

INSTRUCTIONS FOR THE CONDUCT OF THE EXAMINATION
(I.C.E.)

GCSE DRAMA

1699

Summer 2010

**TEACHERS AND EXAMINATION OFFICERS
MUST STUDY THE INSTRUCTIONS AND
ADVICE GIVEN, SINCE FAILURE TO
FOLLOW THE DETAILS IS LIKELY TO
DISADVANTAGE CANDIDATES PREPARING
FOR THE EXAMINATION.**

The instructions in this document take precedence over information contained in all other documentation, including the specification, coursework guide and the Summer 2009 Instructions for the Conduct of the Examination document. All dates included are correct at the time of going to press.

All forms needed for this examination are included in this document and can be photocopied as required or downloaded from the Edexcel website where they are also available in word format (www.edexcel.com)

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KEY DATES AND SUMMARY OF EVENTS

| Event | Date | Other Information |
|---|------------------------------|--|
| Notification of Moderator for Paper 1: Units I and II | April/May 2010 | Edexcel will send details of moderators to Examinations Officers within centres. |
| Notification of Visiting Examiner for Paper 2 | February/March 2010 | Examiners will contact centres directly |
| Examination period for Paper 2 | March 2010 - end of May 2010 | |
| Deadline for receipt of OPTEMS, materials and marks for Paper 1: Units I and II to Moderators | 15 May 2010 | Work may be dispatched as soon as the centre has their Moderator's details |

ENTRY INFORMATION

It is essential that centres ensure that their candidates are entered for the examination. Final entries for candidates should be made in February 2010.

It is vital that entries are submitted in order to ensure that both a Moderator and Visiting Examiner are allocated to your centre. These entries should be made by the Examinations Officer.

CONSORTIA ARRANGEMENTS

Centres working with candidates from another centre(s) must ensure that they inform (in writing) the Drama Deployment Team, Edexcel, Edexcel, 190 High Holborn, London WC1V 7BH, by 30 November 2009. Edexcel need to be aware that you are working as a consortium centre in order to allocate the same examiner and moderator to all centres covered by the arrangement. Candidates should be entered by their 'home' centre but their work must be submitted by the teacher/centre assessing the work.

CENTRES AND TEACHERS WHO ARE NEW TO THE SPECIFICATION

Centres that are new to the specification should a standardisation pack from Edexcel publications (see the Edexcel publications catalogue).

1 PAPER 1: Unit 1 Drama Exploration I & Unit 2 Drama Exploration II

1.1 This is a content free specification.

The programme of study outlined in the specification is the content for the whole two-year course. Strategies, medium and elements are selected from the programme of study as laid down in the Assessment Tasks for Paper 1: Units I and II.

1.2 These units are internally assessed and externally moderated by post. Centres will be informed of the details of their moderator for Paper 1: Units I and II early in the summer 2010 term. Centres do not need to wait for moderator details or OPTEMS in order to assess the work.

1.3 Teachers must award a total mark out of 120 for this paper.

1.4 Candidates are awarded marks for their response, development and evaluation during 6 hours of practical drama sessions led by the drama teacher for each unit.

1.5 In each unit:

- 20 marks are available for Response Phase (A01)
- 20 marks are available for Development Phase (A02)
- 20 marks are available for Evaluation Phase (A04)

N.B. Marks should be awarded with reference to the Assessment Criteria in the Specification. Half marks must not be used.

1.6 Each candidate will produce a portfolio which consists of:

Unit 1: 3 tasks

Unit 2: 3 tasks

- For each assessment task within each unit a maximum of 1,000 words may be submitted by each candidate. For each unit therefore a maximum of 6 sheets of A4 (12 sides) or 6 sheets of A3 (1 side only) paper may be submitted (not card).
- The response, development and evaluation phase may be presented in essay form or in pictorial and diagrammatic form. A combination is also acceptable.
- Teachers should ensure that candidates work is their own. Where work has been produced by a group of candidates (e.g. script or storyboard) it should be annotated, developed and commented upon by the individual candidate.
- Candidates' work must be securely stapled together.

1.7 A copy of the Teacher-Examiner Comment Sheet (Form D1a) should be stapled to each portfolio. The teacher should draw the Moderator's attention to aspects of the portfolio that illustrate evidence from the six hour practical workshops that support the marks awarded. A mark for each assessment objective should be entered on the D1a form as appropriate and the total marks for each unit out of 60. Teachers should indicate how many of the marks for each unit were awarded for practical work (out of 40) and how many for portfolio work (out of 20) then a final total out of 120. Both the teacher and candidate must sign and date the sheet to authenticate the work.

1.8 In centres with two or more Teacher-Examiners it is the responsibility of the centre to standardise the marking to ensure that all candidates have been marked against the same standards. The moderation process assumes that this will have been completed by the centre and will make any adjustments necessary to the centre as a whole.

1.9 Centres must finalise marks and complete documentation as soon as each unit has been taught and assessed.

1.10 Submission of Paper 1: Units I and II - Supporting evidence

Centres are requested to submit the following evidence to their Paper 1 Moderator as soon as possible after receiving the OPTEMS (see section 1.12 to 1.14), and by 15 May 2010, at the latest:

- **Teacher-Examiner Comment Sheet (Form D1a):** One Comment Sheet must be completed for each candidate portfolio, signed and dated by the teacher-examiner and candidate, and stapled in the top left hand corner to the candidate's portfolio.
- **Records of Work:** A Record of work must be produced for each 6 hour workshop for Unit I and Unit II with video sessions indicated. The record of work must demonstrate how the 3 assessment objectives have been met. If more than one Record of Work is used for each unit at the centre, all must be sent.
- **Video/DVD Time Sheet (Form D1b):** One for each session.
- **Recording:** One of a Unit I session and one of a Unit II session, regardless of the number of teachers/teaching groups at the centre. The recordings should be made during each of the Unit I and Unit II six hour workshops and be of a normal teaching session, up to 2 hours maximum for each Unit. The two recordings should be made from fixed points in the space and must not be cut or edited. The recordings can be of the same group for both units or for different groups. The two recordings should be transferred to a single 180/240 VHS format tape or DVD and both should demonstrate the range of marks within the centre. Recordings must not be edited.

It is the responsibility of centres to make copies of the evidence including Video/DVD recordings before sending the requested work to the moderator.

- **Centre Details (Form D1c):** One form for the whole centre covering all groups and both units.
- **Candidate Portfolios:** Teachers must ensure that only the candidate's own work is sent to the Moderator. Plastic wallets, folders, envelopes, hardbound book format, card etc, must not be used and will not be returned to centres. A3 size work must be folded to A4 size.
Centres must ensure that candidate portfolios only contain materials that meet the assessment tasks.
- **OPTEMS - middle copy** (see paragraph 1.12)

Copies of the relevant forms referred to in this section are provided in Appendix 1 of this booklet. The forms should be photocopied or downloaded from the Edexcel website as required. A checklist of items to be sent is included in paragraph 1.18.

1.11 To enable Edexcel to monitor the standards being applied, Edexcel reserves the right to visit centres to observe a normal lesson in progress. Such visits would be undertaken by either the Chief Examiner or a Principal Moderator. Further samples of work may also be requested by the Moderator.

1.12 Video/DVD

1.12.1 The purpose of the recording is to demonstrate the general levels of attainment in the Centre and to provide evidence that candidates were presented with opportunities to fulfil assessment objectives. The video/DVD will not be used as evidence of individual achievement of any candidate, and it is not a requirement for this component that candidates are identified at the beginning of the recording. Centres are required to mark candidates' work over the two 6 hour assessment periods, not only in the recorded session.

1.12.2 Centres must record more than one session for each unit, check the videotape/DVD and keep a copy of the sessions sent to the Moderator.

1.12.3 A camera placed reasonably near the working area with a wide angle fixed focus shot of the teaching group is adequate for Edexcel's requirements.

1.12.4 Videos/DVDs sent to the Moderator must be in standard VHS/DVD format.

1.12.5 The video/DVD must be clearly labelled with:

- Centre number and name
- Exam level, subject, number and series (GCSE Drama 1699, summer 2010)
- Paper number and name (Paper One: Units I and II)

Important information:

Centres that submit work on DVD must ensure that the DVD can be played on a standard domestic player and does not require a computer/laptop to view the work.

