

# Drama – Subject Assessment information

## Attitude to learning score

A student's attitude to learning is a number given between 0 and 4 or 5 (depending upon year of study). Attitude to learning does not reflect ability in any way – a very able student can achieve a poor attitude to learning score because they do not try hard enough and conversely, a student who is not very strong at performing can achieve the top attitude to learning score because they try very hard to improve.

## Assessment grades

### Key Stage 3

#### When:

At key stage 3, assessment in drama is focused on the final performance of each project (there are normally 4 practical projects per year).

#### How:

The assessment is based on the quality of the student's performance, specifically how well the student uses acting skills (such as change of voice or movement) to show the character they are playing or to create a more effective mood for the scene they are acting out.

If the student has been especially creative in the planning and rehearsing of the piece of work, the teacher may reward this work by pushing their grade up a little.

#### What do the grades mean?

The assessment is on a scale of 1 – 9, as with the GCSE grading at KS4. The higher the level, the more successful the student has been. Each grade is further divided into a -, = or + sub-level. A – indicates the student has just entered this grade; a = indicates the student is secure in this grade and a + indicates that the student is nearly able to leave this grade.

#### Typical achievement levels

In Y7, as drama is a new subject, students are normally working between levels 1 and 2, with some, exceptionally strong performers, achieving a grade 3.

By year 8, students tend to be working between grades 1 and 3, with strong students moving into a 4, and very exceptionally, a grade 5.

In year 9, students tend to achieve between grades 1 and 4, with some stronger students getting a 5 and a very few, most able students, achieving a grade 6.

### Key Stage 4

#### When?

Students are normally assessed at the end of each project they undertake, with the exception of the initial project, if it is done in collaboration with Sheffield Theatres. Projects often last for a half term, but this can vary.

In year 11 students are formally assessed 3 times:

- Around October / November: by their class teacher after they have completed a piece of work they have created.

- Around February / March: by an external examiner, who watches them perform a published script.
- May: by an external examiner, after they have completed a written exam.

### How?

Students are assessed using the mark scheme with the GCSE Drama specification (OCR syllabus). This covers devised work, performance of scripted work, and assessing written tasks, such as the study of a play text or the review of a live performance.

The work is given a mark and then the teacher will look at the latest grade boundaries (normally released each August) to assess what grade this mark is equal to.

### What do the grades mean?

As the government has currently set it, a grade 4 is the minimum grade necessary to be considered to have 'passed' a subject. A grade 5 is a 'strong pass'. A grade 7 is equivalent to an old A grade, an 8 to an A\* and a grade 9 puts a student in the top 2 or 3% nationally for that subject.

### Typical achievement levels

There are no typical achievement levels in GCSE Drama. Students can cover the full range of grades. It is also possible for students to achieve higher in certain areas of the course than others.

### Summary of areas assessed at GCSE

In the GCSE course, students are assessed in the following areas:

1. Their ability to research, develop and reflect on practical work they are / have created
2. Their ability to evaluate how successful the work they have done is
3. Their ability to create and develop practical work based on a stimulus
4. Their ability to perform a piece of scripted drama to meet the intentions of the playwright / director
5. Their ability to explain, in writing, how they would develop a play text into a production
6. Their ability to reflect and evaluate a performance they have seen, both in terms of the quality of acting and the quality of design and how these ideas met the intention of the production.