9 Course Requirements

9.1 Course Requirements

*Preliminary Course*

Indicative hours required to complete the course: 120hrs

Exclusions:

- When preparing programs of study for the Preliminary course, it is important to exclude any topics that will be studied in the HSC Drama course, or any texts that students will be studying in any other HSC subjects (eg English or Languages).
- While students in the Preliminary course may attend productions of texts that they will be studying in their HSC course, they may not take part in performances of these plays.

*HSC Course*

Indicative hours required to complete the course: 120hrs

Exclusions:

- When choosing their Individual Project, students must ensure that they do not choose a topic or text that they are studying in Drama (as part of Australian Drama and Theatre or Studies in Drama and Theatre) or in any other of their HSC courses. For example, they may not use extracts from a text they are studying in English for the Individual Project Performance, or a playwright they are studying in Ancient History for the Individual Project: Critical Analysis (Research).
- Teachers should ensure that students do not submit the same project for any other HSC subject.
Course Requirements for the Components of the HSC Course

Australian Drama and Theatre (Core component)

This component and the Group Performance comprise the Core. In Australian Drama and Theatre ONE topic only will be chosen from a choice of TWO.

The two topics will relate to aspects of drama and theatre in Australian societies and cultures, past and present. While topics may differ in the form, style or historical period they will incorporate a specific perspective on Australian Drama and Theatre.

Learning experiences should be both experiential and theoretical, including workshops and presentations, focusing on relevant acting techniques, characterisation, performance styles and spaces, themes, issues and historical and social perspectives relevant to the set topic.

For the written examination, students will discuss only ONE topic when answering a common question in an extended response essay. Students should write from a dramatic perspective rather than using a literary approach that might be more suitable in an English examination.

Topics in this section will be published separately and may be changed in part every two years.

Studies in Drama and Theatre

Students will be required to select ONE topic from a choice of SEVEN. This topic will focus on drama and theatre in societies and cultures in the world, including Australia.

Learning experiences should be both experiential and theoretical including workshops and presentations, focusing on relevant acting techniques, characterisation, performance styles and spaces, themes, issues and historical and social perspectives relevant to the set topic.

For the written examination, students will discuss only ONE topic when answering an extended response essay. Students should write from a dramatic perspective rather than using a literary approach that might be more suitable in an English examination.

Topics in this section will be published separately and may be changed in part every two years.

Criteria for examining the written examination for both Australian Drama and Theatre and Studies in Drama and Theatre

- Knowledge and understanding of the topic and text(s).
- Ability to use this knowledge and understanding to answer the question.
- Organisation of information and suitability of the supporting evidence.
- Understanding of dramatic and theatrical concepts.
- Clarity of written expression and style.
Group Performance (Core component)

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

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

It is in the student’s best interest to work within the specified time frame. Performances under time will be penalised and those significantly over time will be stopped by the examiners. This may lead to serious disadvantage.

The development of the Group Performance will be assessed by the teacher as part of the school assessment. The teacher will be required to act as a supervisor and facilitator, using a variety of strategies, including advice, assistance and negotiation. However, at no time should the teacher, or any other adviser, including outside tutors, assume the role of director. Work on the Group Performances should commence after the Easter break of the HSC year.

Criteria for examining the Group Performance (30 Marks)

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

Criterion 1: Performance skills appropriate to the style or form

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

Criterion 2: Sustaining and developing role/character

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

Criterion 3: Structure and dramatic coherence

• Performance as part of an ensemble
• Effective use of dramatic elements and theatrical conventions
• 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.
Logbook for Group Performance

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

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

The logbook should provide:

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