

**GCSE Subject Level  
Conditions and  
Requirements for Drama**

July 2015



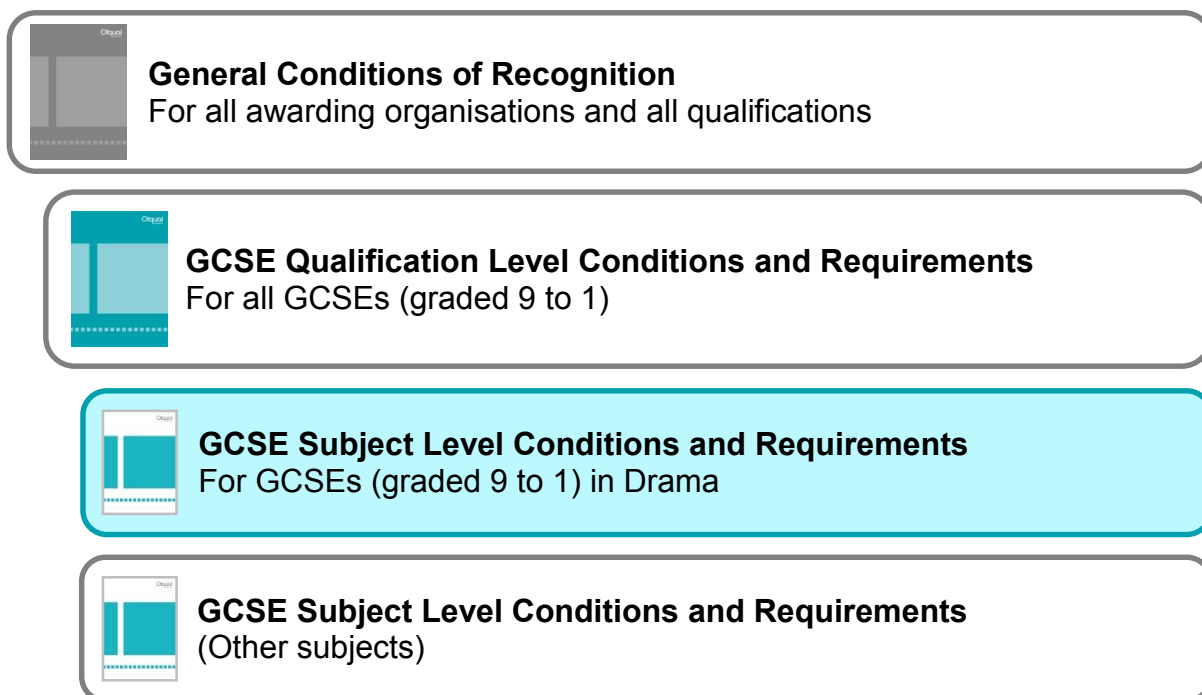
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# Introduction

## About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering GCSE qualifications (graded from 9 to 1).



We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:

- To provide evidence of students' achievements against demanding and fulfilling content;
- To provide a strong foundation for further academic and vocational study and for employment; and
- To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

## Requirements set out in this document

This document sets out the GCSE Subject Level Conditions for Drama. These conditions will come into effect at 12.01am on 27th July 2015 for all GCSE Qualifications (graded from 9 to 1) in Drama.

It also sets out our requirements in relation to:

- assessment objectives – awarding organisations must comply with these requirements under Condition GCSE(Drama)1.2; and
- assessment – awarding organisations must comply with these requirements under Condition GCSE(Drama)2.3.

Appendix 1 reproduces the requirements in relation to subject content for GCSE Drama,<sup>1</sup> as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCSE(Drama)1.1.

With respect to all GCSE qualifications (graded from 9 to 1) in Drama, awarding organisations must also comply with:

- our *General Conditions of Recognition*,<sup>2</sup> which apply to all awarding organisations and qualifications;
- our *GCSE Qualification Level Conditions*,<sup>3</sup> and
- all relevant Regulatory Documents.<sup>4</sup>

With respect to GCSE qualifications graded from A\* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.

