



# Edexcel A-Level Drama and Theatre

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Head of Drama





The A-Level course is split into three components:

- **Component One-Devising**
- **Component Two-Individual and group performance**
- **Component Three-Written Exam**





# Assessment

Component One Marked by your Teacher 40% (20 Marks)	Devised performance	You will devise a piece based on chosen text. Your performance must be in the style of a chosen practitioner
(60 Marks)	Portfolio	You must produce a written portfolio of 2500-3000 words
Component Two Marked by an external examiner (60 Marks) 20% of final Mark	Group Performance of a published play	You will perform in a staff directed performance of a published play
	Monologue/duologue	You will perform a monologue or duologue from a published play
Component Three Marked by an examiner 40%	Written Exam	
(20 Marks)	Section A	You will answer a question based on a Live Performance that you have seen
(18 Marks) (18 Marks)	Section B	You will answer an acting question and a design question based on a "Equus" by Peter Shaffer
(24 Marks)	Section C	You will answer a question about directing a production of "Hedda Gabler" by Henrik Ibsen. You must consider practitioner influence and original performance conditions



## Component One-40%

- You will complete Component one at the end of Year 12
- You will be required to study a play
- You will then be given a short extract from the play that you will use as the starting point for your devised Drama.
- You will explore the themes of the extract and undertake in-depth research in order to create an original piece of Drama.
- You will work in small groups to produce the performance.
- The Performance will be recorded and you will be marked on your acting skills.





## Component One-40%

When you are creating your piece of Drama, you will be required to produce a written portfolio of 3000 words. This will analyse and evaluate your rehearsal process and the final piece of Drama that you produce.

In the portfolio, you will be required to respond to the following 6 questions:

1. Outline your initial response to the key extract and practitioner and track how it was developed throughout the devising process.
2. Connect your research material/s to key stages in the development process and to performance outcomes.
3. Evaluate how your chosen role/s emerged and developed from initial ideas through to the final performance.
4. Analyse how your contribution was influenced by the selected theatre practitioner and/or theatre makers, and the impact live theatre has on your own practical work.
5. Discuss how social, historical and cultural conventions impacted on your work
6. Evaluate the creative choices you made and whether or not they were successful in performance.



## Component Two-20%

- For Component Two you will have to take part in two performances.
- Both performances will be marked by a visiting examiner.
- The first performance is a monologue or duologue. You will be marked on your acting skills. The monologue must be from a published play.
- The second performance will be in a group piece. This will be scripted and will be directed by a member of the Drama staff.





## Component Three-40%

- At the end of Year 13 you will sit a written exam.
- The exam has three sections.
- In preparation for the exam you will be taken to the theatre to watch a performance that you will write an essay about.
- You will study a play the you will write two essays about. One essay about performing and one essay about theatre design.
- You will study a second play and you will write an essay about how you would direct the play.



## Section A-Live Theatre Evaluation

- You will be taken to see a performance of a play.
- You will make detailed notes about the production, commenting on :
  - Costume, lighting, acting, set, sound, props and stage furniture, use of stage space.
- In the exam you will be given a statement like:

“Theatre today has nothing to say to a young audience.”

- You will be expected to express your opinion on this statement by writing about the production that you have seen.







## Component Three-40%

### Section B

- The set text that you will study for section B of the written paper is “Equus” by Peter Shaffer.
- This is a brilliant play that centres around the relationship between a psychiatrist named “Dysart” and his patient “Alan Strang”. Alan has been sent to Dysart because he has blinded 6 horses with a pick.
- The play explores religion, ritual, worship, the question of normality and asks why people might be driven to commit acts of violence.
- For this play, you will have to create a design for a production of the play and you will have to write about how you would perform certain characters.
- You will also have to research the social, historical and political context of the play.





## Component Three-40%

### Section C

- The set text that you will study for section C is “Hedda Gabler”, by Henrik Ibsen.
- Henrik Ibsen is a very important playwright. Many of his plays were very controversial at the time that they were written because he wrote strong female characters that were considered scandalous because they didn't conform to social constraints.
- Hedda is about a newly married woman who is bored with her life and appears to manipulate the people around her in order to make her life more interesting.
- You will have to write about how would direct this play using the ideas of another practitioner, Stanislavski.



