



Task Number	3	Task Name	Individual Project and Group Performance Presentation and Logbook
Course	Drama (HSC)	Faculty	English
Teacher	Zoe Vardy	Head Teacher	Colin Taylor
Issue date	Wednesday 30/04/2025	Due date	Wednesday 25/06/2025
Focus (Topic)	GP and IP	Task Weighting	40%

Outcomes

H1.1 uses acting skills to adopt and sustain a variety of characters and roles
H1.2 uses performance skills to interpret and perform scripted and other material
H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4 collaborates effectively to produce a group-devised performance
H1.6 records refined group performance work in appropriate form
H1.7 demonstrates skills in using the elements of production
H2.1 demonstrates effective performance skills
H2.2 uses dramatic and theatrical elements effectively to engage an audience
H2.3 demonstrates directorial skills for theatre and other media

Task description

Students will present a work in progress submission for their **Group Performance** and **Individual Projects**.

The submission must include the following;

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

- is working towards being a complete theatrical statement demonstrating a sense of dramatic shape and structure.
- provides opportunity for each student to demonstrate his or her performance skills.
- is 8-12 minutes in duration.
- demonstrates effective use of Performance skills appropriate to the style or form, sustaining and developing role/character and structure and dramatic coherence.

The **Individual Project** details for the different options are listed on the table on the next page.

<p>Individual Project: Design (Costume)</p> <p>This project consists of:</p> <ul style="list-style-type: none"> • 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. 	<p>Individual Project: (Performance)</p> <p>This project consists of:</p> <ul style="list-style-type: none"> • a 300-word rationale. • a solo performance of 6–8 minutes duration based on: <ul style="list-style-type: none"> -excerpts or a combination of excerpts from one or a number of 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. <p>Performances must be an individual performance. There should be no other students on stage, or off stage, accompanying the performance with live music, vocal sound effects or acting as a prompt.</p> <p><i>The Individual Project: Performance will be presented to the visiting examiners on the same occasion as the examination of the Group Performance.</i></p>	<p>Individual Project: (Scriptwriting)</p> <p>This project will involve writing a script for a complete play for live performance. The project will include:</p> <ul style="list-style-type: none"> • a 300-word rationale. • a script for a complete play which is of approximately 15 minutes running time or 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. <p>The script must be typed on A4 size paper with double spacing in Times New Roman 12 point.</p>
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HSC Drama Task 3:		The Group Performance and Individual Project	Weighting: 40%
Criteria: Group Performance			Mark
Outstanding - extensive knowledge, understanding & skills are displayed through a response which: <ul style="list-style-type: none"> • Demonstrates exemplary performance skills including vocal, movement and timing appropriate to the style or form • 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 • 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 			25-30
High - thorough knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Demonstrates substantial performance skills including vocal, movement and timing appropriate to the style or form, although some skills may be more refined than others • 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 • 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 			19-24
Sound - satisfactory knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • 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 • 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 • 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 			13-18
Basic - limited knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Demonstrates limited performance skills including vocal, movement and timing which may be inappropriate to the style or form • Demonstrates limited ability to realise and sustain role(s) or character(s). Limited interactions with other role(s) or character(s) in the performance • Demonstrates frequent inconsistencies in use of the elements of drama and performance conventions • Demonstrates an inconsistent ability to work as part of an ensemble 			7-12
Limited - elementary knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Displays minimal performance skills with little understanding of style or form • 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 • Demonstrates minimal use of the elements of drama and performance conventions • Demonstrates little or no evidence of working as part of an ensemble 			1 - 6
<ul style="list-style-type: none"> • Late submission - no misadventure • Assessment not submitted 		PARENTAL NOTIFICATION	0 00

HSC Drama Task 3:		The Group Performance and Individual Project	Weighting: 40%
IP Marking Criteria:	Individual Performance	Mark	
Outstanding - extensive knowledge, understanding & skills are displayed through a response which: <ul style="list-style-type: none"> • Demonstrates exemplary performance skills including vocal, movement, and timing appropriate to the style or form 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. • Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s) • 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 		25-30	
High - thorough knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Demonstrates substantial performance skills including vocal, movement, and timing appropriate to the style or form, although some skills may be more refined than others. • 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 • 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 		19-24	
Sound - satisfactory knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Demonstrates adequate performance skills including vocal, movement, and timing which may vary in their level of delivery. • Demonstrates adequate ability to realise role(s) or character(s), which are unsustained or inconsistent. Variations may occur in level of belief/conviction/energy, complexity/dimension, focus and clarity in presentation • 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 		13-18	
Basic - limited knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Demonstrates limited performance skills including vocal, movement, and timing which may be inappropriate to the style or form. • Demonstrates limited ability to realise and sustain role(s) or character(s) with limited clarity in presentation • 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 		7-12	
Limited - elementary knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Demonstrates minimal performance skills with little understanding of style or form. • 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) • 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 - 6	
<ul style="list-style-type: none"> • Late submission - no misadventure • Assessment not submitted 		PARENTAL NOTIFICATION	000

HSC Drama Task 3:		The Group Performance and Individual Project	Weighting: 40%
IP Marking Criteria:	Video Drama	Mark	
Outstanding - extensive knowledge, understanding & skills are displayed through a response which: <ul style="list-style-type: none"> • Presents a sophisticated script concept demonstrating flair, a sustained theatrical vision and clarity of purpose • Demonstrates exemplary ability to control the dramatic elements, screenwriting and narrative structure that powerfully engages the audience. • Demonstrates exemplary ability to direct the camera and the action, to create and communicate the narrative • Uses highly effective production elements such as live sound, location, lighting, costume and casting • Demonstrates a sophisticated ability to create the dramatic meaning of the short film through effective control of editing, sound and post-production effects 		25-30	
High - thorough knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents an effective directorial vision and a largely coherent and original narrative with some inconsistencies • Demonstrates substantial ability to control the dramatic elements, screenwriting and narrative structure that effectively engages the audience • Demonstrates substantial ability to direct the camera and the action, to create and communicate the narrative • Uses effective production elements such as live sound, location, lighting, costume and casting • Demonstrates substantial ability to create the dramatic meaning of the short film through control of editing, sound and post-production effects 		19-24	
Sound - satisfactory knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents a generally coherent directorial vision that may have a predictable, inconsistent or superficial narrative. • Demonstrates an adequate, sometimes inconsistent, ability to use dramatic elements and screen writing to create some audience engagement. • Demonstrates adequate ability to direct the camera and the action, to create and communicate some aspects of the narrative • Uses appropriate production elements such as live sound, location, lighting, costume and casting although the quality of these elements may vary • Demonstrates adequate ability to create the dramatic meaning of the short film through some control of editing, sound and post-production effects 		13-18	
Basic - limited knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents a limited directorial vision that has a simplistic, inconsistent or unclear narrative. • Demonstrates limited use of dramatic elements and screen writing skills resulting in limited audience engagement • Demonstrates limited ability to direct the camera and the action, to create and communicate limited aspects of the narrative • Limited or inappropriate use of production elements such as live sound, location, lighting, costume and casting • Demonstrates limited ability to create the dramatic meaning of the short film through editing, sound and post-production effects 		7-12	
Limited - elementary knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents an incoherent narrative that demonstrates minimal skill in the use of dramatic elements • Demonstrates minimal ability to control the camera and the action, and use production elements such as live sound, location, lighting, costume and casting • Demonstrates minimal ability to create the dramatic meaning of the short film through editing, sound and post-production effects 		1 - 6	
<ul style="list-style-type: none"> • Late submission - no misadventure • Assessment not submitted 		PARENTAL NOTIFICATION 00	