

Edexcel GCSE

Drama

Controlled Assessment

Teacher Support Book 2012



Edexcel GCSE

Drama

Controlled Assessment

Teacher Support Book

Drama: Drama Exploration

Drama: Exploring Play Texts

Welcome to the GCSE Drama 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment Unit 5DR01: Drama Exploration and Unit 5DR02: Exploring Play Texts.

The book is divided into three sections. It contains content which is applicable to both units and some content which is specific to each unit.

Sample materials and examples of work can also be accessed on the Edexcel website, www.edexcel.com/gcsedrama

Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



Dave Folkson, Chair of Examiners

To contact our GCSE Drama senior examining team please email:
gcsedrama@edexcelexperts.co.uk



Paul Webster, Subject Advisor

To speak to our Drama Subject Advisor, Paul Webster, please call 0844 372 2191 or email
TeachingPerformingArts@Pearson.com

We look forward to working with you.

Contents

Introduction to controlled assessment **1**

A brief overview of controlled assessment and the controlled assessment units.

Assessment information **4**

In this section we provide you with answers to your key questions.

Supporting you with controlled assessment **24**

In this section we provide you with information and resources to help you plan and deliver controlled assessment with confidence.

Introduction to controlled assessment

What is controlled assessment?

In the GCSE 2012 specifications, coursework has been replaced by controlled assessment. Controlled assessment involves candidates researching a number of issues and completing a number of tasks under controlled conditions. Controls have been added to ensure that all the work produced for assessment is the candidate's own work.

There are three aspects to controlled assessment:

- Task setting – the activities which candidates need to complete for their controlled assessment unit are set by Edexcel.
- Task taking – the completion of the work by candidates. This is the responsibility of the teacher and the centre.
- Task marking – the assessment of the work completed by candidates. This is internally marked by teachers in centres and externally moderated by Edexcel.

Key components of controlled assessment:

- The work produced by candidates must be completed under supervision in controlled conditions, i.e. in a classroom or similar environment.
- Written work must be kept secure at all times within centres during write-up sessions, i.e. the work is not to be completed at home.
- The work produced by candidates must be their own work and this is to be proved by both the candidate and teacher signing the Authentication Sheet provided on the Edexcel website.

Section 1: Introduction to controlled assessment

What will candidates actually do?

The controlled assessment work will consist of a number of tasks which will generate the evidence for assessment. The candidate may be asked to present the work in a range of formats such as case studies or profiles. Candidates will be assessed on the content of the work produced, not the format of the work presented.

Candidates will need to have been well prepared about the subject content for each controlled assessment unit they do before they complete the controlled assessment tasks. Teachers need to ensure that the candidates have acquired knowledge and understanding about the specification content and the key concepts they will need to complete the tasks.

In addition, it is likely that the candidates will have completed a whole range of primary and secondary research which they will be able to bring into the controlled environment with them. These materials can be taken into the controlled assessment write-up sessions.

However, any information taken into the controlled assessment write-up sessions should be raw and unanalysed data. Candidates are not allowed to complete tasks outside the controlled conditions. This is to ensure that the work is genuinely the candidate's own work. It is the teacher's responsibility to manage this aspect of the assessment process.

It is possible for candidates to access books and other sources to use in the completion of tasks in the controlled conditions. In assessing the work completed by the candidate the teacher will need to ensure that material is not plagiarised from other sources. If this is found to be the case appropriate action will need to be taken by the centre.

Where will the controlled assessment be completed?

The controlled assessment tasks must be completed in an environment where the candidates can be supervised. This does not mean that the classroom has to be silent but the work produced must be the candidate's own work. It is the centre's responsibility to ensure that the work is kept secure at all times in between the write-up sessions.

Centres can choose to complete all the controlled assessment tasks in a discrete block of time or split the controlled assessment tasks up, to be completed over a number of lessons. Most centres will choose to split the controlled assessment tasks up and deliver them over a number of lessons.

Unit 5DR01: Drama Exploration

In this unit, candidates will use stimulus as a starting point to explore a theme, topic or issue. They will make use of the explorative strategies, drama medium and elements of drama to explore the centre's chosen theme, topic or issue. Candidates will be assessed on 6 hours of practical exploration of drama, which may be carried out on one day or spread out over a number of shorter sessions. The practical exploration must be completed within no more than 6 working weeks. This will take place under controlled conditions, led and assessed by the teacher.

