The Island VI Form

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Post-16 Curriculum - Drama

Subject Curriculum Overview

Subject	Drama
Qualification / Specification	A Level
Awarding Body	Eduqas
Level	3
Curriculum Lead	Rich Wiseman
Teaching Staff	Clair Tennant & Rachel Densham
Guided Learning Hours	10hrs per fortnight
Year(s) Delivered	12 & 13
Last Review Date	June 2026
Next Review Date	June 2027

1. Curriculum Intent

The Eduqas A Level Drama and Theatre curriculum aims to develop creative, analytical and reflective theatre-makers who can interpret, create and evaluate performance in a range of theatrical contexts. Students explore dramatic texts, theatre practitioners and performance styles through both practical and theoretical study, enabling them to become confident performers, collaborators and critical thinkers.

The curriculum prepares students for progression to Higher Education, drama schools and careers within the creative and cultural industries, while also developing transferable skills valued by employers, including communication, leadership, problem-solving, resilience, creativity and teamwork.

Students engage with professional theatre, investigate historical, social and cultural influences on performance, and learn to apply specialist subject terminology with confidence. Success is demonstrated through students' ability to create imaginative performance work, analyse dramatic texts critically, evaluate theatre effectively and communicate sophisticated artistic intentions in both practical and written assessments.

2. Foundational Knowledge

Area	Essential Knowledge / Skills	Why It Matters
Drama terminology	Knowledge of theatrical vocabulary and conventions in performance and design	Enables accurate analysis and evaluation
Performance skills	Voice, movement, characterisation and communication	Forms the basis of effective performance
Theatre practitioners	Understanding key practitioners and methodologies	Supports interpretation and creative decision-making
Script analysis and context	Analysis of text, character, themes and structure, as well as social and historical context.	Deepens understanding of playwrights intentions

3. Powerful Knowledge

Powerful Knowledge Area	Why It Matters	Evidence of Understanding
Interpretation of text	Encourages multiple perspectives and critical thinking	Examination responses and rehearsed extracts
Practitioner influence	Demonstrates how theatrical theory shapes performance choices	Component 1 and 2 practical pieces alongside relevant logbooks and evaluations
Theatre evaluation of own work and that of others	Deepens understanding for theatre form, style and technique.	Analysis and evaluation on live theatre in Component 3, section B and C
Theatre as a reflection on society and the impact this has on an audience	Enables students to understand how theatre communicates ideas and challenges audiences	Analytical essays in all three components as well as performance interpretations

4. Curriculum Implementation

Term / Unit	Key Content	Foundational Knowledge	Powerful Knowledge	Assessment Opportunities
Component 1: Theatre Workshop	Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text.	Understand context, techniques, style and form of the practitioner. Ability to collaboratively create and effectively rehearse.	Demonstrate and analyse practitioner influence in performance	Non-exam assessment: internally assessed, externally moderated. Practical piece and log book submitted. 20% of qualification
Component 2: Text in Action	All participate in the creation, development and performance of two pieces of theatre (devised	Advanced performance skills. Ability to collaboratively create and effectively rehearse.	Creative interpretation of chosen practitioner in devised and scripted piece	Non-exam assessment: externally assessed by a visiting examiner. Two pieces of practical work and one performance process evaluation submitted to board. 40% of qualification

	and scripted) based on a stimulus supplied by Eduqas.			
Component 3: Text in Performance	All students will sit a written exam at the end of the course. There are three sections to the exam, based on the three texts studied throughout the course.	Contextual understanding and analysis	Independent critical thinking of the set texts and critical evaluation of live theatre.	Mock exams and a written examination: 2 hours 30 minutes 40% of qualification

5. Assessment Strategy

Assessment Type	Purpose	Frequency
Diagnostic	Assess students' prior knowledge, practical performance skills, understanding of theatre practitioners, and experience of live theatre to inform planning and differentiation.	Beginning of Year 12 and at the start of new units.
Formative	Monitor progress through rehearsal observations, script analysis tasks, design work, peer/self-assessment, performance workshops, mock exam questions, and teacher feedback.	Weekly/fortnightly throughout the course.
Summative	Measure attainment against Eduqas assessment objectives through assessed performances, devised work, written evaluations, and timed examination tasks.	End of each term and after completion of major units/components.
Synoptic	Assess students' ability to integrate practical, theoretical, and evaluative understanding	End of Year 12 and during Year 13 through mock exams and full component assessments.

	across the specification, preparing them for final examinations and coursework moderation.	