VCE Theatre Studies: Performance Descriptors

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| **THEATRE STUDIES**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 1***  Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene. | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited dramaturgy informs  an interpretation of the script producing a limited range of theatrical possibilities. | Some dramaturgy informs an interpretation of the script producing an obvious range of theatrical possibilities and intended meanings. | Appropriate dramaturgy informs  an interpretation of the script producing a range of adequately justified theatrical possibilities and intended meanings. | Detailed dramaturgy informs an interpretation of the script producing a range of well-justified theatrical possibilities and intended meanings. | Extensive dramaturgy informs  an interpretation of the script producing a range of insightful and well-justified theatrical possibilities. |
| The proposed application of production work to realise the interpretation is very limited. Little application of elements of theatre composition, conventions of theatre style and appropriate theatre technologies to convey contexts, communicate themes, images, ideas and intended meaning to an audience. | The proposed application of production work to realise the interpretation is basic. Some application of elements of theatre composition, conventions of theatre style and appropriate theatre technologies to convey contexts, communicate themes, images, ideas and intended meaning to an audience. | The proposed application of production work to realise the interpretation is satisfactory. Adequate application of elements of theatre composition, conventions of theatre style and appropriate theatre technologies to convey contexts, communicate themes, images, ideas and intended meaning to an audience. | The proposed application of production work to realise the interpretation is well-developed. Thoughtful application of elements of theatre composition, conventions of theatre style and appropriate theatre technologies to convey contexts, communicate themes, images, ideas and intended meaning to an audience. | The proposed application of production work to realise the interpretation is sophisticated. Insightful application of elements of theatre composition, conventions of theatre style and appropriate theatre technologies to convey contexts, communicate themes, images, ideas and intended meaning to an audience. |
| Very little consideration of safe and ethical approaches in the description of how work practice will be applied to realise the interpretation. | Some consideration of safe and ethical approaches in the description of how work practice will be applied to realise the interpretation. | Appropriate consideration of safe and ethical approaches in the description of how work practice will be applied to realise the interpretation. | Well-informed consideration of safe and ethical approaches in the description of how work practice will be applied to realise the interpretation. | Comprehensive consideration of safe and ethical approaches in the description of how work practice will be applied to realise the interpretation. |
| Little use of theatre vocabulary is applied in the presentation of interpretive decisions. | Theatre vocabulary is applied with partial accuracy in the presentation of interpretive decisions. | Appropriate theatre vocabulary is applied in the presentation of justified, creative and imaginative interpretive decisions. | Effective theatre vocabulary is applied in the presentation of justified, creative and imaginative interpretive decisions. | Highly effective theatre vocabulary is applied in the presentation of justified, creative and imaginative interpretive decisions. |

KEY to marking scale based on the Outcome contributing 30 marks

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| Very Low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very High 25–30 |