Candidates will also produce a documentary response to the work they have undertaken in Unit 5DR01. This is based on notes made during or after the exploration and can include written notes, photographs, sketches and diagrams. The final documentary response has a **maximum word limit of 2000 words** and will be written under controlled conditions and be assessed by the teacher.

Unit 5DR02: Exploring Play Texts

In this unit, candidates will explore a published play text. They will use a range of explorative strategies, media and elements of drama to work on the text to gain understanding of the characters, ideas, themes and issues. Candidates will be assessed on 6 hours of practical exploration of drama, which may take place on one day or spread out over a number of shorter sessions. The practical exploration must be completed within no more than 6 working weeks. This will take place under controlled conditions, led and assessed by the teacher.

Candidates will produce a final documentary response evaluating the exploration process under controlled conditions, with a **maximum word limit of 1000 words**.

They will also watch, analyse and discuss one live performance, developing their understanding of how theatre communicates to an audience. They will also write an evaluation of a live performance with a **maximum word limit of 2000 words**.

The final evaluations for both these tasks will be produced under controlled conditions and be assessed by the teacher.

Overview of assessment

There are three units in the GCSE Drama specification. The grid below gives you an overview of the assessment for this course. Please note that the controlled assessment units are 5DR01 and 5DR02 and the cash-in code is 2DR01.

Unit	Percentage	Marks	Assessment
Unit 5DR01 Drama Exploration	30%	Total 60 Paper 01 Practical exploration – 40 Paper 02 Documentary response – 20	Six-hour practical exploration; taken at any point to be decided by the teacher; documentary response max. 2000 words
Unit 5DR02 Exploring Play Texts	30%	Total 60 Paper 01 Practical exploration – 30 Paper 02 Documentary response – 10 Response to live performance - 20	Six-hour practical exploration, based on a play text; completed at any point decided by the teacher; documentary evidence max. 1000 words. Written response to live performance max. 2000 words.
Unit 5DR03 Drama Performance	40%	Total 80 Voice and movement – 20 Roles and characterisation – 20 Communication – 20 Content, style and form – 20	Performance in response to an assignment brief to a visiting examiner. This must take place between February and May in the year of entry.

Teacher support and guidance

Practical work plays a very important role in GCSE drama. The controlled assessment covers Assessment Objectives AO1 Practical Exploration and AO3 Documentary Response. These are worth 60% of the qualification. In order to assess candidates' practical work (AO1) for both units, a 6-hour practical exploration period for each unit has been maintained. Candidates will participate in a teacher-led, and assessed, 6-hour exploration of drama.

Controlled conditions require teachers to supervise the completion of the candidates' documentary response so that the teacher can be certain that the work produced for assessment is the candidate's own, individual work, although candidates may complete notes in preparation for these controlled assessment sessions without supervision.

In this way, candidates and teachers will be meeting the requirements for **medium** and **limited** levels of control for 5DR01 and 5DR02.

What do the levels of control mean in GCSE Drama (2DR01)?

For GCSE Drama, task setting is subject to **medium** control - which means that the centre sets the tasks and Edexcel provides assessment criteria for the centre to follow.

The work is also completed under **medium** control informal supervision – this means that teachers can interact with candidates and support the work during the practical sessions (AO1) and completion of the documentary response (AO3).

For both AO1 and AO3 candidates' work is assessed subject to **medium** control - which means that the work is marked by the teacher and moderated by Edexcel.

Candidate preparation for the AO3 controlled assessments is subject to **limited** control. This level of control means that candidates are allowed to organise and develop notes independently in preparation for the controlled assessment sessions. This means that candidates will make notes during and after the exploration process without needing to be supervised by the teacher, either at school or at home. Teachers must, however, ensure that these notes are the candidates' own and contain only plans/notes and not a draft answer, or work in continuous sentences, before they are taken into the controlled environment. Teachers may give feedback to candidates at this stage but only on notes and not on drafts of the final documentary response.

There are no high levels of control in place for 5DR01 or 5DR02 controlled assessments.

Both candidates and teachers will be required to sign an Authentication statement on the assessment forms to validate the work presented for moderation.

This document has been structured by looking at each of the three areas of controlled assessment:

- task setting
- task taking
- task marking.

These three areas of assessment will be considered in relation to each of the two controlled assessment units – Unit 5DR01, Drama Exploration and Unit 5DR02, Exploring Play Texts.

Unit 5DR01: Drama Exploration

Task setting

Practical exploration

It is a requirement of the specification that all candidates will have completed the Programme of Study before any assessment takes place.

The teacher is responsible for the task setting of Unit 5DR01's practical exploration.

