

AS AND A LEVEL

DRAMA AND THEATRE

Accredited Summary Brochure



REFORM – AN UPDATE

GCSE and A Levels Reform: An Update

The first teaching of new A Levels and GCSEs began in September 2015. We have been accredited by Ofqual for all of our reformed qualifications for first teaching from September 2015. This accredited qualification is for first teaching in September 2016.

Background to The Reforms

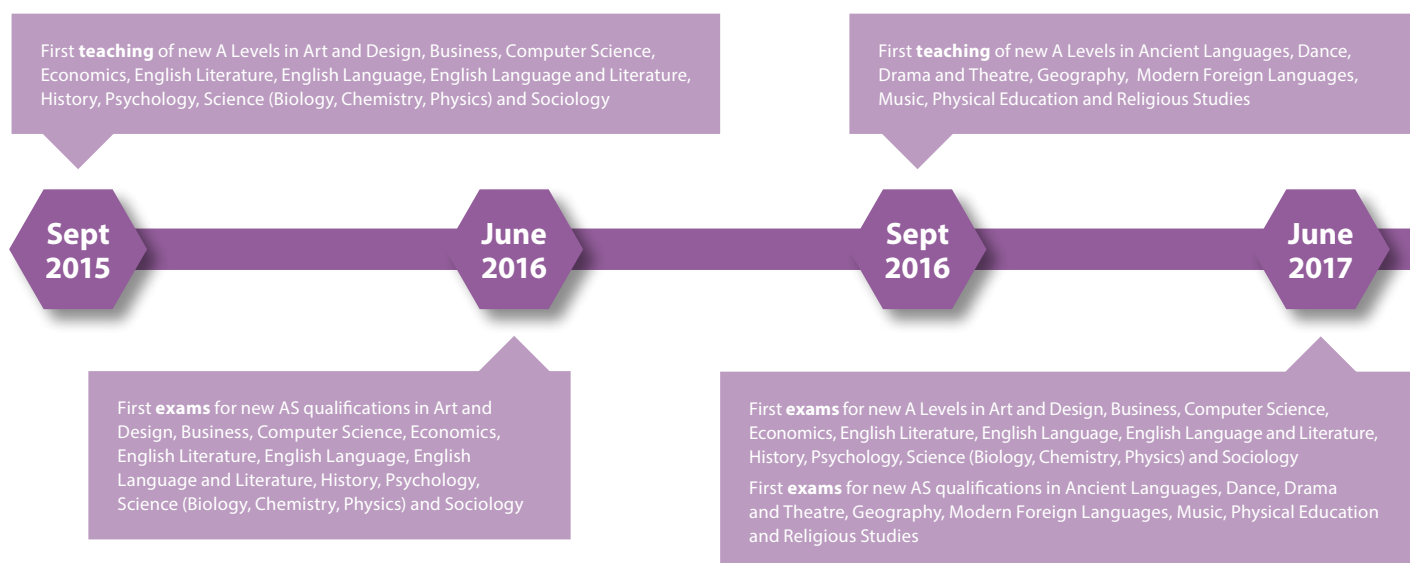
The former Secretary of State for Education, Michael Gove, initiated the reform of GCSEs and A Levels in February 2013, asking Ofqual to implement changes that would lead to new qualifications.

By reforming GCSEs and A Levels, the Department for Education (DfE) intends to:

- Make the qualifications more ambitious
- Better prepare young people for employment and further study
- Give everyone greater confidence in the integrity and reliability of the qualifications system.

The Government has stated that GCSEs will demand more from all students and that the purpose of taking A Levels is primarily for entry to university – changes are needed so students are better prepared to start their university course.