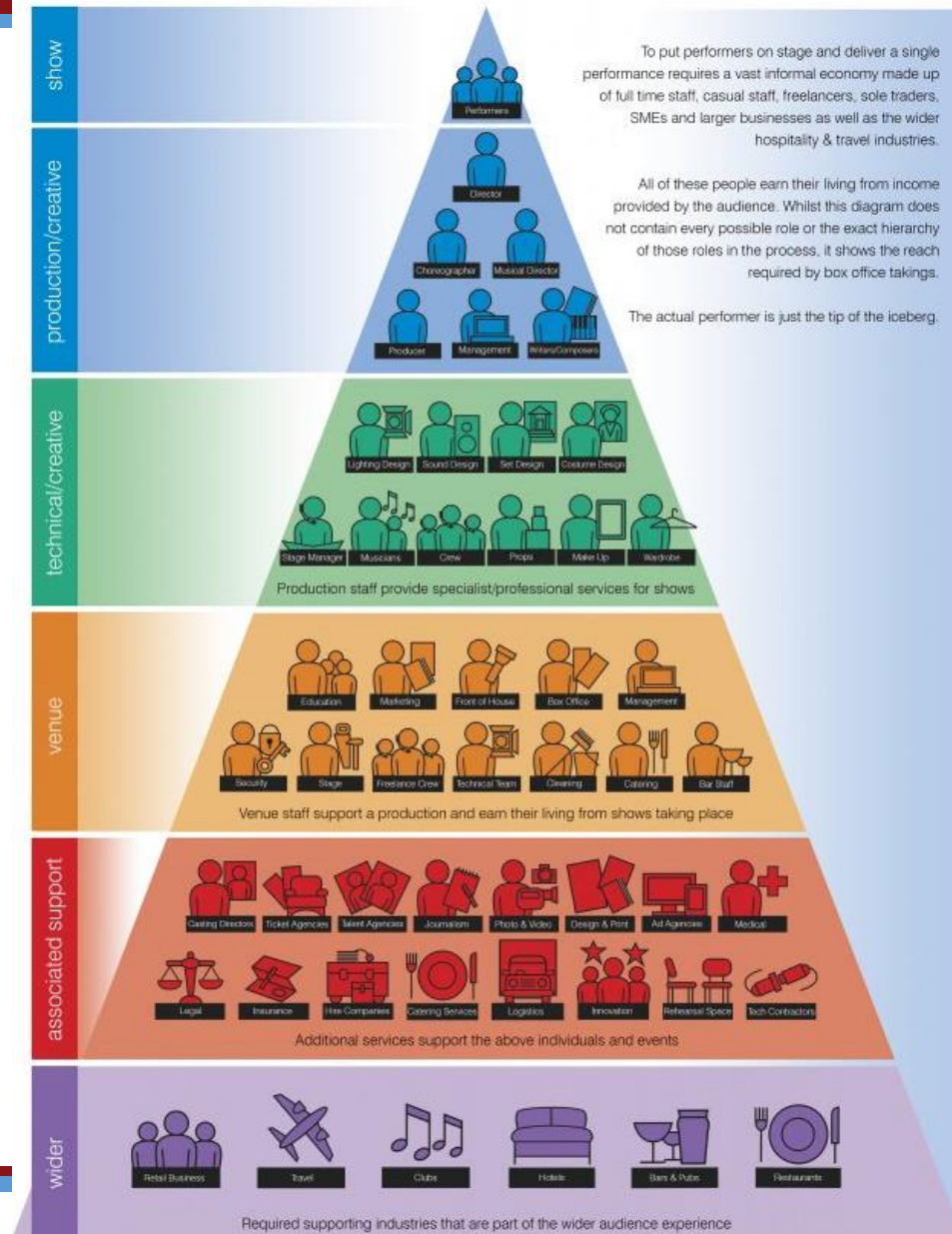


# Career routes

- Students that study A-Level Drama and Theatre have gone on to train at Drama schools as professional actors.
- Students often go on to study Drama at university.

## THE THEATRE ECONOMY

“What you see on stage is just the tip of the iceberg”





Some students take Drama and Theatre in order to develop transferrable communication skills that can support careers in the fields of Law, Business, Medicine and Education.

# CHOOSE DRAMA

"Studying historical theatre practitioners like Brecht in A level **Drama and Theatre** gave me a more rich and deep understanding of historical contexts.

My personal statement and interview at Oxford focused on how **theatre can be a lens through which I can have a personal engagement with history.**"

Polly Lavelle, History student, University of Oxford, 2019-22  
[essentialdrama.com](http://essentialdrama.com)

## Career routes

# CHOOSE DRAMA

"Developing my public speaking and improvisation skills in **Drama and Theatre** helped me prepare for the **real life drama of the criminal courts.**"

Samuel March, legal consultant, soon-to-be pupil barrister and University of Cambridge graduate.

[essentialdrama.com](http://essentialdrama.com)



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