This demands that teachers select:

- the theme, topic or issue to be explored in the 6 hours
- at least two stimulus materials to generate dramatic response
- appropriate drama activities ensuring that at least four explorative drama strategies, two examples of the drama medium and appropriate elements of drama from the Programme of Study are employed.

This will ensure that candidates are able to:

- engage in a range of drama activities
- explore a range of stimuli chosen across different times and cultures
- make connections and comparisons between different stimuli.

The process of delivering this unit must be based on the Programme of Study. Through the Programme of Study, candidates will previously have had the opportunity to engage with themes, topics or issues through a range of strategies, mediums and elements. However, the chosen and assessed topic, theme or issue to be explored through Unit 5DR01 must not have been previously used with these candidates.

The assessment focus of this unit is the exploration of the topic, theme or issue through practical drama activities and will include the sharing of practical work with others and responding to constructive feedback. **Candidates are not, however, assessed for AO2 Performance Skills and these must not be included in the task setting for the 6-hour exploration.**

Records of work must outline the activities actually completed by each group of candidates and as such, must not be a scheme of possible lessons but a record of practical tasks completed.

Documentary response

Teachers must ensure that the task setting for the practical exploration will enable candidates to meet the requirements of the documentary response. Teachers must ensure candidates are provided with opportunities to capture their individual and collaborative practical work in preparation for the production of their documentary response. This will include opportunities for candidates to make notes, structured tasks focusing on specific practical activities and general evaluation. It may also include diagrams and/or photographs of practical work completed.

Teachers must ensure that candidates are set tasks which enable them to evaluate how the use of strategies, mediums and elements of drama within the practical workshops enabled them to gain a greater understanding of the theme, topic or issue.

The documentary response needs to be completed as soon as possible after the 6-hour workshop. It is advised that notes are made after each practical session. The final documentary response write-up must be completed after the whole 6 hours of practical work has been completed.

Section 2: Assessment information

Task taking

Practical exploration

There is no issue with supervision of the practical exploration as the 6-hour assessment is teacher led. The 6-hour exploration must be completed over no more than 6 working weeks. The 6-hour practical assessment period can be structured as is appropriate for centres, for example:

- one 6-hour session
- two 3-hour sessions
- three 2-hour sessions
- normal teaching sessions within the 6 working week maximum.

Any appropriate combination may be used to structure the work within the 6 working week maximum.

Recorded session

Teachers must ensure that a recording is made of one session per centre of practical work for moderation purposes. The recording should be made from a fixed point in the space and must not be cut or edited. Centres may zoom and pan when appropriate. Candidates must appear in the introductions on the recording in the same clothing they wear in the recorded session sent for moderation. All candidates must introduce themselves by name and candidate number clearly, slowly, audibly and in a long shot on the recording.

Teachers should where possible record more than one session during the 6-hour assessment period to ensure that these requirements are met. Teachers delivering Unit 5DR01 must submit for moderation one unedited recording of the teaching session, ideally of around 60 minutes but no more than 120 minutes. See the 'Task marking' section for more details.

Documentary response

All candidates must produce their documentary response under controlled conditions.

The documentary response:

- must be completed as soon as possible after the 6-hour workshop
- must be to a maximum of 2000 words
- can include any suitable documentation such as drawings, plans, sketches, illustrations or photographs
- must focus on the practical drama work undertaken during the 6-hour assessment only.

The final submission must be an original and individual response to the 6-hour assessment produced under controlled conditions. Whilst there is no time limit for producing the documentary response, once candidates have begun their final submission, the work must remain with the supervising teacher. The supervising teacher may give the candidates support during the controlled conditions session(s), but must be 100% sure that the work is the candidates' own. Candidates must not, therefore, discuss their work with others. Please refer to page 19 for more information about what support can be provided to candidates during controlled assessment sessions.

Section 2: Assessment information

Task marking

Practical exploration

During the 6-hour practical assessment, teachers must ensure that candidates have had the opportunity to show:

- understanding of the dramatic potential of the theme, topic or issue
- response to at least four explorative drama strategies, two examples of the drama medium and appropriate elements of drama from the Programme of Study are employed
- collaborative involvement
- commitment and focus
- communication of ideas.

Each candidate will be awarded a summative mark based on their individual response in every session within the 6-hour assessment. The teacher/assessor must take notes throughout the assessment period to record evidence of the candidates' practical work. These will form the basis of the teacher/assessor comments used to support the final marks awarded.

