



## Teign School Assessment Overview



### Drama

Year	Assessment	<b>Cycle 1 -12 Weeks</b> (10 weeks teaching, 1 week assessment, 1 impact week)	<b>Cycle 2 -12 Weeks</b> (10 weeks teaching, 1 week assessment, 1 impact week)	<b>Cycle 3 -12 Weeks</b> (10 weeks teaching, 1 week assessment, 1 impact week)
<b>7</b>	Baseline assessment	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on the key skills which will be covered throughout Cycle 1.</b></p> <p><b>Key Skills assessed: Body Language and Facial Expression, Tableaux, Narration, Sound Collage/ Soundscape, Choral skills.</b></p> <p>This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on the key skills which will be covered throughout Cycle 2.</b></p> <p><b>Key Skills assessed: Vocal and Physical Skills/physicalisation of language Use of Given Circumstances, Hot Seating, Flashback, Marking the Moment and Thought Tracking/thought tunnel. Plus</b> further development of <b>Narration.</b></p> <p>This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on the key skills which will be covered throughout Cycle 3.</b></p> <p><b>Key Skills assessed: Physical Theatre, Sound Collage/ Soundscape, Mime, Narration, Thought Tracking, tableau and Key Moments.</b></p> <p>This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	<p>The Mid cycle assessment will take place week 5/6</p> <p>The assessment will be based around <b>The History of Greek Theatre</b> and students ability to use <b>Sound Collage/ Soundscape</b> to create <b>mood/atmosphere</b></p>	<p>The Mid cycle assessment will take place week 5/6</p> <p>The assessment will be based around the <b>Script Fault</b> and students <b>use of the Given Circumstances, Vocal</b> and</p>	<p>The Mid cycle assessment will take place week 5/6</p> <p>The assessment will be based around devising in the style of <b>'Physical Theatre'</b> and the use of <b>Sound Collage/ Soundscapes, tableau and Physical skills.</b></p>

		<p><b>and their Physical and Choral skills</b> when retelling the story of Oepipus and The Sphinx.</p> <p>In the week after the assessment teachers will recap skills that students require further development/understanding of before going onto the second part of the cycle.</p>	<p><b>Physical skills</b> to interpret a character in performance.</p> <p>In the week after the assessment teachers will recap skills that students require further development/understanding of before going onto the second part of the cycle.</p>	<p>In the week after the assessment teachers will recap skills that students require further development/understanding of before going onto the second part of the cycle.</p>
	End of cycle assessment	<p>The end of term assessment will take place in week 10/11. Students will be assessed on their ability to use the skills taught throughout the whole of cycle 1: <b>Body Language and Facial Expression, Tableaux, Narration, Sound Collage/ Soundscape, Choral skills.</b> This assessment will be <b>The Performance of a complex plot from a music stimulus.</b></p> <p>Moderation will take place across FCH and CCH classes. Where possible teachers will assess the classes together. If this is not possible a range of abilities will be recorded and moderated from the recording.</p> <p>The final week of the cycle will consist of feedback and time to reflect on the learning and improvement of work/skills. Progress will be evident in the learning/development and assessment comparison.</p>	<p>The end of term assessment will take place in week 10/11. Students will be assessed on their ability to use the skills taught throughout the whole of cycle 2. This assessment will be about how they use the skills and techniques learnt in cycle 2: <b>Vocal and Physical Skills, Use of Given Circumstances, Hot Seating, Flashback, Marking the Moment, Thought Tracking and Narration).</b> To <b>Tell the story of Hamlet in 2-3 minutes.</b></p> <p>Moderation will take place across FCH and CCH classes. Where possible teachers will assess the classes together. If this is not possible a range of abilities will be recorded and moderated from the recording.</p> <p>The final week of the cycle will consist of feedback and time to reflect on the learning and improvement of work/skills. Progress will be evident in the learning/development and assessment comparison.</p>	<p>The end of term/year assessment will take place in week 10/11. Students will be assessed on their ability to use the skills taught throughout the whole of cycle 3 and any they choose to select from the year. This assessment will be based on <b>Role Play in the imaginary world of "The creature"</b> the skills they can choose from to show their progress/ability when assessed are <b>Mime, Narrated, Thought Tracking, Tableaux, Marking a key Moment, Physical Skills, vocal skills, Body Language and Facial Expression, Use of Given Circumstances, Hot Seating, Flashback.</b>. The ability select appropriate techniques to enhance their performance is key to their final level.</p> <p>Progress will be evident in the learning/development and assessment comparison.</p>
<b>8</b>	Baseline assessment	<b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be</b>	<b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be</b>	<b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be</b>

