

GCE A LEVEL



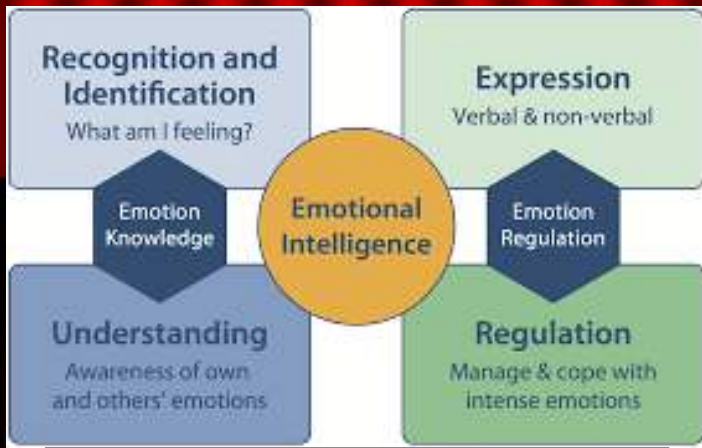
WJEC Eduqas GCE A LEVEL in  
**DRAMA AND THEATRE**  
ACCREDITED BY OFQUAL

**SPECIFICATION**

Teaching from 2016  
For award from 2018



The content of this specification is subject to change without notice. For more information, please contact your local WJEC office.



**Develop your emotional intelligence**

**Develop Personal, Mental and Physical Wellbeing**



**Develop your analytical and creative writing communication skills**

# Why study A-level Drama?

**Develop public speaking and presentation skills**



**Develop your ability to thrive as part of a community**



# Personal Development for Life

WORLD  
ECONOMIC  
FORUM

STEMNET  
Science, Technology, Engineering,  
and Mathematics Network



UNIVERSITY OF  
EXETER

accenture  
High performance. Delivered.

AstraZeneca



cobra

cogent Skills for Science  
Based Industries



NOKIA  
Connecting People

QinetiQ

semta  
The Sector Skills Council  
for Science, Engineering and  
Manufacturing Technologies



SIEMENS



# Human Capital

## Emotional Intelligence – Key Employability Skills

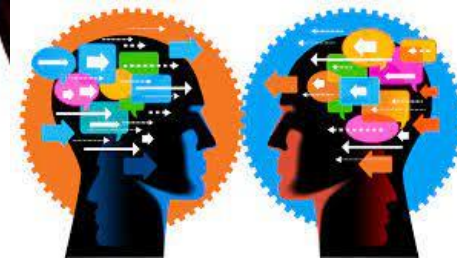
**Collaboration**



**Creativity**



**INITIATIVE**



**Communication**

**Adaptability**



**Self-motivation**



**Organisational skills**



**Work under pressure**



**NEGOTIATION**



# Links to GCSE Drama (Prior Learning)

Rehearsing &  
Refining



Creating



Analytical and inquiring  
thought processes



Write 'like a Dramatist'



Experience professional theatre



# Key Difference to GCSE: More Depth

Lighting design



Costume design



Sound design

Directing



live  
theatre

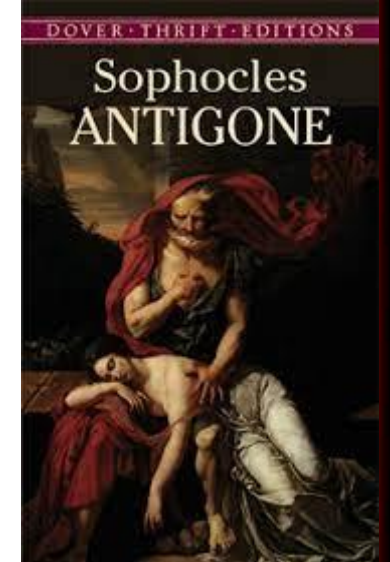
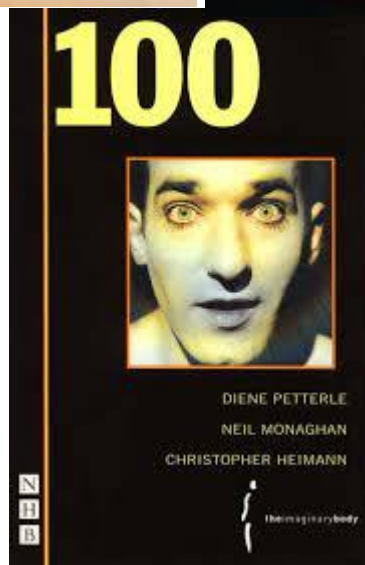
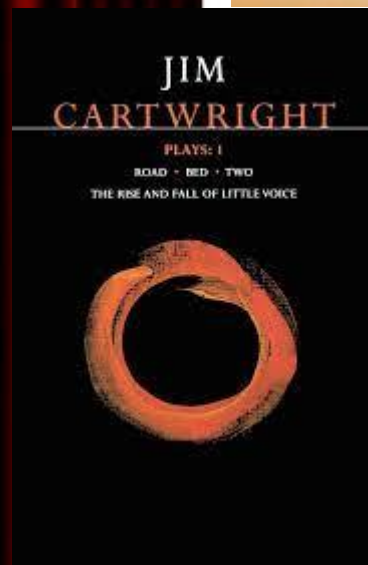
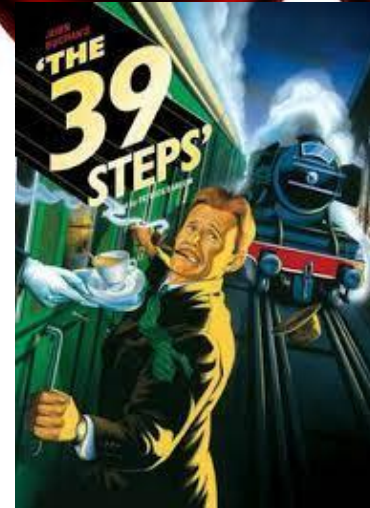