To support the final marks awarded for AO1 Practical Exploration, the teacher/assessor must record a summative comment on the assessment form for every candidate and must retain all assessment notes made throughout the exploration process.

Centres will be required to detail the timings of each activity in the record of work sent for moderation, to ensure that the tasks set do not exceed 6 hours.

Recorded session

It is a requirement that in the session recorded for moderation purposes, marks must be awarded to all candidates. After the session, the centre must select the sample candidates, including the highest and lowest candidates in that session only.

Five candidates must be identified in the recorded session:

- the highest achieving candidate
- the lowest achieving candidate
- three candidates representing a range of achievement between the highest and lowest.

The marks awarded to these candidates must be supported by teacher comments on the sample session record card related to attainment in the recorded session only. The mark awarded in the sample session recording is not necessarily the mark awarded for the overall 6 hours of practical exploration.

It is a requirement that the timings from the sample session be recorded on the DVD sample time sheet. It is therefore good practice for teacher/assessors to ensure while completing this task that candidates are easily identifiable from the recording. It is helpful to the moderating process if the photographs of the five sample candidates are also submitted.

Section 2: Assessment information

Documentary response

All work will be marked by the teacher/assessor. Where the work submitted exceeds the word maximum of 2000 words, teacher/assessors must stop marking at the 2000 word limit. The mark awarded must reflect the achievement of the candidate within the 2000 word response.

Where there is more than one teacher/assessor at the centre, it is the centre's responsibility to ensure that standardisation has taken place, to ensure that the standards are being applied consistently by all teachers to all candidates. The overall marks for the documentary response will need to be submitted on documentation provided by Edexcel. A sample of candidate work from the centre will be requested by Edexcel in the summer term and must be sent to the moderator by the beginning of May.

Unit 5DR02: Exploring Play Texts

Task setting

Practical exploration

It is a requirement of the specification that all candidates will have completed the Programme of Study before any assessment takes place.

The teacher is responsible for the task setting of Unit 5DR02's practical exploration.

This demands that teachers select:

- a complete and substantial published play text
- appropriate drama activities ensuring that at least four explorative drama strategies, two examples of the drama medium and appropriate elements of drama from the Programme of Study are employed.

This will ensure that candidates are able to:

- engage in a range of drama activities
- demonstrate an understanding of the play text
- explore plot, character, form and structure.

The process of delivering this unit must be based on the Programme of Study. Through the Programme of Study, candidates will previously have had the opportunity to engage with play texts through a range of strategies, mediums and elements. The assessed play text to be explored through Unit 5DR02 must not have been previously used with these candidates, however, knowledge of the complete play text could be gained outside the 6-hour exploration.

The assessment focus of this unit is the exploration of the play text through practical drama activities. The task setting must be centred on the play text and focus on selected extracts. It is the centre's responsibility to select appropriate play texts, strategies, mediums and elements of study to support candidates in meeting the requirements.

Off text work (practical drama exercises that do not use the words of the play, but enable candidates to explore the play text as published) is valid. The aim of this type of work must always be to enable candidates to gain an understanding of the play text itself.

If there is no purpose in terms of exploring the play text, within a task, it will not meet the requirements. Activities could include the sharing of practical work with others and responding to constructive feedback. **Candidates are not, however, assessed for AO2 Performance Skills and these must not be included in the task setting for the 6-hour exploration.**

Teachers will be required to detail the timings of each activity in the record of work sent for moderation, to ensure that the tasks set do not exceed 6 hours. Records of work must outline the activities actually completed by each group of candidates and as such, must not be a scheme of possible lessons but a record of practical tasks completed.

Section 2: Assessment information

Documentary response

Teachers must ensure that the task setting for the practical exploration will enable candidates to meet the requirements of the documentary response. Teachers must ensure candidates are provided with opportunities to capture their individual and collaborative practical work in preparation for the production of their documentary response. It may also include diagrams and/or photographs of practical work completed.

Teachers must set tasks which enable candidates to gain a greater understanding of the text and evaluate the use of mediums and elements of drama within the practical workshops.

The documentary response needs to be completed as soon as possible after the 6-hour workshop.

Response to live performance

Teachers must ensure that candidates experience one live theatre performance. The production may be a performance of the text explored in this unit. The performance does not need to be of a published play text or of a professional production. The performance chosen must allow candidates to respond as informed audience members. The response to live performance must be completed as soon as possible after the performance.

