

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

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.org.uk), 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 March and 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 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.