**Assessment feedback for LO1 Radio Drama**Understand codes, conventions, style and structure of radio drama genres

In order to receive a ‘Pass grade’ students should attempt to explain ALL of the following

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| Codes: In the use of dramatic content: | WordsVoicesSpeechMusicAmbienceSoundsSilence |  |
| Conventions | Aural signpostingCliff-hanger endingsFlashbackUse of fadesUse of silenceCharacterisationChronological development NarrationDirect speechTitlesCreditsMusic |  |
| *Style*: | Appropriateness to target audienceDramatic reconstruction Styles, *eg traditional, post-modern; radio drama as ‘theatre of the mind’*Creation of mood or location (effects, acoustics) |  |
| *Structure* | DurationNarrative structureDevelopment of plot |  |

Final grade depends on how well each section is evaluated

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| P**1** describe the codes, conventions style and structure of different genres of radio drama with some appropriate use of subject terminology  | **M1** explain in detail the codes, conventions, style and structure of different genres of radio drama with reference to detailed illustrative examples and with generally correct use of subject terminology | **D1** critically evaluate the codes, conventions, style and structure of different genres of radio with supporting arguments and elucidated examples, consistently using subject terminology correctly |
| There will be evidence of some recognition of the codes of voices, sounds, music and silence, and understanding of some conventions in a limited number of styles and structures of radio drama scripts.  | Learners will discuss in some detail and in context the key characteristics of the recognised codes, conventions, styles and structures of radio drama, providing a range of detailed illustrative and relevant examples.  | Learners will justify their ideas and points made in detailed analysis and a thorough critical review ofthe codes, conventions, styles and structures of radio drama, using supporting arguments and elucidated examples.  |
| Description of these codes and conventions will be accurate and fairly full but the understanding of style, treatment, format and form will be basic and there will be little or no exemplification. | The choice of examples will cover most of the points being made. Conclusions drawn will be based on detailed research and show understanding. | Conclusions drawn will be based on substantial research and demonstrate depth of understanding. The choice of examples will be excellent and will demonstrate a sophisticated approach. |
| Evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it | Learners will explain many of the ways in which the codes integrate and, although the work will be detailed, it will not be very analytical. Learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usage at times | Learners will be able to critically analyse, rather than describe, approaches to radio drama, the processes and products, making well-reasoned connections between decisions taken in pre-production and their effect on learning outcomes |

**Feedback:** (How can students improve?)