Task taking

Practical exploration

There is no issue with supervision of the practical exploration as the 6-hour assessment is teacher led. The 6-hour exploration needs to be completed over no more than 6 working weeks. The 6-hour practical assessment period can be structured as is appropriate for centres, for example:

- one 6-hour session
- two 3-hour sessions
- three 2-hour sessions
- normal teaching sessions within the 6 working week maximum.

Any appropriate combination may be used to structure the work within the 6 working week maximum.

Recorded session

Teachers must ensure that a recording is made of one session per centre of practical work for moderation purposes. The recording should be made from a fixed point in the space and must not be cut or edited. Centres may zoom and pan when appropriate. Candidates must appear in the introductions on the recording in the same clothing they wear in the recorded session sent for moderation. All candidates must introduce themselves by name and candidate number clearly, slowly, audibly and in a long shot on the recording.

Teachers should where possible record more than one session during the 6-hour assessment period to ensure that these requirements are met. Teachers delivering Unit 5DR02 must submit for moderation one unedited recording of a teaching session, ideally of about 60 minutes but no more than 120 minutes. See the 'Task marking' section for more details.

Section 2: Assessment information

Documentary response

All candidates must produce their documentary response under controlled conditions.

The documentary response:

- must be completed as soon as possible after the 6-hour workshop
- must be to a maximum of 1000 words, not including any extracts from the text explored
- can be supported by any extract(s) from the text explored and/or suitable documentation such as drawings, plans, sketches, illustrations or photographs
- must focus on the practical drama work undertaken during the 6-hour assessment only.

The final submission must be an original and individual response to the 6-hour assessment produced under controlled conditions. Whilst there is no time limit for the production of the documentary response, once candidates have begun their final submission, the work must remain with the supervising teacher. The supervising teacher may give the candidates support during the controlled conditions session(s), but must be 100% sure that the work is the candidates' own. Candidates must not therefore discuss their work with others.

Response to live performance

Candidates may make notes following their attendance at live theatre but completion of the evaluation must take place under supervision.

The response to live performance response:

- must be completed as soon as possible after the performance
- must be to a maximum of 2000 words
- can include any suitable documentation such as drawings, plans, sketches, illustrations or photographs
- must focus on the performance seen.

Quality of Written Communication

Teachers must ensure that candidates understand that the Quality of Written Communication (QWC) will be assessed in this response.

This includes:

- clarity of expression
- form, structure and presentation of ideas
- spelling, punctuation and grammar.

Task marking

Practical exploration

During the 6-hour practical assessment, teachers must ensure that candidates have had the opportunity to show:

- understanding of the text
- use of at least four explorative drama strategies, two examples of the drama medium and appropriate elements of drama from the Programme of Study
- collaborative involvement
- commitment and focus
- knowledge and understanding of plot, character, form and structure.

Each candidate will be awarded a summative mark out of 30 based on their individual response in every session within the 6-hour assessment. The teacher must take notes throughout the assessment period to record evidence of the candidates' practical work.

To support the final marks awarded for AO1 Practical Exploration, the teacher must record a summative comment on the controlled assessment record card for every candidate and must retain all assessment notes made throughout the exploration process.

Centres will be required to detail the timings of each activity in the record of work sent for moderation, to ensure that the tasks set do not exceed 6 hours.

Recorded session

It is a requirement that in the session recorded for moderation purposes, marks must be awarded to all candidates. After the session, the centre must select the sample candidates including the highest and lowest candidates in that session only.

Five candidates must be identified in the recorded session:

- the highest achieving candidate
- the lowest achieving candidate
- three candidates representing a range of achievement between the highest and lowest.

The marks awarded to these candidates must be supported by teacher comments on the sample session record card related to attainment in the recorded session only. The mark awarded in the sample session recording is not necessarily the mark awarded for the overall 6 hours of practical exploration.

It is a requirement that the timings from the sample session be recorded on the DVD record time sheet. It is therefore good practice for teachers to ensure while completing this task that candidates are easily identifiable from the recording. It is helpful to the moderating process if the photographs of the five sample candidates are also submitted.

Documentary response

All work will be marked by the teacher according to the criteria for AO3 Evaluation. Where work exceeds the word maximum of 1000, teachers must stop marking at the 1000 word limit. The mark awarded must reflect the achievement of the candidate within the 1000 word response.

Where there is more than one teacher at the centre, it is the centre's responsibility to ensure that standardisation has taken place to ensure that the standards are being applied consistently by all teachers to all candidates.