1.13 OPTEMS

The centre will receive the three-part OPTEMS after the final entries have been made. Upon receipt of the OPTEMS all candidates' marks must be entered on the OPTEMS. Separate instructions for the completion and submission of coursework marks using OPTEMS will be provided on the back of each OPTEM form.

It is the responsibility of each centre to keep all materials for each unit of this paper in a secure place until requested for moderation.

1.14 Sample of work for Moderation

1.14.1 The pre-printed OPTEMS will be asterisked indicating the candidates whose work is to be sampled. This work, together with the relevant completed material detailed in section 1.9, and the second copy of the OPTEMS, should be posted to reach the moderator by 15 May 2010 at the latest. The name and address of the moderator will be supplied on a label attached to each OPTEM.

1.14.2 In addition, the centre must send the work of the candidate awarded the highest mark and the work of the candidate awarded the lowest mark in the centre as a whole, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick in the left-hand column against the names of each of the candidates covered. Further samples may be requested by the Moderator and these must be despatched by return of post.

1.14.3 The OPTEMs must be completed with the same marks as awarded to each candidate on the Teacher-Examiner Comment Sheet (D1a).

1.15 Teachers must complete Comment Sheets for all candidates as the moderator may wish to see a further sample of work. These must be ready for immediate despatch to the moderator if requested.

1.16 For centres submitting marks by EDI the candidates in the sample selected on the OPTEMs must be marked with an asterisk (*) or a tick (✓) on the EDI printout. The annotated printout must be sent to the Moderator.

1.17 Centres must keep a copy of all marks awarded.

1.18 All materials will be returned during July 2010.

1.19 Below is a list of items to be sent to the Moderator. A completed checklist (D1d - Appendix 1) must be sent with the materials to the Moderator.

| | Item | Number to be sent |
|---|--|-------------------------|
| 1 | Records of Work (including stimulus material): - Unit I - Unit II | 1 per Unit per group |
| 2 | Teacher-Examiner Comment Sheets (D1a) - stapled to the candidate Portfolios for the sampled candidates | 1 per sampled candidate |
| 3 | Video/DVD Record Time Sheet (D1b) - One Unit I session - One Unit II session | 1 per session |
| 4 | Centre Details sheet (D1c) | 1 per centre |
| 5 | Check list (D1d) | |
| 6 | Recording of: - One Unit I session - One Unit II session | |
| 7 | OPTEMs (middle copy by 15 May 2010) | Number as appropriate |

Important Information:

Practical marks cannot be agreed if the appropriate Video/DVD recordings and/or the Records of Work are not sent to the moderator.

Marks for missing portfolio evidence cannot be agreed by the moderator.

Applications for Missing Coursework or For Special Consideration must be made by the examinations officer to the relevant department at Edexcel.

In the case of missing DVD/VHS evidence, a Missing Coursework form must be submitted for each candidate whose work is requested for moderation purposes and sent to Edexcel, not the moderator. To access the Missing Coursework Form (form 15) please go to the Joint Council website at the following link:

http://www.jcq.org.uk/exams_office/forms/

Materials submitted after the deadline on 15 May 2010 for GCSE Drama 1699 Paper 01 may not be moderated.

2 PAPER 2: DRAMA PERFORMANCE

Centres are reminded that this paper is an examination, which is a performance to an audience, of which the most important member is the examiner. The examiner must have the best seat in the house and the video camera should be close to the examiner. This is to ensure that the best possible recording is made of the performance. Examiners can only award marks, and Enquiries About Results undertaken, where performances can be clearly seen and heard.

- 2.1 Paper 2 will normally be marked by a visiting examiner. While every effort will be made to provide every centre with a visiting examiner, this cannot be guaranteed. If it is not possible for an examiner to visit a centre, the recording of the performance(s) will be used as the basis for external assessment.

The recording must be a complete, unedited recording of the examination performance. Centres are reminded that recordings are not returned, therefore you must take a copy for your own records.

- 2.2 The examination will take place between 1 March and the end of May 2010. Examination sessions take place during the normal school day or after school (twilight or evening).
- 2.3 Centres will be contacted by their visiting examiner in February. Please note that Edexcel does not send separate notification of the visiting examiner. Centres should agree with the examiner a mutually convenient date and time when they will visit the centre. It is important to liaise with your Examiner BEFORE fixing your date and time. Please have a range of possible dates and times available.

Your examiner will notify Edexcel of the agreed arrangements.

- 2.4 Centres must send the following to the visiting examiner at least seven working days before the date of the examination. The table below should be used as a checklist.

| | Item | √ | Number to be sent |
|---|---|---|-------------------------|
| 1 | Centre Performance Conditions (D2a) | | 1 per centre |
| 2 | Copy of texts as performed for scripted performance/and if available for devised performance | | 1 per performance group |
| 3 | Outline Description of Performance Sheet (D2b) | | |
| 4 | Performance Examiner's Comment Sheet (D2c) | | 1 sheet per candidate |
| 5 | Performance Support Examiner's Comment Sheet (D2d) | | |
| 6 | Centre Register (D2e) - all candidates entered in candidate number order with performance group number clearly indicated | | 3 per centre |
| 7 | Examination date(s) and start time of first performance/performance support presentation | | |
| 8 | Map of venue and location of performance space, along with a contact name and telephone number for someone on the day of the performance. | | 1 per centre |

Copies of the D2 forms referred to in this section are provided in Appendix 2 of this booklet. The forms should be copied as required.

- 2.5 The length of each performance will depend on the number of candidates in the group, but the minimum should be approximately 15 minutes and the maximum 45 minutes.

| Number of candidates | Expected approximate running time of performance |
|----------------------|--|
| 3 | 15 minutes |
| 4 to 6 | 20 - 30 minutes |
| 6 to 9 | 30 - 45 minutes |

EXAMINERS WILL ONLY AWARD MARKS WITHIN THE ABOVE TIME LIMITS

- 2.6 The number of candidates in a group must be between three and nine performers and up to three design candidates. Centres must not exceed these numbers. Please note that candidates can only be examined as a performer or a performance support candidate.
- 2.7 Candidates must introduce themselves by name, candidate number and role(s) before each piece as they appear in performance. There should then be a full length group shot clearly showing all candidates in the group. A group photograph is very helpful for examination purposes.
- 2.8 Pupils who have not been entered for the examination may not normally take part in the performance. However, in special circumstances (for example, the absence of a candidate due to illness immediately before the examination) the substitution of a non-examination pupil, or a candidate who has been examined in another performance, is permitted. The visiting examiner must be informed of the circumstances as soon as possible.
- 2.9 Performance support candidates can only offer one performance support option and be examined in one group. Candidates offering Performance Support should not act in the performance but must demonstrate their theatre craft during one performance and give a presentation, no longer than 5 minutes, to the visiting examiner. This is best completed before the performance.
- 2.10 The performances must be presented before an audience. The examiner must be provided with the facilities and conditions that will enable them to mark in confidence and without being overlooked by candidates or audience. Please ensure that the Examiner is provided with adequate facilities at the venue to examine the performance; a chair and table away from the audience and a suitable light source should be provided. The examiner must also be provided with a private space between performances to consider their marks.
- 2.11 A Team Leader and/or Assistant Principal Examiner/Principal Examiner may accompany an examiner to a centre for monitoring purposes. Centres will be notified in advance by the visiting examiner where this is the case. The running time of the session should not be affected.
- 2.12 Examiners will expect to mark at least 20 candidates in one session. Sessions can be morning / afternoon / twilight / evening. They must run consecutively. A session is deemed to be approximately 3 hours.

2.13 VIDEO / DVD

2.13.1 A VIDEO/DVD MUST BE MADE of the performance at which the examiner is present and sent to the examiner as soon as possible and within 7 working days of the performance at the latest.

Important information:

Centres that submit work on DVD must ensure that the DVD can be played on a standard domestic player and does not require a computer/laptop to view the work. You must also ensure that presentations / performances are chapterised. If this is not possible you should submit the work on video.

