

Key Stage 5/Year 12	
Course title: A Level Drama & Theatre	
Exam board: Edexcel	
Specification code: 9DR0	
Autumn 1 (September-October)	<p>Brechtian theatre</p> <p>Most of year 12 is dedicated to Component 1: Devising (worth a total of 40% of the A-Level). For this work students must complete a performance in the style of a recognized theatre practitioner. To do this, they must study, explore and apply the methodologies of this practitioner, Bertolt Brecht. This work consists of practical workshops and theory tasks, helping the class to form effective working relationships in preparation for the rehearsal process where they must make an original play together.</p>
Autumn 1 (September-October), Autumn 2 (October-December), Spring 1 (January-February)	<p>Component 3: Theatre evaluation</p> <p>At the end of Year 13 students complete a written exam worth a total of 40% of the A Level. Although most of year 12 is spent completing Component 1: Devising, we begin work on the written exam throughout year 12 too, in order to inspire and inform the creative process and also so that students have some experience of answering exam style questions to develop their written work. The year 12 exam consists of a practice question for this section of the written exam.</p>
Autumn 1 (September-October), Autumn 2 (October-December), Spring 1 (January-February), Summer 1 (April-May)	<p>Component 1: Devising practical (10%)</p> <p>We complete Component 1 in year 12, allowing time to focus on the externally assessed components (1 & 2) in year 13, as they have fixed windows for assessment. The piece that students create in groups is performed before the end of May, allowing time to be spent in June and July for the written aspect of this component, the coursework portfolio. The performance must happen first as the coursework includes evaluation of the final performance, however students complete notes in their bespoke booklets during the practical process to capture their notes as they go along.</p>

KS5/YEAR 13		
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<i>June to July</i>	Topic	Component 1: Devising (Written portfolio) (30%)
	Why now?	Students are given this half term to complete the 3,000-word written coursework portfolio which documents and evaluates the performance they have completed last term (devising). This portfolio is worth 30% of the A Level, therefore requires a substantial amount of focused time to achieve a high standard. The devising performance was created entirely by the students, and this is their opportunity to explain the creative choices they have made and evaluate how successfully they managed to communicate their intentions to the live audience during the performance.
Sept to March	Topic	Component 2: Text in Performance (Performance exam) (20%)
	Why now?	The performance exam window is between February and March of year 13. For this reason, we begin focused work preparing for this in September of year 13. Their recent performance in the year 12 devising project is great experience and leads to a more sophisticated piece of work in component 2. Students must produce two pieces of performance work for this component; a monologue / duologue and a group piece. They can choose to take on the role of actor or designer (lighting, costume, or sound), and the pieces must be from professionally written and published plays. This work is worth 20% of the A Level. This work runs parallel to the Component 3 preparation.
Sept to May	Topic	Component 3: Theatre Makers in Practice (Written exam) (40%)
	Why now?	<p>This is the culmination of all learning throughout key stages 3, 4 and 5. The exam consists of 3 sections:</p> <ul style="list-style-type: none"> • Section A: Live Theatre evaluation • Section B: Page to Stage - 'Colder Than Here' by Laura Wade • Section C: 'Woyzeck' by Georg Buchner <p>Students have spent most of year 12 completing the Devising component worth 40%, which is now complete. They are now knowledgeable enough to move onto this work which is the most challenging of the course.</p> <p>The Live Theatre Evaluation section of component 3 has been practiced at key stage 4, and again in year 12. The study of the two other plays for sections B and C are new to year 13 but are a way for students to demonstrate the understanding they have gained throughout the course about the ways in which theatre is made from the different perspectives of audience, performer, designer and director. Theory lessons will be split to cover each of the 3 sections throughout the year, beginning with the study of the plays themselves and their contexts, then developing understanding to include the style, conventions and practical requirements of each text, before moving on to allow time for students to each develop their own creative ideas and complete practice questions.</p>