

KS4 Guided Options

DRAMA



GCSE Drama

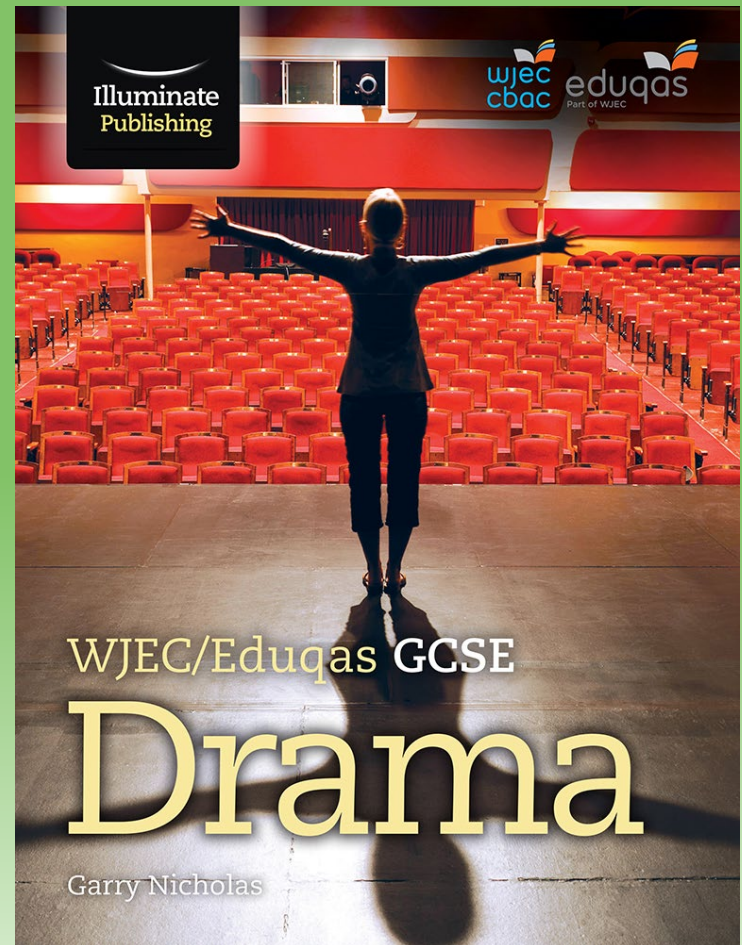
Eduqas



The Course

We follow GCSE Drama Eduqas which includes:

- *2 Practical Exams (One Devised, One Scripted)*
- *1 Portfolio & 1 Evaluation (Coursework)*
- *1 Written Exam*



Different Components

Component 1 (40%)

- A practical devised performance in a group
- A portfolio (diary entry)
- Evaluation of Final Performance

INTERNAL

Component 2 (20%)

- 2 practical performances from a Play

EXTERNAL

Component 3 (40%)

- Written exam based on Noughts and Crosses play
- Written exam based on live theatre

EXTERNAL



Course Structure

YEAR 10	HT1- Comp 1 Prep	HT2- Comp 3 Prep & Mock	HT3- Comp 2 Mock	HT4- Practitioners	HT5- Comp 3 Prep & Mock	HT6- Start Comp 1
	Intro to Devising	Start Noughts & Crosses (Set Text)	Mini Script Perf	Brecht, Artaud, DV8, Berkoff	Watch Live Show	Start Comp 1 Devising Exam

YEAR 11	HT1- Comp 1	HT2- Comp 1 Exam & Comp 3 Mock	HT3- Comp 1 Portfolio	HT4- Comp 2 Exam	HT5- Comp 3 Exam	
	Continue Comp 1	Comp 1 Exam, N&C Mock	Coursework Help	Script Exam	Prep for Written Exam	

Comp 1 (Devising) 40%

- You will be given a choice of 4 different stimuli and be asked to create a play.
- Work in Groups of 3-5
- Based on a Practitioner
- Create a Portfolio
- After the Performance, write an Evaluation
- **Marked by Teacher and Moderated by Eduqas**



Comp 2 (Scripted) 20%

- Perform 2 extracts from a play of your choice
- Groups of 2-5
- Style will suit the performer
- **Marked by Visiting Examiner**