- any DVD disks recorded on a DVD camera need to be finalised - if not the DVD disk will not play in any other DVD player
- before the DVD disk is sent for moderation the teacher should check that the disk plays in a domestic DVD player
- most domestic DVD players will play +R and -R disks so this is the format to use if copying DVD disks
- check that an audio signal has been recorded
- always ensure that the camera being used has appropriate facilities for adjusting recorded sound levels - particularly important if the camera is some distance from the stage

2.13.2 THE TAPE PROVIDED MUST BE IN STANDARD VHS FORMAT (VIDEO) OR DVD AND MUST BE A NEW, PREVIOUSLY UNUSED TAPE/DISC. All candidates must introduce themselves by candidate name, number and role(s) played. They must introduce themselves clearly and slowly at the beginning of their performance wearing their performance costumes. The first candidate must introduce the group number, title of the performance and the date. Centres must check that all introductions, presentations and performances are on the recording. Where centres transfer onto VHS format/DVD, performances must be in the original performance running order. Centres must keep a copy of the recording.

2.13.3 The recording and any accompanying case must be clearly labelled with:

- Centre number and name,
- 'GCSE Drama 1699 Paper 2 Summer 2010',
- Details of performances on the recording (titles and group numbers),
- Video/DVD number (if more than one is being provided e.g. 1 of 2).

All DVDs must be sent in hard protective cases.

2.13.4 An application for an Enquiry About Results (EAR) will only be accepted if a video/DVD of the performance has been supplied to the examiner within 7 working days of the performance.

Edexcel will not send for replacement recording in order to complete EARs.

2.14 Centres must ensure that all candidates can be easily identified in performance. Examiners will need to meet and identify candidates prior to the performance(s). Examiners are not permitted to speak to candidates, audience members or staff in connection with the performance(s) after they have taken place.

2.15 Design (performance support) candidates

- 2.15.1 Design candidates must make a presentation (maximum of 5 minutes) to the examiner. This is best done before the performance or can be pre-recorded and available for the examiner to view prior to the performance.
 - 2.15.2 Neither the examiner or teacher are permitted to question or respond to the candidate, and centre staff are not permitted to take any part in the presentation.
 - 2.15.3 The presentation must be recorded and transferred to VHS/DVD before the relevant performance and sent to the examiner (see 2.13 above).
 - 2.15.4 The candidate must complete and have available documentation showing the development of ideas and how they have carried them through into performance. This must be seen clearly in the recording.
 - 2.15.5 The documentation and any other materials must be available for the examiner to assess but will not be taken away after the presentation. All documentation must be retained in a secure place until 30 October 2010 and may be required for EARs.
- 2.16 Examiners will not check the quality of the recordings, it is the Centre's responsibility to check all Introductions, presentations and performances before sending to the examiner
- 2.17 All materials (including recordings and texts) given to the examiner for this paper will not be returned.
- 2.18 A Centre Performance Conditions form (D2a) will be completed by the Visiting Examiner. If no examiner is present at the examination, the centre must complete the form and send it, with the recording, to the allocated examiner.
- 2.19 Post Results Service

As part of our Post Results Service, centres have the opportunity of accessing a copy of the examiner's notes for this examination. Centres must apply for individual candidates by completing an 'Access to Scripts Request'. There is a fee involved for this service. Further details can be found in Edexcel's Information Manual. You should refer to your examinations officer for further details.

Important Information:

Edexcel staff or representatives of Edexcel should never be left on their own with children and will withdraw their services rather than find themselves in this situation. It is the responsibility of the centre to provide an environment where Edexcel staff or representatives of Edexcel can carry out their duties without the likelihood of finding themselves left unsupervised with children. For more information regarding the Child Protection Policy please go to the Edexcel website at the following link: http://www.edexcel.com/Policies/Documents/Child_Protection_Policy.pdf

3 SPECIAL CONSIDERATION

If a centre considers that a candidate may not have realised their full potential because of absence or illness which was not the fault of the candidate then a request should be submitted on the *Special Consideration Form* held by the centre's Examinations Officer. This should not be sent to the Examination Management Team, but should be sent with the appropriate documentation such as medical certification to:

Special Requirements
Edexcel
190 High Holborn
London
WC1V 7BH

Tel: 0844 576 0027

Special consideration applications should be made no later than 7 days after the final examination

Special consideration will not be given to those candidates absent because of holidays.

Appendices

Paper 1: Units I and II - Assessment criteria and forms

- Assessment Criteria
- Form D1a: Candidate Profile Frontsheet
- Form D1b: Video Record Time Sheet
- Form D1c: Centre Details
- Form D1d: Checklist

Paper 2: Forms

- Form D2a: Centre Performance Conditions Sheet
- Form D2b: Outline Description of Performance
- Form D2c: Performance Examiner Mark Sheet
- Form D2d: Performance Support Examiner Mark Sheet
- Form D2e: Centre Register
- Video/DVD Time Sheet

Appendix 1
Paper 1: Units I and II: Assessment Criteria and forms

TASK 1: The Response phase (AO1) 20 Marks

Unit 1: Candidates respond to two different types of drama text from different times and/or cultures using drama strategies. To record their practical drama candidates should capture their response through practical drama to the texts presented.

Unit 2: Candidates use explorative strategies in response to sections of the play text. Candidates should capture their response to the play text being explored through practical drama.

| Criteria: Candidates will - | |
|-----------------------------|--|
| Band 1 17 - 20 | <p>Practical</p> <ul style="list-style-type: none"> U1: Recognise and articulate a range of connections between texts and compare them in a knowledgeable way. U2: Present a thought through interpretation of the play that is fully justified. Clearly focus their ideas and suggestions on aspects of form and structure and they will be shaped with originality. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Present their ideas in ways that clearly demonstrate an understanding of form and structure. |
| Band 2 13 - 16 | <p>Practical</p> <ul style="list-style-type: none"> U1: make clear connections between texts and make comparisons with some justification. U2: interpret the play with knowledge and understanding, giving reasons for the chosen approach. Focus their ideas and suggestions on aspects of form and structure and with some originality in the shaping. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Present their ideas in a way that shows they are being shaped with a sense of form and structure. |
| Band 3 8-12 | <p>Practical</p> <ul style="list-style-type: none"> U1: recognise a number of similarities and differences between texts. U2: demonstrate a viable interpretation of the play that is intuitive rather than considered. Focus their ideas and suggestions on form and structure for most of the time with occasional originality in the shaping. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Present their ideas in an appropriate form so that there is some sense of shaping. |
| Band 4 4-7 | <p>Practical</p> <ul style="list-style-type: none"> U1: attempt to make some connections between different texts. U2: show that they can interpret some aspects of the play with guidance Contribute ideas and suggestions that may be somewhat derivative. |
| | <p>Portfolio</p> <p>Present ideas and suggestions that may be somewhat derivative.</p> |
| Band 5 1-3 | <p>Practical</p> <ul style="list-style-type: none"> U1: Make little or no connection between different texts U2: Make some basic responses to the play. Occasionally contribute few ideas and suggestions that may sometimes be inappropriate. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Present ideas in a basic way. |

TASK 2: The development phase (AO2) 20 Marks

Unit 1: Candidates should use strategies, elements and the medium of drama to develop their exploration of the issue. Candidates should capture a section of the workshop that has been developed using (b) the drama medium and (c) the elements of drama.

Unit 2: Candidates should use strategies, elements and the medium of drama to explore a section of the play text. Candidates should capture the ways in which a section of the play has been explored using (b) the drama medium and (c) the elements of drama.)

| Criteria: Candidates will - | |
|-----------------------------|---|
| Band 1 17 - 20 | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate their ability to explore issues and ideas in an expressive, analytical, reflective and personal way. • Experiment creatively with forms, genres, materials and approaches as an integral part of the development process. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> • Use a suitable structure and style of writing that clearly communicates the ways in which the ideas have been shaped. |
| Band 2 13 - 16 | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate their ability to explore issues and ideas with some thought, imagination and understanding. • Make imaginative use of forms, genres, approaches and materials as part of the development process. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> • Select a method of presentation that captures and communicates the shaping of ideas with some success. |
| Band 3 8-12 | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate their ability to explore issues and ideas, displaying some insight but with little depth or reflection. • use a range of forms, approaches and materials with some invention as part of the development process. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> • Select a style of writing and/or presentation that communicates a sense of how the ideas have been shaped. |
| Band 4 4-7 | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate some development of issues and ideas but with limited means of expression. • Select and use some forms and materials as part of the development process. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> • Attempt to communicate the way they have shaped ideas despite lapses in spelling, punctuation and grammar. |
| Band 5 1-3 | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate a basic development of issues and ideas but without reflection or understanding of structure. • Take part in the use of forms and materials during the development process with guidance. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> • Communicate some of their intentions in the portfolio but errors will be difficult to ignore. |

TASK 3: The evaluative phase (AO4) 20 Marks

Unit 1

Candidates discuss and evaluate their own work and that of others throughout the assessment.

