

# AQA GCSE

## Component 1: Written Exam

Divided  
into 3 sections

Section B:

Study of Set Text

Section A: Theatre

Roles and  
Terminology

Section C:  
Live Theatre  
Production

40% of GCSE

**AQA GCSE**  
**Component 2**  
**Devising Drama**

**Devising Portfolio**

## There are 4 Assessment Areas

<i>How is the assessment marked?</i>	<i>What is the Assessment focus?</i>	<i>How many marks?</i>
<b>Section 1: Portfolio</b>	<b>Response to a stimulus Intentions/ Inspirations</b>	<b>20 Marks</b>
<b>Section 2: Portfolio</b>	<b>Development and Collaboration</b>	<b>20 Marks</b>
<b>Section 3: Portfolio</b>	<b>Analysis and evaluation</b>	<b>20 Marks</b>
<b>Practical Performance</b>	<b>Performing skills</b>	<b>20 Marks</b>

# Portfolio Section 1: Response, Intentions and Inspirations

<b>Band 4:</b>  <b>Grade 7-9</b>	<b>16-20 marks</b> <b>Excellent</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of a highly developed and highly creative response to the stimulus.</li><li>• The explanation is very clear and points are comprehensively explored.</li><li>• Precise details are provided throughout.</li></ul>
<b>Band 3:</b>  <b>Grade 5-7</b>	<b>11-15 marks</b> <b>Good</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence good skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of a creative and engaged response to the stimulus.</li><li>• The explanation is clear and most points are explored in some detail.</li><li>• A number of precise details are provided.</li></ul>
<b>Band 2:</b>  <b>Grade 3/4</b>	<b>6-10 marks</b> <b>Reasonable</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence reasonable skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of a meaningful response to the stimulus which shows some creativity.</li><li>• The explanation is reasonably clear but some points are not explored.</li><li>• A few precise details are provided.</li></ul>
<b>Band 1:</b>  <b>Grade 1/2</b>	<b>1-5 marks</b> <b>Limited</b> Response <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence limited skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of an under-developed response to the stimulus.</li><li>• The explanation lacks clarity and depth.</li><li>• Minimal detail is provided.</li></ul>

## Portfolio Section 2: Development and Collaboration

<b>Band 4:</b>  <b>Grade 7-9</b>	<b>16-20 marks</b> <b>Excellent</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of extensive and highly effective development and refinement of skills and the piece.</li><li>• The explanation is very clear and points are comprehensively explored.</li><li>• Precise details are provided throughout.</li></ul>
<b>Band 3:</b>  <b>Grade 5-7</b>	<b>11-15 marks</b> <b>Good</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence good skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of considerable and mostly effective development and refinement of skills and the piece.</li><li>• The explanation is clear and most points are explored in some detail.</li><li>• A number of precise details are provided.</li></ul>
<b>Band 2:</b>  <b>Grade 3-4</b>	<b>6-10 marks</b> <b>Reasonable</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence reasonable skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of some meaningful development and refinement of skills and the piece.</li><li>• The explanation is reasonably clear but some points are not explored.</li><li>• A few precise details are provided.</li></ul>
<b>Band 1:</b>  <b>Grade 1-2</b>	<b>1-5 marks</b> <b>Limited</b> response: <ul style="list-style-type: none"><li>• The explanations given in the Devising log evidence limited skills in creating and developing ideas to communicate meaning.</li><li>• There is evidence of little development and refinement of skills and the piece.</li><li>• The explanation lacks clarity and depth.</li><li>• Minimal detail is provided.</li></ul>

