



Department
for Education

Drama

Draft GCSE subject content

September 2014

Contents

The content for drama GCSE	3
Introduction	3
Aims and learning outcomes	3
Subject content	4
Knowledge and understanding	4
Skills	5

The content for drama GCSE

Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject.
2. They provide the framework within which the awarding organisation creates the detail of the specification.

Aims and learning outcomes

3. GCSE specifications in drama must offer a broad, coherent and rigorous course of study. They should inspire creativity in students. They should provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. They should prepare students to make informed decisions about further learning and progression opportunities.
4. GCSE specifications in drama must enable students to:
 - apply knowledge and understanding (as specified in paragraph 7) when making, performing and responding to drama
 - explore performance texts¹, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
 - develop a range of theatrical skills and apply them to create performances
 - work collaboratively to generate, develop and communicate ideas
 - develop as creative, effective, independent and reflective students able to make informed choices in process and performance
 - contribute as an individual to a theatrical performance
 - reflect on and evaluate their own work and that of others
 - develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
 - adopt safe working practices

¹ A performance text is one that has been written specifically for theatrical performance.

Subject content

5. GCSE specifications in drama must require students to study a minimum of one complete and substantial performance text and a minimum of two key extracts² from a second contrasting performance text, both of which must have been performed professionally. The texts must be studied in relation to the knowledge and understanding specified in paragraph 7.

6. GCSE specifications in drama must require students to participate in the performance of a devised piece and an extract from the complete performance text studied, or one of the key extracts.

Knowledge and understanding

7. GCSE specifications in drama must require students, whether making, performing or responding to drama, to know and understand the following:

- characteristics of performance text(s) and dramatic work(s), including:
 - genre
 - structure
 - character
 - form and style
 - dialogue
 - stage directions
- social, historical and cultural contexts including the theatrical conventions of the period in which they were created
- how meaning is communicated through:
 - use of performance space and spatial relationships on stage
 - relationships between performers and audience
 - the design of: set, costume, makeup, lighting, sound and props
 - actor's vocal and physical interpretation of character
- performance conventions including the configuration of the theatre space
- the drama and theatre terminology used by theatre makers and how to use it appropriately
- the role and/or responsibilities of the performer, director and designer in contemporary professional practice

² A key extract is a scene or moment that is significant to the text as a whole

Skills

8. Drawing on the knowledge and understanding in paragraph 7, GCSE specifications in drama must require students to acquire, develop and apply skills in:

- creating meaning, and communicating that meaning, in a live theatre context, to an audience
- realising artistic intention when creating a piece of live theatre through:
 - research
 - developing ideas
 - interpreting texts
 - devising
 - rehearsing
 - design
 - refining and amending work in progress
 - their contribution to the final performance
- analysing and evaluating their own process of creating live theatre
- analysis and evaluation of live theatre work by others³

These skills should be developed and assessed through the disciplines of performer and/or designer as appropriate.

³ Their peers, amateur or professional work



Department
for Education

© Crown copyright 2014

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v2.0. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/version/2 or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at www.education.gov.uk/contactus.

This document is available to download at www.gov.uk/government/publications.



Follow us on Twitter: [@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook: www.facebook.com/educationgovuk

Reference: DFE-00581-2014