

# AS and A level 2016 Drama and Theatre

Launch event



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# Agenda

- Introducing the reforms to AS/A level qualifications
- The proposed structure of our new specification
- The proposed approach to our assessment of the qualification
- The wide range of support to help you make the transition.



# Inspiring creativity and confidence

- A practical focus at the heart
- Engaging set texts
- Clear and accessible exam papers
- Supports progression and develops transferable skills
- Incorporates 21<sup>st</sup> century theatre practice



# A Level Reforms

- All new AS and A levels will be assessed at the same standard as they are currently.
- All new AS and A levels will be fully linear.
- AS levels will be stand-alone qualifications.
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards the A level



# Timeline

	2015	2016	2017	2018
Current specification	Summer assessment	Summer assessment	Final AS resit and final A2 assessment	
New specification		First teaching AS level and A level	First AS level assessment	First A level assessment

- The last available assessment for the current AS and A levels will be June 2017.
- The reformed AS first assessment will be 2017 and the A level first assessment will be 2018.



# Our research

Research carried out since 2012 with:

- Teachers from schools across the country in phone interviews, focus groups and surveys.
- Subject advisory group, including representatives from the teaching community and universities.
- Interviews with colleagues from Higher Education.



# Our research: key findings

- Flexibility in selecting performance texts and practitioners is important to ensure that teachers can take into account their cohort; their interests, abilities, numbers and gender split.
- Performance should always be assessed in a live context.
- If the board are prescribing set texts there needs to be a minimum of 5 or 6 options.
- A portfolio to record process should allow students to creatively express the development of their ideas and performance pieces.



# Our approach

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- Retaining flexibility and choice of performance text where possible.
- Allowing for creativity in recording portfolio evidence.
- Comparability of opportunity for those students who wish to perform and those who wish to design.
- Engaging set texts which will be inspiring for students to practically explore for the exam.
- Detailed mark schemes in response to teacher feedback.
- Preparing students to progress to Higher Education and the Performing Arts industry.



# DfE requirements for A level Drama and Theatre 2016

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Set conditions and guidance sets the rules for all awarding organisations, the rules are that at A level, students will be required to:

- Perform/design for a text-based performance
- Perform/design for a devised performance
- Explore the work of two practitioners
- Produce a portfolio to detail the creation and development of ideas for a performance and analyse and evaluate their process
- Answer questions on set texts in an exam
- Analyse and evaluate a piece of live theatre they have been to see in an exam

The exam must be worth 40% of the qualification as a whole.



# Ofqual requirements Assessment Objectives

	Assessment Objective	Weighting	
		AS	A level
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%



# Overview of our new **edexcel** A Level specification

Component	Overview	Assessment
Component 1 Devising 40% NEA	Students devise a piece of theatre which they then perform. They will record the process in a portfolio.	Internally assessed and externally moderated
Component 2 Text in Performance 20% NEA	Group performance from a performance text Perform a mono/duo from a different text	Externally assessed by a visiting examiner
Component 3 Theatre makers in practice 40% exam	Evaluation of a piece of live theatre they have seen. Choice of one set text from six. Must be explored practically. Choice of one set text from nine. Interpretation of a text as a director.	Exam 2 hours 30 mins Sec A: Live Theatre Evaluation Sec B: Questions on a set text Sec C: Director's interpretation



# Component 1: Devising Overview

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- Students will explore a performance text in light of a practitioner. The choice of text and practitioner is free for you to select.
- They will then work in a group to create and develop ideas to devise a piece of Drama from an aspect of what they have explored
- Student will perform this piece of work
- Students can perform in a group sized from 3-6 performers
- The group can also include up to one designer from each design role. The design roles are set, lighting, sound and costume.



# Component 1: Devising Assessment

- Students will respond to statements in the specification to analyse and evaluate their creative decisions as they go through the devising process and their final performance.
- They will produce a portfolio which can be made up of:
  - annotated photographs, drawings and sketches
  - annotations and notes
  - audio and or video evidence
  - written responses.
- The performance time limits are:
  - for a group size of 3-4, the performance time is 15-20 mins
  - for a group size of 5-6, the performance time is 20-30 mins.
- This performance and the portfolio will be assessed by the teacher and externally moderated.



