

## GCSE Subject Criteria for Drama

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## The criteria

### Introduction

GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject.

They provide the framework within which the awarding organisation creates the detail of the specification.

### Aims and learning outcomes

1. GCSE specifications in Drama should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare learners to make informed decisions about further learning opportunities and career choices.
2. GCSE specifications in Drama must enable learners to:
  - actively engage in the process of dramatic study in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
  - work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
  - reflect on and evaluate their own work and the work of others;
  - develop and demonstrate competence in a range of practical, creative and performance skills;
  - develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama;
  - consider and explore the impact of social, historical and cultural influences on drama texts and activities.

### Subject content

3. The content of GCSE specifications in Drama must reflect the learning outcomes.
4. GCSE specifications in Drama must allow learners to develop the knowledge, skills and understanding specified below.

5. GCSE specifications in Drama must require learners to demonstrate knowledge and understanding of:
  - different genres and performance styles;
  - the ways in which meaning is communicated through drama;
  - a range of staging and performance conventions;
  - drama terminology and how to use it appropriately;
  - how plays are constructed and realised through the study of at least one substantial published play;
  - how to create, interpret and communicate a role or character;
  - drama within its social, cultural and historical context.
6. GCSE specifications in Drama must require learners to develop the ability to:
  - use improvisation skills in a range of drama contexts;
  - apply performance and/or production skills;
  - select, synthesise and use ideas and skills to create drama;
  - acquire reflective and evaluative skills in response to a range of dramatic texts;
  - work collaboratively and creatively to achieve shared dramatic intentions.

### **Assessment objectives**

7. All specifications in Drama must require learners to demonstrate their ability to:

	<b>Assessment objectives</b>	<b>Weighting</b>
<b>AO1</b>	Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.	25–35%
<b>AO2</b>	Apply practical skills to communicate in performance.	35–45%
<b>AO3</b>	Analyse and evaluate their own work and that of others using appropriate terminology.	20–30%

### **Scheme of assessment**

8. GCSE specifications in Drama must allocate a weighting of 40 per cent to external assessment and a weighting of 60 per cent to controlled assessment in the overall scheme of assessment.
9. Question papers must be targeted at the full range of GCSE grades.

### **Grade Descriptions**

10. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
<b>A</b>	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of plays and other types of drama. They demonstrate a thorough awareness of the relationships between texts and dramatic styles, and of social context and genre, to generate, explore and develop their ideas.</p> <p>They apply and adapt effectively an extensive range of practical skills, which they execute creatively to communicate their ideas. They work very productively with others.</p> <p>They have well-developed evaluative and reflective skills.</p> <p>They show critical awareness of work in progress and performance, and of their own contribution and that of others. They provide, by reasoned argument, full justifications, demonstrating insight and sensitivity in developing practical work. They understand and use terminology accurately and appropriately.</p>
<b>C</b>	<p>Candidates recall, select and communicate sound knowledge and understanding of plays and other types of drama. They show awareness of the relationships between texts and dramatic styles, and of social context and genre.</p> <p>They demonstrate secure practical skills, which they apply appropriately to communicate their ideas. They work constructively with others.</p> <p>They use evaluative and reflective skills appropriately to show critical awareness of work in progress and performance, and of their own contribution and that of others. Using appropriate terminology, they support their views with relevant reasons, demonstrating the ability to take work forward.</p>
<b>F</b>	<p>Candidates recall, select and communicate basic knowledge and understanding of plays and other types of drama. They have a superficial awareness of relationships between texts and dramatic styles, and of social context and genre.</p> <p>They use a limited range of practical skills, which they sometimes apply appropriately to demonstrate ideas in drama</p>

	<p>and in working with others.</p> <p>They provide a basic critical response at a simplistic and generalised level to evaluate work in progress and performance, and of their own contribution and that of others.</p>
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Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation	
Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346