowledge or understanding of the text	1–2

Assessment Criterion 3: Production experience (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H2.3, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents an effective and integrated design concept• Demonstrates an understanding of effective rehearsal techniques	9–10
<ul style="list-style-type: none">• Presents adequate and consistent design elements• Demonstrates an understanding of appropriate rehearsal techniques	7–8
<ul style="list-style-type: none">• Presents simplistic or inconsistent design elements• Demonstrates some understanding of appropriate rehearsal techniques	5–6
<ul style="list-style-type: none">• Presents limited design ideas• Demonstrates limited knowledge of rehearsal techniques	3–4
<ul style="list-style-type: none">• Demonstrates minimal or no knowledge of design elements or rehearsal techniques	1–2

(ii) **Individual Project: Critical Analysis (Portfolio of Theatre Criticism)**

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

- Selection and evaluation
- Analysing and synthesising
- Language and style

Assessment Criterion 1: Selection and evaluation (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.7, H2.3, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates outstanding and incisive ability to identify and evaluate key theatrical elements which contribute to the overall impact of the production• Presents a sophisticated and indepth understanding of how theatrical elements create dramatic meaning	9–10
<ul style="list-style-type: none">• Demonstrates substantial ability to identify and evaluate key theatrical elements which contribute to the impact of the production• Presents an effective and clear understanding of how theatrical elements create dramatic meaning	7–8
<ul style="list-style-type: none">• Demonstrates an adequate ability to identify and describe some key theatrical elements which contribute to the impact of the production• Presents an appropriate but superficial understanding of how theatrical elements create dramatic meaning	5–6
<ul style="list-style-type: none">• Demonstrates a limited ability to describe some theatrical elements and makes generalisations about their contribution to the impact of the production	3–4
<ul style="list-style-type: none">• Presents minimal information about the production, focusing heavily on the story of the play	1–2

Note: The term ‘theatrical elements’ refers to style, script, design, direction and performers

Assessment Criterion 2: Analysing and synthesising (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.7, H2.3, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides perceptive and coherent judgements on the effect of significant theatrical elements• Substantiates critical analysis with sophisticated and extensive knowledge	9–10
<ul style="list-style-type: none">• Provides a clear and appropriate judgements on the effect of relevant theatrical elements• Substantiates critical analysis with informed knowledge	7–8
<ul style="list-style-type: none">• Provides an opinion on the effect of various theatrical elements• Substantiates analysis with general or superficial knowledge	5–6
<ul style="list-style-type: none">• Provides broad generalisations about theatrical elements that may vary in relevance• Presents a consistent analysis based on limited knowledge	3–4
<ul style="list-style-type: none">• Provides general observations about the nature of the story and the production that may be largely irrelevant	1–2

Note: The term ‘theatrical elements’ refers to style, script, design, direction and performers

Assessment Criterion 3: Language and style (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Clarity, appropriateness and flair of reviewing style(s)
- Coherence of structure.

Outcomes assessed: H13, H1.7, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses evocative and engaging expression with sophistication and flair• Sustains a constantly clear and coherent structure	9–10
<ul style="list-style-type: none">• Uses appropriate and clear expression with some sophistication and flair• Sustains a reasonably consistent, clear and coherent structure	7–8
<ul style="list-style-type: none">• Uses adequate expression with varying clarity and structure	5–6
<ul style="list-style-type: none">• Uses limited expression, inappropriate style and/or inconsistent structure	3–4
<ul style="list-style-type: none">• Presented ideas in an incoherent and unstructured manner	1–2

(iii) Individual Project: Critical Analysis (Applied Research Project)

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

- Hypothesis and conclusion
- Analysis and synthesis
- Execution

Assessment Criterion 1: Hypothesis and conclusion (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Structuring a clear and coherent original hypothesis
- Evidence of appropriate research for the development of the hypothesis
- Drawing conclusions from the research.

