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| **DRAMA AND THEATRE – LEVEL 3 (Edexcel)** |

The course:

This is a two-year qualification only. A\*-E are the pass grades available at A level.

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre either in a performing, directing and/or technical role. You will also learn how to write about drama and develop your powers of analysis to become an informed critic. The course will involve taking part in a drama production was well as studying plays and playwrights.

What is the course breakdown, and how is it assessed?

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| A level Component 1: Devising (\* Component Code: 9DR0/01) |
| Coursework40% of the qualification 80 marks |
| Content overview● Devise an original performance piece.● Use one key extract from a performance text and a theatre practitioner as stimuli.● Centre choice of text and practitioner.● Performer or designer routes available.  |
| Assessment overview● AO1, AO2 and AO4 are assessed.● Internally assessed and externally moderated. ● There are two parts to the assessment:1. a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4)
* the portfolio submission recommendations are:
* can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or
* can be a combination of handwritten/typed evidence (between 1250–1500words) and recorded/verbal evidence (between 6–7 minutes).

 2) The devised performance/design realisation (20 marks, assessing AO2.) |

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| A Level Component 2: Text in Performance (\*Component Code: 9DR0/02) |
| Coursework20% of the qualification 60 marks |
| Content overview● 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.● Centre choice of performance texts. |
| Assessment overview● AO2 is assessed.● Externally assessed by a visiting examiner.● Group performance/design realisation: worth 36 marks.● Monologue or duologue/design realisation: worth 24 marks. |

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| A Level Component 3: Theatre Makers in Practice (\*Paper Code: 9DR0/03) |
| Written examination: 2 hours 30 minutes40% of the qualification80 marks |
| Content overview● Live theatre evaluation –choice of performance.● 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.● Centre choice of 15 performance texts from two lists.● Choice of eight practitioners. |
| Assessment overview**Section A: Live Theatre Evaluation** ● 20 marks, assessing AO4.● 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 500words.**Section B: Page to Stage: Realising a Performance Text**● 36 marks, assessing AO3. ● 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. ● Performance texts for this section are not allowed in the examination as the extracts will be provided. **Section C: Interpreting a Performance Text**● 24 marks, assessing AO3. ● 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. ● Students must take in clean copies of their performance texts for this section, but no other printed materials |

### What kind of person is suitable for the course?

It is vital you are a team player and that you are prepared to commit to rehearsal schedules. These often take place during lunchtimes and after school, and are often organised by members of the class so self-motivation is important. You need to be curious about issues and ideas and have a creative instinct for communicating your ideas through drama. You should be keen on acting, directing or the more technical side of theatre and wish to develop your skills in some or all of these areas. Equally, you should be interested in going to the theatre to see plays performed by different theatre companies.

Why take this A Level?

Obviously, the course provides an excellent grounding for those interested in pursuing a career in dramatic arts. However, it also provides a worthwhile experience for students wishing to use it as part of the entry requirements for other subject areas of higher education. Additionally, and very importantly, all employers are seeking to recruit individuals who can demonstrate the following skills, all of which are developed throughout the course: Interpersonal and teamwork skills • communication skills • analytical, evaluative and critical skills • creativity and imagination • self-confidence.

Specific Entry Requirement:

GCSE Grades 4 in both English Language and Literature. Preferable to have A\*-C in Drama.

There will be various trips offered over the course, two of these will be compulsory theatre visits and will cost from £20-50 each.

For more information, see Miss Brimacombe or Miss Woods who can help with any questions you have, you can find further information on the Edexcel website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

Summer tasks:

To help ensure your suitability to the course, we ask that you complete the tasks below, ensure that you don’t copy and paste any text directly as all work must be in your own words to demonstrate your understanding.

1. You must read the whole of ‘Colder Than Here’ highlighting the following themes as you come across them:
	* Death
	* Grief
	* Sisterly rivalry
	* Love