

Example 9: Collaborative project (SL and HL)

Assessment

	Criterion	Level achieved
A	Theatre in context: The personal context and research into a professional company	8
B	Theatre context: The formation of the group and exploration of the starting point	5
C	Theatre processes: Reflections on the development of the piece and the specific explorations led by the student	7
D	Presenting theatre: Evaluation of the student's contribution to the final 13–15 minute presentation and his or her artistic choices as seen in the video	4

Assessor comments

The student offers a process portfolio and video of a collaborative project based on a starting point of “insomnia” and drawing on the work of the company Gecko Theatre Company. The student explains his personal approaches, interests and skills in theatre. The student explains the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, clearly and fully considering how this may influence his approach to collaborative theatre making. The student outlines the process of forming the collaborative group, showing some awareness of the challenges and benefits of collaboration. The student comprehensively describes how and why the ensemble collaboratively explored the starting point, with consideration of how the target audience and artistic intentions were identified. The student clearly explains how the group practically developed, structured and prepared the original piece for presentation, clearly identifying his own contribution to this process. The student provides insightful reflection on the specific artistic explorations he led with the group and explains how this

contribution helped shape the final production. The student provides a clear, effective and sophisticated evaluation of the presentation of the original piece, explaining how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. There is little or no reference to a talkback session. The student explains his own specific artistic choices as shown in the selected video recording.

Moderator tips

The moderator for this assessment task noted that the work would have further benefited from:

- clear identification of the student with either a photo in the portfolio or a self-shot with name in the video (although in this case there is only one male)
- some examples of the ensemble-building process/activities, for example, negotiation work, physical ensemble work, shared initiative taking, cooperative activities and so on
- some reference to the feedback session with reactions to feedback.