Section 2: Assessment information

Response to live performance

Candidates are not assessed while watching the live theatre performance. As well as considering the criteria for evaluation within the response to live performance, teachers must also assess the QWC achieved by each candidate when marking this response. QWC descriptors are embedded within the assessment grid for this part of Unit 5DR02. Teachers must therefore assess the response to live performance and then adjust the mark given based on the candidate's evaluation to reflect the accuracy of the candidate's QWC.

Quality of Written Communication (QWC)

When assessing QWC the following elements should be considered:

- Clarity of expression.
- Form, structure and presentation of ideas.
- Spelling, punctuation and grammar.

Where the work submitted exceeds the word maximum of 2000 words, teachers must stop marking at the 2000 word limit. The mark awarded must reflect the achievement of the candidate within the complete submitted response.

The overall marks for the documentary response and response to live performance will need to be submitted on documentation provided by Edexcel. Comments made on the controlled assessment record card must reflect how teachers have judged that each candidate has met the criteria. A sample of candidate work from the centre will be requested by Edexcel in the summer term and must be sent to the moderator by the beginning of May.

FAQs: Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what candidates have to do. Here are some important answers to frequently asked questions about controlled assessment.

What is the level of control for the written work of Units 5DR01 and 5DR02?

“

For the research element the level of control is limited, which means that candidates can prepare notes individually without supervision. However, the writing up of the final documentary responses and the practical exploration tasks must be completed under supervised conditions with a medium level of control.

”

How often will the tasks change?

“

Centres set their own tasks and can either review, replace or refresh the tasks every year. Teachers may therefore use the same theme, topic or issue for two successive cohorts for Unit 5DR01 or the same text for Unit 5DR02, provided that they review or refresh the chosen assessment tasks in the light of the needs of each group of candidates.

”

Will there be any choice?

“

Tasks are set by the centre. Tasks must cover all the assessment objectives and allow for the full range of outcomes. Edexcel will not approve any tasks or materials in advance of the assessment. The choice of tasks is entirely the centre's responsibility.

”

Section 2: Assessment information

Do all candidates need to take the same task?

“

Groups of candidates within a centre may undertake controlled assessments based on different themes, topics or issues for Unit 5DR01 and different texts for Unit 5DR02, provided that detailed records of work are submitted outlining the work completed by each group. For the response to live performance, candidates in one teaching group may submit responses to different productions seen, provided that their responses were completed under supervised conditions with a medium level of control.

”

When can candidates see the task?

“

Candidates may see the task at any point decided by the teacher.

”

When can I offer the controlled assessment unit?

“

GCSE Drama is a linear specification and only offered in the June examination series. Teachers can complete Units 5DR01 and 5DR02 at any time prior to the June examination series.

”

Can I use devised work?

“

Devised work using the play text as a stimulus does not comply with specification requirements. Centres must ensure that candidates do not devise additional scenes or create alternative endings to the play text during their 6-hour assessment.

”

What happens with retakes?

“

Candidates can retake a controlled assessment unit, but can only retake each unit once before certification. Any candidates wanting to retake the controlled assessment units must complete the full 6-hour practical and documentary responses under controlled conditions. Retake candidates cannot resubmit practical work or documentary responses from previous sessions. There is no opportunity for candidates to retake the same task, they must recreate all the work again.

”

Supporting your candidates

What sort of research can candidates do?

“

Controlled assessment is defined as ‘involving candidates in researching and carrying out a task’. For GCSE Drama, research is defined as work candidates do as individuals outside the 6-hour practical assessment period. This work will involve organising their own notes on their individual and collaborative involvement in the practical work. There are no marks for individual factual materials relating to the chosen theme, topic, issue or play text. Candidates must not include this in their documentary response as it will be included in the word count but will be disallowed in the moderation process.

”

What can I do to support my candidates?

“

- Use photographs and video recordings of work shared as part of practical exploration to remind candidates of what they did.
- Structure group discussion.
- Encourage peer evaluation.
- Set evaluative rather than narrative notes tasks.
- Structure differentiated tasks.
- Produce writing frames.
- Use group-produced mind maps.
- Offer opportunities for individual note taking.
- Remind candidates of the focus of the exploration for each unit.
- Encourage and support high-quality responses.
- Encourage confident use of drama terminology.

”

What must I not do when supporting candidates?

“

- You must not redraft, edit, amend or alter candidates’ documentary responses at any time.
- You must not allow candidates to interact during the final write-up process.
- You must not allow any candidates to take his or her final documentary response home once the first controlled assessment session has taken place. All work must be kept secure.

”

Section 2: Assessment information

What do you mean by limited support during controlled assessment sessions?