# Component 2: Text in Performance Overview

- Students will perform for or design in a group performance from a performance text
- The group size will be 3-6 performance students
- The group can also include up to one designer from each design role. The design roles are set, lighting, sound and costume
- Students will also perform in or design for a monologue or duologue performance from another performance text
- The performance texts for this component will be a free choice for the centre.



# Component 2: Text in Performance Assessment

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- The performance time limits are:
  - for a monologue, the performance time is 2-3 minutes
  - For a duologue, the performance time is 5-6 minutes
  - for a group size of 3-4, the performance time is 20-30 minutes
  - for a group size of 5-6, the performance time is 35-45 minutes
- This component will be externally assessed by a visiting examiner. It will assess AO2 and will be worth 20% of the qualification.
- The group performance is more heavily weighted than the monologue/duologue.



# Component 3: Theatre Makers Overview

- This is an externally set and assessed examination
- First assessment: May/June 2018
- The exam is 2 hours 30 mins
- The exam will be made up of three sections:
  - Section A: A choice of one of two statements requiring students to evaluate a live theatre performance
  - Section B: Students will practically explore a set text in order to be able to answer two extended response questions on an extract from it (they will be provided with the extract in the exam)
  - Section C: Students will interpret a performance text for a contemporary audience



# Component 3

## Set texts

- For Section B of the exam, students will need to practically explore one of the below set texts and then answer questions on how they would perform in and design for an extract from it.

### Set text choices

- Accidental Death of an Anarchist, Dario Fo
- Fences, August Wilson
- Equus, Peter Shaffer
- Machinal, Sophie Treadwell
- That Face, Polly Stenham
- Colder than Here, Laura Wade



# Component 3

## Set texts

- For Section C of the exam, students will be interpreting a text for a contemporary audience, in light of a practitioner, from a director's perspective.

### Set text choices

- Antigone, Sophocles/Don Taylor
- Doctor Faustus, Christopher Marlowe
- Hedda Gabler, Henrik Ibsen/Richard Eyre
- Lysistrata, Aristophanes (translated by Alan H. Sommerstein)
- The Maids, Jean Genet
- The School for Scandal, Richard Brinsley Sheridan
- The Tempest, William Shakespeare
- Waiting for Godot, Samuel Beckett
- Woyzeck, Georg Büchner (translated by John Mackendrick)



# Component 3 Practitioners

- For Section C of the exam, students will be interpreting a text for a contemporary audience, in light of a practitioner, from a director's perspective.

## Practitioner choices

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Antonin Artaud</li><li>• Steven Berkoff</li><li>• Joan Littlewood</li><li>• Bertolt Brecht</li></ul> | <ul style="list-style-type: none"><li>• Constantin Stanislavski</li><li>• Kneehigh</li><li>• Complicite</li><li>• Punchdrunk</li></ul> |
|--|--|



# Component 3 Source booklet

- The exam will include a source booklet and a question paper.
- For Section A, Live Theatre evaluation students can take in 500 words of notes.
- For Section B, students will be given the extract to focus on in the exam.
- The extract will be set out like this:

*Mia is fiddling with her napkin. They sit in silence for some moments.  
Hugh clears his throat. Mia looks up. He says nothing.  
She looks back down at her napkin.*

HUGH: It's a nice -

MIA: Restaurant.

HUGH: Yes. Nice place. Good steak. Can't get a good  
steak in Hong Kong.

MIA: Really?

5

- For Section C, the director's concept, students must take in a clean copy of their text.



# Component 3

## Question paper

- Questions have clear and accessible instructional text.
- 5 (a) As a director, outline and justify how the work of your chosen theatre practitioner has influenced the acting style(s) in your production concept.

Your answer must make reference to:

- the overall aims and intentions of your production concept
- key moments
- the original performance conditions of your chosen dramatic text.

(30)

- There will be a second set of sample assessment materials provided for A level Drama and Theatre.
- We will also provide exemplar answers as part of our support package.



# Mark schemes

- The mark schemes for the exam provide indicative content for each question.
- There is also a levels based mark scheme for all questions.
- This makes it clear what is expected from students in their answers in terms of content and understanding.
  
