

# YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

A LEVEL DRAMA AND THEATRE



# MAKE THE SWITCH TO A BOARD THAT WILL SUPPORT YOU

Switching to Eduqas could be the best move you make.

You'll gain access to an unbeatable range of free teaching resources, and our team of subject specialists are on hand to give you all the help and advice you need.

Whether you're with AQA, OCR or Pearson (Edexcel), you can rest assured that switching to Eduqas is straightforward. Simply follow this guide, compare our specifications, and make the switch!

## MAKING THE SWITCH

Switching to Eduqas is simple, just follow these quick and easy steps:

1. Follow our switcher guide for your subject.
2. Register your interest at [www.eduqas.co.uk/switch](http://www.eduqas.co.uk/switch) and receive a printed copy of your chosen specification(s).
3. Visit your qualification page at [www.eduqas.co.uk/qualification](http://www.eduqas.co.uk/qualification), to access the materials you need to begin teaching our specifications.
4. Visit our Digital Resources Website ([resources.eduqas.co.uk](http://resources.eduqas.co.uk)), for free resources that can be used as classroom aids and as revision tools.
5. Contact our subject specialists for subject specific queries, practical advice and guidance.
6. Your Exams Officer will need to register your centre, if your centre is not already registered with us.
7. Once registered, your Exams Officer will be able to provide you with access to our Secure Website ([www.wjecservices.co.uk](http://www.wjecservices.co.uk)), which hosts a wealth of resources that are not available elsewhere.

## WE'RE HERE TO SUPPORT YOU

If you have a question, simply contact our Drama and Theatre team who will offer friendly advice and guidance:



**Wyn Jones**  
**Subject Officer - Drama and Theatre**  
drama@eduqas.co.uk  
029 2240 4299



# A LEVEL DRAMA AND THEATRE WITH EDUQAS

## WHY CHOOSE US?

- The specification has been created by practicing teachers that have over thirty years teaching experience.
- The specification promotes involvement in and enjoyment of drama as performers and/or designers. Learners can develop their practical skills in both fields or concentrate on their desired option.
- Learners are also given the opportunity to develop their skills as theatre directors.
- In Component 1 learners reinterpret a text to create a piece of theatre which is a combination of the selected text and original ideas and is unique to the Eduqas specification
- In Component 2 learners engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece.
- Practical work is an integral part of the specification. The written examination is linked to the practical study of the subject.
- Opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.
- Centres can choose their own performance texts that best suit their learners.
- Centres can also choose which theatre practitioners, theatre companies or theatrical styles they wish to study, allowing them to cater for the needs of individual learners.
- A wide range of study texts from different historical periods.
- Specialist subject advice is available from the subject officer who has over twenty years teaching experience.
- We can offer a wide range of educational resources to assist with the teaching
- The specification prepares learners for further study of the subject by developing a range of transferable skills.
- Link with other EDUQAS centres via our Centre Maps.

# A LEVEL DRAMA AND THEATRE

## SUMMARY OF ASSESSMENT

### Component 1: Theatre Workshop

Non-exam assessment: **internally assessed, externally moderated**

**20% of qualification**

Learners will be assessed on **either** acting **or** design.

Learners participate in the creation, development and performance of a piece of theatre based on a *reinterpretation* of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of **either** an influential theatre practitioner **or** a recognised theatre company.

Learners must produce:

- a realisation of the performance or design
- a creative log.

### Component 2: Text in Action

Non-exam assessment: **externally assessed by a visiting examiner**

**40% of qualification**

Learners will be assessed on **either** acting **or** design.

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. a devised piece using the techniques and working methods of **either** an influential theatre practitioner **or** a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. an extract from a text in a different style chosen by the learner.

Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a **5-10 minute** presentation of their design to the examiner.

Learners produce a process and evaluation report within **one** week of completion of the practical work.

