



A Level Drama & Theatre Studies

KS5 Leader: Mrs R Gibbs • Exam Board: Edexcel

Course Entry Requirements:

GCSE Grade 4 in Drama and Grade 4 in English

Course Outline:

Drama and Theatre Studies continues to be a very popular subject. The course provides a balance across a range of learning activities. The course combines the activities of exploring plays, the performing of plays, creating plays, the analysis of theatre and the critical evaluation of all these elements. Students completing the course successfully will have a thorough understanding of drama and theatre, highly developed analytical and creative skills and an ability to communicate effectively with others.

Component 1: Devising

Coursework

40% of the qualification

80 marks

Content overview

This component offers student's the chance to collaborate, create and perform their own original piece of theatre. They record the evidence of the process within a portfolio.

- Students devise an original performance piece in a group using one key extract from a performance text and a theatre practitioner as stimuli, they then perform this to an identified audience.
- There are options of Performer or designer routes available.

Assessment overview

- Internally assessed by teacher assessors and externally moderated.
- There are **two parts** to the assessment:
 - 1) A portfolio that records the rehearsal process and creation of the Drama. (60 marks) the portfolio can either be handwritten/typed evidence between 2500–3000 words, recorded/verbal evidence between 12–14 minutes or a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).
 - 2) The devised performance/design realisation (20 marks)



Component 2: Text in Performance

Coursework

20% of the qualification

60 marks

Content overview

This component offers students the chance to demonstrate skills in performance both within a group extract and a monologue or duologue.

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.

Assessment overview

- Externally assessed by a visiting examiner.
- Group performance/design realisation: worth 36 marks.
- Monologue or duologue/design realisation: worth 24 marks.

Component 3: Theatre Makers in Practice

Written examination: 2 hours 30 minutes

40% of the qualification

80 marks

Content overview

This externally examined written Component requires the detailed study of two set play texts, one in conjunction with a relevant practitioner and also an evaluation on a live performance seen.

- Live theatre evaluation
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

Assessment overview

Section A: Live Theatre Evaluation

- 20 marks
- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Section B: Page to Stage: Realising a Performance Text

- 36 marks
- Students answer two extended response questions based on an unseen extract from the performance text they have studied.
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
- Students answer from the perspective of a performer and a designer.

Section C: Interpreting a Performance Text

- 24 marks
- Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.
- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

Learning strategies:

- Creating collaboratively from dramatic stimulus
- Engaging in creating original work
- Theatre trips
- Historical visits such as the Globe theatre
- Dramatic performances (individual, pair and group)
- Textual analysis
- Peer Direction
- Research