Outcomes assessed: H1.3, H1.7, H2.3, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a sophisticated, clear and original hypothesis• Determines an insightful and convincing conclusion	9–10
<ul style="list-style-type: none">• Presents a sound and informed hypothesis• Achieves a coherent and relevant conclusion	7–8
<ul style="list-style-type: none">• Presents a predictable or generalised hypothesis• Makes a conclusion with some relevance to the hypothesis	5–6
<ul style="list-style-type: none">• Presents a limited proposal• Makes a simple or general conclusion	3–4
<ul style="list-style-type: none">• Presents an inappropriate or inadequate research project	1–2

Assessment Criterion 2: Analysis and synthesis (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effectiveness of research undertaken
- Selection of the material and analysis of the research supporting the hypothesis.

Outcomes assessed: H1.3, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Insightfully explores an area of study relevant to the hypothesis• Critically synthesises extensive research material in an informed manner	9–10
<ul style="list-style-type: none">• Comprehensively explores an area of study appropriate to the hypothesis• Effectively synthesises substantial research	7–8
<ul style="list-style-type: none">• Explores an area of study with some relevance to the hypothesis• Synthesises adequate research material	5–6
<ul style="list-style-type: none">• Demonstrates some or little analysis of the research material	3–4
<ul style="list-style-type: none">• Provides broad outlines and descriptions of information	1–2

Assessment Criterion 3: Execution (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effectiveness in presenting and organising the project
- Clarity and accuracy in the use of language.

Outcomes assessed: H1.3, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses expression which is erudite, authoritative and engaging• Sustains a constantly clear and coherent structure	9–10
<ul style="list-style-type: none">• Uses expression which is clear and effective with some sophistication• Sustains a reasonably consistent, clear and coherent structure	7–8
<ul style="list-style-type: none">• Uses adequate and appropriate expression with varying clarity and structure	5–6
<ul style="list-style-type: none">• Uses limited expression and inconsistent structure	3–4
<ul style="list-style-type: none">• Presents ideas in an incoherent and unstructured manner	1–2

Individual Project: Design

(i) Individual Project: Design (Costume)

Criteria for examining Individual Project: Design (Costume)

- Design concept/vision
- Appropriateness
- Execution

Assessment Criterion 1: Design concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.7, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated and appropriate directorial interpretation of the play realised in an original, imaginative and unified costume design concept/vision• Presents an insightful selection of appropriate characters and scenes to effectively communicate the concept/vision	9–10
<ul style="list-style-type: none">• Demonstrates an effective and appropriate directorial interpretation of the play realised through the costume design concept/vision containing some imagination, unity and flair• Presents a selection of characters and scenes to communicate the concept/vision	7–8
<ul style="list-style-type: none">• Demonstrates an adequate, but perhaps superficial interpretation of the play realised through a costume design concept/vision which varies in consistency, unity and appropriateness• Presents a selection of characters and scenes which vary in appropriateness in communicating the concept/vision	5–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the play through a partially realised costume design concept/vision• Presents an inappropriate selection of characters and scenes which convey a partial concept/vision	3–4
<ul style="list-style-type: none">• Demonstrates a partial or irrelevant design concept/vision and/or does not meet minimal requirements for selection of characters or scenes	1–2

Assessment Criterion 2: Appropriateness (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.7, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sophisticated understanding of each of the characters/roles and their dramatic and technical needs• Presents innovative and evocative use of colours, textures and fabrics to deliberately enhance dramatic meaning for each costume	9–10
<ul style="list-style-type: none">• Demonstrates a substantial understanding of each of the characters/roles. Some aspects of the dramatic and technical needs of characters/roles may be more enhanced than others• Presents an effective use of colour, textures and fabric types to support dramatic meaning for each costume	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of each of the characters/roles but has dealt with those superficially. Inconsistencies in consideration of the dramatic and technical needs of characters/roles• Presents adequate use of some, but not all of, the elements of colour, texture and fabric types to support dramatic meaning	5–6
<ul style="list-style-type: none">• Demonstrates an incomplete or simplistic understanding of each of the characters/roles. Little consideration of the dramatic and technical needs of the characters/roles• Presents a limited awareness or use of the elements of colour, texture and fabric types, but is unable to manipulate these appropriately to support dramatic meaning	3–4
<ul style="list-style-type: none">• Demonstrates little understanding of each of characters/roles• Presents little use of colour, texture or fabric type appropriate to each costume	1–2