AS and A Level Timeline



Changes to Assessment

New AS Levels

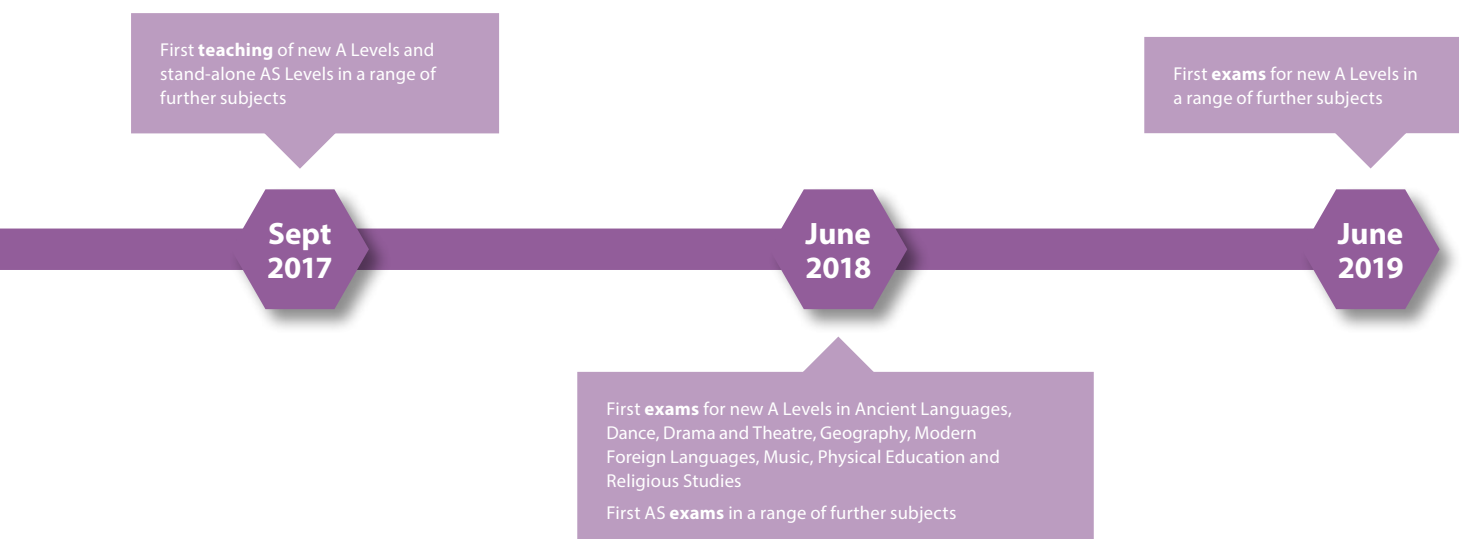
The new AS Levels, for first teaching from September 2016, will be stand-alone qualifications in their own right. They will remain broadly at their current standard. There'll be one examination series each year, with the first assessment planned for June 2017.

New A Levels

New A Levels will be fully linear so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years of study. (There'll be no exams in January.) The first assessment of two-year courses that start in September 2016 will be in June 2018.

The AS Level will not count towards the final grade of an A Level, where assessment of the whole course will take place at the end of two years' study. However, we are carefully designing our AS Levels to be co-taught with the first year of the A Level. We'll continue to work with teachers and other stakeholders to learn how best we can support you on this reform.

For more information refer to ocr.org.uk/alevelreform



INTRODUCING DRAMA AND THEATRE CHANGES – AT A GLANCE

OCR's AS and A Level qualifications in Drama and Theatre have been designed to be practical, engaging and creative specifications for students to study. They will provide opportunities to examine drama and the work of others, to explore a range of drama as a practical art form, and to work independently to create their own drama performances making informed artistic choices.

The qualifications allow students to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and theatre and to their own performance work.

Our specifications will help create independent students, critical thinkers and effective decision-makers – all personal attributes that can make students stand out as they progress through their education and into employment.

OCR's AS and A Level in Drama and Theatre provide a curriculum to ignite and engage students' creativity, passion and interests. They also provide freedom for students to experiment and take risks with their work whilst working on developing their own style.

