

# NEW GCSE Drama



## Course Overview

### **Component 1: Devising Theatre (40%)**

Devised performance (making a new piece of drama) **(5-16 minutes depending on group size)**

**Supporting evidence (750-900 words)**

Written Evaluation **(1 hour 30 minutes)**

### **Component 2: Performing from a Text (20%)**

Assessed by an examiner between February and May in Y11

**Two** extracts from the same text made into **one performance (5-14 minutes depending on group size)**

### **Component 3: Interpreting Theatre (40%)**

Written exam

1 hour 30 minutes

Based on 1 set text

**Question on a piece of Live theatre scene during the course**

# Specification Overview

## Component 1: Devising Theatre (40% of qualification)

- You will **MAKE** an original piece of drama. Either as an **ACTOR** or **DESIGNER**.
- You use the techniques of a theatre practitioner **or** a genre,
- You produce:
  - The drama
  - A portfolio of evidence
  - An evaluation of the performance or design.

## Component 2: Performing from a Text (20% of qualification)

- You **ACT** in a **SCRIPTED** performance
- You study **TWO** extracts from the **same** text
- You create **one** performance using sections of text from **both** extracts.

# Specification Overview

## Component 3: Interpreting Theatre (40% of qualification)

Written exam

### Section A: Set Text

You answer questions on **one** set text from a choice of five:

1. ***The Tempest***, William Shakespeare
2. ***The Caucasian Chalk Circle***, Bertolt Brecht
3. ***Hard to Swallow***, Mark Wheeler
4. ***War Horse***, Michael Morpurgo, adapted by Nick Stafford
5. **DNA**, Dennis Kelly.

### Section B: Live Theatre Review

You answer a question (1 of 2) of a Live Performance seen during the course.

# Component 1- Devising Theatre 40%

## 1a. Devising

- You choose a stimulus to work from from a choice of **four options**
- Research and develop ideas using techniques or ideas of a practitioner or genre. E.g. PHYSICAL THEATRE, BRECHTIAN, DOCUMENTARY DRAMA
- Consider the
  - structure
  - theme/plot
  - form and style
  - language/dialogue.

# Component 1- Devising Theatre

## What are stimulus:

Something that you have to base your ideas on. Examples might be...

A quotation: '***All men are created equal***' American Declaration of Independence

Lyrics of a song: ***Handbags and Gladrags***, Stereophonics

A picture: ***Parsifal I***, Anselm Kiefer

A Concept: **The closed door**

You can interpret the stimulus as you choose  
as long as it links back to the original source  
and is in your chosen style/genre



# Component 1- Devising Theatre 40%

## What is the Portfolio?

A record of evidence that focusses on **three** moments where the practical work has changed or developed:

1. *'We decided the cot represented the lost child' it was the centrepiece of our story. We had a physical theatre structure we returned to as this central motif*
1. As we developed the story we realised the cot might also represent loss of childhood for all the characters

The supporting evidence is **not** a diary of the rehearsal process.



# Component 1- Devising Theatre 40%

## 1b. Supporting Evidence

- Introduction of a device e.g. flashback which changes the mood or atmosphere of the piece
- Decision to include a PowerPoint to show different locations which helps to develop the flow and structure of the piece
- A dress rehearsal where learners realise they need to practise with props/ develop costume to highlight character.



# Component 1- Devising Theatre 40%

## 2. Realising

- Learners realise their piece of theatre and the timings depend on the number of actors in the group:
  - 2 actors: 5-10minutes
  - 3 actors: 7-12 minutes
  - 4 actors: 9-14 minutes
  - 5 actors: 11-16 minutes
- Each actor must interact with other performers and/or the audience **for a minimum of five minutes.**

# Component 1: Devising Theatre (40%)

## 3. Evaluating

Learners evaluate the final performance :

1. A paragraph outlining what you intended.
2. Analysis of your performance skills
3. Analysis of the performance – did you do what you intended, did you use your practitioner effectively. Explain your answer.
4. What did you individually contribute?

You can take two sides of A4 in bullet point notes when writing the evaluation.

You have 1 hour and 30 minutes to complete the task under supervised conditions.

## Component 2 - Performing From a Text 20%

### Selecting a suitable text for performance

- You study **two** 10 minute extracts from **one** performance text of their own choice.
- The length of the performance is similar to Unit 1

# Component 3 – Written Examination

1 hour and 30 minutes.

It is an **open book** exam

## **Section A – Set Text (yet to choose).**

- Consider the text as an ACTOR, DIRECTOR AND DESIGNER
- Write with appropriate drama words

## **Section B – Live theatre.**

- We watch a performance
- Consider the performance as ACTOR, DIRECTOR AND DESIGNER and as a member of the audience.

# Assessment of Component 3

- **Section A** - structured questions on the texts which will get longer
- **Section B** will be **one** structured question from a choice of two on live theatre.

## Component 3 – Interpreting Theatre (Written Examination)

Sample question for ‘*viewpoint of director*’:

Name two rehearsal techniques that a director can use to prepare an actor for the role of Simon in this scene. [2]

Explain how these two techniques would help the actor prepare for this role in performance. [4]

# Component 3 – Interpreting Theatre (Written Examination)

Sample question for *‘viewpoint of designer’*

Briefly describe the **social class** of the **Dunbar** family. [2]

Explain how any **one** line in the extract illustrates their **social class**. [3]

Suggest a suitable costume for **Catherine** and explain how it could be used to show her **social class**. [4]

# Component 3 – Interpreting Theatre (Written Examination)

Sample question for ‘*viewpoint of actor*’:

Explain how an actor playing the role of **Anna** in this extract, could communicate her character to the audience. [15]

In your answer refer to:

- character motivation
- voice
- movement
- interaction.



# Component 3 – Interpreting Theatre (Written Examination)

Sample question for *'viewpoint of an audience member'*:

Analyse and evaluate the use of lighting and sound in **two** key scenes, to communicate meaning to the audience. [15]

In your answer refer to:

- the style of the production
- how lighting and sound are used to create atmosphere and communicate meaning
- your response to the performance as an audience member.

# What you need of me

To help and encourage you

To set work of suitable challenge

To enable you to build confidence and skills in drama

To support you with written work

To set reasonable deadlines for work

To be positive

To mark your work

# What I need of you