Candidates should provide an evaluation of the assessment period

| Criteria - Candidates will: | |
|-----------------------------|---|
| Band 1 17-20 | <p>Practical</p> <ul style="list-style-type: none"> Show a clear and consistent understanding and appreciation of the ways in which others use the elements and medium of drama in their work, making critical judgements that are informed and well justified. Evaluate the effectiveness of the drama constructively and objectively making informed judgements about the ways in which the social, cultural and/or historical influences are communicated. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Evaluate the work using an appropriate style of writing that communicates clearly and with almost faultless accuracy. |
| Band 2 13-16 | <p>Practical</p> <ul style="list-style-type: none"> Recognise and discuss the way others use the elements and medium of drama in their work, making judgements that are informed and to some extent justified. Evaluate the effectiveness of the drama with some insights into the social, cultural and/or historical influences showing an intuitive sense of how and what is communicated. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Evaluate the work in a satisfactory way with some attempt at using an appropriate means of expression with considerable technical accuracy. |
| Band 3 8-12 | <p>Practical</p> <ul style="list-style-type: none"> Discuss the ways in which others use the elements and medium of drama making some informed judgements. Evaluate the drama by being able to describe its effectiveness with occasional attempts to show how the social, cultural and or historical influences are communicated. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Evaluate their work using the vocabulary of drama with some facility and a reasonably accurate use of spelling, punctuation and grammar. |
| Band 4 4-7 | <p>Practical</p> <ul style="list-style-type: none"> Recognise some of the ways in which others are using the elements and medium of drama. Attempt to evaluate the effectiveness of the drama with passing references to the social, cultural and/or historical influences but criticism will not always be informed or appropriate. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Communicate their views using a basic vocabulary that prevents the development of an argument. Technical errors will be apparent. |
| Band 5 1-3 | <p>Practical</p> <ul style="list-style-type: none"> Describe the work of others in a simple way without reference to the language of drama. Occasionally evaluate the drama in a simple and descriptive manner with little or no recognition of the social, cultural and/or historical influences. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Communicate a simple meaning but errors in spelling, punctuation and grammar will impede clarity. |

TASK 3: The evaluative phase (AO4) 20 Marks

Unit 2

Candidates discuss and evaluate their own work and that of others during the assessment period. Students should provide an evaluation of the work of others based either on a play explored under workshop conditions or on a live performance of any play.

| Criteria - Candidates will: | |
|-----------------------------|--|
| Band 1 17-20 | <p>Practical</p> <ul style="list-style-type: none"> Show a clear and consistent understanding and appreciation of the ways in which others use the elements and medium of drama in realising a written text in performance, making critical judgements that are informed and well justified. Evaluate the effectiveness of the drama constructively and objectively making informed judgements about the ways in which the social, cultural and/or historical influences are communicated. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Evaluate the work using an appropriate style of writing that communicates clearly and with almost faultless accuracy. |
| Band 2 13-16 | <p>Practical</p> <ul style="list-style-type: none"> Recognise and discuss the way others interpret a written text in performance, making judgements that are informed and to some extent justified. Evaluate the effectiveness of the drama with some insights into the social, cultural and/or historical influences showing an intuitive sense of how and what is communicated. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Evaluate the work in a satisfactory way with some attempt at using an appropriate means of expression with considerable technical accuracy. |
| Band 3 8-12 | <p>Practical</p> <ul style="list-style-type: none"> Discuss the ways in which others use the elements and medium of drama recognising connections between written and performed texts. Evaluate the drama by being able to describe its effectiveness with occasional attempts to show how the social, cultural and or historical influences are communicated. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Evaluate their work using the vocabulary of drama with some facility and a reasonably accurate use of spelling, punctuation and grammar. |
| Band 4 4-7 | <p>Practical:</p> <ul style="list-style-type: none"> Recognise the ways in which a written text is realised in performance. Attempt to evaluate the effectiveness of the drama with passing references to the social, cultural and/or historical influences but criticism will not always be informed or appropriate. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Communicate their views using a basic vocabulary that prevents the development of an argument. Technical errors will be apparent. |
| Band 5 1-3 | <p>Practical</p> <ul style="list-style-type: none"> Describe the work of others in a simple way without making connections between a written and performed text. Occasionally evaluate the drama in a simple and descriptive manner with little or no recognition of the social, cultural and/or historical influences. |
| | <p>Portfolio</p> <ul style="list-style-type: none"> Communicate a simple meaning but errors in spelling, punctuation and grammar will impede clarity. |

| | | | |
|----------------|-------------------|---------------|------|
| Centre Name | | Centre No. | |
| Candidate Name | | Candidate No. | |
| Paper Number | One: Units I & II | Level | GCSE |

GCSE Drama (1699) - Summer 2010

TEACHER-EXAMINER COMMENT SHEET

| Unit I: Drama Exploration I | | | | | | |
|--------------------------------|-----|-----------------|------|----------------|-----|-------------------------------------|
| Teacher comment for Practical: | | | | | | /40 |
| Teacher comment for Portfolio: | | | | | | /20 |
| AO1 Response | /20 | AO2 Development | /20 | AO4 Evaluation | /20 | /60 |
| Unit II: Drama Exploration II | | | | | | |
| Teacher comment for Practical: | | | | | | /40 |
| Teacher comment for Portfolio: | | | | | | /20 |
| AO1 Response | /20 | AO2 Development | /20 | AO4 Evaluation | /20 | /60 |
| Teacher name & signature | | | Date | | | Final Teacher Mark for Paper 1 /120 |

Authentication

Candidate I declare that the attached (12 max) sheets are my own unaided work.

Signature: _____ Date: _____

Teacher I confirm that the attached (12 max) sheets are the candidate's own unaided work

Signature: _____ Date: _____

| | | | |
|---------------|-------------------|------------|------|
| Centre Name: | | Centre No: | |
| Paper Number: | One: Units I & II | Level | GCSE |

GCSE Drama (1699) - Summer 2010

PAPER ONE: Exploration

CENTRE DETAILS

| | |
|---|--|
| Number of teaching groups at centre: | |
| Number of Records of Work submitted: | |
| Number of candidate Portfolios submitted: | |
| Number of Teacher Examiners at centre: | |

| Spread of marks in centre - number of candidates in each range | | | | | |
|--|---------|---------|---------|---------|--------|
| Range | 60 - 51 | 50 - 39 | 38 - 24 | 23 - 12 | 11 - 0 |
| Unit 1 | | | | | |
| Unit 2 | | | | | |

| | | | |
|-----------------------|--|----------------------|--|
| Highest mark awarded: | | Lowest mark awarded: | |
|-----------------------|--|----------------------|--|


| |
|--|
| <p>Description of the Standardisation process within the centre:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Name of Standardising Teacher-Examiner:.....</p> |
|--|

| | | | |
|----------------------|-------------------|-------------------|------|
| Centre Name: | | Centre No: | |
| Paper Number: | One: Units I & II | Level | GCSE |

GCSE Drama (1699) - Summer 2010

PAPER ONE: Exploration

CHECKLIST

| | Item |  | Number to be sent |
|---|--|--|-------------------------|
| 1 | Records of Work (including stimulus material): - Unit I - Unit II | | 1 per Unit per group |
| 2 | Teacher-Examiner Comment Sheets (D1a) - stapled to the candidate Portfolios for the sampled candidates | | 1 per sampled candidate |
| 3 | Video/DVD Record Time Sheet (D1b) - One Unit I session - One Unit II session | | 1 per Unit |
| 4 | Centre Details sheet (D1c) | | 1 per centre |
| 5 | Recording of: - One Unit I session - One Unit II session | | |
| 6 | OPTEMs (middle copy by 15 May 2010) | | Number as appropriate |

Comments

You may use this space for any comments relating to the assessment of candidates at the centre

I confirm that copies of all materials listed above have been retained securely in the centre.

