GCE AS Examiners' Report

Drama and Theatre

AS

Summer 2026

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.[1]

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.eduqas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

[1] ***Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.***

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Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.eduqas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner | Eduqas

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Contents

	Page
Executive summary	5
Supporting you – useful contacts and links	7

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DRAMA AND THEATRE

GCE Advanced Subsidiary

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COMPONENT ONE – PEFORMANCE WORKSHOP

Overview of the Component

Moderators reported that work submitted was of a generally high standard. Centres are submitting an exciting C1 programme by encouraging candidates to choose challenging plays that develop theatre making skills. A diverse range of texts were selected this year with many candidates choosing modern plays for the text and reinterpreted performance. Nearly all candidates chose to perform for A02, meaning design candidates have significantly reduced in numbers. All centres met the upload deadline this year and communication between centres and moderators was timely and effective. Well organised individual folders for each candidate, clear labelling and effective grouping supported the moderation process.

Comments on individual questions/sections

AO1 (20%)
Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.
Assessment of A01 was mostly accurate. A reoccurring omission in the creative log was not evidencing engagement with the 10-15-minute extract chosen for text and reinterpreted performance. This is a requirement for A01.1b. If not included, this should be reflected in the centre marks. Successful creative logs had a balanced approach between discussing group and individual process. In-depth research into theatre styles and practitioners covering all bullet points identified on p.9 of the specification was present in many creative logs, ensuring informed practical work.

AO2 (30%)
Apply theatrical skills to realise artistic intentions in live performance.
Text performances were polished and tended to be the strongest performance for many candidates. A range of monologues, duologues and group scenes were mainly performed in a naturalistic style. This year the reinterpreted performances were weaker for some candidates who had difficulty applying their chosen practitioner's techniques. Centres are advised to choose practitioners that support candidates' strengths to boost confidence and aid creative exploration.

AO4 (10%)
Analyse and evaluate their own work and the work of others.
The analysis of process and evaluation of the final performance was a strength for many candidates. These marks were applied realistically and fairly. Candidates are advised to structure their evaluations in two distinct sections (process and performance). The evaluation should remain separate from the creative log.

Component One - Key Improvements:

- Please use consistent orientation when scanning paperwork and written creative logs.
- Centres should check they are using the correct text/translation from the Eduqas list.
- AS Live Theatre forms should not be uploaded to IAMIS but submitted using the Forms template on the Eduqas website.
- All centres should submit a candidate line-up in costume before each performance; it is an exam board requirement.

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EDUQAS AS DRAMA AND THEATRE

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COMPONENT 2

Overview of the Component

This is the first year of the new texts. The question structure and demands have stayed the same but application of new text materials to the questions has added a variable to the outcomes.

The most popular text chosen by centres is: “Home, I’m Darling“. The texts “A Raisin in the Sun” and “Father Comes Home from the Wars” were not represented in this year’s responses.

The approach to the texts continues to show enthusiasm and creativity from candidates in the response to the questions asked. There is evidence that candidates experience a wide variety of live theatre experiences which they use to inspire their interpretation of the texts.

The questions focused on both design and acting elements. The strongest responses were found to be to the third question: lighting and sound in two extracts from the text that they were able to choose. Some candidates referred to the extract used in questions 1&2 – which they are told not to do in the instructions on the paper. Most responses were well planned and covered a range of theatrical styles and interpretation. Links to live theatre supported their ideas and some candidates developed upon this influence. There was often some contextual information expressed that did not link to their ideas and appeared not to support their ideas or concept.

The weaker responses were questions 1 & 2. These focused on elements of costume and acting. The use of bullet points in the question is to refine their ideas and help to give a framework to follow. Candidates who did not follow the bullet points were not able to be rewarded according to the mark scheme. Lack of focus on the extract printed in the exam booklet often led to general or limited ideas. Whereas those who referred closely to the action and characterisations in the extract were able to support their ideas more successfully. Detailed reading of the extract needs to be factored into the time candidates give to each question. Referencing beyond the extract can be used to provide context – but candidates should limit themselves to close analysis and reference to the extract given.

Key areas of development:

- Bullet points in the question must be addressed and used to scaffold the response: tailoring knowledge and understanding to the demands of the exam paper.
- Close reading of the extract provided and reference to it in the response needs development.
- Contextual knowledge of the play should be relevant to their ideas they explore in their response.

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Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.
Tel: 029 2240 4299
Email: drama@eduqas.co.uk
Qualification webpage: https://www.eduqas.co.uk/qualifications/drama-and-theatre-asa-level/ - tab_keydocuments

See other useful contacts here: Useful Contacts | Eduqas

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: https://www.eduqas.co.uk/home/professional-learning/

Regional Rep Team

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.
Regional Support Team | Eduqas

Eduqas Qualifications

We are one the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, offering valued qualifications to suit a range of abilities. Each and every one of our qualifications is carefully designed to engage students and to equip them for the next stage of their lives.

We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.

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