Here are some of the key benefits of our new AS and A Level Drama and Theatre for you and your students:

- Separate design components and marking criteria for performance skills and design skills offering a substantial and rigorous non-performing option through the AS and A Level
 - High percentage of practical assessment in the non-examined assessment and a single portfolio assessment for students
 - Centre choice of texts and practitioners for non-examined components
 - All students gain knowledge and understanding of performing, design and directing, assessed in the exam papers
 - Co-teachable content in the AS and A Level Drama and Theatre specifications and a co-teachability guide to support teachers' curriculum planning
 - Thorough preparation for students entering higher education, developing creative thinking and independent learning skills alongside practical skills in Drama and Theatre
 - Teaching and learning resources for all components supporting teachers to teach the specification from day one.
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AS and A Level Drama and Theatre challenges students and develops a number of transferable skills:

- **Research** – A key aspect of planning any production is to develop research skills.
 - **Independence** – When studying Drama and Theatre, 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. Universities and employers will value someone who can articulate their thoughts in a clear and professional way.
 - **Time management** – The skill of prioritising work is very important. By preparing performances and working through questions in an exam context, an A Level Drama and Theatre student will have effectively developed this skill.
 - **ICT** – Drama and Theatre 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 and Theatre.
 - **Problem solving** – Drama and Theatre 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 and Theatre productions teaches students how to plan effectively to complete many different tasks presented to them.
 - **Drive and determination** – Any successful Drama and Theatre AS and A Level student will have shown the drive and determination to succeed – exactly what an employer or university will be looking for.
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CONTENT OVERVIEW

AS and A Level Drama and Theatre

Our AS Level Drama and Theatre qualification has been designed to be co-teachable with the first year of the A Level. The non-examined component is designed as a foundation project to develop skills for both A Level non-examined components. A Level Component 31 contains content taught in AS Component 05 and students can study the same texts for both these components.

Component title	Content overview
Process to Performance Components 01/02 and 03/04	<ul style="list-style-type: none">• This component introduces students to text performances• Students explore a whole performance text and study one practitioner both of the centre's choice• Students complete a research report and portfolio charting their research and development, and the process of taking their performance from page to stage• Students can complete this component in the role of performer or designer.
Exploring Performance Component 05	<ul style="list-style-type: none">• Students will be assessed on their knowledge and understanding and their ability to analyse and evaluate• In section A students will explore practical themes using extracts from two different texts from a set list given by the exam board• Students answer questions on one of the following three themes:<ul style="list-style-type: none">– Heroes and Villains– Family Dynamics– Conflict• In section B students will analyse and evaluate a live theatre production they have seen.

Component title	Content overview
<p>Practitioners in Practice Components 11/12 and 13/14</p>	<ul style="list-style-type: none"> • Students will create their own devised performance influenced by the work of others. This must include: <ul style="list-style-type: none"> – The study of two centre chosen practitioners; – The study/exploration of an extract from a relevant supporting text (chosen by the centre) • In addition to the performance, students will be marked on an accompanying research report and portfolio with evidence of the process and decisions made whilst creating and developing their performance.
<p>Exploring and Performing Texts Components 21 and 22</p>	<ul style="list-style-type: none"> • Students will produce a performance based on a text chosen by the centre, which will assess their chosen theatrical skill (performance or design) • Students will be required to produce an accompanying concept document which outlines their intentions for the performance.
<p>Analysing Characters Component 31</p>	<ul style="list-style-type: none"> • Students will be assessed on their knowledge and understanding and their ability to analyse and evaluate • In section A students will explore practical themes using extracts from two different texts from a set list given by the exam board • Students answer questions on one of the following three themes: <ul style="list-style-type: none"> – Heroes and Villains – Family Dynamics – Conflict • In section B students will analyse and evaluate a live theatre production they have seen.
<p>Deconstructing Texts for Performance Components 41– 48</p>	<ul style="list-style-type: none"> • This component requires students to study one set text in detail from a choice of eight • The paper will contain questions about directorial decisions for the text and assesses students' knowledge and understanding of how Drama and Theatre is created and developed for performance.

Set texts in examined components

Our set texts have been chosen to allow students to explore a range of social, cultural and historical contexts in their course. The texts for the AS Component 05 Exploring Performance are the same as the A Level Component 31 Analysing Performance. This is to support the co-teachability of both courses.

