

Subject: Drama

Qualification: GCSE

### What assessments are we using?

WJEC has made available to centres a series of GCSE past papers, which have been adapted to reflect changes to the specification for summer 2021.

The department has identified which of these papers will be utilised within the assessment materials.

The assessment materials used have been selected based on coverage of the specification by the department, so as to allow learners the best opportunity to demonstrate their ability in the subject.

The department will ensure that learners have the opportunity to showcase their capacities in the widest range of skills across all learning objectives.

Teachers will ensure that the assessment tasks are incorporated appropriately into their teaching and learning programme.

### Evidence to be used to inform CDG judgements:

1. WJEC Adapted Past Papers

Unit 3 – Understanding a play - May 5th and 7th

Unit 3 – Review May 16th and 18<sup>th</sup>

Levels of control: 3

2. NEA – N/A

3. Other contributing evidence

Pupils have completed a range of past paper questions during KS4 and these have been marked in accordance with the WJEC mark scheme. This work has contributed to the tracking data used to monitor pupil progress across KS4. Control levels vary between 1 and 3 depending on the task.

#### Levels of control:

- 1 In class/open book/ teacher support provided
- 2 In class / open book
- 3 In class/no book/ test conditions
- 4 Exam conditions and venue.

### GCSE Grade Descriptors

The WJEC-set grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptors must be interpreted in relation to the content set out in the GCSE specification (as adapted for 2021).

The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others. The WJEC-set grade descriptors for drama can be found [here](#)

### Further T&L required / support for learners

Pupils have been taught all topics within the requirements for unit 3; opportunity will be provided for them to revise specific areas, in line with the adaptations and with the past papers selected.

A thorough revision list will be provided to all pupils, identifying the topics that will appear in the assessment tasks and referenced when determining grades.

Staff will make pupils aware of the schedule for assessment tasks and the scope and criteria for these tasks. The content of these assessments will be fully identified via the revision lists provided.

Teachers will not inform pupils which past paper/s they will be completing as part of their assessment tasks.

Staff will ensure that pupils understand that outcomes in the assessments will be a key contributor towards the allocation of CDGs in drama.

### How will the assessments be undertaken?

Unit 1 coursework was well underway before the Lockdown. In order to assess the work, pupils will perform their practical pieces in lessons March 26th.

Unit 1 – written element, most of this was produced during lockdown. Deadline for the completion of Unit 1 is April 15<sup>th</sup>.

Unit 3 assessments will be split into two sections, Understanding a Play and A Review.

Understanding a Play (1hr examination) will be broken down into 2 lessons (30 mins each lesson, giving time for pupils who are entitled to extra time to complete the work within the allocated lesson).

Writing a Review (30 mins, giving time for pupils who are entitled to extra time to complete the work within the allocated lesson).

Students will complete the assessments in class over a sequence of lessons (see above dates) under normal examination conditions, supervised two members of staff.

Once pupils have completed an assessment, they will not have access to that paper again and will sign a declaration form.

The subject teacher will mark the assessments and will be moderated with another member of the department.

### **Delivery of assessment tasks**

Pupils will have access to the WJEC-devised assessment materials between April 12<sup>th</sup> and May 28<sup>th</sup>

All assessment material must be completed within this time frame.

Pupils will be required to complete assessment tasks independently. They will complete them in school and under the conditions required to ensure that work produced is their own.

Learners will be informed of the period within which assessment tasks will be completed.

Learners will be given the required time allocated by WJEC to complete the assessments. This time will be disaggregated across a number of lessons/sessions but will not exceed the total time set by the WJEC.

No feedback will be provided to learners on the scores attained in the assessment tasks.

Modified assessment materials will be provided, where required, following consultation with the ALNCo. All learners entitled to additional time will be provided with this opportunity.

### **Outline of procedures for marking, feedback and QA:**

The assessments will be marked using the WJEC Mark Schemes.

After marks are awarded, the work will be moderated by another member of the department, the work moderated will be done anonymously to mitigate the risk of conscious or unconscious bias.

After the work has been marked and moderated it will be standardised by the Heads of Drama from NPT (date to be confirmed).

Papers will be stored securely within the department.

Records will be made of any reasonable adjustments/special considerations.

Once all assessments are marked, moderated and standardised the evidence will be collated, and a final grade will be awarded.

### **How will a final grade be determined?**

Each pupil's grade will be determined using a 'best-fit' model, whereby strengths in some areas may balance shortcomings elsewhere.

When determining the grade, we will take account of unit and assessment objective weightings in the specification (including the effect of any adaptations) and consider each learner's evidence in relation to the WJEC grade descriptors. The revised grade boundaries issued for the APP selected will be used.

Any extenuating circumstances will be considered before the final grade is allocated. The final grade will be based on a judgement of evidence collected across units and assessment objectives, taking account of any adaptations made for 2021. All grades awarded will undergo stringent moderation procedures to ensure accuracy and consistency.

### **What is the contingency plan if pupils are absent/self-isolating?**

The department has allowed time for assessment completion before the final CDG submission date. This gives pupils 'catch-up' time after assessments are issued when rest of the class have sat the paper.

As all learners will sit the assessment at the same time, if a pupil is absent on their return to school, they will sit a different assessment of the same nature.

As qualification Wales states staff cannot predict or provide grades on potential, pupils who have provided us with no assessment evidence over the year will not be able to achieve a grade and will therefore be allocated a 'U'.

### **Malpractice, Maladministration and Plagiarism**

- For the purpose of this document 'malpractice' is defined as:  
Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of YBB, its officers and employees.
- YBB will report all relevant cases of suspected malpractice to Awarding Bodies, accepting that in certain circumstances Awarding Bodies may take action of its own, including imposing sanctions.
- All subject assessment plans will include a section on malpractice, maladministration and plagiarism.

Some examples of pupil malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Obtaining assessment material without authorisation.
- Collaborating with another pupil or individual, by any means, to complete an assessment, unless it has been clearly stated that such collaboration is permitted.
- Damaging another pupil's work.

- Failure to comply with published awarding bodies' examination regulations.
- Disruptive behaviour or unacceptable conduct, including the use of offensive language, at the school (including aggressive or offensive language or behaviour).
- Misrepresentation or plagiarism.
- Possession of any materials not permitted in the assessment room, regardless of whether or not they are relevant to the assessment, or whether or not the pupil refers to them during the assessment process, for example notes, blank paper, electronic devices including mobile phones, smart watches, personal organisers, books, dictionaries / calculators (when prohibited).
- Communicating in any form, for example verbally or electronically, with other pupils in the assessment room when it is prohibited.
- Copying the work of another pupil or knowingly allowing another pupil to copy from their own work.
- Failure to comply with instructions given by the class teacher, including but not limited to: a) working beyond the allocated time; b) refusing to hand in assessment script / paper when requested; c) not adhering to warnings relating to conduct during the assessment.

Examples of malpractice by, teachers and other officers, are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Allowing pupils to copy another pupil's assessment work.
- Allowing pupils to work collaboratively during an assessment, unless specified in the assessment brief.
- Completing the assessment for a pupil or providing them with assistance beyond that "normally" expected
- Failing to report a suspected case of pupil malpractice, including plagiarism, to the HT / DH and subsequently the awarding body.
- Failing to keep assessment question papers, assessment scripts or other assessment materials secure, before during or after the assessment.
- Allowing disruptive behaviour or unacceptable conduct to go unchallenged.
- Where there is malpractice it is dealt with under the disciplinary policy of the school and the awarding body will be informed.