		<p><b>assessed on the key skills which will be covered throughout Cycle 1.</b>  <b>Key Skills assessed:</b> Given Circumstances, Tableaux, Narration, Thought Tracks, Thought Tunnel/Conscience Alley', Vocal, Physical Language Hot-Seating and Split Stage.  This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>assessed on the key skills which will be covered throughout Cycle 2.</b>  <b>Key Skills assessed:</b> Tableaux, use of different stage configurations, Physical movement/ Physical characterisation, Devising, Given Circumstances, Directing, Hot Seating, Character, Chorus work, Vocal skills, Pace and rhythm.  This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>assessed on the key skills which will be covered throughout Cycle 3.</b>  <b>Key Skills assessed</b> Tableaux, Narration, Thought track, Split Stage, Physical Theatre, forum theatre and use of stimuli.  This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>
Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	<p>The Midterm assessment will take place in weeks 5/6 and will be a performance of the students <b>scripted acrostic</b> work around the scheme of work <b>Choices</b> – Students will be assessed on <b>spontaneous &amp; devised drama skills</b>. Plus their use of <b>tableaux, split stage, Vocal and Physical skills</b> in a <b>scene/performance</b>.</p> <p>In the week after the assessment teachers will reap skills that students require further development/understanding of before going onto the second part of the cycle.</p>	<p>The Midterm assessment will take place in weeks 5/6. The use of the <b>script Ernie</b> allows students to develop detailed characterisations which will then lead to the midterm assessment which focuses on <b>Physical characterisation</b>, Devising, <b>Given Circumstances</b>, Directing, <b>Hot seating</b>, Character <b>and vocal</b>.</p> <p>In the week after the assessment teachers will reap skills that students require further development/understanding of before going onto the second part of the cycle.</p>	<p>The Midterm assessment will take place in weeks 5/6. In a sequence of one-off lessons students recap and develop the use of key techniques such as <b>tableau, narration, thought track, split stage, physical theatre</b> et. The focus is on them selecting the appropriate techniques to enhance their work. The final <b>stimulus performance</b> will lead to the mid term assessment.</p> <p>In the week after the assessment teachers will reap skills that students require further development/understanding of before going onto the second part of the cycle.</p>	
End of cycle assessment	The true story of <b>Craig &amp; Bentley</b> is explored then developed into	The genre of <b>Musical Theatre</b> forms the end of cycle	The end of year assessed performance is based on the	

