

## External assessment criteria - Practical performance proposal

### (HL only)

<b>Practical performance proposal (HL only)</b>	
<ul style="list-style-type: none"> <li>• Does the student explore the prescribed performance stimulus imaginatively and develop a coherent concept for performance?</li> <li>• Does the student show an understanding of the production elements and how they function in performance?</li> <li>• Does the report demonstrate the student's understanding of the practical effects of the philosophical rationale, socio-historical/traditional/cultural influences, or the possible impacts and resonances of the proposed performance?</li> </ul>	
<b>Markband Descriptor</b>	<b>Marks</b>
The student has not reached level 1.	<b>0</b>
The proposal contains very few or no signs of an imaginative interpretation of the stimulus, or no evidence of a concept for performance. There is very little understanding of the production elements and how they function in performance, and any references made to these are confused and inaccurate. The report shows little or no understanding of the practical effects of the philosophical rationale, socio-historical/traditional/cultural influences, or the possible impacts and resonances of the proposed performance.	<b>1–5</b>
The proposal contains limited signs of an imaginative interpretation of the stimulus and limited evidence of a concept for performance. There is a limited understanding of the most basic production elements and how they function in performance, but this is partial and inconsistent. The report shows a limited understanding of the practical effects of the philosophical rationale, socio-historical/traditional/cultural influences, or the possible impacts and resonances of the proposed performance.	<b>6-10</b>
The proposal contains some imaginative interpretation of the stimulus, but there is a lack of coherence in the concept for performance. The student shows a genuine response to the stimulus and its potential for dramatic interpretation in performance, and shows some understanding of the possibilities of alternative ideas. There is an understanding of the essential production elements and how they function in performance, but this lacks depth and balance. The report shows some understanding of the practical effects of the philosophical rationale, socio-historical/traditional/cultural influences, or the possible impacts and resonances of the proposed performance.	<b>11-15</b>
The proposal contains an imaginative interpretation of the stimulus and a coherent concept for performance. The student explores some inventive ideas for staging and articulates a practical approach for realizing the performance. There is a clear and thorough understanding of the production elements and the subtleties of their effects in performance. The report shows an understanding of the practical effects of the philosophical rationale, socio-historical/traditional/cultural influences, or the possible impacts and resonances of the proposed performance.	<b>16-20</b>
The proposal contains a highly imaginative, illuminating and original interpretation of the stimulus and a coherent concept for performance. The student demonstrates inventive ideas for staging and a clear and practical understanding of the processes involved in bringing his or her ideas to performance. There is a clear and comprehensive understanding of the function and interrelation of the production elements and how they are combined to produce the desired effects in performance. The report shows an innovative understanding of the practical effects of the philosophical rationale, socio-historical/traditional/cultural influences, or the possible impacts and resonances of the proposed performance.	<b>21-25</b>

**(SL only)**

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