Assessment Criterion 3: Execution (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Realisation of the design concept/vision in the presentation
- Clarity and flair in renderings
- Clear and effective support material.

Outcomes assessed: H1.3, H1.7, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates exemplary ability to realise and present the design concept/vision with clarity and flair in all renderings • Presents evocative support material for the project for each costume and preliminary sketches/descriptions that enhance or extend the concept 	9–10
<ul style="list-style-type: none"> • Demonstrates accomplishment in realising and presenting the design concept/vision with clarity in all renderings • Presents appropriate support material for the project for each costume and preliminary sketches/descriptions that inform the concept 	7–8
<ul style="list-style-type: none"> • Demonstrates adequate ability to realise and present the design concept/vision with inconsistencies in quality of renderings which may be stereotypical or without aspects of characterisation and theatricality • Presents some support material for each costume and adequate or inconsistent preliminary sketches/descriptions 	5–6
<ul style="list-style-type: none"> • Demonstrates little ability to present the design concept/vision. Renderings are basic, inconsistent or non-theatrical and are often undersize or incomplete • Presents limited support material for each costume and rudimentary, insufficient or inappropriate preliminary sketches/descriptions 	3–4
<ul style="list-style-type: none"> • Demonstrates minimal ability to present a design concept/ vision. Renderings are only superficially completed or are executed with little care or detail, or are not shown in the context of a figure • Presents little or no support material each costume and minimal or no preliminary sketches/descriptions 	1–2

(ii) Individual Project: Design (Lighting)

Criteria for examining Individual Project: Design (Lighting)

- Design concept/vision
- Appropriateness
- Execution

Assessment Criterion 1: Design concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an outstanding directorial interpretation of the play realised with originality, clarity and integrity in the design concept/vision • Presents a sophisticated visualisation of the lighting design to contribute to the dramatic impact of significant moments 	9–10
<ul style="list-style-type: none"> • Demonstrates an effective directorial interpretation of the play realised with some imagination and unity in the design concept/vision • Presents an accomplished visualisation of the lighting design to contribute to the dramatic impact of significant moments 	7–8
<ul style="list-style-type: none"> • Demonstrates an appropriate but predictable directorial interpretation of the play realised through a design concept/vision which varies in consistency, unity and appropriateness • Presents an adequate visualisation of the lighting design which has some dramatic impact but is not sustained in significant moments 	5–6
<ul style="list-style-type: none"> • Demonstrates a very limited directorial interpretation of the play conveyed through an unsustained, simplistic or flawed design concept/vision • Presents an inconsistent, incomplete or inappropriate visualisation of the lighting design for significant moments. The design concept/vision is only a partial consideration of the dramatic action 	3–4
<ul style="list-style-type: none"> • Demonstrates little or no directorial interpretation of the play. The lighting design concept/vision presents a poor or only partial visualisation that has little relevance to the significant moments 	1–2

Assessment Criterion 2: Appropriateness (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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).

