
GSCE Drama 2016 mapping

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Information for current Edexcel centres

The information in this document is relevant if you are currently teaching the Edexcel GCSE in Drama, and you intend to teach the 2016 Edexcel GCSE in Drama from September 2016. Because of the nature of the subject, changing to a different specification should only have a relatively small impact on your delivery of the course. The 2016 GCSE subject content has been reviewed to reflect current practice and the demands of the new 9-1 GCSEs but you will be encouraging students to develop the same practical, creative and analytical/evaluative skills.

For you, the biggest changes will be the introduction of a fourth Assessment Objective based on Knowledge and understanding, and the mode of assessment for Component 3: a written examination.

Qualification structure

You are already familiar with a three-unit GCSE; the 2016 Edexcel 9-1 GCSE in Drama also consists of three components: two coursework units and an externally marked examination. The component weightings are slightly different from the unit weightings you are used to, but we say more about this in the table below.

There are a number of changes which you will find apply derive from the requirements for all GCSE drama specifications. However, in developing Edexcel GCSE Drama we have worked hard to retain the best of the legacy specification and to make changes to support the needs of our students.

Assessment guidance

Assessment Objectives

The Assessment Objectives for the new GCSE have changed significantly from the current specification, the main change is that there is a fourth one.

All GCSE specifications in Drama must now meet the following Assessment Objectives.

AO1	Create and develop ideas to communicate meaning for 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%

Assessment Grids

Assessment in the current specification is based on a six level system, with generic descriptors for each level.

The assessment criteria grids in the new specification range from 3 to 5 levels, depending on the marks available for each area of assessment.

We use a common taxonomy throughout the performance assessment (AO2) grids in component 1 and component 2, to help you understand the characteristics of the work in each band.

We have worked on making the criteria more specific and using a variety of descriptors at each level.

Assessment criteria grids have been structured to support markers in deciding where in the mark band to place a student, for example by:

- narrowing mark bands to 2–3 marks, so having determined which band the work merits, markers simply place students in the top, middle or bottom of the band;
- using high, mid and low levels within larger mark ranges, such as in the AO1 assessment grid in component 1, to clearly focus markers on the positioning of the work within the band.

The table on the following pages captures the similarities and differences between the 2009 and 2016 Edexcel GCSEs in Drama.

Mapping

	2009 Edexcel GCSE in Drama	2016 Edexcel 9-1 GCSE in Drama	Notes
Course overview	<p>The current GCSE is made up of three units:</p> <ul style="list-style-type: none"> • Unit 1: Controlled assessment 30% (internally assessed) • Unit 2: Controlled assessment 30% (internally assessed) • Unit 3: Practical examination 40% (externally assessed). 	<p>The new GCSE is made up of three components:</p> <ul style="list-style-type: none"> • Component 1: Coursework 40% (internally assessed non-examined assessment) • Component 2: Coursework 20% (externally assessed non-examined assessment) • Component 3: Written examination 40% (exam assessment). 	<p>The new requirements for GCSE define Non-Examined Assessment (NEA) as all assessments other than written examinations. NEA components may be internally assessed and externally moderated, or externally assessed.</p>
Performer/designer route	<p>In the current specification, students can complete Unit 3 as a performer or a designer.</p>	<p>In the new specification, students can complete component 1 and/or component 2 as a performer or a designer. For component 3 all students must have an understanding of the roles of performer, designer and director.</p>	<p>The requirements for the performer and designer are the same in the new specification, a student taking part in either role must complete a portfolio for the development of idea in the devising component and realise their design/performance in a live performance in both component 1 and component 2.</p>

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Working with a stimuli	<p>Unit 1: Drama Exploration (30% in total)</p> <p>The current Unit 1 consists of 10% written and 20% practical response to stimuli chosen by the centre.</p> <p>There are two AOs assessed in the current Unit 1:</p> <ul style="list-style-type: none"> • A01: Exploration • A03: Evaluation. 	<p>Component 1: Devising (40% in total)</p> <p>The new Component 1 consists of 10% practical performance and 30% portfolio (more details below).</p> <p>Students will explore and then devise a performance from stimuli. The stimuli for the unit will also be centre selected, allowing a similar freedom of choice as found in the existing Unit 1.</p> <p>There are three AOs assessed in the new Component 1:</p> <ul style="list-style-type: none"> • A01: Process (Creation and development of ideas) • A02: Performance/design skills • A04: Analysis and evaluation of their own work 	<p>The weightings for this unit have been defined by the new requirements for GCSE.</p> <p>The focus on performance and process rather than exploration in this component was developed in response to teacher feedback.</p>