| | | | |
|--|--|-------------|--|
| Name and signature of standardising teacher | | Date | |
|--|--|-------------|--|

| | | | |
|--------------|-----|------------|------|
| Centre Name: | | Centre No: | |
| Paper Number | Two | Level | GCSE |

GCSE Drama Paper 2 - Summer 2010
CENTRE PERFORMANCE CONDITIONS

| | | | |
|--------------------------------|--|-----------------|--|
| Examination Date(s): | | | |
| Materials Received | | | |
| <i>For Examiner's Use Only</i> | | | |
| Centre Performance Conditions | | | |
| | | | |
| Video Received | | | |
| Comments | | | |
| | | | |
| Accompanied Visit by: | | Groups seen | |
| Examiner Name | | Examiner Number | |

| | | | |
|--------------|-----|------------|------|
| Centre Name | | Centre No. | |
| Paper Number | Two | Level | GCSE |

GCSE Drama (1699) PAPER TWO - Summer 2010

GROUP PERFORMANCE SHEET - 1 PER GROUP

Part A: Must be completed by Centre prior to examination

| | | | | | |
|---|--|------------------|--|------------------------------|--|
| Title of Performance | | | | No. in group | |
| Group Number | | Examination Date | | Estimated Performance Length | |
| Number of Performance Candidates | | | Number of Performance Support Candidates | | |
| <p>Outline Description of Performance This <u>must</u> be attached to this form. Devised Performance must include outline and breakdown of scene script. Scripted Performance must include the script. All groups must include an introductory paragraph which puts the performance in context</p> | | | | | |

For examiner's use only

Performance Details

| | |
|--|--|
| | |
|--|--|

| | | | |
|------------|--|-------------|--|
| Start time | | Finish time | |
|------------|--|-------------|--|

| |
|--|
| <p>I understand that marks will only be awarded within the set time limits for this Unit. 3 candidates 15 mins/ 4 - 6 candidates 20-30 mins/ 7 - 9 candidates 30-45 mins(max)</p> <p>Teacher name</p> |
|--|

| |
|---|
| <p>I confirm that the text/performance details are enclosed</p> |
|---|

GCSE Drama (1699) - Summer 2010

PAPER TWO

PERFORMANCE EXAMINER COMMENT SHEET

DO NOT ATTACH ANYTHING TO THIS FORM

Section A: Must be completed by Centre

| | | | |
|---|--|---------------|--------------|
| Candidate Name | | Candidate No. | |
| Candidate's role(s) | | | Group Number |
| Candidate Description as they appear in performance including all costume changes | | | |

Section B: Must be completed by the examiner

| | 1 - 8 Basic | 9 - 16 Some | 17 - 24 Appro. | 25 - 32 Good | 33 - 40 Excell |
|--|----------------|----------------|-------------------|-----------------|-------------------|
| Use of Vocal and Movement skills | | | | | |
| Create a role or roles that shows levels of commitment and imagination | | | | | |
| Connection with other performers / Rapport | | | | | |
| Demonstrate control over, and appreciation of, the chosen style and form | | | | | |
| Show an understanding of the content and purpose of the piece | | | | | |
| Facial expression | | | | | |
| Final Mark: | | | | | |
| | | | | | |

GCSE Drama (1699) - Summer 2010
PAPER TWO
PERFORMANCE SUPPORT EXAMINER COMMENT SHEET

| | | | |
|----------------------------|--|----------------------|---------------------|
| Candidate Name | | Candidate No. | |
| Candidate's skill | | | Group Number |
| Supporting Evidence | | | |

Section B: Must be completed by the examiner

| | 1 - 8 Basic | 9 - 16 Some | 17 - 24 Appro. | 25 - 32 Good | 33 - 40 Excell |
|--------------------------------------|----------------|----------------|-------------------|-----------------|-------------------|
| Use of Techniques / Materials | | | | | |
| Use of Design and Technical elements | | | | | |
| Communication with the audience | | | | | |
| Style/Form | | | | | |
| Documentation | | | | | |
| Final Mark: | | | | | |
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|---------------|-----|------------|------|
| Centre Name: | | Centre No: | |
| Paper Number: | Two | Level | GCSE |

GCSE Drama (1699) PAPER TWO - Summer 2010
CENTRE REGISTER (In candidate number order)

(All candidates entered for the exam must appear on this register. Please indicate an absence or withdrawal with 'A')

| Cand. No. | Candidate Name | Group No. | AE Mark* | TL Mark** |
|-----------|----------------|-----------|----------|-----------|
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| Cand. No. | Candidate Name | Group No. | AE Mark* | TL Mark** |
|-----------|----------------|-----------|----------|-----------|
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You must send 3 copies of the register to your examiner.

GCSE Drama 1699/02

Video/DVD Time Sheet

Centre Name _____ Centre Number _____

This form must be completed and sent to your examiner along with the recordings

| Start Time | Finish Time | Group Number | Title of Performance/Presentation | No. in group | |
|----------------|-------------|--------------|-----------------------------------|--------------|---------------------|
| (On Video/DVD) | | | | Performers | Performance Support |
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Quality of Video/Additional Comments:

Examiners will not check the recordings. Centres **MUST** check all timings of performances, quality of the recordings on a standard domestic DVD/Video player

I confirm all recordings, introductions have been checked

ADDRESS PAGE

Paper One (Units I & II)

| | |
|------------|---|
| MODERATOR | |
| NAME | |
| ADDRESS | |
| TELEPHONE | |
| FAX | |
| E-MAIL | |
| DEADLINES: | Materials and middle copy of OPTEMS - 15 May 2010 |

Paper Two

| | |
|-------------------|--|
| VISITING EXAMINER | |
| NAME | |
| ADDRESS | |
| TELEPHONE | |
| FAX | |
| E-MAIL | |
| VISIT DATE (S): | |

FREQUENTLY ASKED QUESTIONS

Paper One: Drama Exploration
Unit 1: Drama Exploration I
Unit 2: Drama Exploration II
Coursework

What is Paper One?

This is a coursework paper which is marked internally at the centres and moderated externally by an Edexcel moderator. The paper is divided into two units.

What do the two units consist of?

Each unit consists of a six hour practical drama workshop and portfolio evidence. The portfolio consists of three tasks (equally weighted). A maximum of 1,000 words or equivalent should be written for each unit.

How many sheets of paper can be used per unit?

Candidates may submit a maximum of 6 sheets of A4 (both sides can be used) or 6 sheets of A3 (one side only) per unit.

How many marks are available for Paper One?

Paper One is worth 60% of the GCSE. There are 120 marks available for this paper as a whole. In each unit a total of 60 marks is available, 20 marks for the Response Phase, 20 marks for the Development Phase and 20 marks for the Evaluation Phase.

How are the marks weighted?

Teachers should apply a ratio of 2:1 Practical to Portfolio work. Of the 60 marks available for each unit, 40 marks should be allocated to practical work completed in the six hour workshop and 20 marks to portfolio work.

(See *Notes for Guidance for Centres* for further details)

When will I hear about who my moderator will be?

Details of your allocated moderator will appear on the OPTEMS, which are sent by Edexcel to your examinations officer. Centres will be notified of their moderator shortly before the coursework deadline (15 May 2010). The OPTEMS will indicate, with an asterisk, which candidates' work needs to be sent to the moderator. Please ensure that you send all the asterisked candidates' work, along with the work of the highest marked and lowest marked candidates.

I need to talk to my moderator, can I have their telephone number?

No. Moderators are contracted on a postal moderation basis and as such, we are not permitted to give their telephone numbers to any centre. If there is a problem with the deadlines or any of the paperwork or samples, the centre must write to the Moderator and send a copy to the Drama Examination Management Team.

What happens if I miss the coursework deadline?

Your work will arrive late to the Moderator and they will not be obliged to moderate it. If there are exceptional circumstances to you missing the coursework deadline, please write to the Drama Examination Management Team explaining why.

Will my candidates be disadvantaged if I have not attended an Area Standardisation meeting?

No. Drama Examination Management encourage all centres to send one representative to a Standardisation meeting in the first year of the assessment of a specification, however if, for whatever reason, a teacher has not been standardised then they are still able to complete the marking of their candidates and submit the work for moderation. The Standardisation process aides teachers with their marking but those teachers who do not attend will still be able to use their professional judgement to mark the coursework. The moderator will pick up any discrepancies with the marking of the coursework and adjust marks accordingly, in line with national standards.