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a profound understanding of the choices of lantern, position, gel colour and intensity to realise the purpose of the illuminations• Demonstrates exemplary effectiveness of the lighting states and changes, which enhance the dramatic action, setting, mood and style of the two key scenes	9–10
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the choices of lantern, position, gel colour and intensity to realise the purpose of the illuminations• Demonstrates consistent effectiveness of the lighting states and changes, which construct some dramatic impact on the action, setting and mood in the two key scenes	7–8
<ul style="list-style-type: none">• Demonstrates an adequate understanding of the basic choices available of lantern, position, gel colour and intensity to realise the purpose of the illuminations• Demonstrates an ability to support the dramatic action with lighting states and changes, which are consistent with the dramatic action of the two key scenes	5–6
<ul style="list-style-type: none">• Demonstrates a partial or flawed understanding of the basic lighting equipment and a limited ability to attempt lighting states and changes that are consistent with the dramatic action in the two key scenes	3–4
<ul style="list-style-type: none">• Demonstrates little awareness of basic lighting equipment or knowledge of the play	1–2

Assessment Criterion 3: Execution (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Realisation of the design concept/vision in the presentation
- Clarity and accuracy of the lighting plan, cue sheet and running script.

Outcomes assessed: H1.3, H1.5, H1.7, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an outstanding ability to realise the design concept/vision in the lighting plan• Presents an exemplary lighting plan, cue sheet and running script with clarity and accuracy	9–10
<ul style="list-style-type: none">• Demonstrates a substantial ability to realise the design concept/vision in the lighting plan• Presents an appropriate lighting plan, cue sheet and running script that is reasonably consistent and detailed	7–8
<ul style="list-style-type: none">• Demonstrates an ability to realise the design concept/vision in the lighting plan• Presents an adequate but superficial lighting plan, cue sheet and running script that varies in detail and consistency	5–6
<ul style="list-style-type: none">• Demonstrates a limited and inconsistent ability to realise the design concept/vision in the lighting plan• Presents a partial or substantially flawed lighting plan. The running script or cue sheet may be incomplete or missing	3–4
<ul style="list-style-type: none">• Demonstrates little or elementary relevance to the play in the lighting plan, which contains minimal documentation	1–2

(iii) Individual Project: Design (Promotion and Program)

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

- Design concept/vision
- Appropriateness
- Execution

Assessment Criterion 1: Design concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effective interpretation of the play realised in a directorial concept/vision
- Integrity, originality and clarity in the design concept/vision
- Use of visual elements and promotional copy to communicate the concept/vision.

Outcomes assessed: H.3, H1.5, H1.7, H2.2, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an outstanding directorial interpretation of the play realised with originality, clarity and integrity in the design concept/vision • Presents a sophisticated use of visual elements and promotional copy to communicate the design concept/vision 	9–10
<ul style="list-style-type: none"> • Demonstrates an effective directorial interpretation of the play realised with some imagination and unity in the design concept/vision • Presents an accomplished use of visual elements and promotional copy to communicate the design concept/vision 	7–8
<ul style="list-style-type: none"> • Demonstrates an appropriate but predictable directorial interpretation of the play realised through a design concept/vision • Presents an adequate use of visual elements and promotional copy to communicate the design concept/vision 	5–6
<ul style="list-style-type: none"> • Demonstrates a very limited directorial interpretation of the play conveyed through an unsustained, simplistic or flawed design concept/vision • Presents an inconsistent, incomplete or inappropriate use of visual elements and promotional copy to convey the design concept/vision 	3–4
<ul style="list-style-type: none"> • Demonstrates little or no directorial interpretation of the play. The only partially realised design concept/vision, presents poor use of visual elements and promotional elements that are superficial and often irrelevant 	1–2

Assessment Criterion 2: Appropriateness (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effectiveness of each item of promotional material in conveying a dramatic interpretation of the production
- Understanding purpose of each item of promotional material
- Effectiveness of each item of promotional material in communicating the profile of the theatre company and its target audience.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of the purpose of each item of promotional material • Demonstrates exemplary effectiveness in conveying a dramatic interpretation of the production and communicating the profile of the theatre company and its target audience through each item of promotional material 	9–10
<ul style="list-style-type: none"> • Demonstrates a substantial understanding of the purpose of each item of promotional material • Demonstrates effectiveness in conveying a dramatic interpretation of the production and communicating the profile of the theatre company and its target audience through each item of promotional material 	7–8
<ul style="list-style-type: none"> • Demonstrates a working knowledge of the purpose of the promotional material which varies in understanding for each item • Demonstrates reasonable appropriateness in conveying a superficial dramatic interpretation of the production which conveys some information about the theatre company and target audience in some but not all items of promotional material 	5–6
<ul style="list-style-type: none"> • Demonstrates a limited awareness of some but not all of the items of the promotional material and their purpose • Demonstrates a basic knowledge of the play in some but not all items of promotional material 	3–4
<ul style="list-style-type: none"> • Demonstrates only a partial knowledge of the play and promotional material, which is substantially incomplete and often irrelevant • Demonstrates little or no understanding of the purpose of promotional material 	1–2

