

Pearson Edexcel GCSE

Drama

Unit 3: Drama Performance

Externally Set Assignment in Drama

Monday 9 February – Friday 29 May 2015

Paper Reference

5DR03/01

This paper will be available on the Edexcel website each year on the last Monday in October.

Instructions

The assignment brief should be given to students at the beginning of their preparatory period for Unit 3. Students should be given the opportunity to explore the potential of the assignment brief and consider which of the options they wish to pursue.

Students can be examined in **one** of the following options.

- A** Performance devised by the students from a stimulus chosen by the centre and related to the assignment brief.
- B** Performance of a complete short published play.
- C** Performance of an extract from a full length published play.
- D** Performance of an adaptation of a selection of scenes from a full length published play.
- E** Performance based on a full length published play using some of the original text with additional devised work based on the situations and roles in the original text.
- F** Performance of a Theatre in Education piece to a target audience.
- G** Performance based on the assignment brief that can include devised work plus existing play texts, poetry, song lyrics and factual material.

Students may offer **either** performing skills **or** a performance support skill.

Turn over ►

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The Externally Set Assignment is worth 40% of the total mark for the qualification.

All students will present their work as either performers or performance support students in a single performance to an examiner appointed by Edexcel.

The examiner will visit the performance venue chosen by the centre. The examination will take place between 2nd February and 29th May at a date and time agreed by the centre and the examiner.

Students must work collaboratively as members of a performance group taking the role of either a performer or performance support student.

The group size must be between three and nine performers. Up to three performance support students can be assigned to any one performance group.

Performances must be up to a maximum of 45 minutes dependent on the size of the group.

Performers

Students offering performing skills will be assessed on four elements of performance:

- voice and movement
- roles and characterisation
- communication
- content, style and form.

Performance support

Students offering a performance support skill will be assessed on four elements of the support skill:

- justification of design decisions
- documentation
- realisation of design
- communication of the design in performance.

Students offering a performance support skill **must** offer **one** of the following options:

- lighting
- sound
- setting/props
- costume
- make-up/masks.

The assignment brief

The assignment brief for 2015 is:

Imaginative, believable and in-depth characters are essential to engage the audience in a performance.

Discuss the brief with your teacher and make sure that you produce evidence within the performance that covers the four elements of the assessment requirements.

You will need to organise yourself into a performance group that must be no less than three students and no more than nine students.

- A group of 3 performance students will perform for a maximum of 15 minutes.
- A group of 4–6 performance students will perform for a maximum of 15–30 minutes.
- A group of 7–9 performance students will perform for a maximum of 30–45 minutes.

You should reflect on the knowledge, skills and understanding that you have gained throughout the course and apply this to your preparation and rehearsal time for your practical examination.

Teacher guidance

Teachers should advise their students as to which performance options to adopt in order for their performance skills or performance support skills to be demonstrated to advantage.

Teachers should offer guidance concerning relevant research and appropriate rehearsal techniques.

Teachers should offer guidance on the application of relevant aspects of the Programme of Study.

Teachers are expected to guide and/or direct their students during the rehearsal process.

Interpretation of the assignment brief

Centres may choose any published play that meets the assignment brief.

The following are suggestions for scripted performance:

Willy Russell	<i>Our Day Out</i>	Teacher and pupils go on a day trip.
R C Sherriff	<i>Journey's End</i>	Soldiers interact in a dug out in World War 1.
Mark Wheeller	<i>Missing Dan Nolan</i>	Family and friends react to the disappearance of a teenage boy.
April de Angelis	<i>Playhouse Creatures</i>	The first actresses on the English stage.
Oscar Wilde	<i>The Importance Of Being Earnest</i>	Characters may not be what they seem to be.

Centres may choose any theme, topic or issue that meets the assignment brief.

The following are suggestions for possible approaches to the devised option:

- Characters involved in raising awareness of a charity
- Characters who made sacrifices to protest
- Characters in myth and legend
- Characters who influence young people
- Characters who are in a school detention explain why they are there.

For example

A performance that researches and selects factual material to create a piece of Verbatim Theatre. This could focus on people and incidents in an unexpected disaster.