

## Does your IP contain the following:

### Criterion A – Preparation

- The portfolio must demonstrate evidence of **initiative** and **perseverance**; an implicit reference is not sufficient nor is a statement indicating that initiative or perseverance has taken place.
- **Initiative** can be defined as going beyond the predictable to examine areas that are relevant and illuminating.
- **Perseverance** can be defined as working systematically and thoroughly in the achievement of goals.
- **Relevance** under this criterion refers to the relevancy of choices made in the development of the project.

### Criterion B – Process

- Does the candidate demonstrate the skills he/she acquired during the course of the project? There needs to be evidence of skills related to production/performance elements and theatre practices within the portfolio.
- *The most glaring difficulty in this area was in candidates' inability to even identify the skills relative to a particular area; for example, what are the specific skills necessary in being a designer, director or playwright?*

### Criterion C – Reflection

- Candidates need to approach reflection with a more **evaluative** and **analytical** consideration of learning and development.
- *Emotional and descriptive accounts were still a problem, though not nearly as much as in past sessions.*
- **Clear Headings:**
  - Preparation, Action, Reflection CAN be repeated throughout the portfolio. Reflection does NOT and should NOT only be in the final section. If it helps, finding your own sections - if your project permits, is advisable.

### Criterion D – Presentation

- Focus of the portfolio is to demonstrate **evidence of the learning** and development that took place during the project through **images** and **excerpts**.
- There is no reason that visuals should be contained within an appendix; if the visual is useful in demonstrating evidence of learning and/or skill development, then it is better placed within the main body of the portfolio and its source acknowledged.
- The final product will rarely represent the evidence required.
- The subject guide indicates that the word limit is 2000 words at standard level and 3000 words at higher level.
- Evidence of sources must be used to inform the project.
- The use of appendices was, generally speaking, not appropriate to the portfolio; appendices may form a supportive role, but the portfolio cannot be dependent upon them, nor should they introduce **new information** or content.

- Candidates need to apply more rigour to the attribution of sources.

### **Criterion E – Application of research and practice (higher level only)**

- Despite the very encouraging signs from work submitted, there were still many candidates who did not approach the task at higher level with a **theoretical** underpinning into **theatre practice**.
- The project at higher level must be underpinned by theatrically-based research; social/cultural/historical/political research is certainly valid for contribution to the project but should not represent the only theoretical underpinning.
- There is more to this aspect of the task than simply doing research; there must be evidence of both **integration** and **application** of research throughout the project/portfolio.

### **Recommendations:**

- The most important recommendation for future teaching is to acknowledge and incorporate other areas of the course into the planning and the development of the project: the core components, skill areas, specific tasks and the influence of other assessment criteria.
  - *For example, the use of action plans, visual materials and application of research, as well as reflection that incorporates analysis and synthesis in ongoing journal work with connections to prior learning.*
- Projects should be heavily influenced by **planning, exploration** and **discovery**.
- **The project is assessed on evidence found in the portfolio - NOT on the performance project itself.**

### Independent project portfolio

#### **A Preparation (HL and SL)**

- Does the student show initiative and perseverance in undertaking independent work during the course and in the completion of the independent project?
- Does the student produce relevant material in the independent project portfolio?

Achievement level	Descriptor
0	The student has not reached level 1.
1–2	The student has shown little or no initiative in undertaking independent work and has had difficulty in identifying relevant material.
3–4	The student has undertaken limited independent work. Much of the portfolio is irrelevant and/or poorly presented but there are some signs of initiative and perseverance.
5–6	The student has undertaken independent work but not all of it is relevant or well organized. There is evidence of initiative and perseverance.
7–8	The student has produced effective independent work and has shown initiative and perseverance in doing so. Relevant material has been produced that shows an interesting range of ideas.
9–10	The student has produced highly effective independent work and has consistently shown initiative and perseverance in doing so. Relevant material has been produced that shows planning, commitment, exploration and discovery. There is an interesting range of ideas that have been clearly substantiated.

