

GCE Subject Level Guidance for Drama and Theatre

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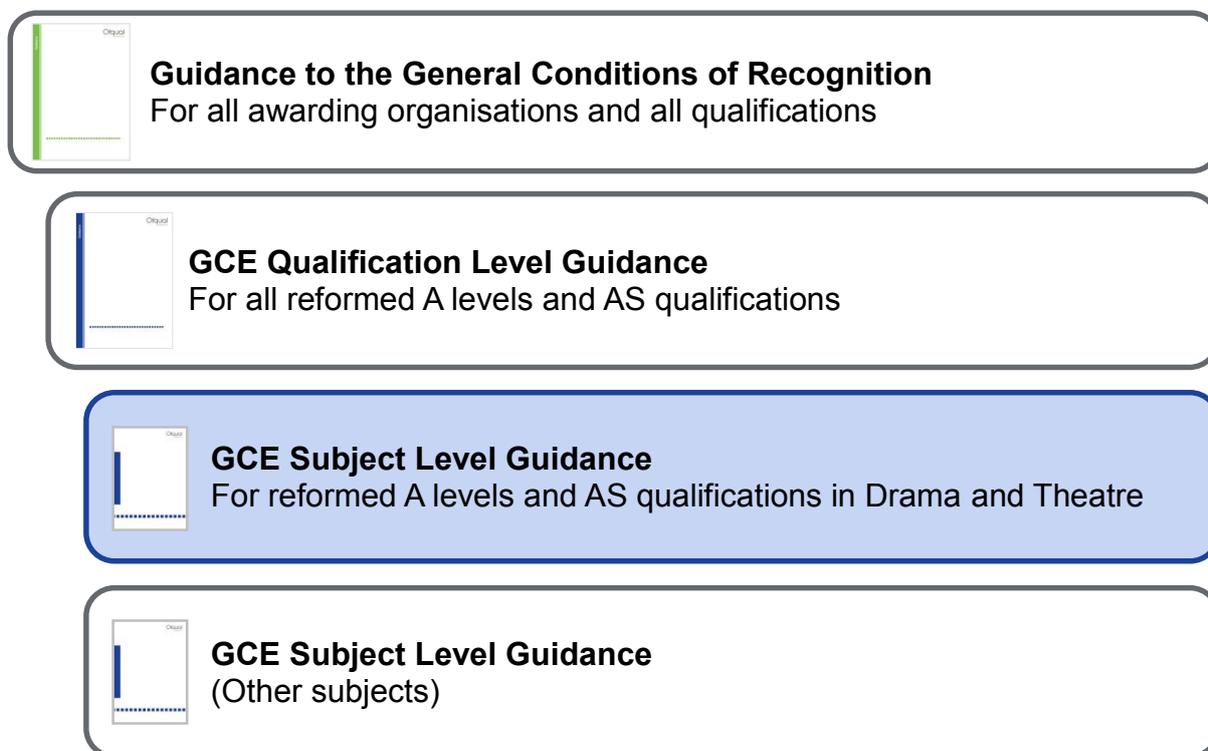


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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering reformed A levels and AS qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Drama and Theatre awarded on or after 1st April 2018; and
- all stand-alone GCE AS qualifications in Drama and Theatre awarded on or after 1st April 2017.

This guidance supports the *GCE Subject Level Conditions and Requirements for Drama and Theatre*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(Drama and Theatre)1.2.

¹ www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-drama-and-theatre

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in Drama and Theatre that it makes available or proposes to make available. Condition GCE(Drama and Theatre)1.2 imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance to help it understand how to comply with the GCE Subject Level Conditions and associated requirements for Drama and Theatre.

Guidance set out in this document

<p>This document provides guidance in relation to subject content, on assessment, and on assessment objectives for GCE Qualifications in Drama and Theatre.</p>

Guidance in relation to subject content for GCE Qualifications in Drama and Theatre

The subject content for GCE Qualifications in Drama and Theatre is set out in the Department for Education's *Drama and theatre AS and A level subject content*,² document reference DFE-00038-2015 (the 'Content Document').

Condition GCE(Drama and Theatre)1.1(c) requires awarding organisations to interpret the Content Document in line with any requirements, and having regard to any guidance, published by Ofqual.

We set out our guidance for the purposes of Condition GCE(Drama and Theatre)1.1(c) below.

Complete and substantial performance texts and key extracts

Paragraph 7 of the Content Document states that –

AS and A level specifications in drama and theatre must require students to demonstrate knowledge and understanding of, and explore practically:

- at AS a minimum of one complete and substantial performance text³ and a minimum of two key extracts⁴ from two different texts, placed in the context of the whole text. The text and extracts must represent a range of social, historical and cultural contexts, and must have been performed professionally.
- at A level a minimum of two complete and substantial performance texts and a minimum of three key extracts from three different texts placed in the context of the whole text. The texts and extracts must represent a range of social, historical and cultural contexts, and must have been performed professionally.

A 'complete and substantial performance text' should be at least 60 minutes in length when performed and include at least two characters.

