

Victorian Certificate of Education

THEATRE STUDIES

STUDY DESIGN



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Important information

Accreditation period

Units 1–4: 1 January 2019 – 31 December 2023

Implementation of this study commences in 2019.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

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VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

Introduction

Scope of study

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

Rationale

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes.

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Aims

This study enables students to:

- acquire knowledge of theatre including its styles, purposes and audiences
- interpret scripts through engagement in the production process
- experiment creatively and imaginatively with theatrical possibilities and elements of theatre composition

- apply knowledge of production roles and the skills to interpret scripts
- understand themselves as theatre practitioners and audience
- appreciate theatre and its significance as an art form
- apply safe and ethical personal and interpersonal practices in theatre production
- conduct performance analysis and production evaluations and apply learning to their own theatre production work
- apply thinking, problem-solving and communication skills to creatively participate in the theatre life of their community.

Structure

The study is made up of four units.

Unit 1: Pre-modern theatre styles and conventions

Unit 2: Modern theatre styles and conventions

Unit 3: Producing theatre

Unit 4: Presenting an interpretation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Terms used across Units 1 to 4 are defined on pages 9 and 10.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction. In VCE Theatre Studies, scheduled instruction can include classroom instruction, production work and attendance at theatre performances.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Theatre Studies to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. Scripts and performances selected for study should be appropriate for the age and development of students and reflect current community standards and expectations. Teachers should be aware that sensitive issues might arise in relation to some productions. The following strategies may assist teachers to select scripts for study.

For scripts that students will interpret and performances they will attend, teachers are advised to:

- read the script
- be familiar with the themes, context and world of the play, with particular attention to matters identified in the advice
- if available, read information such as the director's vision or creative concept for the production
- identify any issues that may require additional resourcing such as information about different perspectives on controversial historical, social, cultural or political themes
- make selection/s in consultation with school leaders.

For performances that students will attend, teachers are advised to:

- discuss issues of concern with the theatre company
- if available, read information such as the director's vision or creative concept for the production
- if possible, attend a preview performance
- discuss aspects of the production that may be challenging for students with colleagues at the school and develop support material as required.

In VCE Theatre Studies students may be required to handle equipment and use chemicals, for example adhesives, solvents and paints used in set or costume design that are potentially hazardous. Also, lifting and movement of heavy objects may be required and students should be instructed on the appropriate ways of lifting and moving objects. Students and teachers must be aware of acceptable levels of sound, particularly when using amplifiers and PA systems. Equipment should be 'tested and tagged' to comply with WorkSafe Victoria regulations and regulations must be followed regarding persons working two metres or more above the ground. For activities that take place in a performance space, all people who access the space during the activity must be made aware of relevant safety and evacuation procedures.

The Victorian WorkCover Authority website www.worksafe.vic.gov.au/ regularly updates relevant occupational health and safety regulations. Relevant information is also provided on the Department of Education website www.education.vic.gov.au/hrweb/safetyhw.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Theatre Studies are as follows:

- Units 3 and 4 School-assessed Coursework: 45 per cent
- End-of-year monologue examination: 25 per cent
- End-of-year written examination: 30 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

Terms used in this study

For the purposes of this study design and associated assessments the following definitions will apply.

Script

The term script refers to a text used for a theatre performance. A script may be an entire play or excerpts from plays.

Dramaturgy

Dramaturgy refers to research into a play to inform an interpretation of it. This may include the contexts of the play, its intended meanings, the background of the playwright, previous productions of the play and the theatre styles of the play. Dramaturgy is part of the production process and may be applied at any stage and in any production role; it is not a separate stage of the production process. Dramaturgy can include processes such as text-based research and/or workshops.