		<p>a documentary style performance using the key skills from Cycle 1: <b>Given Circumstances, Tableaux, Narration, Thought Tracks, Thought Tunnel/Conscience Alley', Vocal, Physical Language Hot-Seating</b> and <b>Split Stage</b>, this forms the end of term assessment.</p> <p>Moderation will take place across FCH and CCH classes. Where possible teachers will assess the classes together. If this is not possible a range of abilities will be recorded and moderated from the recording.</p> <p>The final week of the cycle will consist of feedback and time to reflect on the learning and improvement of work/skills. Progress will be evident in the learning/development and assessment comparison.</p>	<p>assessment. Students focus on group work and <b>vocal/movement</b> skills to give impact. A detailed exploration of movement (choreography), will assess the students ability to use <b>Pace and changes of Rhythm</b>. This then leads to the end of term assessment. Moderation will take place across FCH and CCH classes. Where possible teachers will assess the classes together. If this is not possible a range of abilities will be recorded and moderated from the recording. The final week of the cycle will consist of feedback and time to reflect on the learning and improvement of work/skills. Progress will be evident in the learning/development and assessment comparison.</p>	<p>development of a piece explored through <b>She's leaving home</b>. Students are able to select any skills/techniques explored throughout year 8. The ability select appropriate techniques (<b>Given Circumstances, Tableaux, Narration, Thought Tracks, Thought Tunnel/Conscience Alley', Vocal, Physical Language Hot-Seating, Split Stage, Tableau, Physical movement/ physical characterisation, chorus work, Forum Theatre, Pace and Rhythm.</b> )to enhance their performance is key to their final level.</p> <p>Progress will be evident in the learning/development and assessment comparison.</p>
		Note year 9 have one drama lesson every 2 weeks and one skill based lesson a month.		
9	Baseline assessment	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 1.</b></p> <p>Students prior knowledge of <b>Theatre in Education</b> techniques such as: <b>a target audience, multi-roling, use of Educational information, direct address, audience participation</b> and the key skills <b>Narration, vocal</b> and <b>physical characterisation, tableau, chorus work, physical</b></p>	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 2.</b></p> <p>Student prior knowledge of: <b>Documentary Theatre/Verbatim Theatre</b>  <b>Precis Theatre/Two Touch Theatre</b>  <b>Direct Address/Asides</b>  <b>Split Screen/Split Stage</b>  <b>Body Props/Physical Theatre</b>  <b>The importance of a backstory</b></p>	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 3.</b></p> <p>Students knowledge of: <b>Improvisation, spontaneous improvisation, devising techniques, naturalism, set as well as key drama skills: Mime, Narrated, Thought Tracking, tableau, Marking a key Moment, Physical Skills, vocal skills, Body Language and Facial</b></p>

		<p><b>theatre, Split Stage will be assessed.</b></p> <p>This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>Thought Tunnel/Conscience Alley as a Rehearsal Technique</b></p> <p>The importance of <b>Pace</b> and <b>Dynamics</b> will all be assessed. This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>Expression, Use of Given Circumstances, Hot Seating, Flashback etc</b></p> <p>This will inform teachers of the student's ability. This will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>
Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	<p>The Midterm assessment will take place in weeks 5/6. Up to this point the lessons will be focused on <b>target audience, multi-roling</b> and the key <b>vocal</b> and <b>physical characterisation skills</b>. Students will devise a scene for a target audience.</p> <p>The audience feedback and midterm level will help students to further develop their <b>Theatre in Education skills</b> and genre knowledge.</p>	<p>Mid Term assessment will take place week 5/6: The lessons will develop students understanding of Docudrama/Mark Wheeler's work and the midterm assessment will assess their understanding of <b>Documentary Theatre/Verbatim Theatre, Direct Address/Asides</b></p> <p><b>Split Screen/Split Stage</b></p> <p><b>Body Props/Physical Theatre.</b></p> <p>The audience feedback and midterm level will help students to further develop their <b>Docudrama skills</b> and genre knowledge.</p>	<p>Mid term assessment will take place week 5/6: The lessons will develop students understanding of naturalistic acting and set. The mid term assessment will be focused on one <b>devised naturalistic</b> scene and student's ability to use the <b>vocal</b> and <b>physical</b> skills in a naturalistic style.</p> <p>The audience feedback and midterm level will help students to further develop their <b>Devising and Naturalistic performance skills</b>.</p>	
End of cycle assessment	<p>The end of term assessment will build from the midterm assessment and continue to be in the style of <b>Theatre in Education</b> students will perform a scene which assesses their use of: <b>target audience, multi-roling, Educational information, direct address, audience participation</b> and the key skills <b>Narration, vocal</b> and <b>physical characterisation, tableau, chorus work, physical theatre and Split Stage.</b></p>	<p>The end of term assessment will build from the midterm assessment and continue to be in the style of <b>Docudrama.</b> students will perform a scene from a <b>Mark Wheeler</b> script which assesses their use of: <b>Documentary Theatre/Verbatim Theatre</b></p> <p><b>Precis Theatre/Two Touch Theatre</b></p> <p><b>Direct Address/Asides</b></p> <p><b>Split Screen/Split Stage</b></p> <p><b>Body Props/Physical Theatre</b></p>	<p>The end of term assessment will build from the midterm assessment and continue to be in the style of <b>Naturalism.</b> Students will use the song <b>7 Years by Lukas Graham</b> as a stimulus. To enhance their piece students will also use secondary research to devise a series of chronological <b>naturalistic</b> scenes. In the final assessment students will be assessed on their devising and performance skills plus their ability to select</p>	

