

# Pearson Edexcel GCSE

## Drama

### Unit 3: Drama Performance Externally Set Assignment in Drama

Monday 6 February – Friday 26 May 2017

Paper Reference

**5DR03/01**

**This paper will be available on the Pearson 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 Pearson.

The examiner will visit the performance venue chosen by the centre. The examination will take place between 6th February and 26th 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 2017 is:

### **Looking Back/ Looking Forward**

Discuss the theme 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:

William Shakespeare	<i>Henry V</i>	Events surrounding a pivotal period in history.
April De Angelis	<i>Playhouse Creatures</i>	Looking at the lives of five of the first actresses on the English stage.
J B Priestley	<i>Time and the Conways</i>	During a celebration the family speculate about their futures, but the reality is very different.
Roy Williams	<i>Advice for the Young at Heart</i>	In 1958 and 2011, teenagers in London react to the unrest that is happening around them.
Neil Monaghan, Diene Petterle, Christopher Heimann	<i>100</i>	Characters in the void must choose a significant memory to last for eternity.

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

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

- Crabbit Old Woman – Performance based on a poem written by an old woman looking back on her life.
- What if – Performance based on imagining if a turning point had a different outcome.
- The Reunion – Performance based on people meeting again many years after a significant time in their lives.
- The Time Machine – Performance based on what might happen if this became a reality in the future.
- Myths and Legends – Performance based on the relevance of these to the present day.

A devised performance based on the assignment brief could be a prequel or sequel to a play that explores the characters and situations in the text.