# Course and Assessment Overview

Component	Overall Percentage	Practical and Theory weighting	Assessed by:
One: Re-interpretation	20%	50% Theory 50% Practical	In School, by Teacher. Summer term Year 12. Moderated by Eduqas.
Two: Responding to a stimuli	40%	50% Theory 50% Practical	Visiting examiner. Spring Term of Year 13.
Three: Written examination	40%	100% Theory	Examiner. Summer Term of Year 13.

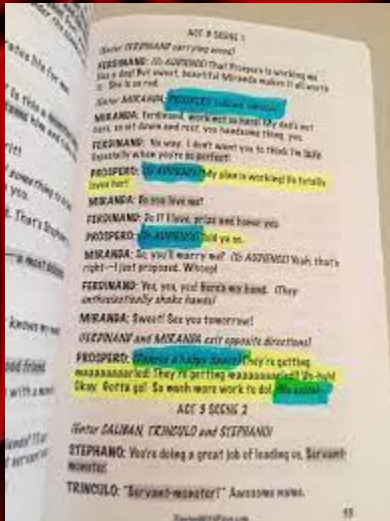


# Component One: Examples of Plays We Will See, Study and Perform





# Component One: The Re-interpretation Piece



1. Students select an extract from a published play.

2. Students select a specific performance style or genre to perform in.



3. Students new play must:  
-Contain 30-70% of the original dialogue from the chosen extract.  
-Must demonstrate the key elements of the chosen genre or style.

# Examples of Practitioners and Styles

**Stanislavski  
(Naturalism)**



**Melodrama**

**Berkoff  
(Total Theatre)**



**Frantic Assembly**

**Le Navet Bete**



**Brecht  
(Epic Theatre)**

**Artaud  
(Theatre of Cruelty)**



**Greek Theatre**





## Component Two: Devised and Scripted Performance



Students create a piece of Drama linked to their chosen stimuli.



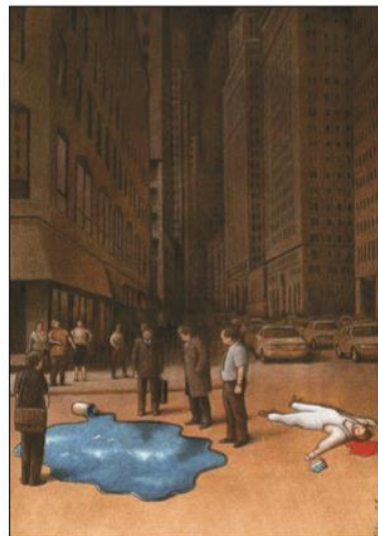
Students also perform an extract from a published play, which links to the stimuli, but it must be in a different style to the devised piece.

Students complete a 3,000 word (maximum) evaluation of the rehearsal stage and the final performance of both pieces.

# An Example of a Component 2 Stimuli Paper

Learners will work in groups in response to **one** of the stimuli below:

1. Ask no questions, tell no lies
2. 'Teenage Rampage' – The Sweet
3. *'Don't waste words on people who deserve your silence. Sometimes the most powerful thing you can say is nothing at all.'* – Mandy Hales.
4. 'Paint Spill' – Pawel Kuczyński



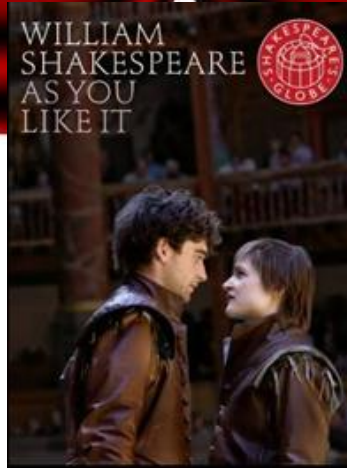
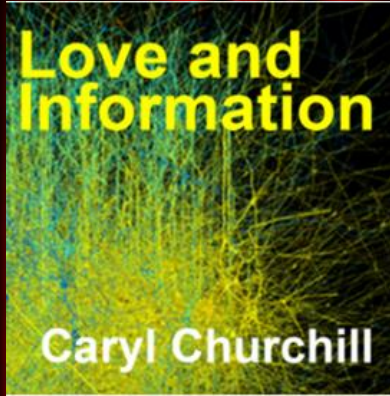
**You select only ONE of the stimuli to work from.**

**Both the devised and scripted pieces must link to the same stimuli.**

**The style of both pieces must contrast.**



# Component Three: Text in Performance Written Exam (2hr 30mins)



**Section C**  
Students are given an extract from the play 'Curious Incident' prior to the exam. Students answer one (50 min) question in the exam.



**Section A & B**  
Students respond to a series of questions on a selected extract and the play as a whole considering the role of an actor, director and designer.



Unlike GCSE, students are required to watch multiple pieces of live theatre.

Instead of one evaluation of what they have seen, students need to use their live theatre experience to explain how this knowledge would inform or inspire their creative designs in Section B and C of the exam.