



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

GCSE subject criteria for drama

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Contents

Introduction.....	3
Aims and learning outcomes	3
Subject content	4
Assessment objectives	5
Scheme of assessment	5
Grade descriptions.....	5

Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in drama. They provide the framework within which an awarding body creates the detail of the specification.
2. Specifications must also meet the regulators' general requirements, including the common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293).
3. Subject criteria are intended to:
 - help ensure consistent and comparable standards in the same subject across the awarding bodies
 - ensure that the rigour of GCSE is maintained
 - ensure that specifications build on the knowledge, understanding and skills established by the national curricula for England, Northern Ireland and Wales, and facilitate progression to A level drama
 - help higher education institutions, employers and other stakeholders such as learners and parents/guardians know what has been studied and assessed.
4. Any GCSE specification that contains significant elements of drama must be consistent with the relevant parts of these subject criteria.

Aims and learning outcomes

5. GCSE specifications in drama should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare learners to make informed decisions about further learning opportunities and career choices.
6. GCSE specifications in drama must enable learners to:
 - actively engage in the process of dramatic study in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
 - work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas

- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- consider and explore the impact of social, historical and cultural influences on drama texts and activities.

Subject content

7. The content of GCSE specifications in drama must reflect the learning outcomes.
8. GCSE specifications in drama must allow learners to develop the knowledge, skills and understanding specified below.
9. GCSE specifications in drama must require learners to demonstrate knowledge and understanding of:
 - different genres and performance styles
 - the ways in which meaning is communicated through drama
 - a range of staging and performance conventions
 - drama terminology and how to use it appropriately
 - how plays are constructed and realised through the study of at least one substantial published play
 - how to create, interpret and communicate a role or character
 - drama within its social, cultural and historical context.
10. GCSE specifications in drama must require learners to develop the ability to:
 - use improvisation skills in a range of drama contexts
 - apply performance and/or production skills
 - select, synthesize and use ideas and skills to create drama

- acquire reflective and evaluative skills in response to a range of dramatic texts
- work collaboratively and creatively to achieve shared dramatic intentions.

Assessment objectives

11. All specifications in drama must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas	25–35
AO2	Apply practical skills to communicate in performance	35–45
AO3	Analyse and evaluate their own work and that of others using appropriate terminology	20–30

Scheme of assessment

12. GCSE specifications in drama must allocate a weighting of 40% to external assessment and a weighting of 60% to controlled assessment in the overall scheme of assessment.
13. Question papers must be targeted at the full range of GCSE grades.

Grade descriptions

To be added later