

**GCE Subject Level  
Conditions and  
Requirements for  
Drama and Theatre**  
July 2015

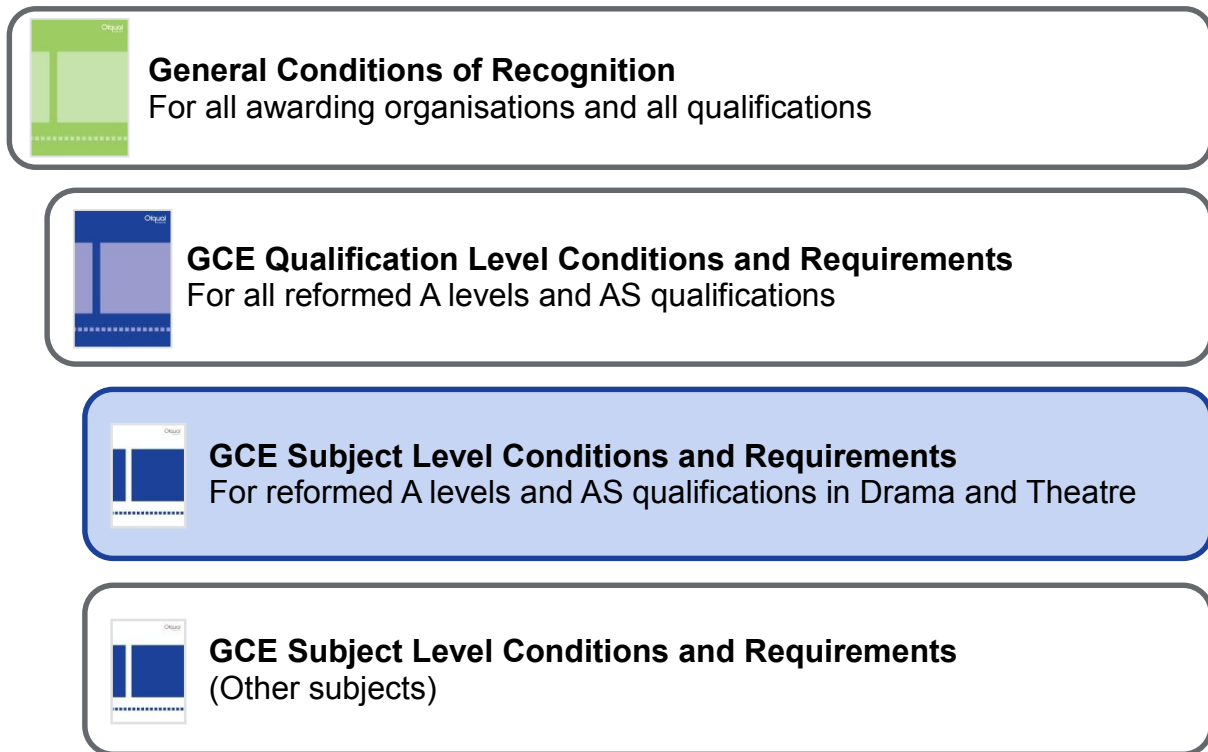
# **Contents**

Introduction.....	2
Subject Level Conditions .....	6
Assessment objectives .....	8
Assessment requirements .....	10
Appendix: Subject content (published by Department for Education) .....	19

# 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 reformed A levels and AS qualifications.



We have developed all our requirements for GCE qualifications with the intention that AS and A level qualifications should fulfil the purposes set out in the table below:

A levels	AS qualifications
<ul style="list-style-type: none"> <li>□ define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;</li> <li>□ set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;</li> </ul>	<ul style="list-style-type: none"> <li>□ provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a subset of A level content; and</li> <li>□ enable students to broaden the range of subjects they study.</li> </ul>

<ul style="list-style-type: none"><li>□ permit UK universities to accurately identify the level of attainment of students;</li><li>□ provide a basis for school and college accountability measures at age 18; and</li><li>□ provide a benchmark of academic ability for employers.</li></ul>	
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## Requirements set out in this document

This document sets out the GCE Subject Level Conditions for Drama and Theatre. These conditions will come into effect at 12.01am on 27th July 2015 for the following qualifications:

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

It also sets out our requirements in relation to:

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

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

With respect to the qualifications listed above, awarding organisations must also comply with:

- our *General Conditions of Recognition*,<sup>2</sup> which apply to all awarding organisations and qualifications;

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<sup>1</sup> [www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre](http://www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre)

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

- our *GCE Qualification Level Conditions and Requirements*,<sup>3</sup> and
- all relevant Regulatory Documents.<sup>4</sup>

With respect to all other GCE Qualifications in Drama and Theatre, awarding organisations must continue to comply with the General Conditions of Recognition, the *GCE Qualification Level Conditions*,<sup>5</sup> and the relevant Regulatory Documents.

## Summary of requirements

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

Assessment objectives
<a href="#">Assessment objectives – GCE Qualifications in Drama and Theatre</a>

Assessment requirements
<a href="#">Requirements in relation to assessments for GCE Qualifications in Drama and Theatre</a>

Appendix 1 – Subject content (published by Department for Education)
<a href="#">GCE AS and A level Subject Content for Drama and Theatre</a>

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<sup>3</sup> [www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements](http://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements)

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

<sup>5</sup> [www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications](http://www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications)

# Subject Level Conditions

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## **GCE Subject Level Conditions for Drama and Theatre**

<b>Condition</b>	<b>Compliance with content requirements</b>
<b>GCE(Drama and Theatre)1</b>	
GCE(Drama and Theatre)1.1	<p>In respect of each GCE Qualification in Drama and Theatre which it makes available, or proposes to make available, an awarding organisation must –</p> <ul style="list-style-type: none"><li>(a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Drama and theatre AS and A level subject content’,<sup>6</sup> document reference DFE-00038-2015,</li><li>(b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and</li><li>(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.</li></ul>
GCE(Drama and Theatre)1.2	<p>In respect of each GCE Qualification in Drama and Theatre 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.</p>

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<sup>6</sup> [www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre](http://www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre)

<b>Condition</b>	<b>Assessment</b>
<b>GCE(Drama and Theatre)2</b>	
GCE(Drama and Theatre)2.1	Condition GCE4.1 does not apply to any GCE Qualification in Drama and Theatre which an awarding organisation makes available, or proposes to make available.
GCE(Drama and Theatre)2.2	In respect of the total marks available for a GCE Qualification in Drama and Theatre which it makes available, an awarding organisation must ensure that –  (a) 40 per cent of those marks are made available through Assessments by Examination, and  (b) 60 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.
GCE(Drama and Theatre)2.3	An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in Drama and Theatre 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 – GCE Qualifications in Drama and Theatre

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

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

	Objective	Weighting (A level)	Weighting (AS)
<b>AO1</b>	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%
<b>AO2</b>	Apply theatrical skills to realise artistic intentions in live performance	20–30%	20–30%
<b>AO3</b>	Demonstrate knowledge and understanding of how drama and theatre is developed and performed	20–30%	20–30%
<b>AO4</b>	Analyse and evaluate their own work and the work of others	20–25%	20–25%

# Assessment requirements

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## Requirements 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 requirements for the purposes of Condition GCE(Drama and Theatre)2.3 below.

### Set texts for assessments

In respect of a GCE Qualification in Drama and Theatre which it makes available or proposes to make available, an awarding organisation must –

- (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 and Theatre AS and A level subject content*, document reference DFE-00038-2015 (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 GCE(Drama and Theatre)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCE Qualification in Drama and Theatre, 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) for a GCE A level qualification in Drama and Theatre –
  - (i) 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 a devised piece (the ‘Devised Performance’),
  - (ii) 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’),

- (iii) at least one of the Devised Performance or Text Based Performance assesses both assessment objective AO1 and assessment objective AO2,
  - (iv) 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
  - (v) 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 –
    - a. at least 20 per cent through marks available in respect of assessment objective AO1 (taken together, the Devised Performance and Text Based Performance must assess AO1 in its entirety),
    - b. at least 20 per cent through marks available in respect of assessment objective AO2 (taken together, the Devised Performance and Text Based Performance must assess AO2 in its entirety), and
    - c. at least 10 per cent through marks available in respect of assessment objective AO4.
- (b) for a GCE AS qualification in Drama and Theatre –
- (i) those marks are made available through one or more tasks which assess a Learner's ability to participate in the performance of an extract including the creation and development of ideas to communicate meaning for theatrical performance, the application of theatrical skills to realise artistic intentions in live performance and the analysis and evaluation of their own work (the 'Text Based Performance'),
  - (ii) assessment objectives AO1 and AO2 are assessed in their entirety through the Text Based Performance,
  - (iii) where a Text Based Performance task 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
  - (iv) the remaining marks for the Text Based Performance are allocated to assessment objective AO4.

