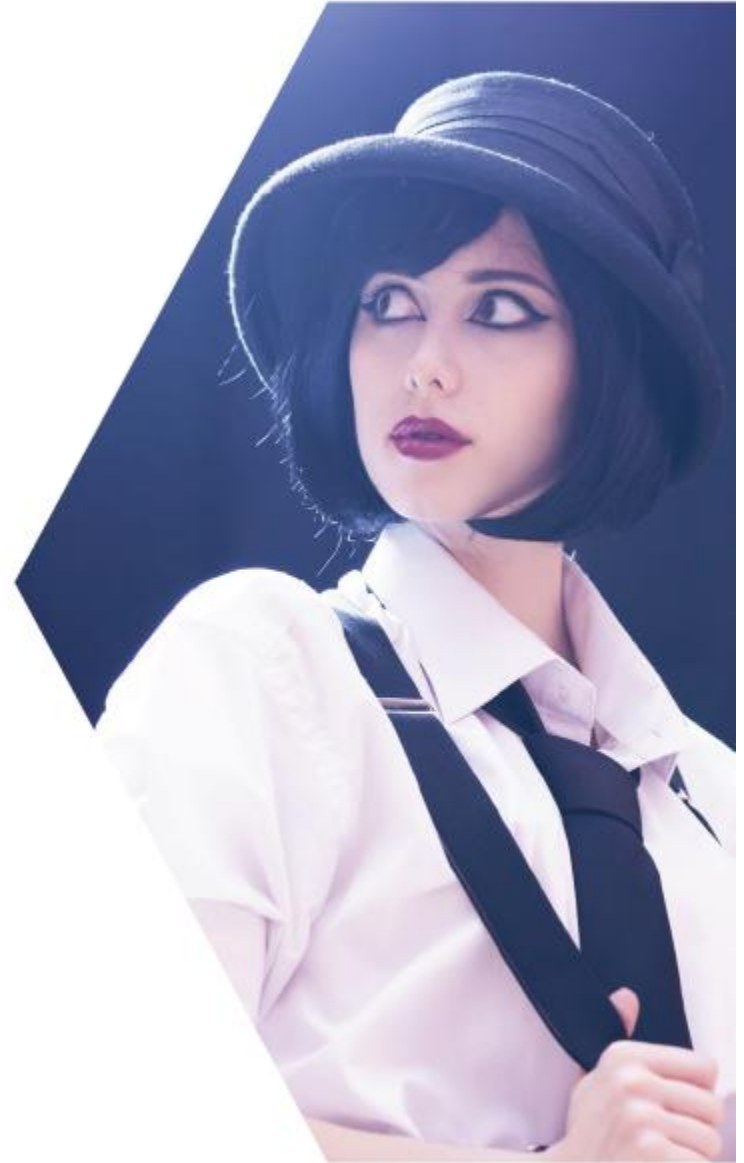


GCSE Drama





- **Research** – A key aspect of planning any production is to develop research skills.
- **Independence** – When studying Drama, students work on their own to complete tasks.
- **Working with others** – Students will work with others as theatre companies to create both devised and text-based performances.
- **Analysis** – Any performer, director or designer must be able to take and understand information before applying it to create a performance.
- **Communication** – The ability to discuss key issues verbally and in writing is vital to any future success. Whether as a character or in rehearsals preparing for a performance, this is an essential skill.
- **Time management** – The skill of prioritising work is very important. By preparing performances and working through questions in an exam context, a GCSE (9-1) Drama student will have effectively developed this skill.



- **ICT** – Drama students will develop their ICT skills. From using simple word processors, or scouring the web for that vital piece of research for a performance, to operating the sound and light boards or creating interactive sets, technology goes hand in hand with Drama.
- **Problem solving** – Drama asks questions about society and the world around us. The skills used to discuss these problems and offer potential answers through effectively creating and preparing performances are the same as those used to solve real-life issues.
- **Planning and organising** – Creating Drama productions teaches students how to plan effectively to complete many different tasks presented to them.
- **Drive and determination** – Any successful Drama GCSE student will have shown the drive and determination to succeed – exactly what a sixth form, college or employers will be looking for.

A collection of ornate, gold and blue masquerade masks with intricate scrollwork and feathers, set against a dark background. The masks are arranged in a cluster, with some overlapping. The lighting highlights the metallic sheen of the gold and the texture of the feathers.

What to expect in the non-exam assessments (60%)

- Component 1: Devising Drama (60 marks)
- Component 2: Presenting and Performing Texts
(60 marks)



What to expect in the exam assessments (40%)

- Section A: Performance and Response (50 marks)
(based on the full text of a play or musical)
- Section B: Analysing and evaluating live theatre
(30 marks)

There are four key assessment objectives for the qualification that assess candidates at different points of the creative process:

| Assessment Objective | |
|----------------------|--|
| AO1 | Create and develop ideas to communicate meaning for theatrical performance. |
| AO2 | Apply theatrical skills to realise artistic intentions in live performance. |
| AO3 | Demonstrate knowledge and understanding of how drama and theatre is developed and performed. |
| AO4 | Analyse and evaluate their own work and the work of others. |

| Component | AO1 | AO2 | AO3 | AO4 |
|---|---------------------|---------------------|---------------------|---------------------|
| Devising Drama (J316/01/02) | 20 (10%) | 20 (10%) | | 20 (10%) |
| Presenting and Performing Texts (J316/03) | 20 (10%) | 40 (20%) | | |
| Drama: Performance and Response (J316/04) | | | 60 (30%) | 20 (10%) |
| Total | 40 (20%) | 60 (30%) | 60 (30%) | 40 (20%) |