Production roles

Production role is the term used to describe an area of work in theatre production. The production roles in this study are:

- actor
- director
- designer: costume
- designer: make-up
- designer: props
- designer: set
- designer: lighting
- designer: sound

Theatre production processes

The theatre production process is described as having three distinct but interrelated stages:

- *Planning* includes introduction to the script, annotation, exploring and establishing initial concepts and aims for the production, undertaking dramaturgy, and evaluation of this stage of the production process
- *Development* includes exploring, making, reflecting, trialing and refining to achieve production aims, and evaluation of this stage of the production process
- *Presentation* includes bumping-in, technical/dress rehearsals, performances, bumping-out, and evaluation of this stage of the production process.

Theatre styles

Theatre styles are the traditions of theatre that are accepted as conventional and are particular to specific times, places, peoples and cultures. By their very nature, theatre styles and their associated conventions are not static, constant or definitive but are indicative. For example, a theatre style might indicate a historical period or political movement. In modern theatre it is understood that theatre styles are fluid and experimental and evolve in response to a range of contexts and purposes. For the purposes of this study 'eclectic' is considered to be a theatre style from the modern era of theatre.

Contexts

Contexts refer to the circumstances surrounding a play and its interpretation for an audience. This may include the time and place in which the play is set and was written, influences on the playwright, the language of the script, circumstances associated with the play and the possibilities for interpreting a script.

Elements of theatre composition

For the purposes of this study the elements of theatre composition may include the following:

- *Cohesion* – the unity and balance of various aspects of the interpretation.
- *Motion* – the movement or implied movement of actors and design features in the theatre space. This may include position, pattern, arrangement, proportion and spatial flow.
- *Rhythm* – the pace, timing and tempo within the interpretation.
- *Emphasis* – aspects of the interpretation are given a particular focus, importance or prominence.
- *Contrast* – juxtaposition of seemingly different or opposing aspects or qualities within the interpretation.
- *Variation* – changes to the dynamics of the interpretation, as may be evident in the use of tension, conflict, intensity, energy and use of the space.

Practitioners use elements of theatre composition to organise components of a theatre production to create a deliberate effect, realising their aims and intentions and/or those of the creative production team.

Elements of theatre composition can be used to give structure to the interpretation or the way it is presented on stage in performance to an audience. These elements can also be used to encourage or lead the audience to engage in the work. They can be applied individually or in combination, in any theatre style, used within any production role and at any stage of the production process.

Theatre technologies

Diverse theatre-specific and other technologies are used in theatre productions. Students may apply theatre technologies in their work as part of their creative processes in any production role. Use of theatre technologies is not itself a production role. In their production roles, and as members of the production team, students will have opportunities to apply theatre-specific digital, electrical and mechanical technologies across the stages of the production process. Students may also use other hardware, software or digital tools to facilitate their work as members of a creative production team. For example, social media platforms could be used to communicate between members of a production team or to evaluate options and make decisions, and a journaling app or intranet page could be used to document thinking and/or record, analyse and evaluate work undertaken to realise the ideas and concepts for a production.

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Production roles

For Area of Study 2, students must work in at least two production roles. The production roles for Area of Study 2 are:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound.

Area of Study 1

Exploring pre-modern theatre styles and conventions

In this area of study students study scripts from the pre-modern era of theatre, that is, works prior to the 1920s. They study at least three distinct theatre styles from the pre-modern era and the conventions and scripts associated with each. Students study innovations in theatre production in the pre-modern era. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of pre-modern theatre.

Outcome 1

On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- conventions of three or more theatre styles from the pre-modern era
- approaches to interpreting scripts from the pre-modern era
- theatre contexts from the pre-modern era
- the use and application of theatre styles, dramaturgy, acting skills, directorial skills and design skills to shape interpretations of scripts from the pre-modern era

- approaches to creating and manipulating actor–audience relationships in the interpretation of scripts from the pre-modern era
- working practices in production roles to interpret scripts from the pre-modern era
- innovative practices established in theatre production in the pre-modern era
- theatre terminology and expressions.