Component title	Content overview
<p>AS: Exploring Performance Component 05</p> <p>A Level: Analysing Performance Component 31</p>	<p>Choose two texts from one theme:</p> <p>Conflict</p> <ul style="list-style-type: none"> • Black Watch – Gregory Burke • Hamlet – William Shakespeare • Necessary Targets – Eve Ensler • Oh What a Lovely War – Joan Littlewood • The Long and the Short and the Tall – Willis Hall <p>Family dynamics</p> <ul style="list-style-type: none"> • A Day in the Death of Joe Egg – Peter Nichols • Caucasian Chalk Circle – Bertolt Brecht • The House of Bernarda Alba – Federico Garcia Lorca • King Lear – William Shakespeare • Live Like Pigs – John Arden <p>Heroes and villains</p> <ul style="list-style-type: none"> • Amadeus – Peter Shaffer • Caligula – Albert Camus • Frankenstein – Nick Dear • Othello – William Shakespeare • The Love of the Nightingale – Timberlake Wertenbaker
<p>Deconstructing Texts for Performance Components 41– 48</p>	<p>Choose one text:</p> <ul style="list-style-type: none"> • Antigone – Sophocles (Jean Anouilh) • Cloud Nine – Caryl Churchill • Earthquakes in London – Mike Bartlett • Stockholm – Bryony Lavery • Sweeney Todd: The Demon Barber of Fleet Street – Patrick Quentin/Stephen Sondheim • The Crucible – Arthur Miller • The Visit – Friedrich Durrenmatt • Woza Albert! – Percy Mtwa/Mbongeni Ngema/Barney Simon

WHAT'S STAYING THE SAME, WHAT'S CHANGING?

AS and A Level Drama and Theatre

The subject content for GCE Drama and Theatre Studies has been changed for the reformed AS and A Level Drama and Theatre qualifications. We are developing exciting new qualifications in this subject for first teaching in September 2016.

	What's staying the same?	What's changing?
Subject Criteria	<ul style="list-style-type: none">• Students will review the work of others through watching live theatre• At AS, students will study a minimum of one theatre practitioner• Students will develop performance skills at AS and A Level.	<ul style="list-style-type: none">• At AS, students will study one complete text and two extracts from different texts rather than study two texts• At A Level, students will study two complete texts and three extracts from different texts rather than four texts (two AS and two A2)• At A Level, students will study an additional practitioner• All AS performances will be text-based performances.



ASSESSMENT OVERVIEW

AS Level Drama and Theatre

OCR's AS Level in Drama and Theatre consists of one component that is externally assessed and one component that is assessed by the centre and externally moderated by OCR.

		Marks	Duration	Weighting
Components 01/02 and 03/04	Process to Performance <ul style="list-style-type: none"> • Students complete research into the work of others including one practitioner and studying a complete text • Students then create a performance of an extract of their studied text • Component 01 – Performer route • Component 02 – Design route. 	120	Non-examined assessment	60%
Component 05	Exploring performance Section A <ul style="list-style-type: none"> • Extended response essay questions based on a theme • Students choose one of three optional themes. There are two compulsory questions in each theme. Section B <ul style="list-style-type: none"> • Extended response essay question analysing and evaluating live theatre. 	80	2 hour 15 minutes	40%