### Component 3: Text in Performance

Written examination: **2 hour 30 minutes**

**40% of qualification**

#### Sections A and B

**Open book:** Clean copies (no annotation) of the **two** complete texts chosen must be taken into the examination.

**Two** questions, based on **two** different texts, **one** written pre-1956 and **one** written post-1956.

#### Pre-1956:

- The Trojan Women*, Euripides
- As You Like It*, William Shakespeare
- Hedda Gabler*, Henrik Ibsen
- Machinal*, Sophie Treadwell
- Cat on a Hot Tin Roof*, Tennessee Williams

#### Post-1956:

- Saved*, Edward Bond
- Accidental Death of an Anarchist*, Dario Fo
- Racing Demon*, David Hare
- Love and Information*, Caryl Churchill
- Chimerica*, Lucy Kirkwood

#### Section C

**Closed book:** The extract of text required for answering the questions will be printed on the examination paper. A question based on a specified **extract** from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens. Details of the 10-15 minute extract will be released during the first week of March, in the year in which the examination is to be taken.

# HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

## A LEVEL – DRAMA AND THEATRE

AQA	EDUQAS
Written examination: <b>3 hours</b>	Written examination: <b>2 hours 30 minutes</b>
Live theatre review 2 practical performances	No live theatre review. The live theatre elements are built into the questions. 3 practical performances

  

EDEXCEL	EDUQAS
<b>Component 1: Devising</b>	<b>Component 1: Reinterpretation of a text</b>
<b>Component 2: Two text performances</b>	<b>Component 2: Devised and text performance</b>
1 group and 1 monologue / duologue each assessed differently.	Both assessed out of 40 marks. Choosing texts is much more straightforward.
<b>Component 3: Written examination</b>	<b>Component 3: Written examination</b>
Live theatre review 2 texts – 1 re-imagined.	No live theatre review Texts do not have to be re-imagined.

  

OCR	EDUQAS
<b>4 Components</b>	<b>3 Components</b>
Choose between design and acting within practical components. Written examination – Directing questions only.	Choose to act and design within the practical components. Written examination – Directing, acting and design questions.

# THE SUPPORT YOU NEED

## FREE TAILORED DIGITAL RESOURCES

We've created a wealth of free digital resources to support our qualifications. They have been developed to enhance learning, stimulate classroom discussion, and encourage student engagement. Access our resources today at [resources.eduqas.co.uk](https://resources.eduqas.co.uk)

## REGIONAL SUPPORT

Our Regional Support Team are also on hand to offer free support in the delivery of our qualifications. They can also give you face-to-face advice on our range of qualifications, online resources, CPD and curriculum developments. To book a visit or to find out more, please visit [www.eduqas.co.uk/RegionalSupportTeam](https://www.eduqas.co.uk/RegionalSupportTeam)



**Catherine Oldham**  
Region: North  
[catherine.oldham@eduqas.co.uk](mailto:catherine.oldham@eduqas.co.uk)



**Jonathan Harrington**  
Region: South East  
[jonathan.harrington@eduqas.co.uk](mailto:jonathan.harrington@eduqas.co.uk)



**Dave Evans**  
Region: North West  
[david.evans@eduqas.co.uk](mailto:david.evans@eduqas.co.uk)



**Ant Fleming**  
Region: East Anglia and Kent  
[anthony.fleming@eduqas.co.uk](mailto:anthony.fleming@eduqas.co.uk)



**David Jones**  
Region: South West, Midlands  
[davidr.jones@eduqas.co.uk](mailto:davidr.jones@eduqas.co.uk)

## TEACHERS WHO HAVE MADE THE SWITCH

"I have found the support we have received from Eduqas to be outstanding. The subject team for Drama is incredibly supportive, and clearly know their subject and the assessment process in depth.

I have attended training events from Eduqas and found that the courses are student focused, and show you how to get the best grades for your students, whilst giving them a challenging and enjoyable experience. Rather than seeing Eduqas as an exam board, I feel more a part of a team, working hard to promote Drama as a subject which gives students a wide ranging skillset that can be applied to many different careers."

DAVID ANDERSON  
CURRICULUM LEADER  
OF PERFORMING ARTS  
SANDBACH SCHOOL



Eduqas  
245 Western Avenue  
Cardiff CF5 2YX  
029 2026 5465  
[info@eduqas.co.uk](mailto:info@eduqas.co.uk)

**ALL INFORMATION CORRECT AT TIME OF PUBLICATION: APRIL 2019**

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