## Portfolio Section 3: Analysis and Evaluation

<b>Band 5:</b>  <b>Grade 7-9</b>	<b>16-20 marks</b> <b>Excellent</b> analysis and evaluation: <ul style="list-style-type: none"><li>• Response demonstrates highly developed skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li><li>• Response demonstrates highly developed skills in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation).</li><li>• Response is critical and insightful.</li><li>• Points are comprehensively explored and supported in depth with thorough exemplification.</li></ul>
<b>Band 4:</b>  <b>Grade 5-7</b>	<b>11-15 marks</b> <b>Good</b> analysis and evaluation: <ul style="list-style-type: none"><li>• Response demonstrates developed and secure skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li><li>• Response demonstrates developed and secure skills in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation).</li><li>• Response is developed and clear.</li><li>• Points are explored and supported with a number of examples.</li></ul>
<b>Band 2:</b>  <b>Grade 3-4</b>	<b>6-10 marks</b> <b>Reasonable</b> analysis and evaluation: <ul style="list-style-type: none"><li>• Response demonstrates some developing skill in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li><li>• Response demonstrates some developing skill in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation).</li><li>• Response is reasonably clear but at points relies on description.</li><li>• Points made are sound but may not be explored or supported.</li></ul>
<b>Band 1:</b>  <b>Grade 1-2</b>	<b>1-5 marks</b> <b>Limited</b> analysis and evaluation: <ul style="list-style-type: none"><li>• Response demonstrates undeveloped skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).</li><li>• Response demonstrates undeveloped skills in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation).</li><li>• Response is mostly descriptive and lacks examples.</li></ul>

# Assessment Objectives

The exams and non-exam assessment will measure how students have achieved the following assessment objectives:

- AO1:** Create and develop ideas to communicate meaning for theatrical performance.
- AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4:** Analyse and evaluate their own work and the work of others

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Component 1	Component 2	Component 3	
AO1		20		20
AO2		10	20	30
AO3	30			30
AO4	10	10		20
Overall weighting of components	40	40	20	100

# GCSE AQA Component 3 Scripted Performance Mark Scheme

Group pieces performed to an external examiner

**Monologue**

**Duologue**

**Ensemble**



Mark	Level of theatrical skill	Range of theatrical skills demonstrated	Contribution to the effectiveness of the piece	Inventiveness of individual's work	Success in realising individual artistic intention*
<b>Band 4</b> <b>16-20 marks</b>	Highly competent, highly developed and sustained use of theatrical skill.	Extensive range of theatrical skills demonstrated.	Outstanding contribution to the effectiveness of the piece.	Highly inventive work throughout.	Highly successful realisation of individual artistic intention.
<b>Band 3</b> <b>11-15 marks</b>	Developed, secure and consistent use of theatrical skill.	Wide range of theatrical skills demonstrated.	Considerable contribution to the effectiveness of the piece.	Work has many inventive qualities or moments.	Secure success in realising individual artistic intention.
<b>Band 2</b> <b>6-10 marks</b>	Some developing competency in use of theatrical skill, not always sustained.	Fair range of theatrical skills demonstrated.	Some meaningful contributions to the effectiveness of the piece.	Some useful inventive ideas.	Some success in realising individual artistic intention.
<b>Band 1</b> <b>1-5 marks</b>	Little competency and little consistency in use of theatrical skill.	Narrow range of theatrical skills demonstrated.	Little contribution to the effectiveness of the piece.	Little inventiveness.	Little success in realising individual artistic intention.

