

## A Level Drama and Theatre Studies

<b>Year 12</b>	<b>Year 13</b>
<p style="text-align: center;"><u>Component 1</u> September to April</p> <p style="text-align: center;"><b>Devising</b> <b>80 marks 40% of qualification</b></p> <p>Devise an original performance piece using 1 key extract from a performance text and a theatre practitioner as stimuli (e.g 25/26 cohort used 'The Pillowman' and Frantic Assembly.) Groups of 3-6, performances lasting 15-30 minutes Plus a portfolio of up to 3000 words or 14 recorded minutes to answer 6 questions about the devising process and final outcome.</p>	<p style="text-align: center;"><u>Component 2</u> September to February</p> <p style="text-align: center;"><b>Texts in Performance</b> <b>60 marks 20% of qualification</b></p> <p>Rehearse or create a performance/design realisation of 1 key extract from a performance text. Rehearse a monologue/duologue or design from a different text External examiner assesses both performances in school in around February. Submit an unmarked intentions form to assist with examination</p>
<p style="text-align: center;"><u>Component 3</u> <b>Theatre Makers in Practice - Written examination 2 hours 30 minutes</b> <b>80 marks - 40% of qualification</b></p>	
<p style="text-align: center;"><u>Unit 3 (Section A)</u> <u>Ongoing all year</u></p> <p style="text-align: center;"><b>Live Theatre Evaluation</b> <b>20 marks</b></p> <p>We see 2-3 shows in year 12 to give us plenty to practice writing about. We are preparing to answer 1 extended question from a choice of 2 where we analyse and evaluate what we have seen. We reflect on the acting, design and directorial choices.</p>	<p style="text-align: center;"><u>Unit 3 (Section A)</u> <u>Ongoing all year</u></p> <p style="text-align: center;"><b>Live Theatre Evaluation</b> <b>20 marks</b></p> <p>We go to see another 2 shows this year so we have a wide variety of shows to pick from to evaluate. We continue to spend time this year dissecting what we saw and getting our responses prepared so answering any question in the exam will be a walk in the park!</p>
<p style="text-align: center;"><u>Unit 3 (Section B) Equus by Peter Shaffer</u> <u>January to August</u></p> <p style="text-align: center;"><b>36 marks</b> <b>2 questions 1 as performer, 1 as a designer</b></p> <p>We start working out way through learning about Equus by Peter Shaffer through a combination of practical sessions where we act</p>	<p style="text-align: center;"><u>Unit 3 (Section B) Equus by Peter Shaffer</u> <u>Ongoing all year</u></p> <p style="text-align: center;"><b>36 marks</b> <b>2 questions 1 as performer, 1 as a designer</b></p> <p>Continue to work through the play scene by scene. Lessons consist of acting, designing and directing the play alongside essay</p>

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<p>the scenes out and of classroom lessons where we explore the text, design and analyse our choices. This will be delivered as practically as possible, but we are training to answer the questions for the exam</p>	<p>planning, practice questions and verbal responses. We will have finished working our way through the play by around Christmas leaving plenty of time to recover any scenes, look at top mark past exemplars and develop our writing styles.</p>
<p><u>Unit 3 (Section C) Woyzeck by Georg Buchner</u> <u>July and August</u> <b>24 marks</b> <b>1 question about a re-imagined production in the style of a practitioner</b></p> <p>We begin exploring the chosen practitioner (Brecht) and start developing a group concept for the play by working practically through some of the early scenes.</p>	<p><u>Unit 3 (Section C) Woyzeck by Georg Buchner</u> <u>Ongoing all year</u> <b>24 marks</b> <b>1 question about a re-imagined production in the style of a practitioner</b></p> <p>Exploring the rest of the play in the role of directors but exploring practically most lessons. We will need to keep revisiting our key practitioner and explore the original performance conditions of the play. Plenty of time allocated to looking at exemplars, practice questions and planning essay structure.</p>