		<p>Moderation will take place across FCH and CCH classes. Where possible teachers will assess the classes together. If this is not possible a range of abilities will be recorded and moderated from the recording.</p> <p>The final week of the cycle will consist of feedback and time to reflect on the learning and improvement of work/skills. Progress will be evident in the learning/development and assessment comparison.</p>	<p><b>The importance of a backstory Thought Tunnel/Conscience Alley as a Rehearsal Technique</b></p> <p>The importance of <b>Pace</b> and <b>Dynamics</b>.</p> <p>Moderation will take place across FCH and CCH classes. Where possible teachers will assess the classes together. If this is not possible a range of abilities will be recorded and moderated from the recording.</p> <p>The final week of the cycle will consist of feedback and time to reflect on the learning and improvement of work/skills. Progress will be evident in the learning/development and assessment comparison.</p>	<p>appropriate techniques such as <b>mime, Narrated, Thought Tracking, tableau, Marking a key Moment, Physical Skills, vocal skills, Body Language and Facial Expression, Use of Given Circumstances, Hot Seating, Flashback.</b></p> <p>The ability to select appropriate techniques to enhance their performance is key to their final level.</p>
<b>KS3 HW Tests</b>		All KS3 will have written knowledge and spelling test linked with their homework and revision.	All KS3 will have written knowledge and spelling test linked with their homework and revision.	All KS3 will have written knowledge and spelling test linked with their homework and revision.
<b>10</b>	Baseline assessment	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 1.</b></p> <p>Students will be assessed on their prior knowledge of <b>How to Interpret a script (Blood Brothers)</b></p> <p>Techniques such as: <b>How a play/script is divided into Acts and Scenes. The purpose of stage directions. Different Stage Configurations (Thrust, Traverse, Etc). Units &amp; Objectives (Character Motivation). Status Ranking Rehearsal Technique.</b></p>	<p><b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 2.</b></p> <p>Students will be assessed on their prior knowledge of <b>Brecht and Brechtian techniques including: How Bertolt Brecht wanted to use theatre to create social change. The Verfremdungs Effekt or Alienation Effect, Breaking the fourth wall, Use of placards, Use of Narration and Direct Address Multi-roling and Split-role, Tickle and Slap and Spass, Music/Song</b></p>	<p><b>Cycle 3 is a continuation of the examination of which a mock was completed at the end of the previous cycle therefore no baseline test.</b></p> <p>A knowledge and spelling test will be included to ensure previous knowledge has not been forgotten in preparation for component 2 and 3.</p>

		<p><b>The Split-Stage Technique. Thought Tunnel/Conscience Alley as a Rehearsal Technique. The areas of the stage</b> and their knowledge of <b>Theatre in Education: A Target Audience, Theatre with a message, Audience Participation, The balance of Theatrical Experience and Educational Information. The use of visual elements to emphasise the message in the play. Episodic structuring of a play. Multi-rolling, Caricatures and Stereotypes, Monologues and Direct Address, Minimalism (set/Costume/props), Movement and Physical Theatre</b> will also be assessed. This will inform teachers of the student's ability and present level. It will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	<p><b>and Dance, Episodic and Montage, Minimalism (set/Costume/props), Open Scene Changes, Gestic Acting Style.</b> This will inform teachers of the student's ability and present level. It will aid the planning of differentiated tasks for G and T as well as lower ability students. It will also identify key skills teachers need to give more focused time to in lessons.</p>	
	<p>Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)</p>	<p><b>Blood Brothers Assessment week 6.</b> Students will be assessed on their skills development with links to Component 2 and 3 of the eduqas specification. The mid term assessment will be focused on their knowledge of: <b>How a play script is divided into Acts and Scenes. The purpose of stage directions. Different Stage Configurations (Thrust, Traverse,</b></p>	<p><b>Brecht Mini assessment</b> week 6. Students will be assessed using the Component 1 examination criteria. This mini assessment of Brecht will focus on the students ability to use at least 6 key Brechtian techniques: <b>How Bertolt Brecht wanted to use theatre to create social change. The Verfremdungs Effekt or Alienation Effect, Breaking the</b></p>	<p><b>Brecht Examination Component 1 criteria applied: How Bertolt Brecht wanted to use theatre to create social change. The Verfremdungs Effekt or Alienation Effect, Breaking the fourth wall, Use of placards, Use of Narration and Direct Address Multi-rolling and Split-role, Tickle and Slap and Spass, Music/Song and Dance, Episodic and</b></p>