“

Support may be offered verbally, which forces candidates to question and evaluate further. Support does not include telling candidates what to write.

”

What support can you give during medium level of control?

“

Support permissible during medium control may include verbal interaction between the candidate and the teacher but not between candidates. It may not include any written commentary on, or redrafting of, the candidate's work.

”

Administering the controlled assessment

How do I conduct the controlled assessment?

“

- Arrangements can be decided by the centre.
- Controlled assessment can take place in normal lesson time, supervised by teachers.
- Candidates can complete the controlled assessment at different times and stages in the course.
- Teachers should check that the materials contain only plans and notes and not a draft answer before they are taken into the controlled environment. Candidates' notes should not be continuous sentences or paragraphs. These plans and notes should be checked and retained with the candidates' responses in a secure place.
- Candidates who are absent may complete the assignment another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination. All candidates will know the task in advance.

”

Section 2: Assessment information

What else do I need to know about the controlled assessment sessions for documentary response?

“

- The documentary response tasks set by the centre must only be completed once by each candidate. Candidates cannot submit draft work to be amended, altered or edited.
- The work must be kept secure in between each session. It must not be amended, altered or edited by the teacher.
- Candidates cannot talk to each other during the controlled assessment sessions. Teachers can give verbal support to candidates but must not amend, alter or edit candidates' work. Teachers may offer advice and suggestions verbally but may not make any written comment on the work.
- Candidates can only make use of their own original notes in completing their single, final documentary response.
- Candidates must not include any printed published material except stimulus materials for Unit 5DR01 and play texts for Unit 5DR02.
- Candidates can include selected photographs, diagrams, sketches or illustrations produced in response to the 6-hour practical exploration and the live theatre performance.

”

In Unit 5DR02, how do I choose the play text?

“

As Edexcel GCSE Drama is an open specification the choice of text is up to each of the teachers in the centre. The play text you choose as teacher of your teaching group needs to meet the abilities, interests and needs of your group of candidates, and the resources available in your centre. It also needs to meet the requirements of the specification in terms of being a full and complete published text with an ISBN number. The same process of choice applies to selecting your theme, topic or issue for Unit 5DR01.

”

What options do I have when organising the controlled assessment time?

“

The controlled assessment practical could be as follows:

- one 6-hour session
- two 3-hour sessions
- three 2-hour sessions
- normal teaching sessions within the 6-week maximum.

(Candidates must not exceed the 6 hours for the whole controlled assessment practical for Units 5DR01 and 5DR02.)

”

Section 2: Assessment information

What does informal supervision (medium level of control) actually involve?

“

Candidates need not be directly supervised at all times in the sense of invigilating an examination. There are few restrictions on the resources that the teacher may provide. Work that contributes to the assessable outcome may be informed by group work. The teacher can provide limited guidance to candidates.

The centre must ensure that:

- all candidates participate in the assessment
- there is sufficient supervision to ensure that work can be authenticated
- the contributions of individual candidates are recorded accurately
- plagiarism does not take place.

”

How long is the write-up session?

“

Whilst there is no time limit for the production of the documentary response and live performance response, once candidates have begun their final submission, the work must remain with the supervising teacher.

”

Can candidates do the task on a computer?

“

Yes, the documentary responses and responses to live performance can be word processed, provided that the computer is checked prior to use for any saved information and provided it does not connect to the internet or general intranet within your centre. Secure intranet programmes for controlled assessment may be used if these are available. Spellcheck may be used by candidates.

When work in a write-up session is completed on a computer this must be saved onto portable media and retained securely by the centre or kept secure on the centre intranet, in line with the controlled assessment security in place within your centre.

The controlled assessment response must be printed out for marking and standardisation. If the task is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout, e.g. Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

However please note that all marks awarded are based on the content of the evaluations and that many centres and candidates do choose to submit handwritten or partially handwritten responses.

”

Section 2: Assessment information

As the teacher, how do I mark the practical work?

“

Marks must be based on practical exploration only. Marks awarded for analysis and evaluation of practical work must be awarded for AO3 in the documentary responses only. Where candidates discuss work in practical sessions, no practical marks can be awarded. Candidates' comments, however, may illuminate the levels of understanding of the practical work for the teacher.

”

Should I mark non-evaluative tasks in the documentary response?

“

Where non-evaluative tasks have been submitted as part of the final documentary response, the teacher must not award marks to these sections. Comments made on the assessment form must reflect how teachers have judged that each candidate has met the AO3 documentary response criteria.