Key skills

- identify and describe conventions of theatre styles from the pre-modern era
- research texts and contexts of scripts
- apply knowledge of theatre styles and acting, directorial and design skills to shape interpretations of scripts from the pre-modern era
- describe actor–audience relationships
- undertake dramaturgy and work in production roles to interpret scripts
- identify and describe innovative practices established in theatre production in the pre-modern era
- use theatre terminology and expressions in writing and discussion.

Area of Study 2

Interpreting scripts

In this area of study students focus on the presentation of scripts from the pre-modern era of theatre. They work creatively and imaginatively in at least two production roles to interpret scripts from three or more distinct theatre styles of the pre-modern era. Students study and apply relevant conventions and consider how work in production roles is informed by different theatre styles and contexts. They learn about processes for developing characters and consider the influence of the audience on work in production roles to enhance text interpretation. Throughout the production process, students will have opportunities to develop oral skills by participating in discussions and explaining how their work in production roles contributes to realising the production aims. They study and apply elements of theatre composition and safe working practices in theatre production.

Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- three or more theatre styles from the pre-modern era and the conventions of those styles
- elements of theatre composition
- approaches to creatively and imaginatively interpreting scripts
- the use of dramaturgy in theatre production
- the contexts of selected scripts
- the use of acting, direction and design to realise theatre styles from the pre-modern era
- ways of using elements of theatre composition to realise possibilities within a script
- approaches to applying the production roles of actor, director and/or designer to interpret pre-modern theatre scripts
- safe working practices in theatre production
- the role of the audience in the pre-modern era
- the use of theatre technologies in theatre production.

Key skills

- creatively and imaginatively:
 - interpret scripts
 - apply elements of theatre composition to realise possibilities within a script
- apply dramaturgical processes to interpret scripts
- convey the contexts of selected scripts
- apply appropriate theatre styles and conventions to present interpretations of selected scripts
- employ at least two production roles to interpret scripts
- apply theatre technologies and elements of theatre composition to enhance interpretation of a script in performance
- apply safe working practices in theatre production.

Area of Study 3

Analysing a play in performance

In this area of study students focus on an analysis of a professional performance of a script. They study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance. Students study the use of theatre technologies and the elements of theatre composition in professional theatre performance. Where possible, students should analyse a pre-modern play in performance.

Outcome 3

On completion of this unit the student should be able to analyse a performance of a script.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- the nature of performance analysis
- how theatrical interpretations are informed by the contexts of the script
- approaches to using theatre styles to shape a performance, including use of elements of theatre composition
- acting, direction and design techniques applied to a play in performance
- the ways in which an audience constructs meaning from a theatre performance
- the establishment and maintenance of actor–audience relationships
- the use of theatre technologies in theatre performance
- the use of elements of theatre composition evident in a theatre performance
- theatre terminology and expressions.

Key skills

- analyse a theatre performance focusing on:
 - ways in which meaning is constructed by an audience
 - ways in which the performance is informed by the contexts of the script
 - how theatre styles are applied in a performance
 - the use of production roles in a performance
 - the use of technologies in a performance
 - the use of elements of theatre composition evident in a performance
- use theatre terminology and expressions in discussion and in writing.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- interpretation of scripts from the pre-modern era through the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound
- oral/visual/multimedia reports and/or presentations
- structured questions
- a research report.

At least one assessment task must be practice-based, at least one task must be written and at least one task must include an oral component.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Production roles

For Area of Study 2, students are required to work in at least two production roles. Production roles for Area of Study 2 are:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound.

Area of Study 1

Exploring modern theatre styles and conventions

In this area of study students study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present. They study at least three distinct theatre styles of the modern era, as well as scripts associated with each. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of modern theatre.

Outcome 1

On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- characteristics and features of three or more theatre styles from the modern era
- origins, characteristics and contexts of scripts from the modern era
- approaches to exploring theatre styles implied in scripts, including consideration of previous productions where relevant
- production processes for realising scripts from the modern era for performance to an audience
- approaches to interpretation of scripts through acting, direction and design
- innovations established in theatre production in the modern era
- theatre terminology and expressions.

