

SPEECH AND DRAMA 2020

SYLLABUS CHANGES FROM 2017 VERSION



INTRODUCTION

RELEASE DATES

- First exams can be taken from 1st September 2020
- The 2017 version will be withdrawn on 31st August 2020

The following tables detail where there are changes, providing details on what the changes are and the rationale for them.

SOME OVERALL CHANGES TO NOTE:

There are now learning outcomes, assessment criteria, and attainment descriptors for every exam.

All the conversation and discussion tasks have now been re-named 'Reflection' to underline the main aim of the task.

At Grades 7 and 8, the reflection task is now a minute longer (6 minutes).

For Grades 4-8, there is some slight re-wording of the reflection task - "The candidate should be prepared to engage in discussion on the following..." This is to highlight that a number of topics could be covered in the reflection task, while also clarifying that, due to the constraints of time, not every topic is necessarily going to be discussed.

WHAT IS THE OBJECTIVE OF THE SPEECH AND DRAMA EXAMS?

The Speech and Drama exams are designed for candidates who want to focus on developing their skills in speaking and performing a variety of literary forms including poetry, prose and play extracts in a range of styles and from different periods and cultures. The exams present candidates with practical, creative tasks that prepare them for situations in both education and the workplace, enabling them to develop invaluable 21st Century Skills in communication and creativity and to build confidence.



WHY WERE CHANGES MADE?

To encourage exploration of performance work that is local to the candidate

To enable performance pieces across the grades to be marked separately so that teachers and candidates can receive marks and feedback specific to each piece

To combine the Performing Text and Speech and Drama syllabuses. This is to simplify the exam options available while allowing candidates to choose a route through the grades, focusing on the literary forms they wish to build skills in and keeping the encouragement for exploring a range of forms.

The table below details the main changes to the Speech and Drama specifications; however, teachers should still review the 2020 syllabus in detail to ensure they are up to date with the exam requirements.

SPEECH AND DRAMA

GRADE AND TASK	DETAILS OF CHANGE	RATIONALE
Initial, task 1	Some small re-wording of the task to clarify that the story can be from any source and published or unpublished.	The focus for this task at this level is on the physical and vocal skills necessary to begin to bring the story to life, rather than the choice of material or word accuracy.
Initial, task 3	The candidate will not specifically be asked about their favourite stories.	So that the focus can be on content and meaning, creating a flowing informal conversation at this level.
Grade 1	Candidates will now perform two performance pieces rather than three.	To provide candidates with more time to focus on the pieces that are performed.
Grade 1, task 1	Some small re-wording to clarify that candidates can perform a monologue taken from a book of monologues.	This was always permitted at this level, via the syllabus guidance, so it has now been written into the requirements.
Grade 1, task 2	The mime and poem are now options rather than candidates being required to perform both.	To facilitate the reduction of the tasks at this level and provide candidates with more time to focus on the pieces that are performed. To also enable the merging of the Performing Text syllabus with Speech and Drama allowing candidates to focus on the forms that they are interested in.
Grade 1, task 3	The candidate will not specifically be asked about mime (although examiners may still do so if the candidate performs a mime)	So that the focus can be on content and meaning, creating a flowing informal conversation at this level. It also allows for the fact that candidates may not perform a mime.

Grade 2	Candidates will perform two prepared performance pieces rather than three, from a list of options.	To provide candidates with more time to focus on the pieces that are performed. To facilitate the reduction of the tasks at this level, the merging of the Performing Text syllabus with Speech and Drama, and to allow candidates to focus on the forms that they are interested in.
Grade 3, tasks 1-2	Candidates will now perform two performance pieces rather than three, from a list of options.	To provide candidates with more time to focus on the pieces that are performed and bring the level of challenge for this grade into line with other syllabuses at the same grade. To facilitate the reduction of the tasks at this level, the merging of the Performing Text syllabus with Speech and Drama, and to allow candidates to focus on the forms that they are interested in.
Grade 4, tasks 1-3	The three performance pieces previously required have now all been listed as options along with the option of a passage of reportage. Candidates select three pieces to perform (two of which should be different forms).	To facilitate the merging of the Performing Text syllabus with Speech and Drama and to allow candidates to focus on the forms that they are interested in.
Grade 5, tasks 1-3	The three performance pieces previously required have now all been listed as options. Candidates select three pieces to perform (two of which should be different forms). The prose passage should contain direct speech and that one piece should be written in a colloquial style.	To facilitate the merging of the Performing Text syllabus with Speech and Drama and to allow candidates to focus on the forms that they are interested in.
Grade 6 & 7, tasks 1-3	The three performance pieces previously required have now all been listed as options. Candidates select three different forms to perform. Note also that the prose passage should contain direct speech and that each piece should contrast in period and/or culture.	To facilitate the merging of the Performing Text syllabus with Speech and Drama and to allow candidates to focus on the forms that they are interested in.

Grade 7, task 4	Instead of performing a fourth prepared piece, candidates will now discuss with the examiner a piece of unseen text.	To continue the focus of including opportunity for work on key and supporting skills that has featured throughout the grades. The objective of this task is to feature a rehearsal/ literary discussion scenario in which candidates can discuss features of a piece of text and begin to work on realising it for performance. This encourages analytical and reflection skills as well as exploring an authentic rehearsal scenario.
Grade 8, tasks 1-3	The three performance pieces previously required have now all been listed as options. Candidates select three different forms to perform. Note also that each piece should contrast in period and/or culture.	To enable the merging of the Performing Text syllabus with Speech and Drama and to allow candidates to focus on the forms that they are interested in.
Grade 8, task 4	Instead of performing a fourth prepared piece, candidates will now work with the examiner on a piece of unseen text.	To continue the pattern of including opportunity for work on key and supporting skills that has featured throughout the grades. The objective of this task is to feature a rehearsal/ literary discussion scenario in which candidates can discuss features of a piece of text and begin to work on bringing it to life. This encourages analytical and reflection skills as well as exploring an authentic rehearsal scenario.

PREPARE TO PERFORM

BRING TEXT TO LIFE

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