

GCE

Drama Example Materials

DVD Commentary and Sample Student Assessments

Edexcel  
GCE Drama (6DR01 paper 01)  
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## DVD Commentary and sample student assessments

These practical drama sessions are examples of Unit 1 explorations of text. Centres are advised that they do not show the only ways Unit 1 may be tackled. These 2 sessions are examples of good practice in drama teaching at AS Level and are offered to help centres standardise their own marking.

### **Session One**

#### **Metamorphosis and the ideas of Artaud**

The session looked at the implications of the Lodgers' arrival into the Samsa household. Some of Artaud's ideas of dislocation were also explored and developed as a way of interpreting a scene.

A general spontaneous improvisation was the way into the work, followed by more detailed discussion and practical application of the interpretive idea. This led to the whole group co-operating on the interpretation of a section of the text.

The three student sample was chosen by the Teacher Examiner, with input from the Standardising Teacher Examiner for the centre and was put into order of level of attainment for work carried out in this practical session, as follows:

#### **Rank order:**

Alex, Jess, Danni, Joe, Cat, Tom

#### **Highest attaining:**

##### **Alex**

This candidate expressed his ideas clearly, he challenged the ideas of others and as time went on he began to take on the role of director. He was very sensitive to the dynamics of the group whilst proposing and suggesting ideas for the way the scene was being interpreted. His knowledge of the themes and issues of the play were clearly communicated.

Band 2

#### **Middle attaining:**

##### **Danni**

The candidate worked through her ideas independently, following her own thought processes. She was practically capable of exploring the scene using previously learned techniques and working co-operatively with the whole group. Her understanding was clearly demonstrated at times and she developed far more in confidence when the group began to work on its own.

Band 3

#### **Lowest attaining:**

##### **Tom**

This candidate demonstrated adequate understanding of the text during group and teacher led discussion. He was confident to carry out practical tasks set by the teacher. He had a positive approach to the work, and worked co-operatively as a group member but did not always clearly demonstrate the application of his knowledge through the practical work.

Band 4

## Session Two

### Oedipus Rex and the ideas of Kneehigh

This workshop looked principally at vocal awareness and how a performer can develop the delivery of a scene. The students considered the status of individual characters, experimented with vocal delivery and then explored the idea of a chorus.

The group carried out a rehearsal workshop where they took time to explore, in detail, how the ideas of Kneehigh, as practitioners, might develop the scene. Several of the students suggested ideas and took control at different times, using and developing several drama techniques and understanding gained in previous work. At the end of the session, by around 40 minutes in, the group performed their ideas for the interpretation of a choral scene, using the conclusions they had drawn from this workshop.

#### Rank order:

Joe, Danni, Alex, Cat, Jess, Tom

#### Highest attaining:

##### Joe

This candidate took control of the work, as a director, on many occasions during the session. He used his previous knowledge and understanding throughout, making confident links between them and the work in hand. His work was highly audience-aware throughout, showing a practical approach to written text. He frequently shaped the ideas of others whilst concerning himself with the staging of the scene.

Band 1

#### Middle attaining:

##### Cat

This candidate was involved and active during the whole session. She offered several ideas for the scene's interpretation and took on the ideas of the rest of the group. She was highly supportive of the need for co-operation in interpretation. Her understanding of the broader context of the text was not evident and she did not fully engage with the objective of the session, vocal performance development.

Band 3

#### Lowest attaining:

##### Tom

Whilst this candidate was highly supportive of the group structure and the need for close co-operation, he was not clearly aware of the context of the scene the group were focussed upon. His understanding of the broader nature of the whole play was incomplete and his contributions to discussions with both the teacher and the other students were few.

Band 4