

GCSE DRAMA SNAPSHOT

OVERVIEW

- This is a linear qualification.
- There are three components: two internally assessed (60%) and one externally assessed (40%).
- All assessment is completed at the end of the course.
- The specification aims to encourage students to develop a personal interest in drama, to engage actively in the process of dramatic study, to work imaginatively and creatively in collaboration with their peers, to analyse their own work and the work of others, and to develop and demonstrate competence in their chosen pathway of acting or design.
- The specification offers opportunities to build on the learning experiences from Key Stage 3 and to develop the Cross-Curricular Skills and Thinking Skills and Personal Capabilities at Key Stage 4.
- A range of support material is available, including specimen assessment materials, exemplar planning frameworks and teacher and student guidance on controlled assessment.

SPECIFICATION SUMMARY

Component 1: Devised Performance

Controlled assessment – a performance or a design presentation, and a student log
(first assessment Summer 2019)

Component 2: Scripted Performance

Controlled assessment – a performance or a design presentation (first assessment Summer 2019)

Component 3: Knowledge and Understanding of Drama

External written examination – 1 hour 30 minutes, three questions based on one set text
(first assessment Summer 2019)

BENEFITS TO STUDENTS

Students will:

- develop their knowledge and understanding of drama;
- have opportunities to explore and develop confidence and competence in acting or design, or both;
- work together in groups to create, develop and realise their ideas for an audience; and
- develop a range of skills that provide a basis for progression to further study or employment.



CROSS-CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES THAT WILL BE DEVELOPED

Cross-Curricular Skills at Key Stage 4

Communication, Using Mathematics and Using ICT

Students will have opportunities to develop their communication skills and use mathematics and ICT in a variety of ways, for example:

- presenting their work to an audience through devised and scripted performances and in their responses to questions in the written examination;
- completing their student log for Component 1;
- understanding intensity levels of lighting and sound;
- timing performances;
- understanding how to use digital technology in the design and delivery of drama; and
- exploring the effects of multimedia and ICT on drama.

Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management, Working with Others and Problem Solving

Students should be able to, for example:

- compile a rehearsal schedule for a devised and scripted performance;
- work individually to learn lines and directions;
- negotiate in the group and design using the stimulus for the devised performance; and
- justify their performance and design ideas for their set text in the written examination.

CONTENT AND ASSESSMENT

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Component 1: Devised Performance	<p>Students choose either a performance or design pathway.</p> <p>In response to pre-release stimulus material, they either devise and present a group performance or devise and give a design presentation. Design students must choose one of the following disciplines: costume, lighting, multimedia, set or sound.</p> <p>Students also complete a student log.</p>	<p>Controlled assessment</p> <p>Pre-release stimulus material</p> <p>50 marks</p>	25%

SPECIFICATION SNAPSHOT

For first teaching from September 2017
For first award in Summer 2019

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Component 2: Scripted Performance	Students choose either a performance or a design pathway. Students research and prepare a performance of their script. Design students must choose one of the following disciplines: costume, lighting, multimedia, set or sound and give a design presentation.	Controlled assessment 70 marks	35%
Component 3: Knowledge and Understanding of Drama	Students choose one set text from the list below. They develop understanding of the text and elements such as the playwright's use of language, style and genre. They also consider contexts and aspects of performance, production and design. Set Texts <ul style="list-style-type: none"> • <i>A Midsummer Night's Dream</i> • <i>Juno and the Paycock</i> • <i>The Crucible</i> • <i>Philadelphia, Here I Come!</i> • <i>Tea in a China Cup</i> • <i>Blood Brothers</i> • <i>Across the Barricades</i> • <i>Sparkleshark</i> 	External written examination 1 hour 30 mins Three questions on their set text 80 marks	40%

SUPPORTING YOU

In person

We are your local awarding organisation, so we can provide personalised support and visits to you and your centre upon request. Contact the Specification Support Officer if you would like to arrange a visit. If you have a query or require advice and guidance, please contact the Subject Officer.

At teacher-focused events

We provide a comprehensive programme of events to support this specification, which includes:

- free launch events to introduce you to the specification; and
- free support events on teaching and assessment and to assist you with subject-specific issues.

We will mail invitations to heads of department at least three weeks in advance of each event. Alternatively, check out our full list of support events online at www.ccea.org.uk

Online

Most of the support we provide will be available on our subject microsite. The site will include:

- the latest version of the specification;
- planning frameworks;

- Chief Examiner's reports with top tips for improving examination performance (available after the first examination series);
- specimen assessment materials; and
- exemplification of standards (available after the first examination series).

Visit the **Drama** microsite at www.ccea.org.uk

CONTACT US

If you have a query or require advice or guidance, please contact:

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