Assessment Criterion 3: Execution (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Realisation of the design concept/vision in the visual presentation
- Clarity and flair in the written material
- Effective presentation of all artwork.

Outcomes assessed: H1.3, H1.5, H2.2, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates exemplary ability to realise the design concept/vision in the artwork and visual presentation• Demonstrates sophistication and flair in the written material	9–10
<ul style="list-style-type: none">• Demonstrates substantial ability to realise the design concept/vision in the artwork and visual presentation• Demonstrates an organised and informed style with some sophistication in the written material	7–8
<ul style="list-style-type: none">• Demonstrates an ability to realise the design concept/vision in the artwork and visual presentation• Demonstrates an adequate but often superficial approach in the written material	5–6
<ul style="list-style-type: none">• Demonstrates a limited and inconsistent ability to realise the design concept/vision in the artwork and visual presentation• Demonstrates a simplistic and often irrelevant use of language in the written material, which may be incomplete	3–4
<ul style="list-style-type: none">• Demonstrates elementary or little ability to realise the design concept/vision in the artwork and visual presentation. The written material may be incomplete, contain serious flaws and be minimal or inappropriate	1–2

(iv) Individual Project: Design (Set)

Criteria for examining Individual Project: Design (Set)

- Design concept/vision
- Appropriateness
- Execution

Assessment Criterion 1: Design concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an outstanding directorial interpretation and a sophisticated visualisation of the whole play realised in an original, imaginative and unified scenic design, justified within the context of the theatre	9–10
• Demonstrates an effective directorial interpretation of the whole play realised with some imagination and creativity in the scenic design concept/vision, and reasonably justified within the context of the theatre	7–8
• Demonstrates a superficial but adequate directorial interpretation of the whole play realised with variation in consistency of the scenic design concept/vision. The scenic design concept/vision may not make reference to a theatre context	5–6
• Demonstrates a rudimentary, inappropriate or incomplete response to developing an overall scenic design concept/vision for the whole play, with little understanding of a theatrical context	3–4
• Demonstrates little understanding of a scenic concept/vision and/or does not meet the minimal requirements. Eg. the scenic design may only account for a portion of the whole play	1–2

Assessment Criterion 2: Appropriateness (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a sophisticated realisation of the scenic requirements of the play for both performers and audience• Demonstrates innovation and dramatic effectiveness in the use of stage space, texture, colour and composition to enhance dramatic meaning	9–10
<ul style="list-style-type: none">• Presents a substantial realisation of the scenic requirements of the play for the performers and audience. Some aspects may be more enhanced than others• Demonstrates dramatic effectiveness in the use of stage space, texture, colour and composition to create dramatic meaning	7–8
<ul style="list-style-type: none">• Presents an adequate realisation of the scenic requirements of the play for the performers and audience but deals with those superficially. Inconsistencies in consideration of the needs for individual scenes and aspects• Demonstrates a reasonable use of some, but not all elements of stage space, texture, colour and composition to support dramatic meaning	5–6
<ul style="list-style-type: none">• Presents an incomplete or rudimentary, or flawed realisation of the scenic requirements for the performers and audience. The scenic design may focus on only a portion of them	3–4
<ul style="list-style-type: none">• Demonstrates minimal application of design elements and/or scenic requirements for the performers and audience	1–2