## B Process (HL and SL)

- Does the student demonstrate an understanding of production elements and theatre practices?
- Does the student demonstrate the skills he or she has acquired in the area chosen for the independent project?
- Does the student understand the demands of the chosen area?

Achievement level	Descriptor
0	The student has not reached level 1.
1–2	The student shows little or no skill in the area chosen for the independent project. The work is largely ineffectual and lacks focus.
3–4	The student shows limited skill in the area chosen for the independent project. The work is inconsistent and there is some evidence of a lack of focus.
5–6	The student shows a level of skill required to work effectively in the area chosen for the independent project. The work shows some understanding of the demands of the chosen area.
7–8	The student shows a considerable level of skill in the area chosen for the independent project. The work shows inventiveness and a clear understanding of the demands of the chosen area.
9–10	The student shows a high level of skill in the area chosen for the independent project. The work is enlivened by inventiveness and a perceptive understanding of the demands of the chosen area.

### C Reflection (HL and SL)

- Does the student show evidence of learning and development throughout the portfolio?
- Does the student reflect on the independent project and its place in the course as a whole?

Achievement level	Descriptor
0	The student has not reached level 1.
1–2	The student shows little or no evidence of learning or development. He or she reports on the independent project in a superficial manner.
3–4	The student shows limited evidence of learning and development throughout the portfolio. There is a limited reflection on the independent project.
5–6	The student shows adequate evidence of learning and development throughout the portfolio. There is some reflection on the independent project.
7–8	The student shows good evidence of learning and development throughout the portfolio. There is a sustained reflection on the independent project.
9–10	The student shows clear evidence of learning and development throughout the portfolio. There is a high-quality reflection on the independent project.

### D Presentation (HL and SL)

- Does the student write the portfolio in a linguistic register that is appropriate to the format and subject matter?
- Does the student select and present relevant material?
- Is the portfolio sourced, attributed and within the word-count requirement of the task?

Achievement level	Descriptor
0	The student has not reached level 1.
1–2	The student has written the portfolio in a register that is inappropriate to the format and subject matter. The selection and presentation of material is poor. Sources are inadequate and the work has not been properly attributed. The word-count requirement has not been met.
3–4	The student has written the portfolio in a register that is not always appropriate to the format and subject matter. The selection and presentation of material is limited and lacks relevancy. Sources are generally inadequate and the work has not always been properly attributed. The word-count requirement has not been met.
5–6	The student has written the portfolio in a register that is generally appropriate to the format and subject matter. The material has been adequately selected and presented. Sources are somewhat predictable but have been properly attributed. The word-count requirement has been met.
7–8	The student has written the portfolio in a register that is appropriate to the format and subject matter. The material has been carefully selected and presented. Sources have been chosen relatively well and have been properly attributed. The word-count requirement has been met.
9–10	The student has written the portfolio in a register that is fully appropriate to the format and subject matter. The material has been well selected and presented. Sources have been chosen inventively and have been properly attributed. The word-count requirement has been met.

### E Application of research and practice (HL only)

- Does the student show an ability to integrate and apply his or her research and practice in the development of the independent project?
- Is this research and practice relevant to understanding the development of the project?

Achievement level	Descriptor
0	The student has not reached level 1.
1–2	The student shows little or no ability to integrate and apply his or her research and practice in the development of the independent project.
3–4	The student shows a limited ability to integrate and apply his or her research and practice in the development of the independent project.
5–6	The student shows some ability to integrate and apply research and practice in the development of the independent project. This is relevant to understanding the development of the project.
7–8	The student shows a consistent ability to integrate and apply research and practice in the development of the independent project. This is relevant to understanding the development of the project, and is informative of the process.
9–10	The student shows a revealing ability to integrate and apply research and practice in the development of the independent project. This is fundamental to understanding the development of the project, is informative of the process and indicative of commitment and insight.

Reference: IBO.org