For clarity, in relation to paragraphs (a)(iv) and (b)(iii) 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 (a)(v)c. and (b)(iv), a Learner's analysis and evaluation of his or her own work must only be assessed through –

- (a) in respect of a GCE A level qualification in Drama and Theatre, the Devised Performance and/or the Text Based Performance, and
- (b) in respect of a GCE AS qualification in Drama and Theatre, the Text Based Performance.

Those assessments may, but are not required to, also assess a Learner's analysis and evaluation of the work of others.

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

The Content Document allows Learners to be assessed in the role of performer, or director 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 Text Based Performance and, in relation to a GCE A level in Drama and Theatre, the Devised 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 (A level)**

The requirements in this section apply to GCE A level qualifications in Drama and Theatre which an awarding organisation makes available or proposes to make available.

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 director 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 5 minutes, and/or
  - c. a devised group performance of at least 6 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, an annotated script, notes of intention or a similar representation. An awarding organisation must also require that evidence to include analysis and evaluation of the work of others where that analysis and evaluation is being assessed through the Devised Performance.

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 (A level)**

The requirements in this section apply to GCE A level qualifications in Drama and Theatre which an awarding organisation makes available or proposes to make available.

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 director or a designer, in a performance of –
    - a. a text-based monologue of at least 2 minutes, and/or
    - b. a text-based duologue of at least 5 minutes, and/or
    - c. a text-based group performance of at least 6 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, an annotated script, notes of intention or a similar representation. An awarding organisation must also require that evidence to include analysis and evaluation of the work of others where that analysis and evaluation is being assessed through the Text Based Performance.

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**

In respect of each GCE A level qualification in Drama and Theatre which it makes available or proposes to make available, 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.

### **The Text Based Performance (AS)**

The requirements in this section apply to GCE AS qualifications in Drama and Theatre which an awarding organisation makes available or proposes to make available.

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 director or a designer, in a performance of –
    - a. a text-based monologue of at least 2 minutes, and/or

- b. a text-based duologue of at least 4 minutes, and/or
  - c. a text-based group performance of at least 5 minutes,
- (ii) where that Learner participates in a performance of a monologue, also participate in the performance of a duologue or a group performance, and
- (iii) 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)(iii) above, evidence may include photographs and/or recordings and/or artefacts such as a drawing of a costume or set, an annotated script, notes of intention or a similar representation. An awarding organisation must also require that evidence to include analysis and evaluation of the work of others where that analysis and evaluation is being assessed through the Text Based Performance.

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.

### **Marking of assessments (A level)**

The requirements in this section apply to all GCE A level qualifications in Drama and Theatre which an awarding organisation makes available or proposes to make available.

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.

### **Marking of assessments (AS)**

The requirements in this section apply to GCE AS qualifications in Drama and Theatre which an awarding organisation makes available or proposes to make available.

Evidence generated by a Learner in an assessment for a GCE AS qualification in Drama and Theatre which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

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 (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 and theatre**

**AS and A level subject content**

**February 2015**

# Contents

The content for drama and theatre AS and A level	3
Introduction	3
Aims and objectives	3
Subject content	4
Knowledge and understanding	5
Skills	6

# The content for drama and theatre AS and A level

## Introduction

1. AS and A level subject content set out the knowledge, understanding, skills and assessment objectives common to all AS and A level 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. AS and A level specifications in drama and theatre 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, including to higher education courses.
4. AS and A level specifications in drama and theatre should enable students to:
  - develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
  - understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
  - develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
  - understand the practices used in twenty-first century theatre making
  - experience a range of opportunities to create theatre, both published text-based and devised work
  - participate as a theatre maker<sup>1</sup> and as an audience member in live theatre

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<sup>1</sup> Defined as a person undertaking one or more of the following roles: Designer; lighting, sound, set (which can include props), costume (which can include hair, make-up and masks) and puppets; Performer; Director.