A Level Drama and Theatre

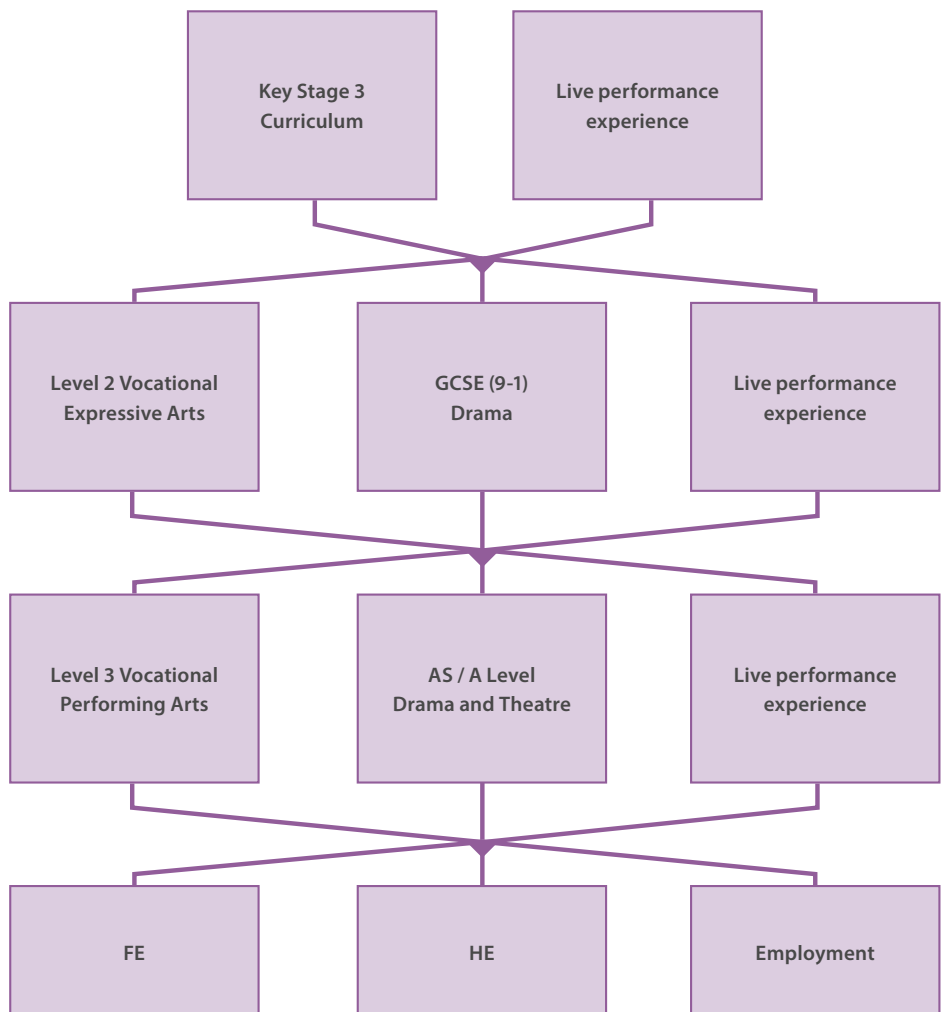
OCR's A Level in Drama and Theatre consists of three components that are externally assessed and one component that is assessed by the centre and externally moderated by OCR.

		Marks	Duration	Weighting
Components 11/12 and 13/14	Practitioners in Practice <ul style="list-style-type: none"> Students complete research into the work of others including two practitioners and studying an extract from a text Students then work in groups to create a piece of devised drama based on the work of others Component 11/12 – Performer route Component 13/14 – Design route. 	120	Non-examined assessment	40%
Components 21 and 22	Exploring Texts for Performance <ul style="list-style-type: none"> Students study one whole text and perform an extract for a Visiting Examiner Component 21 – Performer route Component 22 – Design route. 	60	Non-examined assessment	20%
Component 31	Analysing Performance Section A <ul style="list-style-type: none"> Extended response essay questions based on a theme Students choose one of three optional themes. There are two compulsory questions in each theme. Section B <ul style="list-style-type: none"> Extended response essay question analysing and evaluating live theatre. 	60	2 hour 15 minutes	20%
Components 41 – 48	Deconstructing Texts for Performance <ul style="list-style-type: none"> Question 1 is a question based on an extract from the studied text. Students complete a directorial annotation of the extract Question 2 is an extended response question on the set text. 	60	1 hour 45 minutes	20%

