External assessment criteria—HL only

Summary

<table>
<thead>
<tr>
<th>Task 1: Solo theatre piece (HL only)</th>
<th>Marks</th>
<th>Total</th>
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<tbody>
<tr>
<td>A Theatre in context: The theorist, the theory and the contexts</td>
<td>8</td>
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<tr>
<td>B Theatre processes: Practical explorations of the aspect(s) of theory and the development of the solo theatre piece</td>
<td>8</td>
<td>32</td>
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<tr>
<td>C Presenting theatre: Theatre theory in practice</td>
<td>8</td>
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<tr>
<td>D Presenting theatre: Evaluation of the solo theatre piece and reflections</td>
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Criteria

A. Theatre in context: The theorist, the theory and the contexts

Evidence: report
- To what extent does the student research the context(s) of the theatre theorist and their theories?
- To what extent does the student demonstrate an understanding of the selected aspect(s) of theatre theory?
- To what extent have primary and secondary sources been selected and used?

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<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
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</table>
| 1–2  | This work is inconsistent:  
      | - the student's observations of the context(s) of the theorist and the selected aspect(s) of theory are derivative and superficial  
      | - the student uses few appropriate primary or secondary sources, not always effectively. |
| 3–4  | This work is underdeveloped:  
      | - the student identifies and describes the context(s) of the theorist and the selected aspect(s) of theory  
      | - the student uses limited primary and secondary sources effectively. |
| 5–6  | This work is good:  
      | - the student identifies and explains the context(s) of the theorist and the selected aspect(s) of theory  
      | - the student uses appropriate primary and secondary source, not always effectively. |
| 7–8  | This work is excellent:  
      | - the student identifies, explains and analyses the context(s) of the theorist and the selected aspect(s) of theory  
      | - the student uses a range of appropriate primary and secondary sources effectively. |
B. Theatre processes: Practical explorations of the aspect(s) of theory and the development of the solo theatre piece

Evidence: report

- To what extent does the student demonstrate a thorough understanding of the process of creation in their approach to practically exploring the selected aspect(s) of theatre theory?
- To what extent does the student explain their vision for the final piece and the process of creating their solo performance?
- To what extent does the student reflect on feedback from their teacher, peer mentor or theatre class, explaining the impact this has had on their work?

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| 1–2  | This work is **inconsistent:**  
  - the student explores the theory employing few appropriate or relevant practical techniques, outlining some of the approach or choices  
  - the student lists feedback and actions they have taken in response to it. |
| 3–4  | This work is **underdeveloped:**  
  - the student explores the theory employing some appropriate and relevant practical techniques, outlining their particular approach and choices in relation to their stated intentions  
  - the student discusses feedback and the action they have taken in response to it. |
| 5–6  | This work is **good:**  
  - the student explores the theory employing a range of appropriate and relevant practical techniques, describing their particular approach and choices in relation to their stated intentions  
  - the student evaluates feedback, the impact this has had on their work and the action they have taken. |
| 7–8  | This work is **excellent:**  
  - the student explores the theory employing a range of carefully selected, appropriate and relevant practical techniques, explaining and justifying their particular approach and choices in relation to their stated intentions  
  - the student reflects on feedback and evaluates the impact this has had on their work and the action they have taken. |
C. Presenting theatre: Theatre theory in practice

Evidence: video recording and report

- To what extent does the student apply techniques and approaches appropriate to the selected aspect(s) of theory and the student’s stated intentions?

- To what extent does the student demonstrate synthesis between the presented theatrical elements and the selected aspect(s) of theory?

- To what extent does the student realise their intentions in the practical exploration of selected aspect(s) of theatre theory?

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| 1–2  | This work is **inconsistent:**  
|      | - the theatrical techniques employed by the student are superficial or inappropriate  
|      | - the student’s practical application of the selected aspect(s) of theory is limited and does not relate to their stated intentions. |
| 3–4  | This work is **underdeveloped:**  
|      | - the student employs some theatrical techniques to present the selected aspect(s) of theory in practice but these are not always appropriate or relevant  
|      | - the student’s practical application of the selected aspect(s) of theory is not sustained or inconsistent in relation to their stated intentions. |
| 5–6  | This work is **good:**  
|      | - the student employs appropriate theatrical techniques to present the selected aspect(s) of theory in practice  
|      | - the student demonstrates a sustained practical application of the selected aspect(s) of theory which appropriately fulfills their stated intentions. |
| 7–8  | This work is **excellent:**  
|      | - the student employs appropriate and effective theatrical techniques to present the selected aspect(s) of theory in practice  
|      | - the student demonstrates a sustained and highly effective practical application of the selected aspect(s) of theory which clearly and appropriately fulfills their stated intentions. |
D. Presenting theatre: Evaluation of the solo theatre piece and reflections

Evidence: report

- To what extent does the student evaluate the final presentation of the solo theatre piece and consider the extent to which their intentions were met?
- To what extent does the student evaluate the impact their solo theatre piece had on the audience?
- To what extent does the student reflect on what they have learned through the experience of creating the solo theatre piece and the implications this has for their work in theatre?

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| 1–2  | This work is **inconsistent**:  
  • the student outlines the presented solo theatre piece with little consideration of the extent to which their intentions were met  
  • the student lists challenges faced with no consideration of personal discoveries. |
| 3–4  | This work is **underdeveloped**:  
  • the student considers the extent to which their intentions were met in the presented solo theatre piece  
  • the student outlines challenges faced or their own personal discoveries. |
| 5–6  | This work is **good**:  
  • the student evaluates the presented solo theatre piece and considers the extent to which their intentions were met with some clarity  
  • the student describes challenges faced and their own personal discoveries. |
| 7–8  | This work is **excellent**:  
  • the student provides a thorough and effective evaluation of the presented solo theatre piece, carefully considering the extent to which their intentions were met  
  • the student reflects on challenges faced and their own personal discoveries. |