



Drama 2007–2011

Solo performance examination

Examination specifications

Overall conditions

Examination time – up to seven minutes

Contribution to study score – 35%

The performance venue is set annually by the Victorian Curriculum and Assessment Authority.

Content

Students will present a solo performance based on the prescribed structure set annually by a panel appointed by the Victorian Curriculum and Assessment Authority and published by the Victorian Curriculum and Assessment Authority in the supplement to the April *VCAA Bulletin*. The performance will draw on key knowledge and key skills from Unit 4 Outcome 2.

Students must use a current prescribed structure or their performance will be marked zero on each assessment criterion.

Information about the characteristics and requirements of prescribed structures is revised and published annually as part of the VCE Drama performance examination paper.

Each prescribed structure is made up of the following: character, stimulus, performance focus, performance style(s), theatrical conventions, dramatic elements, reference material. The following explanations should be used when preparing the solo performance.

- **Character** – this is the main character who must have central focus within the performance.
 - **Stimulus** – this is the specified source of information which must be used in the development of the character and be referenced throughout the performance.
 - **Performance focus** – information about the character that **must** be portrayed in the performance. **All aspects of the performance focus must be included in the performance.** Each aspect of the performance focus does not have to be given equal emphasis during the performance. Unless otherwise indicated aspects of the performance focus may be performed in any order.
 - **Performance style(s)** – the prescribed performance style(s) is explained in the Terminology section of the examination paper. The prescribed performance style(s) must be used throughout the performance.
 - **Theatrical conventions** – **the following theatrical conventions will be assessed in all performances: disjointed time sequences, transformation of character, transformation of place, transformation of object. In addition two** theatrical conventions will be specifically prescribed for each structure and they must be used during the performance. Additional conventions may be added as appropriate.
 - **Dramatic elements** – two dramatic elements will be specifically prescribed for each structure and they **must** be used during the performance. The dramatic elements to be prescribed will be selected from the following list: climax, conflict, contrast, language, mood, rhythm, sound and symbol. Students may add other elements as appropriate.
- Focus, space, tension and timing** are dramatic elements that are essential to every performance.
- **Reference material** – resources are provided as recommendations. This list is not exhaustive and students should undertake research in developing their character(s) for performance. **Please note:** if a resource is also listed under **Stimulus**, it **must** be used in the development of the performance.

When a prescribed structure includes the term creates and/or recreates, students are required to enact and/or re-enact situations and conversations for an audience. The emphasis in the creation and/or recreation must be on action rather than narration; doing rather than telling (see Terminology).

A Terminology section will be provided. Students should consult this for explanations of terminology used in the examination.

Format

Information about the characteristics and requirements of prescribed structures is revised and published annually as part of the VCE Drama performance examination paper. Previous examination papers may be downloaded from <www.vcaa.vic.edu.au/vce/studies/drama/exam.html>.

The solo performance must not last more than **seven minutes** and will be presented as a single uninterrupted performance.

A total of ten minutes per student will be allocated for preparation, performance and clearing the space. No additional time can be allowed. When preparing stagecraft for the solo performance, students should be mindful of these restrictions.

Students will present the assessors with a written Statement of Intention of 80–100 words. The statement should highlight aspects of the student's interpretation that they would like to bring to the assessors' attention. The purpose of the Statement of Intention is to highlight aspects of the student's interpretation that they would like to bring to the assessors' attention, for example

- explanation/clarification of decisions made in their interpretation of the prescribed structure
- give reasons for choices made (for example, for use of costume, prop, accent, symbol).

Students should not simply describe their character by rewriting the performance focus.

A standard pro forma will be published annually in the *VCAA Bulletin* with the prescribed structures.

Performance examination conditions

Performance conditions are revised and published annually as part of the VCE Drama performance examination paper. This examination is published as a supplement to the April Bulletin each year.

Examination criteria

The examination will address all of the criteria. All students will be examined against the following criteria.

1. Requirements of the prescribed structure

The prescribed structure comprises the following.

character – this is the main character who must have central focus within the performance

stimulus – this is the specified source of information which must be used in the development of the character and be referenced throughout the performance

performance focus – information about the character that **must** be portrayed in the performance. **All aspects of the performance focus must be included in the performance.** Each aspect of the performance focus does not have to be given equal emphasis during the performance. Unless otherwise indicated aspects of the performance focus may be performed in any order.

performance style(s) – the prescribed performance style(s) must be used throughout the performance

theatrical conventions – two theatrical conventions are specified for each prescribed structure and they must be used during the performance. Additional conventions may be added as appropriate

dramatic elements – two dramatic elements will be specifically prescribed for each structure and they must be used during the performance. Additional elements may be added as appropriate

Students must address all these to enable them to gain the maximum possible marks in the other criteria.

2. Development of a performance from the prescribed structure

Students demonstrate skill in using the **prescribed** stimulus material as well as additional material from a variety of sources to create and develop a character(s). This development involves making imaginative choices in the shaping of the performance text.

3. Coherence and development

Students demonstrate skill in developing a coherent and developed response to the prescribed structure shaping a performance which shows evidence of research and editing.

4. Use of performance style(s) including performance style(s) prescribed in the structure

Students demonstrate

- understanding of non-naturalistic performance style(s)
- ability to apply them consistently throughout the performance.

This includes application of additional aspects of specified performance style(s) as required by the prescribed structure.

5. Use of theatrical conventions including use of the theatrical conventions prescribed in the structure

Students demonstrate

- understanding of disjointed time sequences, transformation of character, transformation of place and transformation of object
- an ability to demonstrate **each of these** during the performance
- understanding of the additional theatrical conventions as specified in the prescribed structure and an ability to apply them during the performance.
- an ability to apply other theatrical conventions as appropriate.

6. Use of dramatic elements including use of the dramatic elements prescribed in the structure

Students demonstrate

- understanding of the prescribed dramatic elements
- an ability to apply each of these during the performance
- an ability to apply other dramatic elements as appropriate.

The prescribed dramatic elements will be selected from the following: climax, conflict, contrast, language, mood, rhythm, sound and symbol.

7. Use of space

Students demonstrate understanding of, and skill in, the use of space to convey where the action is taking place, including any changes in location that occur throughout the performance.

8. Timing and tension

Students demonstrate understanding of, and skill in, the development of dramatic tension through the use of dramatic timing. This includes the pacing of the performance to demonstrate appropriate dramatic timing. The prescribed theatrical conventions and dramatic elements will influence the timing and tension of the piece. For example, comedy and pathos require different timing; if climax is prescribed the performance will need to build to this point.

9. Application of stagecraft

Students demonstrate understanding of, and skill in, the use and manipulation of stagecraft to add meaning to the performance. Its use must be consistent with the prescribed performance style and theatrical conventions.

10. Use of expressive skills

Students demonstrate understanding of, and skill in, the use of voice, movement, facial expressions and gesture to create a character(s) within the context of the prescribed performance style and theatrical conventions.

11. Use of performance skills

Students demonstrate understanding of, and skill in, ways of establishing and maintaining an effective and appropriate actor–audience relationship. This also includes demonstrating energy and presence throughout the performance. Students demonstrate skill in portraying a believable character(s) through concentration and engagement. This includes the memorisation of the performance text (words, movement, facial expressions and gestures) and the ability to make clear to the audience the presence of other (imagined) characters in the space, as appropriate to the prescribed structure.