”

Should I mark past the prescribed word limits?

“

No. Teachers must stop marking once the prescribed word limit is reached.

”

Can candidates redraft their documentary response?

“

No. This is not allowed.

”

Is there a particular control in place for storing material between controlled assessment sessions?

“

Candidates must not take their work home or work on it outside of the controlled assessment sessions. It is the centre's responsibility to ensure that the work is kept secure at all times.

”

If teachers annotate the work, does it affect the candidates' marks?

“

It is not a requirement of the specification that teachers annotate the work and, therefore, will not have an impact on the marks awarded.

”

What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for controlled assessment. There is no time limit for the completion of the documentary responses in GCSE Drama.

”

I have candidates who have missed one or more of the controlled assessment session for my Unit 5DR01/5DR02 practical exploration. What should I do?

“

Provided that you are happy that this absence was for genuine reasons, you may repeat the missed session with your absentee candidates as part of a larger group.

You must only count the marks for this session for your absentee candidates. Marks for other candidates in the session must not be counted towards the 6 hours.

Alternatively, if a repeat session is not feasible for your candidates, for example if candidates have not been absent at the same time, you may run a follow-up session. In any follow-up session you must only count the marks for your absentee candidates. Marks for other candidates in the session must not be counted towards the 6 hours.

If you do not assess the candidates in follow-up sessions, their marks must reflect their absence accordingly.

”

Some of my candidates, who took part in the ‘follow up’ session for absentee candidates, wish to write about this in their documentary response. Is this permissible?

“

No. Candidates must only write about the sessions in which they were assessed.

Candidates who were not assessed in these sessions cannot write about the ‘follow-up’ session as candidates may only evaluate for AO3 sessions in which they were assessed for AO1.

”

Section 2: Assessment information

I have candidates who have missed one or more of the controlled assessment write-up sessions for my Unit 1/Unit 2 evaluation. What should I do?

“

Repeat sessions for these candidates can be scheduled at any appropriate time as there is no time limit for the completion of the documentary responses in GCSE Drama.

”

So, in summary...what are the main controls?

“

Teachers must ensure that all the notes candidates bring into the classroom are the candidates' own work. The final writing up of the responses for Unit 5DR01 and Unit 5DR02 must be done under controlled conditions with the supervising teacher.

Teachers may give limited support during the controlled conditions session/s. This might include questioning candidates, for example, what strategies did you use/why/how/what was the impact of these/what did they teach you about the text or theme/topic/issue. It must not include teachers rephrasing sentences or telling candidates what to write next.

Candidates are not permitted to discuss their work with others during the controlled session/s. Assessment of the practical exploration will take place during a 6-hour session for each unit, which may be in one full session or divided into smaller sessions.

”

Submitting the controlled assessment

When does controlled assessment need to be submitted?

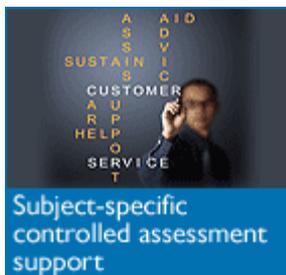
“

Under the new regulations for linear GCSEs, controlled assessment can only be submitted in the summer series (May deadline) for the terminal year to the award. However, you may complete either unit earlier in the course; you must retain all controlled assessment materials securely, and submit them in the summer series of the year in which your candidates complete the course. For example, you could teach one unit in the autumn term of Year 11 and another in the spring term of Year 10 but you must retain the work securely for both units and submit these in the summer of Year 11.

”

Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



Email your [Subject Advisor, Paul Webster](mailto:Paul.Webster@pearson.com), directly at TeachingPerformingArts@pearson.com

Call **0844 372 2191** to speak a member of the Subject Advisor team for performing arts and drama

Visit the [Drama Community Forum](#) to speak to other teachers, ask advice and see documents and links that Paul Webster has posted

Get the latest drama news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of drama. They will email you within two working days of receiving your question.



You can find all the documents relating to controlled assessment below (as well as on the main [GCSE Drama](#) page).

You should also refer to the [JCO controlled assessment guidance document](#).

Here's an indication of what you'll see in some of the document categories:

Assessment forms

You'll find the forms you need here, and we'll shortly be adding other documents to help you with administration.

Moderator reports

This is where you can find the Principal Moderator reports. We'll soon be adding a guide to your E9 moderator report and how it can help you.

Teaching and learning

We've updated the controlled assessment Teacher Support Book with answers to FAQs from you. You can also find editable schemes of work to download.