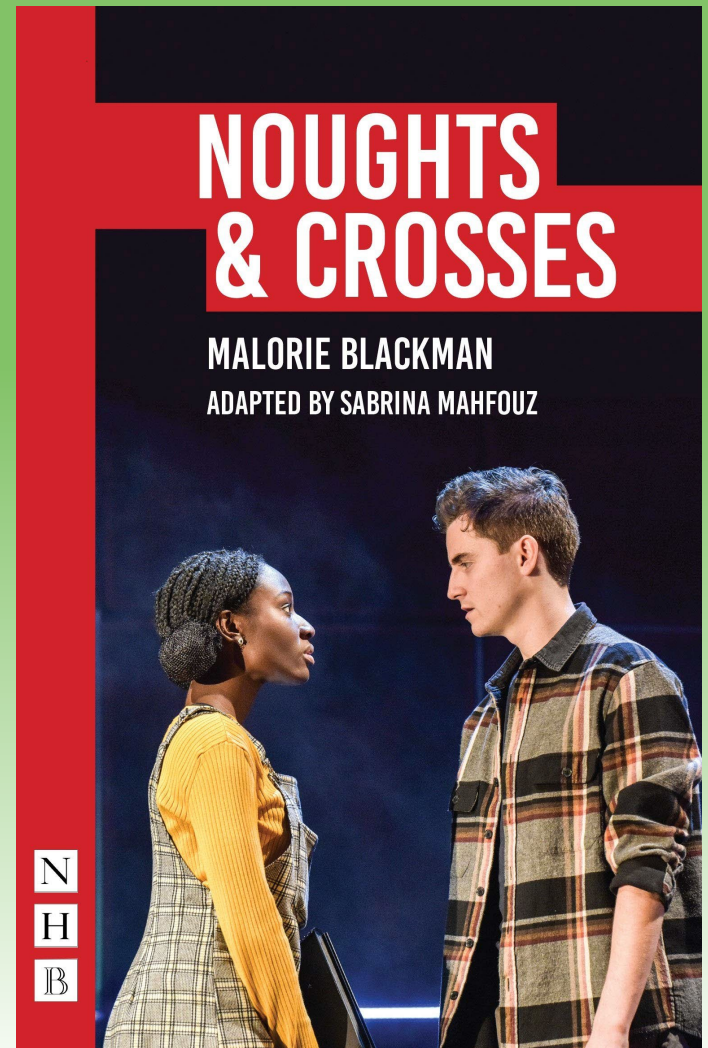
Comp 3 (Written Exam) 40%

Section A:

- Answer Questions on the play Noughts & Crosses by Malorie Blackman
- Questions from Director, Actor and Designer Perspective

Section B:

- Answer 1 Question on Live Production watched over the Course



Comp 3 (Written Exam) 40%

DNA Dennis Kelly

Questions **5 1**, **5 2** and **5 3** are based on the following extract.

Read from: **page 19:** *MARK and JAN enter with LEAH and PHIL, PHIL drinking a Coke.*

to: **page 22:** *Beat.*

- 5 1** (i) You are going to perform the role of **John Tate**. Choose any **one** line from the extract which shows the character's motivation. [1]
- (ii) Describe the tone and tempo that you would use when speaking your chosen line. [2]
- (iii) Give **one** reason to explain your choice of tone, and **one** reason to explain your choice of tempo. [4]

- 5 2** (i) Briefly describe **Jan's** social class. [2]
- (ii) Suggest a suitable costume, hair and make-up for **Jan** in this extract and explain how they could be used to show her social class. [6]

- 5 3** Explain how an actor performing **Mark** could use physical skills to communicate the character to the audience in this extract, giving reasons for your ideas.

In your answer refer to:

- character motivation
- posture and movement
- gesture
- facial expression

[15]

- 5 4** Explain how at least **one** key extract can be designed for a **Traverse Stage**.

Do not refer to the extract used for questions **5 1 – **5 3**.**

You should justify your ideas with reference to the original staging.

In your answer refer to:

- the structure of the play
- the stage shape and audience position
- your chosen production style
- set and props (including use of colour)

[15]

SECTION B

Answer **either** question **6 1** **or** question **7 1**.

*You should base your answer on **one live theatre** production seen during the course.
You must use a **different** text from the one used in Section A.*

*At the beginning of your answer, you should state the name of the production,
the company and the venue.*

Either,

- 6 1** Analyse and evaluate how lighting was used in **two** key moments to communicate meaning to the audience.

In your answer refer to:

- the production style
- how lighting was used to create atmosphere and communicate meaning
- your response to the performance as an audience member.

[15]

Or,

- 7 1** Analyse and evaluate how character interaction was used in **two** key moments to communicate meaning to the audience.

In your answer refer to:

- the acting style
- how character interaction was used to create character and communicate meaning
- your response to the performance as an audience member.

[15]

END OF PAPER

Are you Creative?

Do you like a mixture
of Practical/Theory?

Do you like Performing?

Will I Suit Drama?

Do you like a mixture of
Coursework & Exams?

Do you like working in a
group?

Confidence

Leadership

Feedback

Team Working Skills

Memory Skills

Literacy

**What Skills will I
Develop?**

Creative Thinking

Listening

Communication

Resilience

The classes really feel like your family and your comfortable around everyone . Due to the fact that you perform with everyone in your class at least once (and that the classes are relatively small) You get really close to some of the other students and gain relationships out of it that you treasure. **Millie Y11**

I really enjoy the range of curriculum, how there are aspects very similar to english lit, but then there's the whole, you know, acting aspect, which is fun and the practitioner studies are fascinating. **Charlie Y11**

What Do Students Say?

The drama department is the most welcoming and supportive department in the school in my opinion and with small GCSE classes, you get exactly the amount of help you need. In assessments, you get lots of feedback so are always improving in both written and practical work **Scarlett Y11**

"I absolutely LOVE drama. Its so much fun and most the time a break from GCSE stress. I would highly recommend it for those who love to perform" **Lucy Y10**

Extra-Curricular

- Musical- Shrek the Musical 2024
- KS4 Drama Club
- Trips- London, Productions
- Link with Liverpool Empire
- GCSE Intervention, Extra Rehearsals



London 2022



Next Steps

- A Level Drama & Theatre Studies (Offered at Barrow Hall College)
- Drama College
- Career paths stemming from Drama education are broad, interesting and fulfilling! Skills developed in Drama are attractive all employers.

Let's hear from Current Students...