



A level Drama and Theatre

Specification

Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre (9DR0)

First teaching from September 2016

First certification from 2017

| Issue 5

A LEVEL OVERVIEW

Component 1: Devising (*Component Code: 9DR0/01)

Non-examination assessment

40% of the qualification

80 marks

Content overview

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.
- Performer or designer routes available.

Assessment overview

- AO1, AO2 and AO4 are assessed.
- Internally assessed and externally moderated.
- There are **two parts** to the assessment:
 - 1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4)
 - o the portfolio submission recommendations are:
 - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or
 - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).
 - 2) the devised performance/design realisation (20 marks, assessing AO2).

A LEVEL OVERVIEW

Component 2: Text in Performance (*Component Code: 9DR0/02)

Non-examination assessment

20% of the qualification

60 marks

Content overview

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.
- Centre choice of performance texts.

Assessment overview

- A02 is assessed.
- Externally assessed either by visiting examiner or by examiner assessing the recorded live performance.
- Group performance/design realisation: worth 36 marks.
- Monologue or duologue/design realisation: worth 24 marks.

A LEVEL OVERVIEW

Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)

Written examination: 2 hours 30 minutes

40% of the qualification

80 marks

Content overview

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a **complete performance text** – focusing on how this can be realised for performance.
- Practical exploration and interpretation of **another complete performance text**, in light of a chosen **theatre practitioner** – focusing on how this text could be reimagined for a contemporary audience.
- Centre choice of 15 performance texts from two lists on the next page.
- Choice of eight practitioners.

A LEVEL OVERVIEW

Assessment overview

Section A: Live Theatre Evaluation

- 20 marks, assessing AO4.
- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Section B: Page to Stage: Realising a Performance Text

- 36 marks, assessing AO3.
- Students answer two extended response questions based on an **unseen extract** from the performance text they have studied.
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
- Students answer from the perspective of a performer and a designer.
- Performance texts for this section are not allowed in the examination as the extracts will be provided.

Section C: Interpreting a Performance Text

- 24 marks, assessing AO3.
- Students will answer one extended response question from a choice of two based on an **unseen named section** from their chosen performance text.
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.
- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.
- Students **must** take in clean copies of their performance texts for this section, but no other printed materials.



SUMMER LEARNING

Task One: go and see a play

Task Two: watch a performance on Digital Theatre Plus

Student.myton, exist@2361

Task Three: find a monologue that you like and perform it to the class in the first lesson in September



THE DAY THE CRAYONS QUIT

The Day the crayons quit - Books
Alive! Read Aloud book for children
- YouTube

NATURALISTIC MONOLOGUES

Write/improvise a short monologue as a crayon. What colour are you and how would you personify that colour?

What can you do with your voice, face and body language to bring your crayon to life? 😊



SEE YOU IN

September