## Summary of requirements

Subject Level Conditions	
<a href="#">GCSE(Drama)1</a>	<a href="#">Compliance with content requirements</a>
<a href="#">GCSE(Drama)2</a>	<a href="#">Assessment</a>

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<sup>1</sup> [www.gov.uk/government/publications/gcse-drama](http://www.gov.uk/government/publications/gcse-drama)

<sup>2</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

<sup>3</sup> [www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions](http://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions)

<sup>4</sup> [www.gov.uk/government/publications/regulatory-documents-list](http://www.gov.uk/government/publications/regulatory-documents-list)

**Assessment objectives**

[Assessment objectives – GCSE Qualifications in Drama](#)

**Assessment requirements**

[Requirements in relation to assessments for GCSE Qualifications in Drama](#)

**Appendix 1 – Subject content (published by Department for Education)**

[GCSE Drama: subject content](#)

# Subject Level Conditions

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## GCSE Subject Level Conditions for Drama

### Condition

### Compliance with content requirements

#### GCSE(Drama)1

GCSE(Drama)1.1

In respect of each GCSE Qualification in Drama which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Drama GCSE subject content’,<sup>5</sup> document reference DFE-00039-2015,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
- (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

GCSE(Drama)1.2

In respect of each GCSE Qualification in Drama which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

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<sup>5</sup> [www.gov.uk/government/publications/gcse-drama](http://www.gov.uk/government/publications/gcse-drama)

**Condition**  
**GCSE(Drama)2**

**Assessment**

GCSE(Drama)2.1	Condition GCSE4.1 does not apply to any GCSE Qualification in Drama which an awarding organisation makes available or proposes to make available.
GCSE(Drama)2.2	<p>In respect of the total marks available for a GCSE Qualification in Drama which it makes available, an awarding organisation must ensure that –</p> <ul style="list-style-type: none"><li>(a) 40 per cent of those marks are made available through Assessments by Examination, and</li><li>(b) 60 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.</li></ul>
GCSE(Drama)2.3	An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in Drama which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.



# Assessment objectives

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## Assessment objectives – GCSE Qualifications in Drama

Condition GCSE(Drama)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for all GCSE Qualifications in Drama.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Drama)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Drama they make available or propose to make available.

	Objective	Weighting
<b>AO1</b>	Create and develop ideas to communicate meaning for theatrical performance.	20%
<b>AO2</b>	Apply theatrical skills to realise artistic intentions in live performance.	30%
<b>AO3</b>	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	30%
<b>AO4</b>	Analyse and evaluate their own work and the work of others.	20%

# Assessment requirements

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## Requirements in relation to assessments for GCSE Qualifications in Drama

Condition GCSE(Drama)2.3 allows us to specify requirements and guidance in relation to assessments for GCSE Qualifications in Drama.

We set out our requirements for the purposes of Condition GCSE(Drama)2.3 below.

### Set texts for assessments

In respect of a GCSE Qualification in Drama which it makes available or proposes to make available, an awarding organisation must meet the following requirements –

- (a) set and publish a list of complete and substantial performance texts and key extracts in respect of which Learners will be assessed in the assessments for the qualification (the 'Set Texts'),
- (b) keep its list of Set Texts under review and revise it from time to time,
- (c) assess each Learner's knowledge and understanding of the Set Texts, through –
  - (i) the Assessments by Examination, or
  - (ii) the Assessments by Examination and the assessments which are not Assessments by Examination,
- (d) outline in its assessment strategy –
  - (i) how its approach to the assessment of Learners' knowledge and understanding of the Set Texts will meet the requirements of the Department for Education's *Drama GCSE subject content*, document reference DFE-00039-2015 (the 'Content Document'), and
  - (ii) in particular, how it will ensure that each Learner studies in its entirety each Set Text with respect to which he or she is assessed,
- (e) outline in its assessment strategy the reasonable steps which it will take, in accordance with General Condition G1.2, to ensure that the Level of Demand of each assessment is consistent –
  - (i) across all options as to tasks in relation to different Set Texts, and
  - (ii) with the Level of Demand of previous assessments, including those with options as to tasks in relation to different Set Texts,

- (f) take reasonable steps to ensure that when taking an Assessment by Examination for the qualification, no Learner has access to a Set Text which is not a clean copy of that text,
- (g) where a Learner uses all or part of a Set Text for the purposes of the Text Based Performance, ensure that Learner is not credited for responding to questions or tasks on the same Set Text in an Assessment by Examination, and
- (h) ensure that each question or task in an Assessment by Examination which relates to a text or extract relates to either –
  - (i) an unseen text or extract which has been provided by the awarding organisation as Stimulus Materials, and/or
  - (ii) a Set Text (which may be provided by the awarding organisation as Stimulus Materials).

For the purposes of paragraph (a) above, the terms ‘complete and substantial performance text’ and ‘key extract’ must be interpreted consistently with the Content Document, and our associated guidance.

