

GCSE 2016 Drama

Launch event



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Agenda

- Introducing our specification
- GCSE reforms and new requirements
- Our research and approach
- Our draft specification
- Support and resources
- Next steps



Inspiring creativity and confidence

- A practical focus at the heart
- Engaging set texts
- Clear and straightforward assessment
- Supports progression and develops transferable skills
- Incorporates 21st century theatre practice

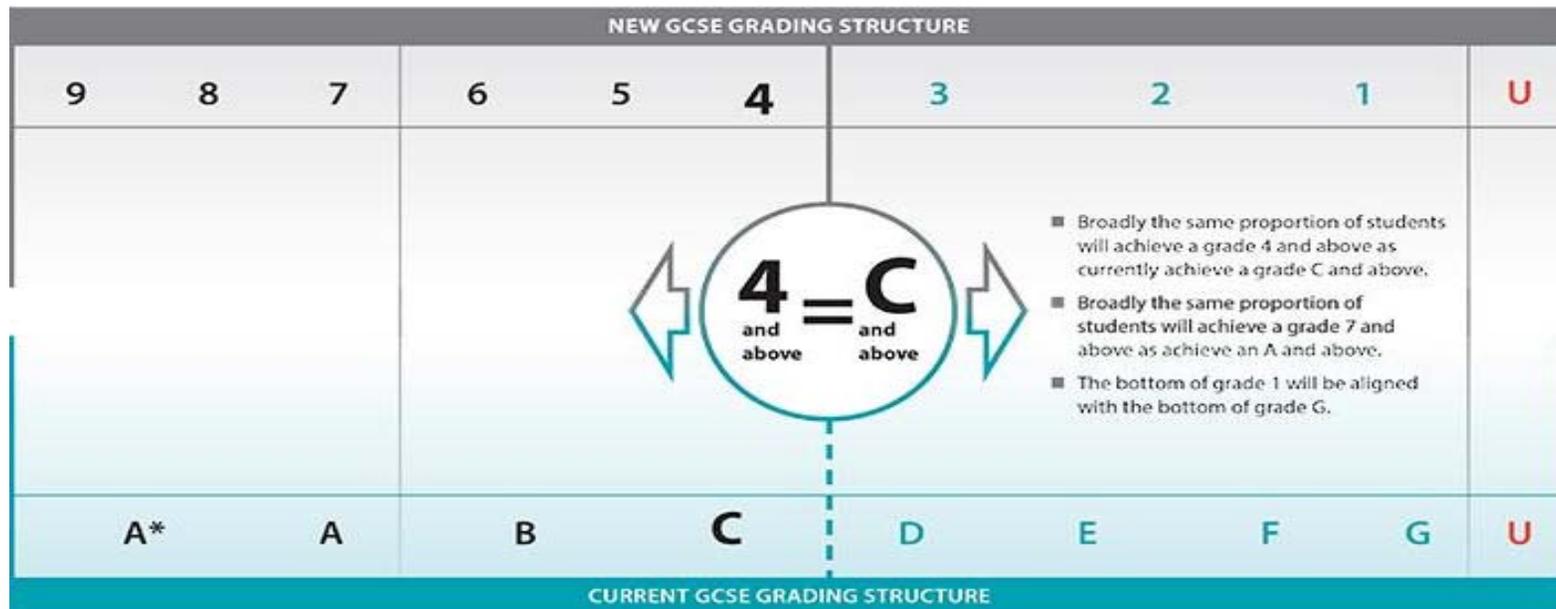


GCSE Reforms

- Updated content and assessment requirements from Department for Education and Ofqual
- Fully linear structure
- New 9–1 grading scale, where 9 is the top level
- A reduction in internal assessment, unless coursework or controlled assessment are the only valid ways of assessing the subject. Drama will retain some internal assessment, our specification will have 40% internal assessment
- No change to guided learning hours (will remain 120 GLH).



9-1 Grading



- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve a **grade A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**.



Timeline

	2015	2016	2017	2018
Current specification	Summer assessment	Summer assessment	Final assessment	
New specification		First teaching of two-year GCSE		First assessment

- The last available assessment for the current GCSEs will be June 2017.
- The reformed GCSEs will be reported in the 2018 performance tables.



DfE requirements for GCSE Drama from 2016

- GCSE specifications in Drama must require learners to study a minimum of one complete and substantial performance text and a minimum of two key extracts from a second contrasting performance text, both of which must have been performed professionally.
- GCSE specifications in Drama must require learners to participate in the performance of a devised piece **and** an extract from one of the performance texts studied.
- All Drama GCSEs will comprise of three components, one of which will be a 40% written exam. The other two components will be non-examined assessment.



Ofqual requirements Assessment Objectives

	Assessment Objective	Weighting
AO1	Create and develop ideas to communicate meaning in 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%



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 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 prescribes the 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

- 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 AS and A level Drama and Theatre.



Our design principles

- Clear structure with three components at GCSE
 - Text-based performance 20%
 - Devised performance 40%
 - Written exam 40%
- Clear exam papers and detailed mark schemes.
- Holistic approach to building up knowledge, understanding and skills in drama.
- Clear progression between GCSE, AS and A Level.