Assessment Criterion 3: Execution (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H1.5, H1.7, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates outstanding ability to realise the design concept/vision in the construction and presentation, including precision in modelling skills or computer-aided design, clarity and accuracy in floor plans, scale drawings, diagrams and explanations, use of evocative materials and scenic designs	9–10
<ul style="list-style-type: none">• Demonstrates a substantial ability to realise the design concept/vision in the construction and presentation, including good modelling skills or computer-aided designs, and well drawn floor plans, scale drawings, diagrams and explanations, use of appropriate materials and scenic designs	7–8
<ul style="list-style-type: none">• Demonstrates an adequate ability to realise the design concept/vision in the construction and presentation, including modelling skills or computer-aided designs• Presentations are sound but often weakened by a lack of attention to detail in the floor plans, scale drawings, diagrams and explanations, materials and scenic designs	5–6
<ul style="list-style-type: none">• Demonstrates limited ability to realise the design/concept vision in the construction and presentation, including modelling skills or computer-aided designs• Presentations are often undermined particularly by serious flaws in scale, poor choice of construction, and scenic design materials, and/or a lack of essential support documentation	3–4
<ul style="list-style-type: none">• Demonstrates minimal ability to realise the design concept/vision including modelling skills or computer-aided design	1–2

Individual Project: Performance

Criteria for examining Individual Project: Performance

- Performance skills appropriate to the style or form
- Sustaining and developing role/character
- Structure and dramatic coherence.

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

The assessment of this criterion focuses on the following aspects as appropriate

- Vocal Dynamics: projection, clarity, tone, pitch, pace
- Movement Dynamics: control, energy, spatial awareness
- Timing: control of delivery, responses to cues, awareness of rhythms.

Outcomes assessed: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary performance skills including vocal, movement, and timing appropriate to the style or form	9–10
• Demonstrates substantial performance skills including vocal, movement, and timing appropriate to the style or form, although some skills may be more refined than others	7–8
• Demonstrates adequate performance skills including vocal, movement, and timing which may vary in their level of delivery in relation to control of vocal projection, clarity, tone, pitch, pace, dynamics; control of energy, spatial awareness and dynamics in movement; control of delivery, responses to cues and awareness of rhythms in timing	5–6
• Demonstrates limited performance skills including vocal, movement, and timing which may be inappropriate to the style or form	3–4
• Demonstrates minimal performance skills with little understanding of style or form	1–2

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

The assessment of this criterion focuses on the following aspects as appropriate

- Belief/conviction/energy
- Complexity/dimension
- Clarity in presentation of character(s) or role(s)
- Focus

Outcomes assessed: H1.1, H1.2, H1.3, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s)	9–10
• Demonstrates substantial ability to realise and sustain role(s) or character(s). Some aspects of sustaining and developing role(s) or character(s) may be more refined than others	7–8
• Demonstrates adequate ability to realise and sustain role(s) or character(s), which are unsustainable or inconsistent. Variations may occur in level of belief/conviction/energy, complexity/dimension, focus and clarity in presentation	5–6
• Demonstrates limited ability to realise and sustain role(s) or character(s) with limited clarity in presentation	3–4
• Displays minimal or no ability to realise role(s) or character(s). May play themselves. Minimal involvement or lack of clarity in presentation of role(s) or character(s)	1–2

Assessment Criterion 3: Structure and dramatic coherence (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- 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.