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Written coursework	<p>Unit 1: Drama exploration</p> <p>Written controlled assessment</p> <p>Written evaluation in response to the practical exploration must be completed under controlled assessment conditions, in written form, submitted on paper.</p> <p>The most common form for the controlled assessment is continuous prose.</p> <p>This written work is where AO3 is assessed in this unit.</p>	<p>Component 1: Devising Portfolio</p> <p>The portfolio is made up of students responding to questions about the creation and development of their devising project and analysing and evaluation their work</p> <p>There is a more creative approach to the portfolio, which may be submitted in written form, in recorded form or as a combination of both.</p> <p>A range of formats is acceptable, including:</p> <ul style="list-style-type: none"> ● annotations and notes ● audio and/or video evidence ● annotated drawings and sketches ● annotated photographs ● extended written responses. <p>The portfolio is where AO1 and AO4 are assessed.</p>	<p>Coursework in the new GCSE specifications does not need to be completed under controlled conditions, although the centre-assessor must be able to authenticate that the work in the portfolio is the students own.</p> <p>This flexibility of approach allows centres to ensure that students' learning styles are met in the production of the portfolio.</p> <p>The portfolio encompasses marks relating to the devising process (AO1 and AO4).</p>

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Performance to visiting examiner	<p>Unit 3: Drama Performance (40%)</p> <p>The existing performance to a visiting examiner has a free choice of texts and approaches. Students can participate either as a performer or a designer.</p> <p>There is one AO assessed in the current Unit 3:</p> <ul style="list-style-type: none"> • A02: Performance skills. 	<p>Component 2: Performance from text (20%)</p> <p>Text-based performance is the focus for this component. Devised performance is assessed in Component 1.</p> <p>Choice of text is open for this unit, other than the restrictions required to ensure students study a contrasting text for Component 3 (see Notes).</p> <p>Students will have to perform/design for two extracts from one performance text. These can be done separately or united into one performance. Students are not required to play the same character.</p> <p>There is flexibility with the type of performance/design that can be undertaken, students can choose to perform/design for a monologue, duologue or group piece for each other their extracts.</p> <p>There is one AO assessed in the new Component 2:</p> <ul style="list-style-type: none"> • A02: Performance/design skills. 	<p>The form of assessment and general administration will remain the same as in the existing unit; assessments will be completed by a visiting assessor within a set time window, and must take place in the year of accreditation.</p> <p>The contrasting requirements are:</p> <ul style="list-style-type: none"> • a different time period (the texts in component 3 are split into two different lists, one from either pre-1954 or post-2000) • A different playwright • A different genre <p>Component 3 set texts may not be used for performance.</p> <p>Students will have to produce approximately 100 words per extract outlining their artistic intention for the piece.</p>

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Exploring a play text and responding to a live theatre performance	<p>Unit 2: Exploring play texts (30%)</p> <p>The current Unit 2 consists of 15% written and 15% recorded practical response to a text chosen by the centre.</p> <p>Two written tasks are completed:</p> <ul style="list-style-type: none"> • documentary evidence • response to live performance. <p>There are two AOs assessed in the current Unit 1:</p> <ul style="list-style-type: none"> • A01: Exploration • A03: Evaluation. 	<p>Component 3: Theatre makers in practice (40%)</p> <p>The new Component 3 consists of a written examination based on the exploration of a set text and the review of a live piece of theatre.</p> <p>This component retains the evaluative response to live performance of the existing unit but it will be conducted under exam conditions.</p> <p>There are two AOs assessed in the new Component 3:</p> <ul style="list-style-type: none"> • A03: Knowledge and understanding • A04: Analysis and evaluation of the work of others. 	<p>Practical study or exploration of a text remains a vital aspect of this unit, as does the perspective of the student as a member of the audience evaluating the work of others.</p> <p>While the chosen text must be one of the eight Edexcel GCSE Drama set-texts, centres may choose the theatre production that will most effectively support and engage their students. Notes on this production may be brought into the written examination.</p>