- In components 1 and 2 there are separate mark schemes for the performers and the designers.
- There has been exemplification and detail added to the mark schemes for the performance components.



# DfE requirements for AS Drama and Theatre 2016

Set conditions and guidance sets the rules for all awarding organisations, the rules are that at AS, students will be required to:

- Perform/design for an extract from a text
- Explore the work of a practitioner
- Produce a portfolio to detail the creation and development of ideas for a performance and analyse and evaluate their process
- Answer questions on a set text in an exam
- Analyse and evaluate a piece of live theatre they have been to see in an exam

The exam must be worth 40% of the qualification as a whole.



# Overview of our new AS specification

Component	Overview	Assessment
Component 1 Exploration and Performance 60% NEA	<ol style="list-style-type: none"><li>1. Explore a performance text in light of a practitioner and record this in a portfolio Perform an extract from this text</li><li>2. Perform a mono/duo from a different text</li></ol>	Internally assessed and externally moderated
Component 2 Theatre Makers in Practice 40% exam	Evaluation of a piece of live theatre they have seen. Choice of one set text from six. Must be explored practically.	Exam 1 hour 45 mins Sec A: Live Theatre Evaluations Sec B: Questions on a set text



# Component 1: Exploration and Performance Overview

There are two sections to this component

## Section 1:

- Students will explore a performance text in light of a practitioner. The choice of text and practitioner is free for you to select.
- Students will perform part of this text
- Students can perform in a group sized from 3-6 performers
- The group can also include up to one designer from each design role. The design roles are set, lighting, sound and costume
- Students must also complete a portfolio detailing their exploration.



# Component 1: Exploration and Performance Overview

## Section 2:

- Students can either
  - perform a monologue or duologue from a performance text of their choiceor
  - design for a monologue or duologue. The design roles are set, lighting, sound and costume.



# Component 1: Exploration and Performance Assessment

## Section 1:

- Students will answer questions to analyse and evaluate their decisions as they explored the text and produced their final performance.
- They will produce a portfolio which can be made up of:
  - annotated photographs, drawings and sketches
  - annotations and notes
  - audio and or video evidence
  - written responses.
- The performance time limits are:
  - for a group size of 3-4, the performance time is 15-20 minutes
  - for a group size of 5-6, the performance time is 20-30 minutes.
- This performance and the portfolio will be assessed by the teacher and externally moderated.



# Component 1: Exploration and Performance Assessment

## Section 2:

- The performance time limits are:
  - for a monologue, the performance time is 2-3 minutes
  - for a duologue, the performance time is 4-6 minutes.
- The performance will be assessed by the teacher and externally moderated.
  
- Combined, sections 1 and 2 are assessing AO1, AO2 and AO4
- This component is worth 60% of the qualification.
- The group performance is weighted more heavily than the monologue/duologue.



## Component 2: Theatre Makers in Practice Overview

- This is an externally set and assessed examination
- First assessment: May/June 2017
- The exam is 1 hour 45 minutes
- The exam will be made up of two sections:
  - Section A: Students will practically explore the set text in order to be able to answer two extended response questions on an extract from the text. They will be provided with the extract in the exam
  - Section B: A choice of two questions evaluating a piece of live theatre they have seen.
- This component is worth 40% of the qualification.



# Component 2

## Set texts

- This is the same list of texts that students will study for Section B of the A level exam. Students will need to practically explore one of the below set texts and then answer questions on how they would perform in and design for an extract from it.

### Set text choices

- Accidental Death of an Anarchist, Dario Fo
- Fences, August Wilson
- Equus, Peter Shaffer
- Machinal, Sophie Treadwell
- That Face, Polly Stenham
- Colder than Here, Laura Wade



# Component 2

## Source booklet

- The exam will include a source booklet and a question paper.
- Students will be able to take notes in for Section A.
- For Section B, students will be given the extract to focus on in the exam.
- The extract will be set out like this:

*Mia is fiddling with her napkin. They sit in silence for some moments.  
Hugh clears his throat. Mia looks up. He says nothing.  
She looks back down at her napkin.*

HUGH: It's a nice -

MIA: Restaurant.

HUGH: Yes. Nice place. Good steak. Can't get a good  
steak in Hong Kong.