For the purposes of paragraph (f) above, a clean copy of a Set Text is a copy of that text as published and which contains no additional marks, notes, annotations, or any other alteration or inclusion.

### **Forms of non-examination assessment**

Condition GCSE(Drama)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCSE Qualification in Drama, 60 per cent of those marks shall be made available through assessments set by the awarding organisation which are not Assessments by Examination.

In respect of the assessments which are not Assessments by Examination, an awarding organisation must ensure that –

- (a) at least 20 per cent of the total marks available for the qualification are made available through one or more tasks set by the awarding organisation which assess a Learner’s ability to participate in the performance of a devised piece (the ‘Devised Performance’),
- (b) at least 20 per cent of the total marks available for the qualification are made available through one or more tasks which assess a Learner’s ability to participate in the performance of an extract (the ‘Text Based Performance’),
- (c) at least one of the Devised Performance or the Text Based Performance assesses both assessment objective AO1 and assessment objective AO2,

- (d) where either the Devised Performance or the Text Based Performance does not assess assessment objective AO1, an Assessor has regard to evidence of each Learner's artistic intentions for that performance for the purpose of assessing that performance against assessment objective AO2, and
- (e) the 60 per cent of the total marks available for the qualification which are made available through the Devised Performance and the Text Based Performance, taken together, are comprised as follows –
  - (i) 20 per cent through marks available in respect of assessment objective AO1 (taken together, the Devised Performance and Text Based Performance will therefore assess AO1 in its entirety),
  - (ii) 30 per cent through marks available in respect of assessment objective AO2 (taken together, the Devised Performance and Text Based Performance will therefore assess AO2 in its entirety), and
  - (iii) 10 per cent through marks available in respect of assessment objective AO4.

For clarity, in relation to paragraph (d) above, where a Devised Performance or a Text Based Performance is assessing only assessment objective AO2, we do not expect evidence of a Learner's artistic intentions to be marked.

In relation to paragraph (e)(iii) above, a Learner's analysis and evaluation of his or her own work must only be assessed through the Devised Performance and/or the Text Based Performance.

### **Roles within non-examination assessment**

The Content Document allows Learners to be assessed in either the role of performer, or in a number of different designer roles. This variety of roles creates a number of optional routes through the qualification.

An awarding organisation must ensure that it –

- (a) sets out in the specification for the qualification all of the different roles in which a Learner may be assessed in the Devised Performance and the Text Based Performance, and
- (b) demonstrates to Ofqual's satisfaction in its assessment strategy that it has taken all reasonable steps to ensure that it will have maximum control over comparability of standards between different routes through the qualification at all points within the cycle of setting and marking of assessments and awarding the qualification.

### **The Devised Performance**

An awarding organisation must ensure that each Devised Performance is designed and set to –

- (a) require each learner to –
  - (i) participate, in the role of a performer or a designer, in the performance of –
    - a. a devised monologue of at least 2 minutes, and/or
    - b. a devised duologue of at least 3 minutes, and/or
    - c. a devised group performance of at least 4 minutes, and
  - (ii) produce evidence which demonstrates, as appropriate to the task, the Learner's contribution to the creation and development of ideas, the application of theatrical skills to realise artistic intentions and their analysis and evaluation of their own work, and
- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

For the purposes of paragraph (a)(ii) above, evidence may include photographs and/or recordings and/or artefacts such as a drawing of a costume or set, or a similar representation.

In respect of each Devised Performance, an awarding organisation must ensure that the Centre which delivered the assessment provides the awarding organisation with a complete and unedited audiovisual recording of the performance. That recording must be made from the perspective of the audience.

### **The Text Based Performance**

An awarding organisation must ensure that each Text Based Performance is designed and set to –

- (a) require each learner to –
  - (i) participate, in the role of a performer or a designer, in the performance of –
    - a. a text-based monologue of at least 2 minutes, and/or
    - b. a text-based duologue of at least 3 minutes, and/or
    - c. a text-based group performance of at least 4 minutes, and
  - (ii) produce evidence which demonstrates, as appropriate to the task, the Learner's contribution to the creation and development of ideas, the application of theatrical skills to realise artistic intentions and their analysis and evaluation of their own work, and
- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

For the purposes of paragraph (a)(i) above, the term ‘text-based’ means taken from any dramatic work which has been professionally commissioned and/or professionally produced. This includes, but is not limited to, dramatic works included in the list of Set Texts published by the awarding organisation. Where an awarding organisation allows the use of a dramatic work which is not included in its list of Set Texts it must put in place appropriate controls around the selection of the dramatic work, and any excerpt from it, which ensure that the requirements of the Content Document and General Condition G1.2 are met.