Key skills

- describe the factors that influence the development of theatre styles in the modern era
- describe how the contexts of scripts can influence a production
- outline characteristics of theatre styles from the modern era
- identify and describe production processes that are characteristic of the modern era
- research and discuss production roles and their use in the modern era
- research and discuss the impact of theatre productions on audiences in the modern era
- identify and describe innovations established in theatre production in the modern era
- use theatre terminology and expressions in writing and discussion.

Area of Study 2

Interpreting scripts

In this area of study students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least three distinct theatre styles from the modern era. Through this work, students gain an understanding of how production teams can work collaboratively to interpret scripts. They also learn how work in production roles is informed by and contributes to the development of different theatre styles, and consider ways that theatre production work is itself shaped by the styles and contexts of the scripts.

Students learn about theatre production processes including dramaturgy, planning, development and performance to an audience, and apply this to their work. Throughout the production process, students will have opportunities to develop oral skills by participating in discussions and explaining how their work in production roles contributes to realising the production aims. They study and apply elements of theatre composition and safe and ethical working practices in theatre production.

Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- characteristics of theatre styles from the modern era
- elements of theatre composition
- approaches to interpreting selected scripts creatively and imaginatively, including use of elements of theatre composition to exploit possibilities in a script
- contexts of scripts from the modern era
- the collaborative nature of theatre production
- dramaturgy and production processes and practices for realising a theatre production for performance to an audience
- approaches to applying the production roles of actor, director and/or designer in modern theatre
- the use of theatre technologies in theatre production
- ways of documenting ideas that inform interpretation of the script
- safe and ethical working practices in theatre.

Key skills

- develop creative and imaginative interpretations of scripts from the modern era
- apply dramaturgy and the theatre production process for performance to an audience
- convey the contexts of scripts from the modern era through the use of compositional skills and the application of production roles
- apply appropriate theatre styles when presenting scripts from the modern era
- employ two or more of the production roles to interpret scripts
- apply theatre technologies as appropriate
- use elements of theatre composition
- work collaboratively
- document ideas that have contributed to the development of the interpretation
- apply safe and ethical working practices in theatre.

Area of Study 3

Analysing and evaluating a theatre production

In this area of study students focus on analysis and evaluation of a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience. Students study the use of theatre technologies and elements of theatre composition in professional theatre performance. Where possible, for this area of study students should analyse a modern play in performance.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate a theatre production.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- the nature of theatre production analysis and evaluation
- how application of acting, direction and design enables an audience to construct meaning from a performance
- the ways in which theatre styles are interpreted by work in selected production roles
- how the application of acting, direction and design can be informed by the contexts of the script
- approaches to using elements of theatre composition evident in a theatre production
- approaches to using technologies in theatre production
- theatre terminology and expressions.

Key skills

- analyse and evaluate a theatre production
- analyse the application of acting, direction and design in a theatre production
- analyse ways in which acting, direction and design are used to interpret theatre styles evident in a production
- analyse connections between contexts of the script and the use of acting, direction and design
- evaluate the ways in which acting, direction and design enables an audience to construct meaning
- analyse the use of elements of theatre composition evident in theatre production
- analyse the use of technologies in theatre production
- use theatre terminology and expressions appropriately.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- interpretation of scripts from the modern era through the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound
- oral/visual/multimedia reports and/or presentations
- structured questions
- a research report.

At least one assessment task must be practice-based, at least one task must be written and at least one task must include an oral component.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Production roles

For Area of Study 1 students select two production roles from the following list:

- actor
- director
- designer – any one or two of costume, make-up, props, set, lighting, sound.