Centres may request a Customised Training event at customisedevents@edexcel.com.

Will there be a Standardisation pack of materials available?

Yes. This pack will again be available from our Publications department. This pack will include a video and exemplar work for Paper One.

When can I do the practical workshops?

The assessment of this paper may take place at any time during the course, but it is strongly advised that assessment takes place no sooner than the Summer Term of Year 10.

How do I mark Paper One?

The teacher will be the examiner for this paper. Teachers will use evidence from the practical work during the drama workshops and from the documentary evidence presented in the portfolio for each unit to arrive at an overall mark out of 120. Teachers will mark by referral to the Assessment Criteria printed in the specification and Appendix 1 of this document.

Unit 1 is marked out of 60 and Unit 2 is marked out of 60. The two marks must be added together to give a total mark out of 120. The mark out of 120 is the one submitted on the optically read teacher examiner mark sheet (OPTEMS).

What if my candidate has only completed the practical work but has no portfolio work or vice versa?

The evidence for each student's achievement MUST arise from both the practical work AND the portfolio of documentary evidence. The portfolio work may include essay writing, diagrams, drawing etc and must consist of no more than 12 sheets of paper (A4 both sides / A3 one sided).

Of the total mark (120), 80 marks are for practical work and 40 marks are for portfolio work. If a candidate has only completed practical work and no portfolio work, they can only gain a maximum of 80 marks. If they have completed portfolio work but no practical, a maximum of 40 marks can be gained.

If there are extenuating circumstances for incomplete work, the centre can apply for Special Consideration. Examinations Officers have details of the Special Consideration procedures.

I struggled with the marking for this Paper last year, is there any help available?

We are aware of the difficulties some centres encountered with the marking of this paper and we have therefore produced a set of guidance notes to accompany this booklet entitled 'Notes For Guidance'. We hope that this document will clarify outstanding concerns. Additionally, there is a Standardisation pack available for centres to purchase from Publications - this pack includes samples of work.

The Notes for Guidance and ICE booklet are available from Publications and to download from our website.

How do I choose my sample of candidates?

The candidates requested by the moderator will be indicated by an asterisk on the OPTEMS forms. Centres must also send the work of the highest and lowest candidate in the centre as a whole. If the sample does not reflect a range of work, the centre can send additional work.

When will I receive my OPTEMS?

OPTEMS are sent to the examinations officer in April. Please follow the instructions printed on the OPTEMS forms.

Will my moderator ask for any further work?

Moderators may request further work after the initial sample has been received. Centres must be prepared to send all work if necessary.

Do I have to provide a video for Paper One?

Yes, centres must provide a video recording of one unit 1 session and one unit 2 session. The videos should be made during the 6 hour workshop for each unit and should be of a normal teaching session and no longer than 2 hours per unit. The video must be submitted on standard VHS format.

My video has gone missing / is blank etc - what do I do?

If, for whatever reason, you are unable to submit video evidence to your moderator you must write to both the Moderator and the Drama Examination Management team explaining the situation. You must also fill in a Missing Coursework Form and send it to the Special Requirements section at Edexcel. The Drama Examination Management team will be in touch if necessary.

Do I have to submit a specific form for my Record of Work?

No. Centres should submit the Record of Work in whatever format preferred clearly indicating how the Specification requirements and Assessment objectives (AO1, AO2, AO4) have been met in the 6 assessed hours only.

What is a Record of Work?

A Record of Work is not a Scheme of Work. A Scheme of Work is what the teacher *intends* to do throughout the assessment period, whereas a Record of Work is what has *actually* happened. Many centres have a printed scheme of work that they amend by crossing out activities not completed and adding additional activities undertaken.

What do I do if my candidate has only completed one Unit due to special circumstances?

The teacher should contact the Examinations Officer in the centre and complete a Special Consideration form detailing the exact situation and attaching any relevant documentary evidence.

Paper Two: Drama Performance

What is Paper Two?

It is an externally assessed performance paper which is examined by an Edexcel appointed visiting examiner. This paper is treated in the same way as any other script based examination.

What does Paper Two consist of?

There are 3 options available to candidates for Paper Two:

Option A: Devised Performance

Option B: Performance Support

Option C: Scripted Performance

What does the Devised Performance involve?

Candidates can be assessed through the performance of an original piece of drama that they have devised in a group. Candidates also have the option to use a script as a starting point but to adapt, manipulate and embellish the script with their own ideas.

What does the Performance Support option involve?

Candidates can be assessed through their application of a theatre craft (lighting, sound, costume, stage design, masks/make up) within the performance of a devised or scripted play. Candidates must keep records of their design process and it must be evident in the examination performance. Candidates must give a 5-minute presentation to the examiner prior to the performance. Candidates can only offer one theatre craft in one performance. One theatre craft in a performance cannot be shared eg 3 candidates making one costume for the same performance group is not acceptable.

What does the scripted performance involve?

Candidates can be assessed through the performance of a role or roles within the production of a play or an extract of a play. The script can be amended and edited for performance.

When will I hear who my visiting examiner will be?

Visiting examiners will be trained throughout January. Allocations will be organised and examiners will contact centres directly, by telephone, throughout February and early March.

When should the performance examinations take place?

The examinations can take place between 1 March and the end of May 2010.

How do I arrange the examination date with my examiner?

Your examiner will contact your centre during February/March and it is during this communication that a mutually agreeable date is arranged. It is better to be flexible with the date preferred so the examiner has got more chance of being able to attend.

I need to contact my Examiner - can I have their details?

No. We are not at liberty to disclose any contact details for any examiner. You must wait until they contact you by telephone.

My examiner has not contacted me - what shall I do?

Please wait until March 2010 before contacting Edexcel. If you have not heard from your examiner by early March, check that you have made estimated entries and then contact the Drama Deployment Team.

What do I do if my allocated examiner cannot make the dates I specify?

It is best to be as flexible as possible when arranging performance examination dates. If your examiner cannot agree to any dates you offer then the examiner will contact the rest of their team to see if anyone can take over. You do not have to contact Edexcel; it will be re-arranged automatically and a replacement examiner will contact you directly.

What happens if I am not allocated an examiner or if my examiner cannot make the examination due to illness?

We make every effort to ensure that all centres are allocated a visiting examiner. In the unlikely event that we are unable to allocate your centre to an examiner, or your examiner has to withdraw at a late stage, we would ask you to record the performances. You should send complete the exam as planned and send the recording of the performance(s) to your allocated examiner. They will examine from the recording and then forward it to a senior examiner. The senior examiner will monitor the marking of the candidates. You may provide brief comments on the live performance(s) and you can suggest a rank order of the candidates.

How many days can I request a visiting examiner for?

Examiners will expect to mark at least 40 candidates in one centre on the same day. Centres with 20 candidates or less will be allotted one 3 hour visit.

I would like my examiner to come for more sessions than my candidate entry necessitates - how can I arrange that?

Visiting examiners must only visit centres for the appropriate number of sessions based on candidate entry (40 candidates minimum in one day).

Can my centre pay to ensure that my examiner can come for more sessions?

No. This is unethical and compromises the security and rigour of the examination.

We were not happy with our visiting examiner last year - what should we do?

You should write to the Drama Exams Management team with full details. We try to ensure, as much as possible, that no centre will be allocated the same examiner they had the previous year but this is not always possible. If you have been allocated an examiner and you refuse them to visit your centre you will be required to record all of the performances and send the video/DVD to the examiner to be examined.

Where should my examiner sit during the performance?

The examiner should have the best seat in the house with a table and light and must not be overlooked by audience members. Centres must also provide a quiet, separate room for examiners to use to complete their marking between performances.

Can the performance examination take place out of school hours?

Yes. The examination arrangements should be made in consultation with your allocated examiner. Twilight and evening sessions are becoming more popular with centres.

Do I have to record all of the performance examinations?

Yes. Every performance should be recorded for examiner monitoring and in the event of an Enquiry about Results (EAR). If you do not record and submit the video (VHS format) / DVD to the examiner within 7 working days of the performance taking place then you will not be entitled to an EAR.

What format should the recording take?

Either video (which must be submitted to the examiner in Standard VHS format) or DVD.

I would like to hold my examination as a whole school production - is this allowed?