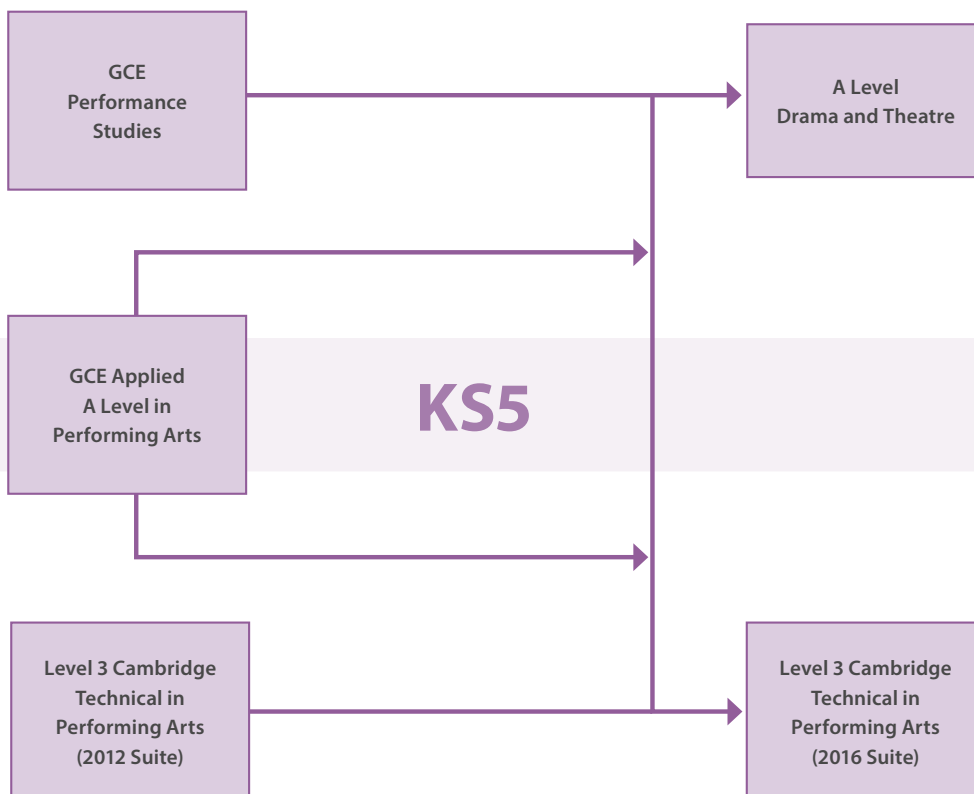
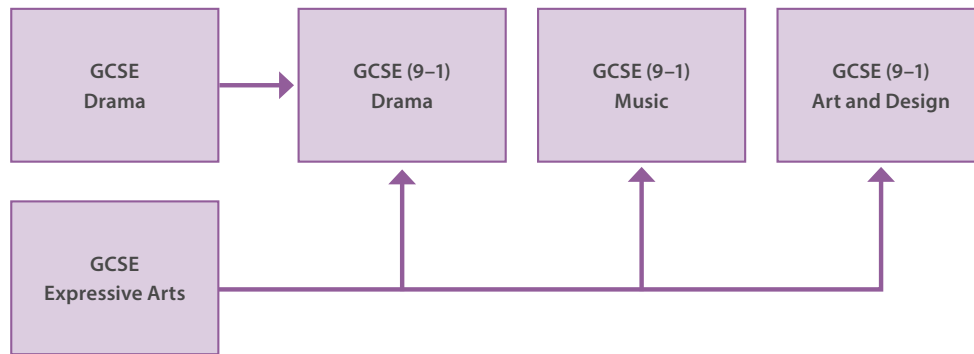
PROGRESSION PATHWAYS

The transition from Key Stage 4 to AS and A Level Drama and Theatre is supported through the study of either GCSE Drama or Vocational Expressive Arts qualifications. Students may also have completed a number of public performances as an alternative to formal academic qualifications.

The AS and A Level specifications provide a suitable foundation for the study of Drama and Theatre or Performing Arts related courses in further and higher education. They also offer worthwhile courses of study for students who don't wish to progress further in the subject. The various skills required by the specifications provide opportunities for progression directly into employment.