Production team

For Area of Study 1 more than one student may specialise in each production role, and schools may decide to focus only on specific production roles. These decisions will be influenced by the script selected for interpretation and/or the size of the class and/or the available resources.

Scripts

Across Unit 3 students engage with at least three scripts. For Area of Study 1, schools select a script for interpretation in a performance to an audience, and for Area of Study 2 excerpts from a previously unstudied script are selected for analysis. For Area of Study 3, students must read and study the script for the production they attend and then analyse it.

The production for Area of Study 3 must be selected from the VCE Theatre Studies Unit 3 Playlist published annually by the VCAA.

Area of Study 1

Staging theatre

In this area of study students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. They work collaboratively, creatively and imaginatively to contribute to the development of a production of a selected script. As members of the production team, students undertake exercises and tasks throughout the three stages of the production process and apply elements of theatre composition leading to a performance to an audience of the selected script.

Students develop an understanding of, and enhance skills in, working in two production roles across all stages of the production process. They apply dramaturgy and use elements of theatre composition in the work they undertake in the two production roles. They develop skills that contribute to the theatre production process, including thinking creatively and imaginatively, working collaboratively, time management, planning, scheduling and

reflecting. Throughout the production process, students develop their oral skills through discussions with others in the production team or through explaining how their work in production roles contributes to realising the production aims. They develop knowledge about and apply safe and ethical working practices in theatre production.

Outcome 1

On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the nature and purpose of the three stages of the production process in the development of a creative and imaginative interpretation of a script
- the elements of theatre composition
- approaches to working collaboratively in a production team
- contributions that can be made by individuals working creatively and imaginatively as part of a production team to interpret a script across the three stages of the production process
- ways in which theatre production is informed by dramaturgical techniques that can be used as part of a production process, culminating in the performance of a script to an audience
- approaches to using elements of theatre composition to exploit possibilities in a script
- techniques and processes regarding safe and ethical working practices associated with theatre production
- strategies for documenting, analysing and evaluating contributions to the three stages of the production process
- theatre terminology and expressions.

Key skills

- identify and describe aspects of the three stages of the production process
- apply elements of theatre composition creatively and imaginatively
- contribute effectively to the development of a creative and imaginative interpretation of a script for performance to an audience
- contribute effectively to two production roles in collaboration with others in the production team across the three stages of the production process
- apply dramaturgical processes and use elements of theatre composition to work in two production roles
- apply theatre technologies to enhance realisation of production aims
- demonstrate techniques and processes regarding safe and ethical working practices associated with theatre production
- document, analyse and evaluate on-going contributions towards the realisation of production aims across the three stages of the production process
- demonstrate appropriate use of theatre terminology and expressions in written and oral documentation and discussions.

Area of Study 2

Interpreting a script

In this area of study students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working creatively and imaginatively in two production roles across the three stages of the production process. Students respond to and interpret script excerpts and stimulus material, formulating and justifying possible responses and documenting their interpretation. The documentation should include written material, annotated script excerpts and illustrations, as appropriate, to support interpretive choices.

Students revisit their learning about the stages of the production process, elements of theatre composition, dramaturgy, compositional skills and ways that work in production roles can contribute to creative and imaginative interpretations of scripts for performance to audiences.

The script excerpts used for teaching and learning and assessment in this area of study must be different to scripts studied for Areas of Study 1 and 3.

Outcome 2

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- theatre production possibilities of selected scripts
- the language of the scripts including nature, purpose and effect
- ways in which meaning can be constructed in theatre performance through work in production roles, including through use of elements of theatre composition
- working practices in production roles in one or more of the three stages of the production process
- dramaturgy and how it can inform work in production roles
- theatre technologies and how they can enhance theatre production
- theatre terminology and expressions to explain and justify concepts and ideas that could be realised in a theatre production.