A 'key extract' should be at least 10 minutes in length when performed.

² www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre

³ A performance text is one that has been written specifically for theatrical performance.

⁴ A key extract is a scene or moment that is significant to the text as a whole.

Guidance in relation to assessments for GCE Qualifications in Drama and Theatre

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

We set out our guidance for the purposes of Condition GCE(Drama and Theatre)2.3 below.

Guidance on group sizes

In the *GCE Subject Level Conditions and Requirements for Drama and Theatre* it is stated that the assessments for a GCE Qualification in Drama which are not Assessments by Examination will be comprised of a Devised Performance and a Text Based Performance.

For the purposes of these assessments, Learners may participate in –

- (a) a monologue, or
- (b) a duologue, or
- (c) a group performance.

We expect an awarding organisation to ensure that the permitted number of Learners in the role of performer in each group performance will be such that it will not have an Adverse Effect on the reliability of marking.

Guidance on non-performance roles

The Content Document allows Learners to be assessed in the role of performer, director, and in a range of designer roles. With respect to each Devised Performance and Text Based Performance we expect there to be only one Learner participating in the role of director, and in each designer role.

Where a Learner is assessed in the role of a designer it is the Learner's design skills which should be the focus of the assessment, rather than the Learner's technical competence in the operation or use of equipment.

Guidance on assessment objectives for GCE Qualifications in Drama and Theatre

Condition GCE(Drama and Theatre)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Drama and Theatre.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Drama and Theatre*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice	20–30%	20–30%
AO2	Apply theatrical skills to realise artistic intentions in live performance	20–30%	20–30%
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed	20–30%	20–30%
AO4	Analyse and evaluate their own work and the work of others	20–25%	20–25%

We set out below our guidance for the purposes of Condition GCE(Drama and Theatre)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective which questions and tasks could target and/or seek to credit;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Drama and Theatre)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice		20–30% (A level) 20–30% (AS)	
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a – Create and develop ideas to communicate meaning as part of the theatre making process.	<ul style="list-style-type: none"> Full coverage in each set of assessments⁵ (but not in every assessment). 	<ul style="list-style-type: none"> Create and develop are interrelated and should normally be assessed together. Making connections between dramatic theory and practice means applying knowledge and understanding of the work and methodologies of influential theatre practitioner(s) to the preparation and development of a performance. The emphasis here is on the practical creation and development of a Learner's own ideas, with the aim of producing a live performance in front of an audience. This assessment objective should be targeted in the context of the knowledge, understanding and skills in paragraphs 10 and 11 of the Department for Education's <i>Drama and theatre AS and A level subject content</i>,⁶ document reference DFE-00038-2015 (the 'Content Document').
	1b – Make connections between dramatic theory and practice.		

⁵ For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCE Qualification in Drama and Theatre. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

⁶ www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre

AO2: Apply theatrical skills to realise artistic intentions in live performance			20–30% (A level) 20–30% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ Apply theatrical skills to realise artistic intentions means the practical application and demonstration of performance and/or directing and/or design skills in order to realise artistic intentions. As such, assessment necessarily involves considering a Learner’s performance, direction or design in the context of those artistic intentions. ■ Performance, directing and/or design skills should be assessed through their realisation in live performance. This includes (but is not limited to) how far the Learner’s performance, direction or design: <ul style="list-style-type: none"> □ contributes to the performance as a whole; □ contributes to the realisation of the artistic intention of the piece; and □ provides a coherent interpretation of the content of the piece.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed			20–30% (A level) 20–30% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a – Demonstrate knowledge of how drama and theatre is developed.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.⁷ ■ 	<ul style="list-style-type: none"> ■ How drama and theatre is developed includes: <ul style="list-style-type: none"> □ the development of performance texts; and □ the development of drama and theatre by the performer, director or designer, or a combination of these. ■ The emphasis here is on how dramatic works are constructed and how performances create meaning. Learners may draw on their own practical experience only by way of exemplification of ideas.
	1b – Demonstrate knowledge of how drama and theatre is performed.		
	1c – Demonstrate understanding of how drama and theatre is developed.		
	1d – Demonstrate understanding of how drama and theatre is performed.		

⁷ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO4: Analyse and evaluate their own work and the work of others			20–25% (A level) 20–25% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a – Analyse their own work.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between ‘own work’ and ‘work of others’. 	<ul style="list-style-type: none"> ■ In the context of this assessment objective: <ul style="list-style-type: none"> □ analyse means identifying and investigating concepts and ideas; □ evaluate means assessing the merit of different approaches, and may include the formulation of judgements; and □ the analysis and evaluation should be in relation to aspects of knowledge, understanding and skills contained in paragraphs 10 and 11 of the Content Document. ■ In the context of a Learner’s own work, analysis and evaluation may relate to the process of developing a performance and/or performance itself. This should be assessed solely through assessments which are not Assessments by Examination. ■ In the context of the work of others, analysis and evaluation should only relate to performance.
	1b – Evaluate their own work.		
	1c – Analyse the work of others.		
	1d – Evaluate the work of others.		

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