Outcomes assessed: H1.3, H2.1, H2.2, H2.3, H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates outstanding manipulation of the performance elements • Demonstrates ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response • Demonstrates flair, integrity and clarity in analysis, interpretation and presentation of the chosen material/style • Demonstrates sophisticated use of space appropriate to the material/style 	9–10
<ul style="list-style-type: none"> • Demonstrates substantial ability to control the performance elements • Demonstrates accomplished ability to effectively engage the audience • Presents a coherent and largely theatrical performance which demonstrates an effective interpretation of the chosen material/style • Demonstrates effective use of space appropriate to the material/style 	7–8
<ul style="list-style-type: none"> • Demonstrates adequate ability to use the performance elements and engage the audience • Presents a generally coherent, but often superficial interpretation of the chosen material/style • Demonstrates adequate use of space appropriate to the material/style 	5–6
<ul style="list-style-type: none"> • Demonstrates limited ability to use the performance elements and engage the audience • Presents a limited interpretation of the chosen material/style, often with frequent inconsistencies in coherence • Demonstrates predictable or simplistic use of space 	3–4
<ul style="list-style-type: none"> • Demonstrates minimal or no use of the performance elements with little or no engagement of the audience • Presents an incoherent or non theatrical performance • Demonstrates little or no understanding of the use of space 	1–2

Individual Project: Scriptwriting

Criteria for examining Individual Project: Scriptwriting

- Concept
- Realisation
- Conventions and practicalities

Assessment Criterion 1: Concept (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Originality, clarity and sustained theatrical vision
- Stylistic and thematic coherence of the script
- Effective and sustained in the treatment of characterisation appropriate to the style
- Structural cohesion

Outcomes assessed: H1.3, H1.5, H1.7, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents an outstanding script concept demonstrating flair, sophistication, a sustained theatrical vision and clarity of purpose• Demonstrates extensive understanding of the stylistic, structural and thematic demands of scriptwriting, and effectiveness of characterisation appropriate to style	9–10
<ul style="list-style-type: none">• Presents an effective script with some inconsistency in concept• Demonstrates a substantial understanding of the stylistic and thematic demands of scriptwriting, and an informed understanding of characterisation appropriate to style and/or approach	7–8
<ul style="list-style-type: none">• Presents an adequate script concept that is often predictable• Demonstrates a basic understanding of the stylistic and thematic demands of scriptwriting, but often lacks clarity and presents superficial characterisation not always consistent with the style and/or approach	5–6
<ul style="list-style-type: none">• Presents a limited or confused script concept that lacks coherence• Demonstrates insufficient awareness of the stylistic and thematic demands of scriptwriting, with inconsistently drawn characters and little regard to the style and/or approach	3–4
<ul style="list-style-type: none">• Presents a minimal narrative with little or no awareness of the stylistic and thematic demands of scriptwriting	1–2

Assessment Criterion 2: Realisation (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effective choice and shaping of dramatic elements
- Development of clear and purposeful dramatic action
- Effectiveness of the script in creating appropriate actor/audience relationship

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Develops sophisticated dramatic action by manipulating theatrical elements with flair and control to thoroughly engage the audience	9–10
• Develops effective dramatic action with a sustained or varied use of theatrical elements to engage the audience	7–8
• Develops adequate but superficial dramatic action with less effective use of theatrical elements to present a predictable narrative which engages the audience in an inconsistent way	5–6
• Develops limited dramatic action or a poorly structured narrative with little theatricality or moments of engagement for an audience	3–4
• Develops minimal dramatic action that is ultimately flawed, unresolved and without any regard for theatrical elements or the audience	1–2

Assessment Criterion 3: Conventions and practicalities (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Use of scriptwriting conventions such as layout, character list, dialogue formatting, stage setting, directions and effects
- Practicality for production such as scene and costume changes, venue style and size of production, cast size, scenic and technical effects
- Use of production, directorial, design and technical elements to realise concept appropriate to style and/or approach.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an outstanding awareness of scriptwriting conventions appropriate to the style or form such as layout, character lists, dialogue formatting, stage setting, direction and effects • Displays a complex understanding of the practical requirements of a script for a theatrical production such as production, directorial design and technical elements 	9–10
<ul style="list-style-type: none"> • Demonstrates a substantial awareness of scriptwriting conventions appropriate to the style or form. Some inconsistencies occur in the use of layout, character lists, dialogue formatting, stage setting, direction and effects • Displays an effective understanding of the practical requirements such as production, directional, design and technical elements of a script for a theatrical production but considers some elements more closely than others 	7–8
<ul style="list-style-type: none"> • Demonstrates an adequate awareness of scriptwriting conventions but omits, overstates or imprecisely deals with some conventions of some practical requirements for live performance 	5–6
<ul style="list-style-type: none"> • Demonstrates a limited awareness of some of the scriptwriting conventions, and does not resolve many of the practicalities for a live performance 	3–4
<ul style="list-style-type: none"> • Demonstrates minimal awareness of scriptwriting conventions or the practicalities for a live performance 	1–2

