

Your guide to the changes for 2021

Following an [Ofqual consultation](#), we have made changes to a number of our qualifications.

The changes are designed to reduce the pressure on teachers and students in the 2020/21 academic year, and to safeguard against ongoing public health concerns.

Please [use the specification on our website](#) alongside this document which shows how our qualifications will differ in summer 2021.

Overview of changes for AS Level Drama and Theatre (H059)

Ofqual have confirmed that students taking AS Level Drama and Theatre in summer 2021 will have a reduction in Non-exam assessment (NEA) requirements.

- There will be a reduction in minimum duration time of performances for **Process to performance**.
- Monologues will be allowed to be presented for performance where group performances are not possible. As per our usual specification requirements, designers must work with a performer(s)
- There is a relaxation in the requirement to see live theatre. The evaluation of live theatre will, as currently, be allowed to be on a recorded/streamed/digital performance.

There will be no change to the written paper **Exploring performance**.

AS Level Drama and Theatre for academic year 2020/21

Students must complete two components, to be awarded the OCR AS Level in Drama and Theatre in **summer 2021**:

Content Overview	Assessment Overview	
<p>The study of performance by recording, observing, evaluating, analysing and participating in the performance process. Components 01/02 are performing live theatre. Components 03/04 are designing for live theatre.</p>	<p>Process to performance* (H059/01/02) Performing (H059/03/04) Designing 120 marks Non-exam assessment (internally assessed)</p>	<p>60% of total AS Level</p>
<p>Learners will explore practically two performance texts on a chosen theme. Learners will analyse and evaluate a live theatre performance.</p>	<p>Exploring performance (H059/05) 80 marks 2 hours 15 minutes Written paper</p>	<p>40% of total AS Level</p>

- Process to performance will continue to be internally assessed and moderated by OCR as usual.

Marking Criteria will be adjusted to remove mandatory requirements for group performances but will otherwise remain the same. Please continue to refer to the published marking criteria until we update you with adjusted descriptors.

As well as the standard Head of Centre declaration form, an additional Teacher Witness Statement section will be added to the Centre Assessment form for 2021. This will record teacher comments evidencing the work that candidates have undertaken.

What has changed?

What has changed – Specification	Detail
<p>Process to performance – reduction in minimum performance times and designer requirements</p>	<p>For 2021 learners may participate as a performer or a designer either in groups (of up to 8 people) or they may participate in a monologue.</p> <p>Performing Requirements (01/02)</p> <p>Learners apply their presentation and performance skills through realising at least one key extract (from one centre-chosen text).</p> <p>Learners must complete a performance of an absolute minimum duration performance time of 1.5 minutes if participating in a monologue or 3 minutes if working in a group of 2 or more in this component as a requirement of the course.</p> <p>The recommended minimum and recommended maximum performance times for learners are:</p> <ul style="list-style-type: none"> • monologue – 2 minutes to 3 minutes • duologue – 4 minutes to 6 minutes • group performance – 6 minutes to 12 minutes <p>There is no penalty for going over the recommended maximum time.</p> <p>Design Requirements (03/04)</p> <p>The minimum requirements are reduced to reflect the shorter minimum required duration for performances.</p> <p>As per our usual specification requirements, designers must work with a performer(s)</p> <p>Lighting – a full lighting design for the performance with a cue sheet detailing lanterns used and the differing lighting states. A minimum of 5 lighting changes evident in the performance. Lights up and lights down are not included in this number. Discuss with appropriate staff the selection, rigging and plotting of the lights. During the performance learners must operate the lighting desk.</p> <p>Sound – a full sound sheet with original and copied cues leading to a finalised sound CD (or digital equivalent) for use in the final performance. A minimum of 5 sound cues evident in the performance. During the performance learners must operate the sound desk.</p> <p>Lighting and Sound (combined) – a combination of the requirements for sound and lighting which are approximately equal in weighting and which total a minimum of 5 cues in performance.</p> <p>Set – a scale model and a detailed ground plan of the set which includes one set change during the performance. Sourcing the set (and props) for the performance and supervision of the construction of the set where appropriate. Learners must dress the set ready for performance and must realise the set in the final performance including the one change.</p>

What has changed – Specification	Detail
	<p>Costume – a final design of:</p> <ul style="list-style-type: none"> • either one full costume including hair and makeup detail which are sourced and realised in performance • or one full costume including mask(s) which are sourced and realised in performance. <p>The minimum times indicate duration of the performance piece and apply to both designer and performer roles.</p> <p>Performing requirements will be implemented in the same way as our published specification. Where learners do not meet the bare minimum or provide evidence to meet the bare minimum, they will receive 0 marks for AO2.</p>
<p>Process to performance – In the event of a centre not being able to record their performance as intended they may submit alternative evidence alongside their completed portfolio to illustrate the intended final piece</p>	<p>If future public health restrictions stop text-based performances being completed and filmed in 2020/21 due to school closures, as per the outcome of the Ofqual consultation we will permit alternative evidence to be submitted, alongside the completed portfolio and evaluation (which includes learner’s intentions and their interpretation for the final piece, and evaluation of their own work) to illustrate the intended final piece.</p> <p>The marking criteria will be adjusted to remove the mandatory requirement for group performance as we are allowing monologues.</p> <p>Examples of alternative evidence:</p> <p>For performers:</p> <ul style="list-style-type: none"> • Audio-visual recording of acting performance alone without the need for fully designed set/lighting/costumes. • Either a complete and unedited audio-visual recording of the text-based performance and/or presentation of each discrete aspect/each learner’s individual contribution. <p>For designers:</p> <ul style="list-style-type: none"> • Prototype of designed element, original photographs, drawings or annotated sketches of designs /annotated scripts/video or written account/physical demonstrations. • Original photographs, images, drawings or sketches with annotations to illustrate how the final drama piece was planned with an explanation of how designs would have been implemented in performance. <p>Specific design component examples:</p> <ul style="list-style-type: none"> • Set Design: • Scale models of set design(s). • Written or verbal explanation of how set would have been implemented as part of the final performance. • Lighting and/or Sound: • Cue sheets and full lighting/sound designs.

What has changed – Specification	Detail
	<ul style="list-style-type: none">• Written or verbal account of equipment being used and explanation of how light/sound would have been implemented as part of the final performance.• Costume/Makeup:• Original photographs of costume sourced/made.• Written or verbal account of intentions behind costume and makeup designs.

Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found [here](#).

Contact Us

If you would like to contact us, you can do so at:

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