



National Unit Specification: general information

UNIT	Investigative Drama (Higher)
NUMBER	D196 12
COURSE	Drama (Higher)

SUMMARY

The purpose of this unit is to develop competence in investigating a chosen issue, theme or topic in order to devise a theatrical presentation in which individual directorial responsibility is taken for an identifiable section of the presentation.

OUTCOMES

- 1 Take responsibility for an identifiable section of a presentation.
- 2 Contribute to the presentation process and final presentation.
- 3 Evaluate the effectiveness of the final presentation.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade Drama at Credit level
- Intermediate 2 Drama
- other appropriate prior experience in drama.

CREDIT VALUE

1 credit at Higher.

Administrative Information

Superclass:	LC
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National Unit Specification: general information (cont)

UNIT Investigative Drama (Higher)

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF Level 6
 Working with Others at SCQF level 6

Core Skill components None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Investigative Drama (Higher)

Acceptable performance of this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Take responsibility for an identifiable section of a presentation.

Performance criteria

- a) Selects the initial ideas for form and content of section with justification in terms of potential dramatic impact.
- b) Uses drama form and structure appropriate to the interpretation of the section.
- c) Selects design and technical concepts appropriate to the interpretation of the section.
- d) Prepares effectively for each rehearsal for own identified section.
- e) Evaluates the effectiveness of the process of the candidate's own section.

Evidence requirements

See end of this section

OUTCOME 2

Contribute to the presentation process and final presentation.

Performance criteria

- a) States ideas and opinions within group discussion which are relevant and useful to planning, organisation and ongoing evaluation of the presentation process.
- b) Directs own section effectively in terms of communicating clearly with actors and developing suitable stage positioning/moves, delivery of lines and characterisation.
- c) Participates positively in the other sections, in terms of taking direction and experimenting with dramatic ideas.
- d) Portrays acting role(s) convincingly.

Evidence requirements

See end of this section

OUTCOME 3

Evaluate the effectiveness of the final presentation.

Performance criteria

- a) Comments, with justification, on the impact of the performance on the audience.
- b) Evaluates the effectiveness in performance of the group's overall choice of drama form(s), structure, staging, design and use of technical effects.
- c) Evaluates own contribution to performance in terms of acting role(s) and directorial section.
- d) Evaluates the contribution of others to performance in terms of acting and the implementation of technical skills.

National Unit Specification: statement of standards (cont)

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Evidence requirements (for whole unit)

The candidate should present:

- Their evaluation of the effectiveness of the process and the final performance under controlled conditions. Controlled conditions are defined as examination conditions ie candidates are not allowed access to texts, books, notes or any other form of assistance during the assessment.

National Unit Specification: support notes

UNIT Investigative Drama (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

In this unit, candidates will, as a group, use creative drama skills to investigate and explore an issue, theme or topic. They will devise their own drama and present the end product to an invited audience. Each candidate will be responsible for the organisation and direction of an identifiable section of the presentation.

For further detail on the content of this unit please refer to the section ‘Course Content: Unit 1: Investigative Drama’.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

For advice about the sequencing of this unit, if taught as a course component, and suggestions for integration, please refer to the section ‘Course details - Approaches to Learning and Teaching: Unit 1 - Investigative Drama’.

It is at the discretion of the teacher/lecturer to devise their own learning and teaching framework for Investigative Drama but the process could be broken down into the following stages:

- Initial investigation of one or more issues, themes or topics - activities could include research of relevant source materials and exploration of attitudes and values through role play and improvisation supported by group discussion.
- Group decision making to choose possible overall message or purpose of drama presentation and basic outline of content - this may include discussion on and selection of the attitudes and viewpoints which the candidates would wish to communicate in a presentation, and the creating of some sort of outline for the drama. From this outline, candidates should try to identify sections of the presentation which would be suitable for individual responsibility. Candidates may possibly decide on overall staging and design concepts at this stage or this could be done once candidates have started working on their sections.
- Individual investigation of directorial sections - candidates should explore and record possible ideas for interpretation, form and content of the section for which they will have organisational and directorial responsibility. Candidates should be aware of the purpose and context of their section within the overall presentation; ideas for form and content should be selected and justified, then the candidate should translate the section into drama form(s); a detailed scenario or devised script should be written along with dramatic role cards and notes/diagrams about staging and design ideas.
- Group discussion to plan rehearsal schedule for individual sections and to think about casting - all candidates should direct at least one actor other than self.
- Directing and rehearsing of individual sections - candidates should block moves and make interpretative notes opposite the text of their detailed scenarios/devised scripts; candidates should prepare and set targets for each rehearsal of their own section and then evaluate the effectiveness of each rehearsal.

National Unit Specification: support notes (cont)

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- Final presentation to an invited audience with post-performance discussion or questionnaires to gauge the impact of the presentation on the audience.
- Evaluation of the final presentation.

For further details about the teaching of investigating, acting and directing skills, it is recommended that teachers/lecturers should read the section ‘Course details - Approaches to Learning and Teaching: General advice on learning and teaching’.

Throughout the investigative process, candidates should gather evidence of their work in a folio. The written work should help to inform and prepare the candidates for the practical work.

Role of teacher/lecturer

It is envisaged that, as far as possible, candidates should be responsible for their own learning in this unit. However, the teacher/lecturer will fulfil important roles in the investigative process. As facilitator, the teacher/lecturer should provide the overall framework in which the candidates will work. This framework should include an outline of the process to be followed and a clear indication of the time scale for this unit. The teacher/lecturer should be available to give advice and guidance as required. The candidates will negotiate with and have the approval of the teacher/lecturer for the performance venue, technical and material resources and the composition of the invited audience.

The length of the final presentation should reflect the size of the group. A minimum of 15 minutes is suggested for a group of 3 to 5 and a maximum of 60 minutes for groups of 10 to 12 candidates. Consideration might be given also to the subdivision of larger groups.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Each unit is assessed on a pass/fail basis. Candidates will be required to provide evidence of the achievement of the learning outcomes within this unit.

Teachers/lecturers may select instruments of assessment which they consider will provide a valid, reliable and practicable assessment of the candidates' work. However, if centres decide not to use National Assessment Bank materials for assessment, they should seek prior moderation of any alternative assessment materials by contracting the Qualifications Manager at SQA, **before** assessing candidates.

National Unit Specification: support notes (cont)

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OUTCOME 1

Take responsibility for an identifiable section of a presentation.

OUTCOME 2

Contribute to the presentation process and final presentation.

OUTCOME 3

Evaluate the effectiveness of the final presentation.

The following list describes materials which **may** be generated by pupils while working through this unit. These materials will then assist candidates in the completion of the unit assessment.

- notes on initial ideas for form and content - showing investigation of possibilities and justification for the ideas selected
- description of dramatic roles in own section - showing details about the background, characteristics and purpose of each dramatic role
- detailed scenario (may be used for play form or movement form) or devised script for own section - showing knowledge and understanding of one or more dramatic forms and dramatic structural devices
- notes/diagrams on technical and design ideas for own section - showing knowledge and understanding of, and ability to justify, basic design concepts
- rehearsal log for own section - showing ability to plan, prepare for and evaluate each rehearsal of own section.

The assessment of this outcome should be undertaken after the final presentation to an audience. The evidence for this outcome may be produced as either written or taped evidence..

National Unit Specification: support notes (cont)

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SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).