

GCSE Subject Level Guidance for Drama

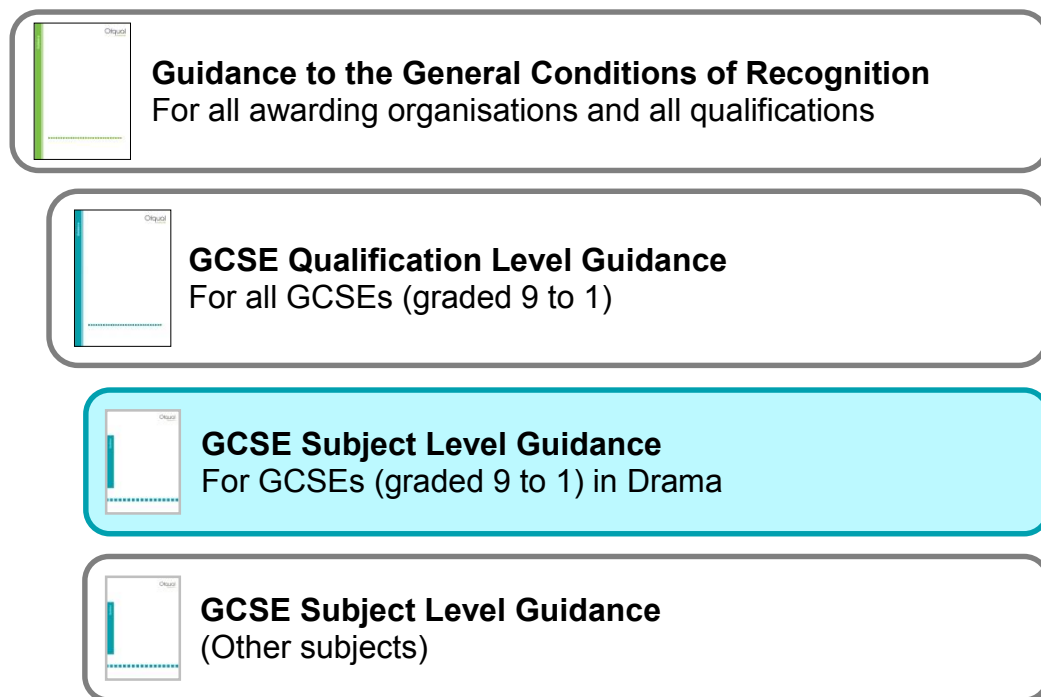
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Introduction

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



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Drama. It supports the *GCSE Subject Level Conditions and Requirements for Drama*.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 GCSE(Drama)1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Drama that it makes available or proposes to make available. Condition GCSE(Drama)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

¹ www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-drama

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Drama*.

Guidance set out in this document

This document provides guidance in relation to subject content, on assessments, and on assessment objectives, for GCSE Qualifications (graded 9 to 1) in Drama.

Guidance in relation to subject content for GCSE Qualifications in Drama

The subject content for GCSE Qualifications (graded 9 to 1) in Drama is set out in the Department for Education's *Drama GCSE subject content*,² document reference DFE-00039-2015 (the 'Content Document').

Condition GCSE(Drama)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 GCSE(Drama)1.1(c) below.

Complete and substantial performance texts and key extracts

Paragraph 5 of the Content Document states that –

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 from a second contrasting performance text which must have been professionally commissioned or professionally produced.

The Content Document goes on to state that –

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

A 'complete and substantial performance text' should be at least 45 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/gcse-drama

Guidance 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 guidance for the purposes of Condition GCSE(Drama)2.3 below.

Guidance on group sizes

In the *GCSE Subject Level Conditions and Requirements for Drama* it is stated that the assessments for a GCSE 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 designer roles

The Content Document allows Learners to be assessed in a range of designer roles. With respect to each Devised Performance and each Text Based Performance we expect there to be a maximum of one Learner participating 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 GCSE Qualifications in Drama

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

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

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

We set out below our guidance for the purposes of Condition GCSE(Drama)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 that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- 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 GCSE(Drama)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 for theatrical performance			20%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments³ (but not in every assessment). 	<ul style="list-style-type: none"> Create and develop are interrelated and should normally be assessed together. 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 outlined in paragraphs 7 and 8 of the Department for Education's <i>Drama GCSE subject content</i>,⁴ document reference DFE-00039-2015 (the 'Content Document').

³ For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCSE Qualification in Drama. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

⁴ www.gov.uk/government/publications/gcse-drama

AO2: Apply theatrical skills to realise artistic intentions in live performance			30%
Strands	Elements	Coverage	Interpretations 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 design skills in order to realise artistic intentions. As such, assessment necessarily involves considering a Learner's performance or design in the context of those artistic intentions. ■ Performance 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 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			30%
Strands	Elements	Coverage	Interpretations 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.⁵ 	<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, but 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		

⁵ 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%
Strands	Elements	Coverage	Interpretations 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). 	<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 7 and 8 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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Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

2nd Floor
Glendinning House
6 Murray Street
Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346