WILLY RUSSELL'S

**BLOOD**

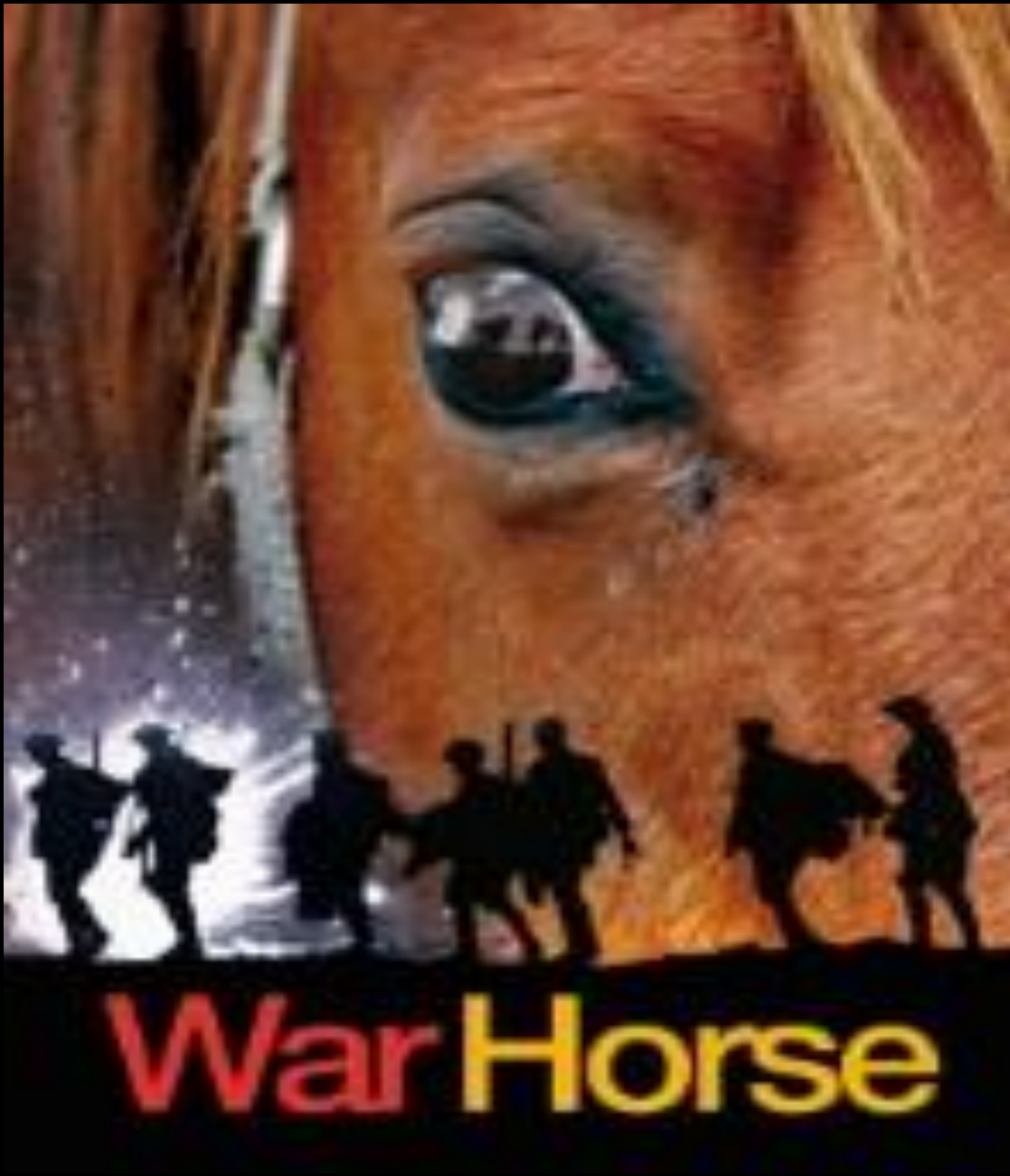
*Brothers*



## Section B: Studying a Set Text

*Blood Brothers* is our chosen set text that we will be studying for the written paper which is 40% of the overall GCSE.

- What the Students will be assessed on:
- Characteristics of the performance text.
- Social, cultural and Historical Context
- How meaning is interpreted and communicated
- Drama terminology
- The roles and responsibilities of theatre makers



# Section C: Live Performance

## War Horse

What you need to know:

- The plot and characters
  - Specific features or hallmarks of the style/genre of the production
  - The context of the play/production.
- How the play has been interpreted in the production seen and what messages the company might be trying to communicate
- The skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers
  - The design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.



THE SMASH HIT WEST END COMEDY FROM THE CREATORS OF  
THE PLAY THAT GOES **WRONG**

THE COMEDY ABOUT A  
**BANK**  
**ROBBERY**



## Section C: Response to a Live Performance.

What you need to know:

- The plot and characters
  - Specific features or hallmarks of the style/genre of the production
  - The context of the play/production.
- How the play has been interpreted in the production seen and what messages the company might be trying to communicate
- The skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers
  - The design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.



**How many different  
Types of Staging  
do you see?**



**THRUST  
STAGE**

# Proscenium Arch





# Traverse





# End on Staging



# Theatre in the Round







# Promenade Staging

