

IB Theatre SL & HL – RESEARCH PRESENTATION

Criterion A: Theatre in Context: The tradition	0	Marks 1-2	Marks 3-4	Marks 5-6	Marks 7-8
<ul style="list-style-type: none"> • To what extent does the student explain a world theatre tradition (chosen from the prescribed list) demonstrating an understanding of the tradition and its cultural and/or theoretical context(s), effectively supporting their work with a range of appropriate sources. • To what extent does the student effectively & clearly explain a <u>specific performance convention</u> selected from the researched theatre tradition, effectively supporting their work with a range of appropriate sources. 	The work does not reach a standard described by the descriptors.	This work is limited : <ul style="list-style-type: none"> - the student lists a world theatre tradition, demonstrating a limited & superficial understanding of the cultural and/or theoretical context(s), referencing sources that are inappropriate or irrelevant to the work. - the student lists their understanding of a specific performance convention, referencing sources that are inappropriate or irrelevant to the work. This work is limited and superficial. 	This work is underdeveloped : <ul style="list-style-type: none"> - the student outlines a world theatre tradition (from the prescribed list) demonstrating some appropriate understanding of the tradition and its cultural and/or theoretical context(s) referencing some appropriate sources that are mostly appropriate to the work. - The student outlines their understanding of a specific performance convention (selected from the researched theatre tradition), referencing some appropriate sources that are mostly appropriate to the work. This work is underdeveloped. 	This work is good : <ul style="list-style-type: none"> - The student describes a world theatre tradition (from the prescribed list), demonstrating a clear understanding of the tradition and its cultural and/or theoretical context(s), adequately supporting their work with a range of appropriate sources. - The student describes their understanding of a specific performance convention (selected from the researched theatre tradition), adequately supporting their work with a range of appropriate sources. This work is clear and appropriate 	This work is excellent : <ul style="list-style-type: none"> - The student explains a world theatre tradition (from the prescribed list), demonstrating a thorough understanding of the tradition and its cultural and/or theoretical context(s), effectively supporting their work with a range of appropriate sources - The student explains their understanding of a specific performance convention (selected from the researched theatre tradition), effectively supporting their work with a range of appropriate sources. This work is clear and effective.
Criterion B: Theatre processes: practical research and approaches to application <ul style="list-style-type: none"> • To what extent does the student explain how and why they have practically and physically explored the performance convention selected from the world theatre tradition in the prescribed list? • To what extent does the student explain how and why they have approached the application of the performance convention to an appropriate moment of theatre? • <u>Candidates who do not select a world theatre tradition from the prescribed list will not be awarded a mark higher than 2 in this criterion.</u> 	The work does not reach a standard described by the descriptors.	This work is limited : <ul style="list-style-type: none"> - the student lists how they have practically and physically explored the performance convention selected from the world theatre tradition in the prescribed list. This work is limited in scope and contains mainly irrelevant information - the student lists how they approached the application of the performance convention to a moment of theatre. The moment of theatre may not be appropriate. 	This work is underdeveloped : <ul style="list-style-type: none"> - the student outlines how and why they have practically and physically explored the performance convention selected from the world theatre tradition in the prescribed list, demonstrating a partially appropriate approach for their exploration - the student outlines how and why they have approached the application of the performance convention to a moment of theatre, but this is underdeveloped. 	This work is good : <ul style="list-style-type: none"> - the student describes how and why they have practically and physically explored the performance convention selected from the world theatre tradition in the prescribed list, demonstrating a clear and appropriate approach for their exploration - the student describes how and why they have approached the application of the performance convention to an appropriate moment of theatre. 	This work is excellent : <ul style="list-style-type: none"> - the student explains how and why they have practically and physically explored the performance convention selected from the world theatre tradition in the prescribed list, demonstrating an effective and appropriate approach for their exploration - the student explains how and why they have approached the application of the performance convention to an appropriate moment of theatre.

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<p>Criterion C: Presenting Theatre: The presentation of the moment of theatre</p> <ul style="list-style-type: none"> • <i>To what extent does the student practically communicate an understanding of the selected performance convention from the world theatre tradition (chosen from the prescribed list) through the demonstration of their specific moment of theatre?</i> • <i>To what extent does the student use their body and/or voice effectively and confidently?</i> • <i>Candidates who do not select a <u>world theatre tradition from the prescribed list will not be awarded a mark higher than 2 in this criterion.</u></i> 	<p>The work does not reach a standard described by the descriptors.</p>	<p>This work is limited:</p> <ul style="list-style-type: none"> - the student communicates little or no understanding of the selected performance convention from the world theatre tradition (chosen from the prescribed list) through the demonstration of their moment of theatre, which lacks clarity and coherence - the student uses their body and/or voice with little or no confidence. 	<p>This work is underdeveloped:</p> <ul style="list-style-type: none"> - the student partially communicates their understanding of the selected performance convention from the world theatre tradition (chosen from the prescribed list) through the demonstration of their moment of theatre - the student uses their body and/or voice with some confidence but this is underdeveloped. 	<p>This work is good:</p> <ul style="list-style-type: none"> - the student adequately communicates their understanding of the selected performance convention from the world theatre tradition (chosen from the prescribed list) through the demonstration of their moment of theatre - the student uses their body and/or voice confidently. 	<p>This work is excellent:</p> <ul style="list-style-type: none"> - the student proficiently communicates their understanding of the selected performance convention from the world theatre tradition (chosen from the prescribed list) through the demonstration of their moment of theatre - the student uses their body and/or voice confidently and effectively.
<p>Criterion D: Presenting Theatre: The learner (i.e. YOU)</p> <ul style="list-style-type: none"> • <i>To what extent does the student explain the impact the investigation has had on them as a learner and as a performer?</i> • <i>To what extent does the student explain how the selected performance convention compares to ONE other performance practice?</i> 	<p>The work does not reach a standard described by the descriptors.</p>	<p>This work is limited:</p> <ul style="list-style-type: none"> - the student lists the impact this learning task has had on them, making few links between their learning in this task and other learning experiences they have had as a performer - the student lists how the selected performance convention compares to ONE other performance practice), providing few connections and/or comparisons between the selected performance convention and the practice(s). This work is limited in scope or superficial. 	<p>This work is underdeveloped:</p> <ul style="list-style-type: none"> - the student outlines the impact this learning task has had on them, making links between their learning in this task and other learning experiences they have had as a performer. This is underdeveloped. - the student outlines how the selected performance convention compares to ONE other performance practice, providing some connections and/or comparisons between the selected performance convention and the ONE practice. This is underdeveloped. 	<p>This work is good:</p> <ul style="list-style-type: none"> - the student describes the impact this learning task has had on them, making clear and appropriate links between their learning in this task and other learning experiences they have had as a performer - the student describes how the selected performance convention compares to ONE other performance practice, providing clear connections and/or comparisons between the selected performance convention and the ONE practice. 	<p>This work is excellent:</p> <ul style="list-style-type: none"> - the student explains the impact this learning task has had on them, making clear, effective and appropriate links between their learning in this task and other learning experiences they have had as a performer - the student explains how the selected performance convention compares to ONE other performance practice, providing clear and insightful connections and comparisons between the selected performance convention and the ONE practice.