Overview of new 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 Externally moderated
Component 2 Performance from Text 20% NEA	Performance of two extracts from a text	Externally assessed by a visiting examiner
Component 3 Theatre Makers in Practice 40% exam	Choice of one set text from eight. Must be explored practically. Evaluation of a piece of live theatre they have seen.	Exam: 1 hour 30 min. Sec A: Questions on a set text Sec B: Live Theatre Evaluation



Component 1: Devising Overview

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- Students will work in a group to create and develop ideas to devise a piece of Drama
- Students will be able to devise from their own choice of stimulus
- They 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.
- This component is assessing AO1, AO2 and AO4.



Component 1: Devising Assessment

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- Students will record the creative process that they go through to produce their piece of Drama. They will answer questions in the specification to analyse and evaluate their decisions as they go through the 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 10-15 minutes
 - for a group size of 5-6, the performance time is 20-25 minutes.
- This performance and the portfolio will be assessed by the teacher and externally moderated.



Component 2: Performance from Text Overview

- Students will interpret and explore a performance text, and perform two key extracts from it.
- Centres will have free choice of performance text.
- Students can perform a monologue, or as part of a duologue or a group. They get this choice for each extract.
- The extracts that the students perform can either be continuous or they can be from different parts of the text.
- Students do not have to perform the same role in each extract.
- The maximum group size is 6 students.
- The group can include up to one designer from each design role. The design roles are set, lighting, sound and costume.



Component 2: Performance from Text Assessment

- The performance times (per extract) are:
 - Monologue: 2–3 minutes
 - Duologue: 3–5 minutes
 - 3–4 performance students: 10–12 minutes
 - 5–6 performance students: 13–15 minutes
- This component is externally assessed by a visiting examiner.
- Students must write approx. 100 words detailing their artistic intention for the piece for the examiner.
- This component is assessing AO2.



Component 3: Theatre Makers in Practice Overview

- This is an externally set and assessed examination
- First assessment: May/June 2018
- The exam is 1 hour and 30 minutes
- The exam is out of 60 marks
- The paper will include short and extended writing questions
- The exam will be made up of two sections:
 - Section A: Students will practically explore a set text in order to be able to answer short and extended response questions. These questions will focus on decisions made as a performer, a director and a designer. An extract from the chosen set text will be provided in the exam paper
 - Section B: Two questions requiring students to evaluate a live theatre performance



Component 3: Set texts

- The set text has to contrast with the text used for performance in component 2. We have set our primary contrast as time, with the texts also having to have different playwrights and be from a different genre.
- Our set text list is split into two, one containing contemporary texts (published post 2000) and one containing classical texts (published before 1954).
- This ensures that in one of the components students work with a contemporary text.

List A (Pre 1954)

- The Crucible, Arthur Miller
- Government Inspector, adapted by David Harrower
- An Inspector Calls, J. B. Priestley
- Twelfth Night, William Shakespeare

List B (post 2000)

- 1984, Robert Icke and Duncan Macmillan
- Blue Stockings, Jessica Swale
- Dr Korczak's Example, David Greig
- DNA, Dennis Kelly



Component 3: Set texts

- The elements that must contrast between component 3 and component 2 are time, genre and playwright. Here are some examples:

Comp 3 set text	Contrast requirement	Component 2 examples
List A The Crucible, Arthur Miller (historical drama)	Text must be: Written post-1954, not written by Arthur Miller or a historical drama	A Taste of Honey, Shelagh Delaney (1958 – kitchen sink drama) or Missing Dan Nolan, Mark Wheeler (2005 verbatim drama)
List B DNA, Dennis Kelly (black comedy)	Text must be: Written pre-2000 text, not written by Dennis Kelly or a black comedy	Noises Off, Michael Frayn (1982 – British farce) or Medea, Euripides (431 BC – Greek tragedy)



Component 3

Question paper

- Questions have clear and accessible instructional text.

8(a) There are specific choices in this extract for performers.

- (i) You are going to play Viola. Explain two ways you would use vocal skills to play this character in this extract.

(4)

- There will be a second set of sample assessment materials provided for GCSE Drama.
- 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.
- In addition for longer answer questions there is also a levels based mark scheme.
- 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.



Our specification - 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?
- What are your thoughts on being able to choose your own stimulus to devise from?



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?
- How do you feel about students being able to take in notes for the live theatre evaluation?



Planning and delivery support

- 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

- 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 components 2 and 3.



Understanding the standard

A comprehensive bank of marked exemplar student work and examiner commentaries to help you understand the standard of the new GCSE. We will be producing:

- exemplars for the devising component, including practical work and the portfolio
- exemplars for the text-based performance component, student performances at a range of ability levels
- exemplars for the written exam
- another set of sample assessment materials
- teacher marking events from 2017.



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



Pearson's published resources

- Our simple, inclusive and inspiring teaching and learning resources* will support you to deliver great drama teaching for GCSE (9-1), 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:

- **Pumpkin** – Shot with leading international practitioners and theatre companies, our video content will captivate students and transform the way you teach.
- **Rhinegold** – Detailed guides to interpretation and analysis of set texts; 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, exam practice and practical skills.

These resources have not yet been endorsed. This information is correct as of 22 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
- webpage: www.edexcel.com/gcsedrama2016
- Sign up for Drama e-mails to get the latest news.
- AS and A Level Drama and Theatre is also being redeveloped for 2016.





Pearson is recruiting

- Pearson is recruiting for GCSE Drama and AS and A level 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
- Register your interest on the website and we will keep you updated on our progress:
www.edexcel.com/gcsedrama2016
- 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?