



# Exam Success Evening

# GCSE Drama

Miss Alex Chester – Head of Drama



# Edexcel GCSE DRAMA – Three Components

Component 1: Devising

Component 2: Performance From Text

Component 3: Theatre Makers in Practice



# Component 1: Devising

***Coursework - 40% of the qualification – 60 marks***

## **Content overview**

Create and develop a **devised piece from a stimulus** (free choice for centre).  
Performance of this devised piece or design realisation for this performance.  
Analyse and evaluate the devising process and performance.

There are **two parts** to the assessment:

- 1) a portfolio covering the creating and developing process and analysis and evaluation of this process – **45 Marks**
- 2) The devised performance/design realisation – **15 Marks**

Internally assessed by teaching staff and externally moderated.

***Students have completed (or are just finishing) this component***



## Written Portfolio

Students will be completing the final two sections of their coursework between now and Christmas. They will be tasked with writing their evaluations over the October half term.

It is important that students meet **deadlines** set by staff and that they carefully respond to the **feedback** given.



# Component 2: Performance From Text

*Coursework - 20% of the qualification – 48 marks*

## Content overview

Students will either perform in and/or design for **one key extract** from a performance text.

Filmed performances and externally assessed.



## In lessons

Lesson time will be divided between rehearsing for Component 2 and preparing for Component 3 (Written Exam)

As a teacher – we are able to edit and develop scripts for students, we are able to direct and give creative suggestions for performance.

This allows students to focus on line learning and developing characterisation.



# Preparation at Home

Students are assessed on:

- Vocal and Physical Skills
- Characterisation and Communication
- Artistic intention and style/genre/theatrical conventions



# Physical & Vocal Skills

- Vocal skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Vocal delivery is engaging and dynamic throughout.
- Accomplished technical control in the use of vocal techniques (**clarity, pace, inflection, pitch, projection**). Vocal performance shows comprehensive variation and range.
- Physical skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Physical delivery is engaging and dynamic throughout.
- Accomplished technical control in the use of physical techniques (**gesture, facial expression, stillness, stance, contact, use of space and spatial relationships**). Physical performance shows comprehensive variation and range.





# Characterisation and Communication

- Characterisation demonstrates a comprehensive understanding of the role and its context within the performance.
- Characterisation is accomplished, skilful and highly engaging, demonstrating comprehensive and assured focus, confidence and commitment.
- Assured rapport and communication with audience/other performers.



# Artistic Intention and Style/Genre/Theatrical Intentions

- Assured contribution to the realisation of the artistic intention in performance.
- Performance demonstrates assured and sustained control and understanding in relation to style, genre and theatrical conventions.
- Demonstrates an accomplished and comprehensive interpretation of the text in performance.
- Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.



# Preparation at Home

- Line Learning – all students will need to learn off by heart, the lines/dialogue for their **one sections**. If students break character, they cannot access the highest assessment criteria.

## Tips for Line Learning –

- Read the lines aloud
- Practice, practice, practice – you could read the other characters to allow your child to practice speaking aloud their lines. This will also help with learning the cue lines.
- Apps – Line Learning & Rehearsal Pro
- Recording – students can record the script, leaving gaps where they can speak aloud their lines
- Writing them out – doesn't work for all!
- Move around – by also acting out the scene, students can also use their movement memory to assist with line learning



# Preparation at Home

Rehearsals –

The more the students rehearse, the more comfortable they will feel about performing to the examiner.

Rehearsals should be focused – one short section at a time.

Lunch times & After-School – Facilities at school are available at lunch times and after school. Students will be set rehearsing as homework and so will need to be independent and organised to ensure they are completed.

Individual rehearsals – students could perform their parts in front of a mirror, this will encourage students to think about their facial expressions/movement & body language

Performing to an audience – The more students perform to other people, the more comfortable they will feel.



# Component 3: Theatre Makers in Practice

***Written examination: 1 hour 30 minutes - 40% of the qualification – 60 marks***

## **Content overview**

- Practical exploration and study of **one complete performance text** – “An Inspector Calls”, J.B Priestly
- Live theatre evaluation – T.B.C



# Examination

## Section A: Bringing Texts to Life - 45 marks

This section consists of one question broken into six parts (short and extended responses) based on an **unseen extract** from the chosen performance text.

Performance texts are not allowed in the examination as the extracts will be provided.

Within lessons-

- Students must practically consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including:
- acting style and purpose, including vocal and physical skills
- set and props, including stage furniture and personal props
- lighting and sound, including colour and music
- costume, makeup and masks as appropriate
- use of stage space and spatial relationships, including levels and entrance points
- intended impact and meaning for the audience.



# Preparation at Home

- GCSE Pod (All students should have signed up) – Videos are available on GCSE Pod relating to “An Inspector Calls”

- BBC Bitesize

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## Writing about drama and theatre Class Clips

6 learner guides + 1.6 class clips

1 2

**'An Inspector Calls' - historical context (pt 1/3)**  
The social and political influences behind JB Priestley's 'An Inspector Calls'.

02:24

**'An Inspector Calls' - historical context (pt 2/3)**  
'An Inspector Calls' as an expression of J. B. Priestley's Socialist principles.

03:03

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## TEXTS FOR DRAMA / TEXTS FOR DRAMA

### AN INSPECTOR CALLS BY J. B. PRIESTLEY

Industry expanded rapidly in 19th century

GCSEPod®  
Author: Pauline Hills  
Narrator: Victoria Sandison

#### PODS

Background	00:03:43	Download	Star
Characters - Eric Birling	00:03:22	Download	Star
Characters - Gerald Croft	00:03:59	Download	Star
Characters - Inspector Goole	00:04:01	Download	Star
Characters - Mr Birling	00:03:29	Download	Star
Characters - Mrs Birling	00:03:42	Download	Star
Characters - Sheila Birling	00:03:45	Download	Star
Genre	00:03:34	Download	Star
Important Quotes Act One	00:05:22	Download	Star
Important Quotes Act Three	00:03:49	Download	Star
Important Quotes Act Two	00:04:45	Download	Star
Language	00:03:42	Download	Star
Plot Overview	00:05:23	Download	Star
Productions	00:03:44	Download	Star
Setting	00:04:01	Download	Star

- Practice Essay Questions



## Preparation At Home

- **Responding to feedback** – Students will be undertaking numerous practice questions within lessons and as homework. Teachers will provide feedback on all work; students need to ensure they are responding to the feedback to develop their understanding of how they can improve.





# Examination

## Section B: Live Theatre Evaluation - **15 marks**

This section consists of **two questions** requiring students to **analyse and evaluate** a live theatre performance they have seen

**Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.**

These notes may include reference to:

- performers, including performers in specific roles
- design considerations, including the use of costume, set, lighting and sound
- the director's concept/interpretation and the chosen performance style
- impact on the audience, including, specifically, on the student, and how this was achieved
- the use of the theatre space
- how ideas were communicated during the performance.



# Preparation at Home

- **Responding to feedback** – As teachers we are able to assist in the note writing, which students are allowed to take into the exam. Students should ensure they respond to the feedback on their notes, which will allow them to access their target grades.
- **Practice Essay Questions** – These will be completed during lessons and set as homework. Again, students will need to ensure they respond to the feedback given.

*It is vital that students meet all homework deadlines*