No. Centres must remember that the Paper Two Performance is an examination and must be treated as such. There should not be more candidates on stage than are being examined and the cast should only involve candidates who are due to be examined.

What is the minimum / maximum group size?

Between 3 and 9 performers, and up to 3 design candidates. Centres must not exceed these numbers.

I really need to exceed the maximum cast size - is this allowed?

Centres are strongly advised to not exceed the maximum cast size - these guidelines are there to ensure that all centres organise their examination performances to the benefit of the candidates. Any centre that chooses to ignore the guidelines is told that they may disadvantage their candidates. Centres are encouraged to always remember that the examiner will only watch the performance once and it will be difficult to watch large numbers of candidates and examine as accurately as possible.

One of my candidates has dropped out and I am left with less than 3 candidates in a performance examination - what do I do?

The options available are dependent on how close to the examination the group size changes. Centres can choose to re-organise the groups to include the remaining one or two candidates, or they can incorporate a non-examined candidate to take the missing part.

A candidate has been taken ill on the day of the examination - what happens now?

The centre should ask a non-examined candidate (this can also be a teacher) to stand in and take the part of the missing candidate. The centre should then apply for special consideration for the candidate.

How long should the performance last?

It will depend on the number of candidates in the performance and should be between 15 and 45 minutes. Centres must not exceed the time limit for the number of candidates as no marks will be awarded outside of these time limits.

I have got 3 candidates - can they perform in a piece that lasts 45 minutes?

No. The number of candidates in the group should dictate the length of the examination performance. A performance for a group of three is likely to last approximately 15 minutes and it is likely that the performance will be a maximum 45 minutes for a group of 9 performers.

What will happen if the group exceeds the time limit?

Centres are strongly advised not to exceed the time limit. Examiners will only award marks within the time limit.

What do the design candidates have to do on the day of the examination?

Design candidates must give a 5 minutes maximum presentation to the visiting examiner, preferably before the performance takes place. They must show the examiner their documentary evidence during the presentation. Their chosen skill or craft should be demonstrated throughout the performance.

I have a design candidate who would like to do the design for the School production - is this allowed?

No. The design candidate must work alongside the performance candidates as part of one performance examination. The design skills must be evident in the performance examination.

How many theatre crafts may the performance support candidate take on?

One. Candidates will take on the responsibility of supporting one performance only by providing stage design or costume or lighting or masks/make up or sound.

Additional theatre crafts cannot be shown by candidates.

I have got candidate with medical problems etc. Can they apply for special consideration for the performance examination?

Yes. The drama teacher should contact the Examinations Officer within the centre and apply for special consideration, attaching appropriate medical (or other appropriate) documentation. The examiner should still mark what they see and consideration will be taken into account at a later stage.

Can we have the video/DVD back for Paper Two?

No. The recording and all related paperwork for the performance examination are non returnable. Centres are advised to make a copy of the examination video/DVD prior to sending the original to the examiner.

Can the performance be in another language?

No. Candidates are required to perform work that would communicate itself to an audience where English is the target language.

Does the examination have to have an audience present?

Yes, there should be an audience for the examination. Students should be able to communicate their role effectively to an audience. The audience most often consists of the examiner, teacher(s) and other examination candidates.

Where do I get the forms required for the examination preparation?

All forms required for the examination preparation are contained in this booklet. They are also available to download from the Edexcel website. You should photocopy/download as necessary.

How far in advance do I have to send the forms to the examiner?

The forms should be sent at least 7 working days before the date of the examination.

I have a candidate who would like to act in two performances - is this allowed?

Candidates can only be examined in one performance group designated by the centre in advance of the examination day. If, for whatever reason, a candidate is performing in more than one group, it must be clear prior to the examination, in which group the candidate will be examined.

Will the examiner talk to the candidates or the teachers about the performance?

No. This is an examination and should be treated the same as a written examination. The examiner must not talk about the performances to anyone in the centre or give feedback of any nature.

GCSE DRAMA

1699

NOTES FOR GUIDANCE FOR CENTRES

Paper One: Practical Drama Workshops and Portfolio Evidence

Paper One consists of two units. The emphasis in both is upon exploration, not performance. The candidates explore issue(s) and idea(s) (Unit 1) or a play script (Unit 2) using drama strategies, elements and medium. During the exploration 6 hours must be identified for each unit during which candidates will be assessed. A performance arising from the 6-hour assessments may follow, however, that is not the purpose of either unit in the paper.

The 6 hour workshop may take place during normal lesson time or in blocks of time - e.g. a day or 2 half days. The scheme of work may take longer e.g. 8 hours but the assessment of practical work must be limited to 6 hours only.

The emphasis is upon practical drama throughout the assessment period. All candidates must take part in the practical drama workshop and record aspects of their work in a portfolio in order to meet the requirements for the paper.

Unit 1

The role of the texts in Unit 1 (U1) is to stimulate the candidates to experiment and explore issues and ideas through the use of drama strategy, element and medium. In the portfolio candidates should discuss the drama that arose in response to the texts, demonstrate how they developed their ideas and then evaluate their own work and that of others during the 6 hours. Comparison of the texts is not an exercise in practical criticism but is concerned with the drama that was stimulated by them.

The drama workshop will:

- be based around at least two different types of 'drama texts' (as defined on p.10 in the specification) selected from different times and/or cultures.
- involve at least four explorative strategies, and
- include at least two skills from the medium and elements of drama.

For the Portfolio, candidates:

- for Task 1 should capture their response through practical drama to the texts presented as stimulus.
- for Task 2 should record the development of further work to show how ideas were developed and intentions realised through practical drama.
- for Task 3 should evaluate significant aspects from the whole workshop, focusing upon their own learning about drama as well as the work of others.

Unit 2

The 6 hour assessment is the exploration of a play script using strategies as well as the elements and medium of drama. It is not a rehearsal for performance. The choice of play script for Unit 2 (U2) will depend upon the candidates, resources and the experience of the teacher. The play must meet the requirements outlined in the Specification but otherwise the teacher should consider what would best challenge and interest the candidates. As well as exploring a complete play script candidates must see and evaluate a performance given by others - professional, amateur, in the school or a theatre. This may be a performance of the play explored in U2, another play written by the same writer or by another writer altogether. The 6 hours exploration does not include reading the play, seeing a production or portfolio tasks.

The drama workshop will:

- be based around a complete and substantial play text,
- involve the use of at least four explorative strategies, and
- include the use of at least two skill areas of the medium and elements of drama.

For the Portfolio, candidates:

- for Task 1 should capture their response to the play text being explored through practical drama.
- for Task 2 should capture the ways in which a section of the play has been explored through their practical work, and
- for Task 3 should evaluate the work of others based either on a play explored under workshop conditions or on a live performance of any play.

- Ideas for each task in the specification are suggestions only in each unit. The tasks, or phases (Response: Development: Evaluation), are discrete although it is recognised that there will be some overlap - e.g. evaluative language will undoubtedly be used in each task.
- Portfolio tasks arise from the practical work and may contribute directly to its development but must be the individual candidate's own work.
- Candidates may use continuous prose, storyboards, diagrams, flow charts, illustrations, photographs etc. to record their work. Examples of stimulus material may be annotated by the candidate to show how they responded or developed their ideas through drama. The evaluation in U2 may be of a workshop, amateur, professional or school performance of the play that has been explored or any play. The emphasis is upon evaluating the work of others in the light of the candidate's experience of exploring a text through practical drama.
- The Portfolio records the examined sessions only and should not include materials that are not the candidate's own work e.g. research materials downloaded from the internet, details of the life of Stanislavski etc.
- The portfolio should be on paper only. Two sheets of A4 (using both sides) or 1,000 words is the maximum for each task, but candidates may find two sheets of A3 (one side only) more appropriate for recording their work. If A3 is used the sheets can be folded into A4 size. Candidates may use up to 3,000 words, a maximum of 6 sheets of A4 (using both sides) or 6 sheets of A3 (one side only) or a combination, per unit.
- The emphasis is upon content and the practical drama that took place although the style of presentation may reflect the candidate's thinking (e.g. annotation of a script or storyboard to show how a scene was explored and presented).
- Candidates should not spend more time and effort than is realistic or reasonable on completing the portfolio. They are marked for 6 hours of practical drama so perhaps portfolio time should not exceed another 6 hours per unit.