Individual Project: Video Drama

Criteria for examining Individual Project: Video Drama

- Directorial concept/vision
- Production
- Post-production

Assessment Criterion 1: Directorial concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Originality, clarity and integrity of the directorial vision
- Effectiveness of narrative construction and screen writing
- Ability to convey the narrative using appropriate video language.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents an outstanding director's concept/vision demonstrating creativity, clarity and integrity in the narrative• Demonstrates exemplary ability in using dramatic elements, screen writing skills and video language to communicate a clear and effective dramatic purpose	9–10
<ul style="list-style-type: none">• Presents an effective director's concept/vision with minor inconsistencies in the narrative• Demonstrates substantial ability in using dramatic elements, screen writing skills and video language to communicate a dramatic purpose	7–8
<ul style="list-style-type: none">• Presents an adequate director's concept/vision that may have a predictable or unclear narrative• Demonstrates an adequate, sometimes inconsistent, ability in using dramatic elements, screen writing skills and video language	5–6
<ul style="list-style-type: none">• Presents a limited director's concept/vision with a simplistic or inconsistent narrative• Demonstrates limited use and control of dramatic elements, screen writing skills and video language	3–4
<ul style="list-style-type: none">• Presents a minimal narrative and uses little or none of the conventions of video drama	1–2

Assessment Criterion 2: Production (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Skill in framing of the action using camera angles, focus, shot length, shot size, movement, light, perspective and/or special effects to create dramatic meaning
- Skill in directing the dramatic action for the screen
- Selection of appropriate production elements such as location, lighting, costume, casting.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates outstanding ability to create clear dramatic meaning through skilful direction of the camera and dramatic action• Selects effective production elements such as location, lighting, costume, casting and sound recording	9–10
<ul style="list-style-type: none">• Demonstrates substantial ability to create dramatic meaning through an informed direction of the camera and dramatic action• Selects some effective production elements such as location, lighting, costume casting and sound recording	7–8
<ul style="list-style-type: none">• Demonstrates adequate ability to create some dramatic meaning through direction of the camera and dramatic action• Adequately selects production elements such as location, lighting, costume, casting and sound recording, which may vary in quality	5–6
<ul style="list-style-type: none">• Demonstrates limited ability to create dramatic meaning through insufficient direction of the camera and dramatic action• Makes limited use of production elements such as location, lighting, costume, casting and sound recording	3–4
<ul style="list-style-type: none">• Demonstrates little or no ability to create dramatic meaning through the camera, action or production elements	1–2

Assessment Criterion 3: Post-production (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Skill in editing for dramatic meaning with particular reference to tension, pace and mood
- Use of appropriate sound and music to enhance dramatic meaning
- Skill in placing titles and other relevant post-production effects.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary skill in creating dramatic meaning through effective control of choices with editing, sound and music, and other post-production effects	9–10
• Demonstrates substantial skill in creating dramatic meaning through control choices with editing, sound and music, and other post-production effects	7–8
• Demonstrates adequate skill in creating some dramatic meaning through the use of editing, sound and music, and other post-production effects	5–6
• Demonstrates limited skill in creating dramatic meaning through the use of editing sound and music, or other post-production effects	3–4
• Demonstrates minimal post-production skills, resulting in a confused, incoherent or incomplete project	1–2