- understand and experience the collaborative relationship between various roles within theatre
- develop and demonstrate a range of theatre making skills
- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others<sup>2</sup>

## Subject content

5. AS and A level specifications in drama and theatre should build on the knowledge, understanding and skills established at key stage 4 and in GCSE qualifications.

6. The content of AS and A level specifications in drama and theatre must reflect the aims and allow students the opportunity to develop and demonstrate an analytical framework informed by the knowledge, skills and understanding specified in paragraphs 7, 8, 9, 10 and 11.

7. AS and A level specifications in drama and theatre must require students to demonstrate a practical understanding of:

- at AS a minimum of one complete and substantial performance text<sup>3</sup> and a minimum of two key extracts<sup>4</sup> 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 professionally commissioned or professionally produced.
- 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 professionally commissioned or professionally produced.
- the work and methodologies of, at AS, one, and at A level, two, influential theatre practitioners (individuals or companies), including the:
  - historical, social and cultural context
  - theatrical purpose and practice

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<sup>2</sup> May include their own, their peers, amateur and/or professional works.

<sup>3</sup> A performance text is one that has been written specifically for theatrical performance.

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



- artistic intentions
- innovative nature of their approach
- working methods
- theatrical style and use of conventions
- collaboration with/influence on other practitioners

8. Specifications in drama and theatre must require students to participate in:

- at AS a minimum of one performance from a text, which has been studied as part of the course
- at A level a minimum of two performances, one devised and one from a performance text which has been studied as part of the course

9. At A level, specifications must allow students to demonstrate greater depth of study than the AS and to apply an understanding of:

- the connections between theory and practice in a range of periods, theatrical styles, social, historical and cultural contexts
- how relevant research, independent thought and analysis of live theatre<sup>5</sup> informs decision making in their own practical work
- the ways in which theatre makers collaborate to create theatre.

## **Knowledge and understanding**

10. AS and A level specifications in drama and theatre must require students to know and understand, using relevant subject specific terminology:

- the theatrical processes and practices involved in interpreting and performing theatre
- how conventions, forms and techniques are used in drama and live theatre to create meaning, including the:
  - use of performance space and spatial relationships on stage
  - relationships between performers and audience

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<sup>5</sup> Live theatre can include amateur or professional performances

- design of set, costume, makeup, lighting, sound and props
- performer's vocal and physical interpretation of character
- how creative and artistic choices influence how meaning is communicated to an audience
- how performance texts are constructed to be performed, conveying meaning through:
  - structure
  - language
  - stage directions
  - character construction
  - the style of text
- how performance texts are informed by their social, cultural and historical contexts, and are interpreted and performed for an audience

## Skills

11. Drawing on the knowledge and understanding in paragraph 10, AS and A level specifications in drama and theatre must require students to acquire, develop and apply skills in:

- using the working methodologies of, at AS, one, or at A level, two, influential practitioners (individuals or companies) in their own work
- using theatrical techniques to create meaning in a live theatre context as theatre makers<sup>6</sup> through:
  - research and development of ideas
  - interpretation of texts
  - devising
  - rehearsing
  - realisation
- realising artistic intention as a theatre maker, through:
  - at AS, interpretation of performance texts
  - at A level, interpretation of performance texts and the creation of devised work

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<sup>6</sup> Defined as a person undertaking one or more of the following roles: Designer, Performer, Director

- creativity and coherence when communicating meaning to an audience
- refinement and amendment of work in progress
- applying research to inform practical work to achieve clear dramatic and theatrical intentions
- analysing and evaluating the process of creating their own live theatre and the effectiveness of the outcome
- at AS, interpreting and evaluating live theatre performance by others<sup>7</sup>
- at A level, interpreting, analysing and evaluating live theatre performance by others<sup>8</sup>

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<sup>7</sup> Amateur or professional performances

<sup>8</sup> Amateur or professional performances



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