Key skills

- outline ways in which work in production roles can be used creatively and imaginatively to interpret scripts
- formulate and justify interpretations that could be realised through work in production roles
- document and annotate an interpretation of the scripts
- identify and explain how work in production roles in one or more of the three stages of the production process could be used to realise ideas or concepts for a theatre production
- describe how dramaturgy, elements of theatre composition and theatre technologies could be applied to realise ideas and concepts in the interpretation
- use appropriate theatre terminology and expressions in writing and discussion.

Area of Study 3

Analysing and evaluating theatre

In this area of study students analyse and evaluate an interpretation of a script in a production from the prescribed VCE Theatre Studies Unit 3 Playlist. Students analyse and evaluate the relationship between the written script and its interpretation on stage. In doing so, students study ways the interpretation on stage draws on and interprets the contexts in the script. This includes the decisions that have been made when interpreting the script, for example decisions about acting, direction and design and the use of theatre technologies and elements of theatre composition.

Students evaluate the ways theatre practitioners, such as the director, actors, designers, or a dramaturg, have contributed to the interpretation on stage. Students study how the theatre styles and contexts implied in the written script are interpreted when the play is performed to an audience. Students analyse the theatre production and develop skills in using theatre terminology and expressions to describe how the script has been interpreted creatively and imaginatively. Their analysis and evaluation of the production is informed by work undertaken in Areas of Study 1 and 2.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- ways to analyse and evaluate a theatre production
- the contexts of the written script and how they have been interpreted in the production
- theatre styles in the written script and in the play in performance
- evidence of decisions taken by a creative team of theatre practitioners to interpret the written script for performance
- production roles and their application in developing the written script for performance
- theatre technologies and their use in the production
- elements of theatre composition and their use in the production
- terminology and expressions used to describe, analyse and evaluate a theatre production.

Key skills

- analyse and evaluate ways in which the contexts of a written script were interpreted creatively and imaginatively in performance to an audience
- analyse and evaluate the application of production roles to develop the written script for performance
- analyse and evaluate the use of theatre technologies in the production
- analyse and evaluate the use of elements of theatre composition in the production
- use appropriate theatre terminology and expressions.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.</p>	45	<p><i>Task 1</i></p> <p>Ongoing developmental contributions to creative interpretation of a script across all three stages of the production process through collaborative work in two production roles.</p> <p>AND</p> <p><i>Task 2</i></p> <p>Analysis and evaluation, supported by relevant documentation, of ongoing developmental contributions across all three stages of the production process in two or more of the following formats:</p> <ul style="list-style-type: none"> • oral • written • visual • multimedia.
<p>Outcome 2</p> <p>Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.</p>	15	<p>Documentation that outlines the concepts and ideas for a creative interpretation of excerpts from a script and provides an explanation of how these could be realised in a theatre production in any one or a combination of the following formats:</p> <ul style="list-style-type: none"> • an essay • responses to structured questions.
<p>Outcome 3</p> <p>Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.</p>	25	<p>An analysis and evaluation of a creative and imaginative interpretation of a prescribed script in any one or a combination of the following formats:</p> <ul style="list-style-type: none"> • an analytical essay • responses to structured questions.
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year monologue examination, which will contribute 25 per cent to the study score, and an end-of-year written examination, which will contribute 30 per cent to the study score.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

Monologue selection

For Areas of Study 1 and 2 students must select a script, scene and monologue from the VCE Theatre Studies Monologue Examination published annually by the VCAA. The list will consist of a set of prescribed scripts, a specified scene from each script and a selected monologue from that scene.

Scene

In this unit, the term scene refers to the designated segment/s or excerpt/s of a script selected from the VCE Theatre Studies Monologue Examination. Some prescribed scripts may contain more than one scene.

Production roles

In Unit 4, Areas of Study 1 and 2, the production roles are:

- actor and director: students must work in both roles

OR

- designer – any two of costume, make-up, props, set, lighting, sound.

Area of Study 1

Researching and presenting theatrical possibilities

In this area of study students document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scene. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the script, its specific structure, its characters, its themes, its images and ideas, its possibilities and its theatre styles.