For the purposes of paragraph (a)(ii) above, evidence may include photographs and/or recordings and/or artefacts such as a drawing of a costume or set, or a similar representation.

In respect of each Text Based Performance, an awarding organisation must ensure that the Centre which delivered the assessment provides the awarding organisation with a complete and unedited audiovisual recording of the performance. That recording must be made from the perspective of the audience.

### **The use of monologues**

An awarding organisation must ensure that a Learner cannot participate in the performance of a monologue as part of both the Devised Performance and the Text Based Performance.

### **Marking of assessments**

An awarding organisation must ensure that –

- (a) the evidence generated by a Learner in at least one of the Devised Performance or the Text Based Performance is marked by the awarding organisation or a person connected to the awarding organisation, and
- (b) where the Devised Performance or the Text Based Performance is not marked by the awarding organisation or a person connected to the awarding organisation, it is marked by the Centre which delivers that assessment.

In any event, the awarding organisation must demonstrate to Ofqual’s satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments which are not Assessments by Examination (and to Moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.



# **Appendix: Subject content (published by Department for Education)**

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Department  
for Education

# **Drama**

**GCSE subject content**

**February 2015**

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# The content for drama GCSE

## Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject.
2. They provide the framework within which the awarding organisation creates the detail of the specification.

## Aims and objectives

3. GCSE specifications in drama must offer a broad, coherent and rigorous course of study. They should inspire creativity in students. They should provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. They should prepare students to make informed decisions about further learning and progression opportunities.
4. GCSE specifications in drama should enable students to:
  - apply knowledge and understanding (as specified in paragraph 7) when making, performing and responding to drama
  - explore performance texts<sup>1</sup>, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
  - develop a range of theatrical skills and apply them to create performances
  - work collaboratively to generate, develop and communicate ideas
  - develop as creative, effective, independent and reflective students able to make informed choices in process and performance
  - contribute as an individual to a theatrical performance
  - reflect on and evaluate their own work and that of others
  - develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
  - adopt safe working practices

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<sup>1</sup> A performance text is one that has been written specifically for theatrical performance.

## Subject content

5. GCSE specifications in drama must require students to study a minimum of one complete and substantial performance text and a minimum of two key extracts<sup>2</sup> from a second contrasting performance text, both of which must have been professionally commissioned or professionally produced. The texts must be studied to gain a practical understanding of drama.

6. GCSE specifications in drama must require students to participate in a minimum of two performances, one devised and one from a performance text<sup>3</sup> which has been studied as part of the course.

## Knowledge and understanding

7. GCSE specifications in drama must require students, whether making, performing or responding to drama, to know and understand the following:

- characteristics of performance text(s) and dramatic work(s), including:
  - genre
  - structure
  - character
  - form and style
  - language
  - stage directions
- social, historical and cultural contexts including the theatrical conventions of the period in which the performance texts were created
- how meaning is interpreted and communicated through:
  - performance conventions
  - use of performance space and spatial relationships on stage
  - relationships between performers and audience
  - the design of: set (including props), costume, lighting and sound

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<sup>2</sup> A key extract is a scene or moment that is significant to the text as a whole

<sup>3</sup> Extract only (from any performance text studied as part of the course)

- actor's vocal and physical interpretation of character
- the drama and theatre terminology used by theatre makers and how to use it appropriately
- the role of theatre makers in contemporary professional practice, including:
  - performer
  - director
  - designer

## Skills

8. Drawing on the knowledge and understanding in paragraph 7, GCSE specifications in drama must require students to acquire, develop and apply skills in:

- creating and communicating meaning and realising artistic intention, in a live theatre context for an audience, through:
  - research
  - developing ideas
  - interpreting texts
  - devising
  - rehearsing
  - refining and amending work in progress
  - their contribution to the final performance
- analysing and evaluating their own process of creating live theatre
- analysis and evaluation of live theatre work by others<sup>4</sup>

All these skills should be developed and assessed through the disciplines of performer and/or designer<sup>5</sup>.

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<sup>4</sup> Their peers, amateur or professional work

<sup>5</sup> Designer: set (which can include props), costume (which can include hair, make-up and masks), lighting, sound, puppets



Department  
for Education

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