		<p><b>Etc). Units &amp; Objectives (Character Motivation). Status Ranking Rehearsal Technique. The Split-Stage Technique. Thought Tunnel/Conscience Alley as a Rehearsal Technique. The areas of the stage.</b> As well as their practical interpretation of character <b>vocal</b> and <b>physical characterisation, tableau, chorus work, physical theatre, Split Stage.</b></p> <p>Weekly knowledge and spelling tests will also weave through the cycle.</p> <p>Week 6 will be focused on improving work and feedback.</p>	<p><b>fourth wall, Use of placards, Use of Narration and Direct Address Multi-roling and Split-role, Tickle and Slap and Spass, Music/Song and Dance, Episodic and Montage, Minimalism (set/Costume/props), Open Scene Changes, Gestic Acting Style.</b> Feedback will aid student in considering their work for their actual component 1 examination.</p> <p>Weekly knowledge and spelling tests will also weave through the cycle.</p>	<p><b>Montage, Minimalism (set/Costume/props), Open Scene Changes, Gestic Acting Style.</b> This is essential as part of the <b>actual examination.</b> Using the specification students will be given clear guidance on what level will be sent to examination board for moderation. FCH and CCH will moderate the work. Note: Student's portfolios will also be assessed.</p>
	<p>End of cycle assessment</p>	<p><b>Theatre in Education:</b> A mini project will end this cycles assessment. The students will be assessed on their ability to use at least 6 key elements of Theatre in Education. <b>A Target Audience, Theatre with a message, Audience Participation, The balance of Theatrical Experience and Educational Information. The use of visual elements to emphasise the message in the play. Episodic structuring of a play. Multi-rolling, Caricatures and Stereotypes, Monologues and Direct Address, Minimalism (set/Costume/props), Movement and Physical Theatre.</b> The assessment will be linked to component 1 of the Eduqas Specification.</p>	<p><b>Brecht Mock Examination Component 1 criteria applied: How Bertolt Brecht wanted to use theatre to create social change. The Verfremdungs Effekt or Alienation Effect, Breaking the fourth wall, Use of placards, Use of Narration and Direct Address Multi-roling and Split-role, Tickle and Slap and Spass, Music/Song and Dance, Episodic and Montage, Minimalism (set/Costume/props), Open Scene Changes, Gestic Acting Style.</b> This mock is essential as part of the process for their actual examination. Using the specification students will be given clear guidance on what level the mock would achieve and targets to improve their work. FCH and CCH will moderate the work.</p>	<p><b>Brecht controlled conditions Evaluation Examination Component 1 criteria applied.</b> Students final element of the component 1 examination is assessed though controlled conditions.</p>



