

Subject: Drama		Year Group: 11
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> Component 2 – Non exam assessment 	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> Component 1 – Written examination 	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> Component 3 – practical examination
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> Assessment of 3 devising logs and a performance. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> Teacher and peer assessment of practice examination questions. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> Performances peer and self-assessed Visiting examiner – formal assessment Homework of practice examination questions – targeted by attainment in mocks.
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> Component 1 – Written examination Section B 	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> Component 1 – Written examination Section C 	Term 6 Key Focus/Topic(s) N/A
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> Teacher and peer assessment of practice examination questions. 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> Teacher and peer assessment of practice examination questions. 	Term 6 Assessment Opportunities: N/A

Rationale:

- Component 2 has been moved strategically to the start of the year to allow for intervention to take place later in the year for those who have not met the desirable 15/20 mark for each part.
- This also allows for more time to prepare for the mock written examination.
- Component 3 moved later as students are more able to work independently on this part of the course (monologues).

Evaluation:

- 80 marks out of a total of 200 are available for Component 2, allowing for a good understanding of where students are for more accurate predictions – improved performance in both C1 and C2.
- More time to prepare for January mock – improved mock performance, improved accuracy in predictions.