

Example 8: Collaborative project (SL and HL)

Assessment

	Criterion	Level achieved
A	Theatre in context: The personal context and research into a professional company	3
B	Theatre context: The formation of the group and exploration of the starting point	4
C	Theatre processes: Reflections on the development of the piece and the specific explorations led by the student	6
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	5

Assessor comments

The student offers a process portfolio and video of a collaborative project based on a starting point of a plant, “Titum Arum”, and drawing on the work of the company Frantic Assembly. The student roughly outlines his personal approaches, interests and skills in theatre. The student describes the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with consideration throughout the portfolio of how this may influence his approach to collaborative theatre making. The student outlines the process of forming the collaborative group, showing some limited awareness of the challenges and benefits of collaboration. The student generally outlines how and why the ensemble collaboratively explored the starting point, with some consideration of how the target audience (only mentioned on page 4) and artistic intentions were identified. The student describes how the group practically developed, structured and prepared the original piece for presentation, identifying his own contribution to this process. The student describes the specific artistic explorations he led with the group and

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

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
- more detail of the student's personal context, interests and skills in theatre
- some examples of the ensemble-building process/activities and the process of how the stimuli were explored with reference to artistic intent/audience
- clearer communication or overview of the growth process of the piece and how the structure came about
- some reference to the talkback session with reactions to feedback
- clearer links between evaluation comments and video content.