		Weekly knowledge and spelling tests will also weave through the cycle.	Weekly knowledge and spelling tests will also weave through the cycle.	
<b>11</b>	Baseline assessment	<b>Baseline assessment will take place in week 1 and cover key terminology and understanding for the component 2 and 3 GCSE examination.</b>	<b>Cycle 2 is a continuation of the examination of which a mock was completed at the end of the previous cycle therefore no baseline test.</b>	
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	<b>Component 2 assessment</b> looking at characterisation, vocal and physical interpretations. Feedback will draw students focus to targets and development of their acting or design skills needed to achieve their potential in component 2. Weekly knowledge and spelling tests will also weave through the cycle.	<b>Component 2 examination - visiting examiner.</b>	
	End of cycle assessment	<b>Component 2 practical mock examination</b> using the examination criteria for Eduqas component 2. This is in preparation for the visiting examiner. Feedback and an initial level will give students a clear target for making progress. Weekly knowledge and spelling tests will also weave through the cycle.	<b>Component 3</b> practice questions for the written examination. This will cover section A and B. Feedback will aid the student's revision focus in preparation for the written examination.	
<b>12</b>	Baseline assessment	<b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of</b>	<b>Baseline assessment will take place in week 1 or 2 (Depending on timetabling). Students will be assessed on their knowledge of</b>	Continuation <b>Component 1</b> written element no baseline required

		<p><b>key skills which will be covered throughout Cycle 1.</b> The assessment will be on their knowledge of <b>Brecht, Berkoff, Stanislavski</b> and their knowledge of the course. This is particularly important due to Teign and Combeshead students being taught. Teachers will use the information to help students catch up or excel and to aid their planning.</p>	<p><b>key skills which will be covered throughout Cycle 2.</b> The assessment will be a repeat from cycle 1 to assess their progress and development in the knowledge off <b>Brecht, Berkoff and Stanislavski.</b> Teachers will use the information to gage progress and ability/potential.</p>	
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	<p><b>Practical performance</b> in the style of Stanislavski. <b>Students must include parts of a duologue from two by Jim Cartwright.</b> The assessment will use the Component 2 specification criteria.</p>	<p><b>Berkoff Mock Examination Component 1 criteria applied:</b> A clear reinterpretation of the play Two by Jim Cartwright in the style of Berkoff. This mock is essential as part of the process for their actual examination. Using the specification students will be given clear guidance on what level the mock would achieve and targets to improve their work. FCH and CCH will moderate the work.</p>	<p><b>Berkoff controlled conditions portfolio Examination Component 1 criteria applied.</b> Students final element of the component 1 examination is assessed though controlled conditions.</p>
	End of cycle assessment	<p><b>Practical performance</b> Using the elements of Berkoff. <b>Student must include at least 6 Berkovian elements.</b> The assessment will use the Component 1 specification criteria.</p>	<p><b>Berkoff Examination Component 1 criteria applied:</b> A clear reinterpretation of the play Two by Jim Cartwright in the style of Berkoff. This is essential as part of the <b>actual examination.</b> Using the specification students will be given clear guidance on what level will be sent to examination board for moderation. FCH and CCH will moderate the work. Note: Students portfolio will also be assessed.</p>	Written assessment on Hedda Gabler in preparation for <b>component 3.</b>

13	Baseline assessment	<p><b>Baseline assessment will take place in week 1 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 1.</b></p> <p>The assessment will be on their knowledge of <b>Hedda Gabler, Stanislavski, Brecht and Curious Incident of the Dog in the Night Time</b>. This is essential for teachers to establish prior knowledge and work completed during the lockdown and summer holiday.</p>	<p><b>Baseline assessment will take place in week 1 (Depending on timetabling). Students will be assessed on their knowledge of key skills which will be covered throughout Cycle 2.</b></p> <p>The assessment will be on their knowledge of <b>Hedda Gabler, Curious Incident of the Dog in the Night Time and Accidental Death of an Anarchist</b>. This is essential for teachers to establish prior knowledge and to ensure revision was undertaken during the break.</p>	
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	<p>The assessment will be on their knowledge of <b>Hedda Gabler and Curious Incident of the Dog in the Night Time</b>. This is essential for the forward planning of <b>component 3</b>.</p>	<p><b>Component 2 examination</b> - visiting examiner plus controlled conditions written work.</p>	
	End of cycle assessment	<p><b>Component 2 practical mock</b> examination using the examination criteria for Eduqas component 2. This is in preparation for the visiting examiner. Feedback and an initial level will give students a clear target for making progress. Weekly knowledge and spelling tests will also weave through the cycle.</p>	<p><b>Component 3</b> practice questions for the written examination.</p> <p>Feedback will aid the students revision focus in preparation for the written examination.</p>	