

## Drama

### GCSE J315 Unit A582 Drama in the making Centre Assessment Form

Centre number						JAN	JUNE	Year	2	0		
Centre name												
Candidate name							Candidate number					

#### INSTRUCTIONS FOR COMPLETION OF THIS FORM

- One form should be completed for each candidate.
- Please ensure that the appropriate boxes are completed at the top and bottom of the page.
- Please indicate the assessment band in which you feel your evidence places the candidate for all Assessment Objectives, highlighting, for each objective, **one** of the Limited/Basic/Competent/Skilful/Accomplished **headings** on pages 2, 3 and 4.

	Context ie Deviser Designer Performer	Mark (out of 20)	Location of Evidence in working record and DVD (e.g. page number or chapter/timing)	Teacher observation/supporting evidence of process
Item 1 AO1 & AO2				
Item 2 and 3 AO1 & AO2				
Working Record for all 3 Items AO1 & AO3				
<b>TOTAL</b> (out of 60)				

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Unit A582 Workshop Presentations Marking Criteria (AO1& AO2)

**All three presentation items are marked using this criteria. Rehearsed improvisation should be marked out of 20 the other two items are assessed in combination and marked out of 20.**

Mark	Descriptor
Accomplished 17–20	<ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a well-crafted characterisation that demands attention. The actor is working fully within the fiction for the audience. (AO2)</li> <li>▪ Set up an improvisation that enhances and helps actors understand/develop the context of the drama. Can select and interpret in coherent terms and with cogent analysis, a character being/to be played. The use and understanding the social, historical or cultural elements of the drama’s context will resonate strongly with the overall intention. (AO1)</li> <li>▪ Use and selection of stage space and use of entrances and exits add to communication and are part of the performance. (AO1 &amp; AO2)</li> <li>▪ Select/work in a genre and performance style that resonates strongly with theme. The selection and use of conventions adds dynamic possibilities to development of content and intent. Terminology is used accurately and appropriately. (AO1 &amp; AO2)</li> <li>▪ Semiotics: introduce a range of properties or light or sound etc that combine in a unified way to demonstrate a strong understanding of how symbols add meaning and support intent. (AO2)</li> <li>▪ A perceptive and practically astute matching of choices of content and intent. (AO1)</li> </ul>
Skilful 13–16	<ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a crafted and engaging performance and characterisation. There is a strong sense the actor is creating a fiction for the audience. (AO2)</li> <li>▪ Set up an improvisation that focuses and helps actors understand/develop the context of the drama. Can select and interpret in clear terms and with analysis, a character being/to be played. Make pertinent use of the social, historical or cultural elements of the drama’s context. (AO1)</li> <li>▪ Use and selection of stage space and entrances and exits are effective and are integrated into the performance. (AO1 &amp; AO2)</li> <li>▪ Select/work in a genre and performance style that works well with theme. The selection and use of conventions adds possibilities to development of content and intent. Terminology is used accurately and with some consistency. (AO1 &amp; AO2)</li> <li>▪ Semiotics: introduce a range of properties or light or sound etc that combine in a unified way to demonstrate a clear understanding of how symbols add meaning and support intent. (AO2)</li> <li>▪ A strong matching of choices made to content and intention. (AO1)</li> </ul>
Competent 9–12	<ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a crafted performance and characterisation. There is a clear sense the actor is creating a fiction for the audience. (AO2)</li> <li>▪ Set up an improvisation that is designed and focused to help actors understand/develop the context of the drama. Can describe in clear terms a character being/to be played with a clear awareness of the relevance social, historical or cultural elements to both the drama and character being played. (AO1)</li> <li>▪ Ideas for/use and selection of stage space alongside use of entrances and exits are reasonably effective and assist the connection of the audience with the performance. (AO1 &amp; AO2)</li> <li>▪ Select/work in a genre and performance style that matches theme well. The selection and use of conventions has a clear connection with</li> </ul>