TRANSITION TO THE NEW SPECIFICATIONS



SPECIALIST ADVICE AND GUIDANCE

Resources and support for our AS and A Level Drama and Theatre qualifications, developed through collaboration between our Drama Subject Specialist, teachers and other subject experts, are available from our website.

Subject Specialist Support

OCR Subject Specialists provide information and support to schools including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. Subject Specialists are dedicated to working with developers to help produce specifications and the resources needed to support these qualifications during development, an essential part of which is working alongside teachers through the Teacher Advisory Groups to obtain genuine honest feedback.

You can contact our Drama Subject Specialist for specialist advice, guidance and support.

Meet the team at ocr.org.uk/dramateam

Subject Specialist Support

01223 553998

drama@ocr.org.uk

[@OCR_PerformArts](https://twitter.com/OCR_PerformArts)

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Drama and Theatre Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Drama and Theatre support materials.

To sign up, go to social.ocr.org.uk



Karen Latto

RESOURCES

Our aim is to help you at every stage of the introduction of a new specification and we're working hard to provide a practical package of support in close consultation with teachers and other experts.

For a start, we'll provide a range of high-quality creative resources. Tailored to the needs of each subject, their focus is on supporting creative teaching approaches and progression for all students. We see our resources as a body of knowledge that will grow throughout the lifetime of the specifications. They are built on the best practice we've identified from our ongoing discussions with the teaching community.

We are also developing exciting new digital tools to help you explore and interact with our resources. The Scheme of Work Builder will allow you to construct personalised schemes of work and you'll be able to add in the specification content, our wide range of resources and teaching suggestions, as well as add your own content and materials.

Please visit our website at ocr.org.uk/reformresources for details of the new tools we are developing and to take a look at the types of resources on offer.



FREE GCSE AND A LEVEL REFORM TRAINING EVENTS

An introduction to the new specifications

We're running free training events throughout the academic year to help you get to grips with the reformed qualifications for first teaching in September 2016.

Practical events, created with you in mind

These carefully planned free events are designed to help smooth the path to the first teaching of reformed qualifications and provide you with an understanding of:

- The new specification content, structure and assessment
- The differences between the existing and new specifications
- The resources and support available for qualifications.

They'll give you the opportunity to speak face to face with our team, and network and discuss teaching approaches with colleagues.

To receive more information about dates, and the wide range of locations as we release them, please register for A Level or GCSE reform email updates at ocr.org.uk/updates



ASSESSMENT PREPARATION AND ANALYSIS SERVICES

We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts so we can help you to make the changes.

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

Services and tools for AS and A Level Drama and Theatre:



Subject Specialist Support

Our Subject Specialists provide you with access to specifications, high-quality teaching resources and assessment materials available through ocr.org.uk/aleveldramaandtheatre



Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to ocr.org.uk/activeresults



Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at ocr.org.uk/skillsguides

EXTENDED PROJECT QUALIFICATION (EPQ)

Giving your students the edge

Our **Extended Project Qualification (EPQ)** can provide your students with the skills that universities look for, to help them stand out from the crowd.

Four steps to success



It's straightforward for your students to take our inspiring EPQ. They can enjoy the freedom of working in their own way as they undertake a project based either on a subject they're studying or in an area of personal interest.

With its skills-based assessed assignment, the qualification is ideal for helping students improve transferable skills such as planning, research, analysis and evaluation, and they can take it as part of either an academic or vocational curriculum.

It's the equivalent of an AS Level and designed as a one-year course.

Three reasons to deliver the EPQ

- It's worth up to 70 UCAS points
- There is real flexibility and ease of delivery – it can be taught by non-specialist staff and run over one or two years, and it has two entry points (January and June)
- Fewer guided learning hours than AS Level and requires fewer resources.

Find out more at ocr.org.uk/extendedproject

Download high-quality, exciting and innovative AS and A Level Drama and Theatre resources from ocr.org.uk/aleveldramaandtheatre

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