

## DRAMA (SDD315115)

### PRACTICAL ASSESSMENT

All exams ran smoothly and thank you for the warm welcome and hospitality extended to the examining panels.

#### CREATIVE ELEMENTS

These elements are a requirement of the examination process. The full programs were well thought out and added creativity to the execution of the material. Programs were well developed around themes.

Please ensure that there is a balance of creative element and core program. On some occasions there was more creative element than solo or scripted elements.

Thank you for providing details of the linking material in the program as this made it very clear for examiners to distinguish between the solo requirements and the creative elements.

#### TIMING OF PROGRAMS

Generally these were most accurate. Just be aware that if editing is needed then do so to ensure the time limits are adhered to.

Please adhere to solo timing requirements. In some cases candidates learnt long pieces and rushed the delivery of their texts to perform within time frames. This is not advisable.

#### LIGHTING AND SOUND

Artistic mood lighting whilst adding to the atmosphere can often affect the examiners' abilities to see the candidate. Ensure the lighting makes the assessment process of candidates clear.

The use of music is appropriate. However, music underneath solo elements can detract from a performance and often makes it difficult for the examiners to hear what is being communicated.

Where schools/colleges played music underneath solo elements, students often found it difficult to adjust their volume to allow for adequate projection and communication of the texts.

#### CHOICE OF TEXT

It is advisable to avoid extended duologue work in the scripted element of the examination. Where students presented only duologue interactions this may have affected the assessment of some standard elements of criterion 6.

#### PLACEMENT ON PERFORMANCE SPACE

Please be mindful of candidates working on the floor too close to the examiner's desk.

#### SOLO CHOICE

Selection of the same solo piece in a class is not recommended.

Please ensure vocal projection provides the candidate with the best opportunity of being heard.

Please be aware that multiple prompts will result in a T rating against Standard Elements in C2 and C6.

## DRAMATIC EXTRACTS

If the dramatic excerpt choice is a specific genre e.g. absurdism, then it is in the interests of the students to have an understanding of the authorial intention and the genre and text in performance.

Please be aware that multiple prompts will result in a T rating against Standard Elements in C2 and C6.

## DRAMA ADMINISTRATIVE MATTERS

It is imperative that paperwork is accurate. Please check all examiners booklets. Correct candidate's number and name and correct character must be put on cover pages. No surnames are required. This document must be accurate. Please ensure play and character in ensemble is marked correctly.

A student in any group who is not being assessed, must have this written against their name wherever it appears in the paperwork.

Teachers and students need to make early decisions regarding candidate withdrawals. This will avoid students reading scripts in sections of their exam and failing.

## EXAMINERS ROOM

The place for examiners to meet throughout the process was generally well provided. Please ensure these rooms are secure and provide for privacy.

## WRITTEN EXAMINATION PAPER

Some candidates chose to write their responses in pencil. It clearly states in the examination booklet to use PEN.

Candidates need to answer ALL aspects of the question.

Ensure all play titles are underlined in responses. There was an increase in numbers of students who did not do this.

On the whole, candidates' responses were well structured, utilised correct terminology and addressed the whole essay question. The length of essays generally indicated students were well prepared and secure in their answers. The stronger responses were able to provide detailed examples to support statements rather than making generalised sweeping statements. There was an increase in the use of technical terms providing for more articulate responses. However, poor spelling throughout most responses was of concern. There is no provision for mentioning school, teacher or student names in essay responses. When discussing characterisation it is important to discuss more than just props and costumes as this does not demonstrate understanding of the actor's acting skills. When discussing lighting ensure technical terms are correct. Dim lighting, well illuminated or warm wash, rather than brown lighting.

## MID YEAR PLAYS

Provided is a list of plays some schools performed during the year that students wrote about.

*Little Women*

*The Snow*

*The Laramie Project*

*The Women of Troy*

*Confusions*

*Our Town*

*DNA*

*Love (is not a title) a devised drama*

*Aftershocks*

*Stories in the Dark*

*The Curious Incident of the Dog in the Night-time*

*Gate 38*

*Stags and Hens*

*Animal Farm*

*Confusions*

*Rumors*

*Eyes to the floor*

*Bombshells*

*Skate*