

For Coursework, Centres will be required to submit to the OCR moderator a scheme of work showing how the minimum requirements of the areas of study have been met across each of Units 1 and 2. This will be used by the moderator to gain the background to the candidates' work, putting the work into context. A template for this will be provided by OCR and the Centre will provide information under the following headings:

- List of **three** scripts studied (indicating which **one** by repertoire and which **two** by improvisation).
- Nature of tasks/activities – showing how the assessment objectives have been met and the areas of study covered.

### **7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK AND THE REALISATION TEST**

Each assessment objective is marked out of 20 marks.

In Component 1, Assessment Objectives A and C are each marked out of 20, with a total of 80 for each being found by multiplying the mark for each by 2 and then summing the marks from each unit.

Assessment Objectives B and D are each marked out of 20, with a total of 20 for each being found by summing the marks for each unit.

The sum of all of the assessment objectives gives a maximum of 240, for Component 1.

See table in 7.3.5.

#### **7.3.1 Assessment Objective A (Conventions, Genres, Styles)**

Candidates should have gained knowledge and understanding of the minimum requirements of genre, style and convention (Area of Study 6) through their range of texts studied and be able to select, interpret and employ them.

##### **Limited (1-4 marks)**

Candidates will demonstrate the ability to:

- select or use dramatic conventions for devising and presentation. Practical implementation demonstrates candidates can participate in the use of conventions for i) devising and ii) presentation. In the presentation mode, conventions are used appropriately;
- select, interpret or use a genre appropriate to text and intention. Practical application demonstrates an appropriate use of some of the distinctive elements of that genre, and its historical, social and cultural context;
- select, interpret or use a style for presentation. Practical application demonstrates an ability to apply chosen style to text;

- understand plays with a limited awareness of them in their historical and cultural context, their setting within genre and their use of style and convention.

*Candidates falling into this band are likely to address some Areas of Study minimally and struggle with the links between scripts studied and performance.*

*In Unit 1 they will select one of the summative tasks but responses will be simple and instinctive. They will see the concept of genre as a label and be unable to understand the link between the genre of a script and how it has an impact on the understanding, style and presentation of a script.*

*In Unit 2 their work will be formulaic with ideas on genre and style often reflecting what they see on the television and an inability or unwillingness to contribute to the devising process.*

### **Basic (5-8 Marks)**

Candidates will demonstrate the ability to:

- select or use dramatic conventions for devising and presentation. Practical implementation demonstrates understanding of the distinction between the use of conventions for i) devising and ii) presentation. In the presentation mode, use of conventions works with overall intention;
- select or interpret more than one genre appropriate to text and intention. Practical application demonstrates an understanding of some of the distinctive elements of that genre and its historical, social and cultural context;
- select or interpret style for presentation that is appropriate to chosen content and intention. Practical application demonstrates an ability to consistently apply chosen style to text for duration of the drama;
- understand plays with a basic awareness of them in their historical and cultural context, their setting within genre and their use of style and convention.

*Candidates falling into this band are likely to address more Areas of Study with perhaps one or two having more detailed knowledge in evidence.*

*In Unit 1 they will understand the difference between the roles in the summative assessment and although responses will still be generally simple and often instinctive, there will be occasions when some understanding is shown that has come from the study of scripts in ideas that are put forward. This understanding shows the beginnings of linking the elements of genre with the context and with the understanding, style and presentation of scripts.*

*In Unit 2 the work will still be mainly formulaic but there will be some recognition of genre and style and attempts to link this with the practical work undertaken. Candidates will sometimes reflect back to the work on genre carried out in Unit 1 and will be beginning to transfer knowledge and understanding from that unit to the work in progress for this unit. The expression of their understanding may often be reflected in the raw emotion found in 'TV soap' mode.*