MIA: Really?

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# Component 2

## Question paper

- Questions have clear and accessible instructional text.

3 As an actor, discuss how you might interpret and portray one of the key roles in the extract.

You should use examples from the extract to support your ideas.

(20)

- We will provide exemplar answers as part of our support package.



# Mark schemes

- The mark schemes for the exam provide indicative content for each question.
- There is also a levels based mark scheme for all questions.
- This makes it clear what is expected from students in their answers in terms of content and understanding.
  
- In component 1 there are separate mark schemes for the performers and the designers.
- There has been exemplification and detail added to the mark schemes for the performance components.



# Our specifications - discussion

- Spend some time looking at the draft content in more detail – what are your first impressions?
- What do you like? Anything you dislike?
- How much continuity is there with your current course?
- What are your thoughts on the set texts?



# Our SAMs – discussion

- Spend some time looking at the draft assessment materials – what are your first impressions?
- What do you like? Anything you dislike?
- How do you feel about the exam being closed book for the AS and Section B of the A level?
- How do you feel about students being able to take in notes for the live theatre evaluation?



# AS and A level Co-teachability

We have designed the AS and A level qualifications, so they can be co-taught:

- There will be two set text lists for the A Level exam, one of those lists is the same as for the AS exam.
- Students can perform the same piece of work at AS and A level.
- Work submitted for AS and A level will be marked to the different AS and A level standards
- Any skills developed in the AS year will be built upon in the 2nd year of the A Level.



# AS and A level Co-teachability

- There are a number of different options for how you can approach co-teachability.
- If you know which students are going to do AS and A level before the start of the course then we would suggest running two separate classes if your cohort is big enough.
- If all of your students have to sit the AS and then the A level, we will look at an example for how this can work.
- If you or your students are unsure whether they wish to sit the AS or the A level at the start of the course, but will have to decide in the first year, then the second example will show you how this can work.



# Co-teachability Example 1

(All students do the AS and the A level)

## Year 12

TERM 1	TERM 2	TERM 3
Intro to drama and theatre	Rehearse and perform key extract for internal assessment	Watch live theatre <b>Curious Incident of the Dog in the Night-time</b> (AS c2, A c3) and Revise AS set text <b>Equus</b>
Practical exploration of AS set text <b>Equus</b> (AS c2, A c3)	Complete portfolio based on the exploration of the extract and practitioner for internal assessment	Complete written exam on live theatre and AS set text
Practically explore key extract from text and practitioner <b>Fear and Misery of the Third Reich &amp; Brecht</b> (AS & A c1)	Rehearse and perform a monologue/duologue for internal assessment <b>Othello</b> (AS c1, A c2)	Begin practical exploration of Section C text and practitioner <b>Woyzeck &amp; Punchdrunk</b> (A c3)



# Co-teachability Example 1

## (All students do the AS and the A level)

### Year 13

TERM 1	TERM 2	TERM 3
Continued practical exploration of Section C set text and practitioner <b>Woyzeck &amp; Punchdrunk</b> (A c3)	Either return to Year 12 monologue/duologue ( <b>Othello</b> ) Or Prepare new mono/duo for external assessment <b>Road</b> (A c2)	Watch a new piece of live theatre or revise Year 12 live production notes ( <b>Curious Incident</b> ) Revise the two set texts and the set practitioner (A c3)
Explore extract from new play and practitioner to devise new work <b>Photograph 51 &amp; Frantic Assembly</b> (A c1)	Either return to Year 12 group performance ( <b>Fear and Misery of the Third Reich</b> ) Or Prepare new group performance for external assessment <b>Vinegar Tom</b> (A, c2)	Written exam on live theatre evaluation and two set texts <b>Equus and Woyzeck &amp; Punchdrunk</b> (A c3)
Perform devised piece and complete portfolio for internal assessment		



# Co-teachability Example 2 (Mix of AS and A level students) Year 12

TERM 1	TERM 2	TERM 3
AS and A together: - Practical exploration of AS set text	AS and A together: - Start to complete their portfolio based on their exploration - Perform a monologue/duologue from another text (internal assessment)	AS and A together: Watch live theatre and create notes
	AS students: - As a group rehearse and perform the key extract (internal ass) - Finish their portfolio	AS students: Complete exam
AS and A together: - Practically explore a key extract from a text and practitioner	A students: - Devise new work using extract as starting point - Continue to work on their portfolio	A students: Sit mock exam Perform devised work and complete portfolio (internal assessment)