Students conduct dramaturgy as the basis for decisions that will inform their interpretation. This includes research into the contexts of the script and influences on the playwright/s. Students consider how elements of theatre composition and theatre technologies could be employed to realise their proposed concepts and aims. They identify issues relating to safe and ethical theatre practices that they will need to apply in their work to realise their proposed interpretation.

Outcome 1

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- dramaturgy and how it informs the interpretation of a script
- elements of theatre composition
- contexts of the period in which the script is set and was conceived
- influences on the playwright/s
- the place of the scene within the complete script for the play
- ways in which themes, images and ideas can be conveyed within a scene
- the structure and plot of, and the character/s in, the script
- the ways theatre styles and theatre technologies can be applied
- theatrical possibilities including ways in which the script may be interpreted as a piece of theatre for an audience
- the ways meaning can be communicated in the interpretation of a script through use of techniques and processes and safe and ethical working practices
- approaches to justifying creative and imaginative interpretive decisions
- theatre language, terminology and expression.

Key skills

- undertake dramaturgy into the contextual background of the selected script to inform an interpretation of a monologue and its specified scene
- outline theatrical possibilities and describe a possible interpretation of a monologue and its prescribed scene
- justify dramaturgical decisions that underpin the proposed interpretation, including how the interpretation will convey intended meanings of a monologue, its specified scene and the wider script
- describe work in selected production roles that will be required to realise the proposed interpretation
- orally describe and justify proposed application of theatre styles and use of elements of theatre composition and theatre technologies to enhance the interpretation for performance to an audience
- outline safe and ethical working practices associated with theatre production that will be applied to realise the interpretation
- use theatre terminology and expression appropriately.

Area of Study 2

Interpreting a monologue

In this area of study students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination published annually on the VCAA website.

Students select a monologue from the current examination and study the text of the monologue, the prescribed scene in which it is embedded and the complete script from which the scene is derived. Students apply selected production roles and develop an interpretation of the monologue that is informed by a study of the prescribed scene and the complete script and dramaturgy, including the contexts of the play. Students make decisions about how the contexts, theatrical possibilities, elements of theatre composition and theatre styles will inform their interpretation of the monologue. Students work in their selected production roles to realise and present their interpretation of the monologue. They consider the interrelationships between acting, direction and design.

The interpretation should be prepared for a performance of the monologue by an actor in a single, clearly lit, relatively small space.

Outcome 2

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the text of the monologue, the scene in which it is embedded and the complete script from which the scene is derived
- the contexts of the monologue, the scene and the script, including the original contexts
- possibilities for interpretation of the script
- intended meanings of the monologue, the scene and the script
- the theatre styles implied in the monologue, the scene and the script
- the interconnections between the contexts and the intended interpretation of the monologue, the scene and the script
- influences on theatre presentations to an audience
- ways of working in the selected production roles to interpret a monologue in performance, including utilising elements of theatre composition
- ways in which interpretation of scripts is informed by dramaturgy
- ways to orally justify and explain interpretive decisions
- theatre terminology and expressions.

Key skills

- conduct dramaturgy and apply discoveries to inform interpretation of the script
- interpret the contexts of the monologue
- convey intended meanings of the monologue
- apply theatre styles to the monologue
- interpret the monologue by working in selected production roles, including applying elements of theatre composition creatively and imaginatively
- present an interpretation of the monologue
- orally justify and explain interpretive decisions made
- use theatre terminology and expressions appropriately in writing and discussion.

Area of Study 3

Analysing and evaluating a performance

In this area of study students focus on the analysis and evaluation of the acting, direction and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

Students attend a production selected from the Unit 4 Playlist. They study the theatrical style/s evident in the performance and analyse and evaluate how actor/s, director/s and designer/s interpret the script for an audience. They consider the interrelationships between acting, direction and design in the performance. In doing so students consider character/s in the play, how the actor/s interpreted them on stage and the contribution of the director/s to this process. They study acting skills used by the actor/s to portray the character/s, including facial expression, voice, gesture, movement and stillness and silence.

