



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 an 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>
---	--	--

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 exemplary ability to work as part of an ensemble. 			17-20
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 substantial ability to work as part of an ensemble. 			13-16
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 some inconsistencies in interactions with other role(s) or character(s) in the performance. • Demonstrates adequate ability to work as part of an ensemble. 			9-12
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. • There are often inconsistencies in interactions with other role(s) or character(s) in the performance. • Demonstrates an inconsistent ability to work as part of an ensemble. 			5-8
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 little or no evidence of working as part of an ensemble 			1 - 4
<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 ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response. • Demonstrates sophisticated use of space appropriate to the material/style. 		17-20	
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 accomplished ability to effectively engage the audience. • Demonstrates effective use of space appropriate to the material/style. 		13-16	
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. • Presents an adequate ability to engage the audience. • Demonstrates adequate use of space appropriate to the material/style. 		9-12	
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. • Presents some ability to engage the audience. • Demonstrates predictable or simplistic use of space. 		5-8	
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. • Presents an incoherent or non-theatrical performance. • Demonstrates little or no understanding of the use of space. 		1 - 4	
<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:	Scriptwriting	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 outstanding skill in writing stage directions with clear, detailed instructions that effectively support the practical execution of a live performance. • Uses highly effective scriptwriting conventions such as character/role list and dialogue formatting. 		17-20	
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 strong ability to write stage directions with clear and appropriate detail, showing a solid understanding of how they can be practically applied in a live performance. • Uses effective scriptwriting conventions such as character/role list and dialogue formatting. 		13-16	
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 a satisfactory ability to write stage directions with sufficient detail to indicate their practical use in a live performance. • Uses scriptwriting conventions such as character/role list and dialogue formatting. 		9-12	
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 a limited ability to write stage directions with minimal detail, showing a basic awareness of their practical application in a live performance. • Some use of scriptwriting conventions such as character/role list and dialogue formatting. 		5-8	
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 write stage directions, with little detail and limited understanding of their practical use in a live performance. • Minimal use of scriptwriting conventions such as character/role list and dialogue formatting. 		1 - 4	
<ul style="list-style-type: none"> • Late submission - no misadventure • Assessment not submitted 		PARENTAL NOTIFICATION 00	

HSC Drama Task 3:		The Group Performance and Individual Project	Weighting: 40%
IP Marking Criteria:	Costume Design	Mark	
Outstanding - extensive knowledge, understanding & skills are displayed through a response which: <ul style="list-style-type: none"> • Presents sophisticated and imaginative renderings for at least two distinct characters, demonstrating a deep understanding of character, context, and style. • Includes between four and six high-quality costume renderings that reflect thoughtful design choices appropriate to the production's setting and themes. • Provides substantial and relevant support material, such as fabric swatches, colour samples, and detailed notes on special construction methods or techniques. • Includes outstanding preliminary sketches and/or insightful written descriptions for at least four additional costumes, showing a comprehensive vision for the production. 		25-30	
High - thorough knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents well-developed and creative renderings for at least two different characters, showing a clear understanding of character and context. • Includes four to six costume renderings that demonstrate strong design choices appropriate to the production's style and setting. • Provides relevant and effective support material, such as fabric swatches, colour samples, and notes on construction, with some thoughtful detail. • Includes detailed preliminary sketches and/or written descriptions for at least four additional costumes, showing a coherent and well-considered overall design vision. 		19-24	
Sound - satisfactory knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents clear and appropriate costume renderings for at least two different characters, showing an adequate understanding of character and production context. • Includes four to six costume renderings that reflect reasonable design choices suited to the style and needs of the production. • Provides supporting material, such as some fabric swatches, colour samples, or basic construction notes, with satisfactory relevance. • Includes preliminary sketches and/or written descriptions for at least four other costumes, showing a consistent design approach across the production. 		13-18	
Basic - limited knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents simple costume renderings for at least one or two different characters, showing a basic awareness of character and production needs. • Includes two to four costume renderings, though design choices may be limited in detail or coherence. • Provides minimal supporting material, such as a few fabric swatches, colour samples, or general construction notes. • Includes basic preliminary sketches and/or written descriptions for up to four additional costumes, with varying levels of clarity and development. 		7-12	
Limited - elementary knowledge, understanding & skills displayed through a response which: <ul style="list-style-type: none"> • Presents minimal or incomplete costume renderings, with little evidence of character or production understanding. • Includes one or two costume renderings, which may lack clarity, detail, or relevance. • Provides little to no supporting material; fabric swatches, colour samples, or construction notes are mostly absent or irrelevant. • Includes few or no preliminary sketches or written descriptions, with limited connection to the overall concept or context of the production. 		1 - 6	
<ul style="list-style-type: none"> • Late submission - no misadventure • Assessment not submitted 		PARENTAL NOTIFICATION	
		0 00	