	<p>context and intent. Terminology is often used appropriately. (AO1 &amp; AO2)</p> <ul style="list-style-type: none"> <li>▪ Semiotics: introduce a range of properties or light or sound etc that demonstrates understanding of how symbols add meaning and support intent. (AO2)</li> <li>▪ A clear matching of choices made to content and intention. (AO1)</li> </ul>
Basic 5–8	<ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a fully controlled performance and appropriate characterisation. It is apparent the actor is in a fiction. (AO2)</li> <li>▪ Set up an improvisation with a purpose appropriate to an understanding or development of the theme. Can describe in simple terms a character being/to be played and have some awareness of social, historical or cultural elements. (AO1)</li> <li>▪ Ideas for/use and selection of stage space and use of entrances and exits work to assist the connection of the audience with the performance. (AO1 &amp; AO2)</li> <li>▪ Select/work in an appropriate genre and performance style, select and use appropriate conventions. Some terminology is used appropriately. (AO1 &amp; AO2)</li> <li>▪ Semiotics: introduce appropriate properties or light or sound etc that illustrate and support performer's characterisation and/or theme of drama through basic symbols. (AO2)</li> <li>▪ Some matching of choices made to content and intention. (AO1)</li> </ul>
Limited 0–4	<ul style="list-style-type: none"> <li>▪ Uses voice and gesture to create a controlled performance and appropriate characterisation. It is apparent the actor is mostly in a fiction. (AO2)</li> <li>▪ Set up a simple improvisation with a simple functional purpose, eg a family meal to make it realistic. Can describe in simple terms a character being/to be played and the character's function within the drama. (AO1)</li> <li>▪ Ideas for/use of stage space and use of entrances and exits partially work to assist the connection of the audience with the performance. (AO1 &amp; AO2)</li> <li>▪ Describe/use in simple terms one or two attributes of genre/performance style and name or define a few conventions. Terminology is used rarely. (AO1 &amp; AO2)</li> <li>▪ Semiotics: eg place properties (stage or personal) in a set that have a function or purpose, select an item of clothing for a character that reflects context, suggesting colour that represents mood, gives an actor simple ideas for expression or movement. (AO2)</li> <li>▪ Some matching of a choice(s) made to content and intention. (AO1)</li> </ul>

<b>Unit A582 Working Record Mark Scheme (AO1 &amp; AO3)</b>	
<b>Mark</b>	<b>Descriptor</b>
Accomplished 17–20	<ul style="list-style-type: none"> <li>▪ Description of character is very coherent with cogent analysis (ie knowing why choices are made are likely to impact on an audience) of character(s) being played. Understanding and use of the social, historical or cultural elements resonate strongly with the drama's context. (AO1)</li> <li>▪ Description shows candidate can identify the important essence of the genre of the text and performance style used. (AO1)</li> <li>▪ Evaluation – Directing, Acting, Design, context of text analysed with perception. It resonates with other observers/readers and has insight. (AO3)</li> </ul>

	<ul style="list-style-type: none"> <li>The use of subject-specific vocabulary is embedded thoroughly; text is legible with accurate spelling, punctuation and grammar. Meaning is communicated effectively. Information is presented in a format that is fit for purpose. (AO3)</li> </ul>
Skilful 13–16	<ul style="list-style-type: none"> <li>Description of character is in clear terms with analysis (ie knowing why choices are made are likely to impact on an audience) of character(s) being played. Makes pertinent comment/use of the social, historical or cultural elements of drama's context. (AO1)</li> <li>Description shows candidate can identify with the key elements of genre and performance style used. (AO1)</li> <li>Evaluation – Directing, Acting, Design, context of text analysed with a degree of perception. It resonates with other observers/readers. (AO3)</li> <li>The use of subject-specific vocabulary is apparent; text is legible with mostly accurate spelling, punctuation and grammar. Meaning is communicated clearly. Information is mostly presented in a format that is fit for purpose. (AO3)</li> </ul>
Competent 9–12	<ul style="list-style-type: none"> <li>Description of character is in clear terms with clear awareness of relevance of social, historical or cultural elements of drama and character played. (AO1)</li> <li>Description shows candidate can identify genre of drama and performance style used. (AO1)</li> <li>Evaluation – Directing, Acting, Design, context of text analysed with clear understanding. (AO3)</li> <li>The use of subject-specific vocabulary is used most of the time; text is mostly legible with largely accurate spelling, punctuation and grammar. Meaning is communicated clearly throughout most of the working record. Information is mainly presented in a format that is fit for purpose. (AO3)</li> </ul>
Basic 5–8	<ul style="list-style-type: none"> <li>Description of character is in simple terms with some awareness of social, historical or cultural elements. (AO1)</li> <li>Description shows candidate can identify aspects of genre and performance style used. (AO1)</li> <li>Reflection draws on use of Areas of Study and relevant functions of Performer, Director, Designer. Evaluation is in form of what is good and bad. (AO3)</li> <li>There is some use of subject-specific vocabulary; text is sometimes illegible with mistakes in spelling, punctuation and grammar. Meaning is still communicated clearly throughout some of the working record. Some information is presented in a format that is fit for purpose. (AO3)</li> </ul>
Limited 0–4	<ul style="list-style-type: none"> <li>Description of character, plot, character function is in simple terms. (AO1)</li> <li>Is aware and can describe in simple terms one or two attributes of genre of drama and performance style used. (AO1)</li> <li>Reflection is at a simple level, eg 'We added an accent to make it funny'. (AO3)</li> <li>There is little use of subject-specific vocabulary; text is often illegible with many mistakes in spelling, punctuation and grammar which often impede communication of meaning. Some information is presented in a format that is occasionally fit for purpose. (AO3)</li> </ul>