

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Year 11	4 x hours per fortnight	<p>Component 3: Rehearsals and visiting exam for submission</p> <p>Re-visiting that of scripted work created in Year 10 and enhancing the skill and performance for the exam and completing Statement of Dramatic Intent.</p> <p>Rehearsal with set, costume, lighting and sound to produce recordings for visiting examiner.</p> <p>Students must draw on and demonstrate a practical understanding of the subject content listed in Knowledge and understanding.</p> <p>They must develop their ability to:</p> <ul style="list-style-type: none"> • interpret texts • create and communicate meaning • realise artistic intention in text-based drama. 	<p>AQA Drama Subject content Understanding drama</p> <p>AQA GCSE Drama Assessment resources</p> <p>Statement of Dramatic Intent Admin</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Use of their specification K&U list • Knowledge organisers • Evaluation of own work using AO's and mark schemes to outline how to CTG <p>CEIAG</p> <ul style="list-style-type: none"> • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design embedded in delivery 	<p>Challenge:</p> <ul style="list-style-type: none"> • Students to experiment and explain why a technique is being used and why • Include genre/style references to practitioners <p>Scaffold:</p> <ul style="list-style-type: none"> • Prior warning to students of practical performance lessons • Seating plan is specific to the students' needs • Groupings are considered and monitored closely – 	<p>Students must be advised by the teacher that for their Extract performances they will be assessed on the following:</p> <p>the overall contribution to performance made by their performance or design</p> <p>the range of theatrical skills demonstrated in their performance or design</p> <p>the effectiveness with which they deploy their performance or design skills</p> <p>the appropriateness of their interpretation to the play as a whole, as evidenced through their performance or design</p> <p>the sensitivity to the context of the play they display through their performance or design</p>

					peer with more able <ul style="list-style-type: none"> • Coloured paper/books as stated if appropriate • Chunking tasks into smaller steps • Scaffolds for written tasks • Extended timings for tasks 	their success in achieving their artistic intent, as evidenced by their performance or design when considered against their Statement of Dramatic Intentions (see below for an explanation of what is meant by 'Statement of Dramatic Intentions').
--	--	--	--	--	---	---

Assessment objective weightings for GCSE Drama

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Component 1	Component 2	Component 3	
AO1		20		20
AO2		10	20	30
AO3	30			30
AO4	10	10		20
Overall weighting of components	40	40	20	100

Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1	80	1	80
Component 2	80	1	80
Component 3	40	1	40
Total scaled mark:			200

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
	4 x hours per fortnight	<p>Component 1: Section B</p> <p>Furthering knowledge on the set text and exploring this practically and focussing on director and performer aspects for; 8,12,20 marker.</p> <p>Writing skills: how to answer a Drama based question using English based knowledge.</p> <p>How meaning is interpreted and communicated:</p> <ul style="list-style-type: none"> • performance conventions • use of performance space and spatial relationships on stage • actor and audience configuration • relationships between performers and audience • design fundamentals such as scale, shape, colour, texture • the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying • the design of costume including hair and make-up 	<p>(122) AQA GCSE Drama: Section B (8-mark TIKTBT) - YouTube</p> <p>(122) AQA GCSE Drama: Section B (12-mark TIKTBT) - YouTube</p> <p>(122) AQA GCSE Drama - 20 Mark Question - YouTube</p> <p>The purpose of set design - Set design - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>Set design terms</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Use of their specification K&U list • Knowledge organisers • Evaluation of own work using AO's and mark schemes to outline how to CTG <p>CEIAG</p> <ul style="list-style-type: none"> • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design embedded in delivery 	<p>Challenge:</p> <ul style="list-style-type: none"> • Students to experiment and explain why a technique is being used and why • Include genre/style references to practitioners <p>Scaffold:</p> <ul style="list-style-type: none"> • Prior warning to students of practical performance lessons • Seating plan is specific to the students' needs • Groupings are considered and monitored closely – peer with more able • Coloured paper/books as stated if appropriate 	<p>Assessing: A03, A04</p> <p>Formative Assessment: knowledge and understanding of how drama and theatre is developed and performed (AO3)</p> <ul style="list-style-type: none"> • Low stakes testing in multiple choice format • Generate 4 mark answer on design <p>Summative Assessment: analyse and evaluate the live theatre work of others (AO4).</p>

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Component 1	Component 2	Component 3	
AO1		20		20
AO2		10	20	30
AO3	30			30
AO4	10	10		20
Overall weighting of components	40	40	20	100
		<ul style="list-style-type: none"> range, delivery of lines performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression. 		

Assessment objective weightings for GCSE Drama

Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1	80	1	80
Component 2	80	1	80
Component 3	40	1	40
Total scaled mark:			200