## Co-teachability Example 2 (Mix of AS and A level students) Year 13

TERM 1	TERM 2	TERM 3
Practical exploration of A level set text in light of practitioner	Revisit monologue/duologue from Year 12 or Perform a new monologue duologue to a visiting examiner	Revise set text from AS and set text and practitioner from Term 1
Create director's concept.	AS students: Student's create a new group text-based piece and perform it to a visiting examiner	Sit exam
	Watch live theatre and create notes (they could use their notes from the AS for this)	



# Planning and delivery support

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- A getting started guide will give an overview of the qualification and help you understand the changes and what they mean for your course and your students.
- An editable course planner and scheme of work.
- Mapping documents to highlight the differences and similarities between this qualification and the legacy qualifications.
- A guide on devising for centres.
- A guide on interpreting a text for performance.



# ResultsPlus

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- ResultsPlus provides the most detailed analysis available of your students' exam performance.
- This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of Drama.
- This will be available for component 3 of the AS level and component 2 and 3 of the A level.



# Understanding the standard

A comprehensive bank of marked exemplar student work and examiner commentaries to help you understand the standard of the new AS and A level.

We will be producing for both qualifications:

- exemplars for the text-based performance component, student performances at a range of ability levels
- exemplars for the written exam
- teacher marking events from 2017

We will be producing for A level additionally:

- exemplars for the devising component A level, including practical work and the portfolio



# Training from Pearson



Events to help you prepare to teach the new specification:

- Getting Ready to Teach events in 2016.
- Teacher marking events from 2017.
- Professional development events with a focus on developing expertise to support good teaching and learning.

[www.edexcel.com/training](http://www.edexcel.com/training)



# Pearson's published resources

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- Our simple, inclusive and inspiring teaching and learning resources\* will support you to deliver great drama teaching for AS and A level, creating confident, successful learners able to access the skills demanded by the new assessments.

\*You do not have to purchase any resources to deliver our qualification.



# Endorsed resources



Our qualification is also supported by resources\* produced by a range of other publishers:

- **Rhinegold** – Detailed guides to interpretation and analysis of set texts and practitioners; process notes on devising from stimuli and the roles of performers and designers; tips for written exams and portfolio submissions; notes on evaluating live theatre performance.
- **ZigZag** – Photocopiable and digital resources to support the set texts and practitioners, exam practice and practical skills.
- **Pumpkin** – Shot with leading international practitioners and theatre companies, our video content will captivate students and transform the way you teach.

\*These resources have not yet been endorsed. This information is correct as of 29th June 2015, but may be subject to change.

\*You do not have to purchase any resources to deliver our qualification.



# Contact Details

Contact the Drama team:

- Our Drama subject advisor, Paul Webster, will ensure you receive help and guidance when you need it.
- phone: 0844 372 2191
- e-mail: [teachingperformingarts@pearson.com](mailto:teachingperformingarts@pearson.com)
- webpage: [www.edexcel.com/aleveldrama2016](http://www.edexcel.com/aleveldrama2016)
  
- Sign up for Drama e-mails to get the latest news.
- GCSE Drama is also being redeveloped for 2016.





# Pearson is recruiting

- Pearson is recruiting for GCSE Drama and GCE Drama and Theatre.
- We have exciting opportunities to become an examiner for Drama:
  - get closer to the qualification you are teaching
  - gain insight on National Standards
  - grow your career
  - apply via the Pearson website.



## Next steps

- Please complete your evaluation form for today's event – in your pack
- Sign up to our updates:  
email - [teachingperformingarts@pearson.com](mailto:teachingperformingarts@pearson.com)
- Register your interest on the website and we will keep you updated on our progress:  
[www.edexcel.com/aleveldrama2016](http://www.edexcel.com/aleveldrama2016)
- Visit the website to download further copies of the draft specification and support materials
- Look out for information about our Getting Ready to Teach events.



# Questions?