

4.6 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grids as percentages.

Option A

	AO A	AO B	AO C	AO D	Total
Component 1 Coursework	20	10	20	10	60
Component 2 Written Examination		10	30		40
Total	20	20	50	10	100

Option B

	AO A	AO B	AO C	AO D	Total
Component 1 Coursework	20	10	20	10	60
Component 3 Practical Examination		10	30		40
Total	20	20	50	10	100

4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Candidates will be expected to use continuous writing when appropriate to the task. However, it is recognised that drama is primarily a practical activity and that it may be appropriate to record observations, investigations and research in a form that may not be continuous writing. It is possible for candidates to present information using a combination of notes, diagrams and sketches or to use audio or video recording.

The *Quality of Written Communication* is embedded in the opening paragraph of each descriptor of Assessment Objective B. The evidence will be found in work presented in coursework.

The conventions applied through the drama context should be observed. For example, if script, monologue or dialogue are being written, they should be set out correctly. If lighting or sound plots are used, they also should follow an appropriate recording method. It is expected that candidates' written responses will be *fit for purpose*.

Candidates are also expected to consider the use of ICT in:

- design applications where appropriate;
- the control of lighting and sound where resources allow;
- the drafting of scenario and script when used.

4.8 DIFFERENTIATION

Differentiation will be achieved through the appropriateness of the task for the ability of the candidate and the outcome of the task in its quality measured by the assessment objectives.

4.9 AWARDING OF GRADES

The written paper and the Realisation Test should have a total weighting of 40% and internal assessment a weighting of 60%.

A candidate's marks for each of the components taken will be combined in the appropriate weightings to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidate's use of knowledge to select and make choices in planning and application is limited. The candidate can work to given context and character in practical drama, demonstrating some understanding of the needs of the context, genre or style being used. Resources can be utilised appropriately, working space defined with both making some connection to the overall intention or theme/content.

Work in role makes some use of the possibilities offered by voice, gesture and language to create the beginnings of an appropriate character that matches intention and context. Work in role demonstrates dramatic discipline. Can identify when a course of action is working and conversely not working.