

GCE AS Examiners' Report

Drama and Theatre
AS
Summer 2025

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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.

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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Executive Summary

Component One – Performance Workshop

Moderators reported that the standard of work submitted was consistent with previous years, with a strong range of classical and modern texts explored. Most students chose performance over design, with a noticeable decline in design entries this year. Moderators were grateful to the vast majority of centres who met the upload deadline, with all materials being submitted correctly, accompanied by the necessary paperwork.

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 AO1 was mostly accurate. Although only occurring in small instances, some creative logs remain overly descriptive, as opposed to analytical, particularly in the reinterpreted performance logs, which negatively impacted candidate outcomes. This series, moderators were impressed by the improvements seen by those candidates choosing to create audio visual portfolios, as their use of descriptor bullet points provided effective in ensuring that the required content was covered.

AO2 (30%):

Apply theatrical skills to realise artistic intentions in live performance.

Text performances were polished and well-prepared. Candidates choosing monologues should avoid presenting them as audition tapes. Reinterpreted performances showed creativity and clear understanding of practitioners. All centres complied with the group size requirement, using teachers or peers for support if needed.

AO4 (10%):

Analyse and evaluate their own work and the work of others.

Top responses included clear practitioner references and subject terminology. However, many candidates did not structure their evaluations into two distinct sections (process and performance), leading to imbalanced or underdeveloped analysis. Evaluation should remain separate from the creative log.

Component One Key Improvements:

- AV logs must stay within 5–8 minutes.
- Acting or design must be selected clearly for both performances.
- If design is chosen, the same discipline must be applied across both tasks.
- Evaluation should follow headings from the AS spec (p.12) and be submitted separately.

Component Two – Written Exam

Students were generally well-prepared, managing their time effectively. Question 1 was the weakest, while Question 3 was the strongest overall.

- Q.1.** Successful answers focused on stage space, movement, positioning, and character motivation throughout the extract. Weaker responses came from an actor's perspective or lacked full coverage of the extract.
- Q.2.** High-level responses incorporated period detail, symbolism, and thoughtful material choices. Some students focused only on costume and gave generic or unrealistic ideas, neglecting hair and makeup.
- Q.3.** Strong candidates named the performance space and style early and linked ideas to original production conditions and live theatre influences. Weaker responses were vague, failed to justify choices, or did not connect live theatre experiences effectively.

Component Two Key Improvements:

- Understand and meet each question's focus.
- Link all design decisions to the specific extract.
- Use accurate design terminology.
- Clearly identify live theatre productions and evaluate their influence.

Our digital resources website has many blended learning lessons and knowledge organisers to assist with the area for improvement identified in this report, amongst other things:

Areas for Improvement	Resources	Description
Meeting the Demands of the Question	Exemplar Materials Portal by WJEC	Top, middle and lower band Eduqas AS Drama and Theatre exemplar materials for Acting and Design
Applying the assessment criteria	AS and A Level Drama SAMs – under 'Teaching Support Materials – AS', entitled AS Drama and Theatre Additional Exemplar Materials	Sample Assessment Materials for Eduqas AS Drama and Theatre
Understanding the different elements of the course	AS and A Level Drama Resources	• Blended Learning resources for each set text (full suite available by September 2025) • Knowledge Organisers • Exam Walk-Through materials
Key considerations for improvement	EDUQAS OER Website	Online Exam Review for Eduqas AS Drama and Theatre
Administration and paperwork	AS and A Level Drama administration	Copies of all necessary paperwork to be completed

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: [AS and A Level Drama | Eduqas](#)

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

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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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