Students develop an understanding of other aspects of acting, direction and design, including artistic vision, focus, the use of elements of theatre composition, the use of verbal and non-verbal language to convey the intended meanings of the play and the establishment and maintenance of the actor–audience relationship. Students’ understanding of the techniques being used by the actor/s, director/s and designer/s is informed by techniques they used to interpret the monologue they selected for Area of Study 1. They refine their understanding of the terminology and expressions associated with analysing theatre productions.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- the character/s in the production including the function and purpose, objective/s, motivation/s, status and traits
- interpretation of a script in performance by actor/s, director/s and designer/s
- acting skills used by the actor/s to realise character/s, including facial expression, voice, gesture, movement, stillness and silence
- acting and directorial decisions made in interpreting a script and application of direction in the production
- design decisions made in interpreting a script and application of design in the production
- application of elements of theatre composition in the production
- focus and verbal and/or non-verbal language to convey the intended meanings of the script
- the establishment and maintenance of the actor–audience relationship
- the interrelationships between acting, direction, design and theatre style/s utilised in the production
- theatre terminology and expressions to analyse and evaluate a theatre production.

Key skills

- analyse the character/s in the production including function and purpose, objective/s, motivation/s, status and traits
- analyse and evaluate interpretation of a script in performance by actor/s, director/s and designer/s, including the acting, direction, design and elements of theatre composition used and the interrelationships between acting, direction and design
- analyse the use of focus, the acting space and verbal and/or non-verbal language to convey the intended meanings of the script
- analyse and evaluate:
 - the acting, directorial and design decisions made in interpreting a script
 - the application of elements of theatre composition in interpreting a script
 - the use of acting and design in the performance
 - the establishment and maintenance of the actor–audience relationship
- analyse the ways that actor/s, director/s and designer/s work with the theatre style/s utilised in the production
- use theatre terminology and expression appropriately.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 15 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.	20	<i>Task 1</i> A written report that describes and justifies dramaturgical decisions for a creative and imaginative interpretation of a monologue and its prescribed scene. The report may be in any one or a combination of the following formats: <ul style="list-style-type: none"> an essay responses to structured questions. AND
	10	<i>Task 2</i> An oral presentation about the possibilities, intentions and vision for an interpretation of a monologue and its prescribed scene, including responding to question/s.
Outcome 3 Analyse and evaluate acting, direction and design in a production.	20	An analysis and evaluation of acting, direction and design and their interrelationship in a production from the prescribed playlist, in any one or a combination of the following formats: <ul style="list-style-type: none"> an analytical essay responses to structured questions.
Total marks	50	

External assessment

The level of achievement for Units 3 and 4 is also assessed by a monologue examination and an end-of-year written examination.

Contribution to final assessment

The monologue examination will contribute 25 per cent to the study score. The written examination will contribute 30 per cent to the study score.

End-of-year examinations

Monologue examination

Description

Students will interpret a monologue from a scene in a play and explain their interpretive decisions. The monologue will be selected from the VCE Theatre Studies Monologue Examination set annually by the VCAA.

A panel appointed by the VCAA will set the examination. All key knowledge and key skills that underpin Unit 4, Outcomes 1 and 2, are examinable.

Assessors appointed by the VCAA will mark the examination.

Conditions

The examination will be completed under the following conditions:

- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The performance venue is set annually by the VCAA.
- The duration of the examination will be no more than nine minutes.

Written examination

Description

A panel appointed by the VCAA will set the examination. All key knowledge and key skills that underpin Unit 3, Outcomes 1, 2 and 3, and Unit 4, Outcomes 1 and 3, are examinable.

Conditions

The examination will be completed under the following conditions:

- Duration: one and half hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.