Assessment and Documentation

Because drama is ephemeral, it is recommended that marking should be finalised as soon as possible on completion of the 6 hour assessment and all documents duplicated so that the centre can retain copies.

- Teacher-Examiner comments recorded on Form D1a should refer predominantly to the practical work, linked to the tasks in the portfolio. The comments should relate to the Assessment Objectives, giving specific examples of practical work based upon notes taken during the 6-hour assessment. One Teacher-Examiner Comment sheet should be completed and attached to each candidate's portfolio.
- The Record of Work must represent 6 hours assessment time - this must be a record of the 6 hours of the assessment and may be presented as a scheme of work annotated to show what actually took place. It may be part of a longer scheme, in which case the assessed sessions, including the session on video, should be indicated
- The Video is part of the evidence submitted by the centre; a continuous recording of one teaching session per unit with the whole class is required. The recording should be transferred on to a VHS tape and checked before being sent to the moderator. The work recorded on video should be of complete practical drama sessions and meet the three Assessment Objectives for this paper. Candidates should not be identified on video or be confined to showing rehearsed work. The recording may be of the same group for both U1 and U2 or two different groups. It is suggested that several sessions be recorded, of which one from each unit is selected as representing the standard of the centre and re-recorded onto VHS.
- Work for Paper One may be sent as soon as the centre has received the moderator's details but the deadline (given in the Instructions for the Conduct of the Examination booklet) is final. Moderators are not obliged to moderate work that is sent after the final date. Further samples of candidates' portfolios may be requested for a variety of reasons e.g. for use during the awarding processes.
- The maximum mark for Paper One is 120 (60 marks for each Unit). Candidates are awarded marks out of 20 for each task, which consists of both practical drama and portfolio evidence. The weighting for practical work and the portfolio should be treated, respectively, in a 2.1 ratio. The maximum marks will be as follows:

| | Practical | Portfolio | Total |
|---------------------|-----------|-----------|-------|
| Unit 1 | 40 | 20 | 60 |
| Unit 2 | 40 | 20 | 60 |
| Total for Paper One | 80 | 40 | 120 |

- Candidates are marked practically for Response (A01) and Development (A02) throughout the 6 hour assessment but the teacher may set more proscribed tasks to meet the assessment requirements for the portfolio.
- Similarly, candidates are marked for their practical Evaluation (A04) throughout the 6 hours although the portfolio task will focus upon significant moments in Unit 1 and a review of a live performance in Unit 2.
- To arrive at the final marks reference must be made to the assessment grids to be found in the specification (Issue 2, December 2002, pp 20 - 22): A01: Response; A02: Development; A04: Evaluation, that define the criteria set for each of the three assessment tasks.
- To achieve a balance of marks for Practical and Portfolio in each Assessment Objective the teacher should consider a 2:1 ratio of marks. While a division of the marks out of 20 into 13:7 or 14:6 is not accurate it may assist the teacher in arriving at a final mark.
- The final bullet point for each of the bands alludes to the portfolio. The teacher/examiner may also have observed evaluation being conducted in different contexts, perhaps in discussion with, and/or between candidates.
- The most important aspect is that the final mark out of 60 should reflect the balance between Practical and Portfolio work for each candidate. The 2:1 ratio has been given to assist teachers with assessments so that all candidates are allocated the marks they have earned according to the criteria in each unit.
- After due consideration of each candidate's work a mark out of twenty should be allocated to each of the three tasks bearing in mind the 2:1 practical/portfolio ratio. Where a candidate fails to submit a portfolio the maximum mark for each unit is 40.

Marking Paper One

Applying The Marks Across The Bands For Each Assessment Objective
(AO1: Response, AO2: Development & AO4: Evaluation)

| Band | Practical | Portfolio | Total Mark |
|--------------|-----------|-----------|------------|
| Band 1 17-20 | 14/13 | 6/7 | 20 |
| | 13/12 | 6/7 | 19 |
| | 12 | 6 | 18 |
| | 12/11 | 5/6 | 17 |
| Band 2 13-16 | 11/10 | 5/6 | 16 |
| | 10 | 5 | 15 |
| | 10/9 | 4/5 | 14 |
| | 9/8 | 4/5 | 13 |
| Band 3 08-12 | 8 | 4 | 12 |
| | 8/7 | 3/4 | 11 |
| | 7/6 | 3/4 | 10 |
| | 6 | 3 | 09 |
| | 6/5 | 2/3 | 08 |
| Band 4 04-07 | 5/4 | 2/3 | 07 |
| | 4 | 2 | 06 |
| | 4/3 | 1/2 | 05 |
| | 3/2 | 1/2 | 04 |
| Band 5 01-03 | 2 | 1 | 03 |
| | 1 | 1 | 02 |
| | 1 | 0 | 01 |

Examples:

Candidate A has a portfolio and practical work of the same quality according to the criteria may earn up to 60 marks for each unit.

Candidate B, whose practical work is of a high standard earns up to 40 marks but with little portfolio evidence may receive 46 out of 60

Candidate C, whose portfolio is accomplished, meets all Band 1 criteria will earn up to 20, but with limited ability in practical drama may receive only 29 out of 60.

Centre Standardisation

Centre Standardisation Meetings are available through Edexcel's Professional Development and Training Section, along with additional support courses for the specification. Centres new to the specification, or where the standardising teacher is new to the specification, should see the Edexcel website for full details (www.edexcel.com), or enquire directly with the Professional Development and Training Section in order to book a place at a meeting.

Where it is not possible to attend a meeting, a pack of standardisation materials may be obtained from Edexcel Publications.

Paper Two: Performance

- This is the final externally assessed practical exam and accounts for 40% of the total marks for the specification.
- Centres are advised to spend approximately 40% of the Programme of Study preparing candidates for the exam.
- Candidates should spend 6-8 weeks preparing for the exam, which will take place between 1 March and end of May.

Programme of Study

- Centres should provide candidates with opportunities to work in different sized groups of between 3 and 9 members, preparing and performing to a range of audiences throughout the course.
- Candidates should prepare for the Paper Two examination as confident and skilled performers/performance support candidates, used to performing to an audience.
- Centres should ensure that rehearsal periods build from being contained within one lesson to being sustained over several weeks.
- Candidates should be encouraged to work with everyone in the teaching group during the Programme of Study.
- Centres must teach the drama medium and elements of drama to candidates.
- Explorative strategies should be used in rehearsal and some in performances.
- Centres do not have to provide candidates with opportunities in all three options. Many centres do not have the resources to deliver performance support.
- Many centres set up a performance based on Unit One work, often giving 2 or 3 weeks' rehearsal after the assessment period has ended.
- Unit Two texts can also be developed as a short scripted performance after the assessment period.
- Candidates can return to these performances and develop them for the final Paper Two examination.

Performance Support

- Performance support candidates must take on one theatrecraft, for one group.
- One theatrecraft e.g. costume cannot be shared by two or more candidates.
- Performance support candidates must work with the performance group and the chosen skill must be seen as part of a Paper Two performance.

Preparation for the Examination

- Centres are advised to allow between 6 and 8 weeks' preparation time for Paper Two.
- Centres must enable candidates to prepare for performances that meet the five assessment criteria.
- Preparation time must be structured by the centre. The teacher should work with candidates enabling them to shape and refine their performances.

Two weeks before the Examination

- The candidates must complete D2a forms, providing as much information as possible to enable the examiner to be well prepared.
- Scripted performance support candidates must include the script as performed.
- Candidates must detail the specific role(s) played, not 'various', 'ensemble' or 'acting'.
- Teachers must check before despatch to the examiner that all candidate names and numbers are correct.
- Candidates should have the opportunity to work in the performance space before the exam.

On the day of the Examination

- Candidates must perform to an audience, the size of which should be carefully considered. Other GCSE Drama students can provide a supportive audience.
- Centres should consider carefully the order of performances.
- Candidates must introduce themselves to the video camera by name and candidate number and state their role(s).
- One candidate should announce the group number and the title of the performance.
- Performance support candidates must be prepared to give a presentation of no more than 5 minutes to the camera and examiner.
- Centres must allow the examiner sufficient time to identify candidates and write notes between performances. A private space must be provided.
- Candidates should be aware that the examiner cannot speak to them after the performance.
- Performances must be conducted under exam conditions, ensuring there are no interruptions that could disadvantage candidates.