
AS and A level Drama and Theatre 2016 course planner

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Guidance on planning your course(s)

The 2016 Drama and Theatre qualification is 180 Guided Learning Hours (for AS) and 360 Guided Learning Hours (for A level).

We recommend a two-year course of study for the A level and a one-year course of study for the AS. It is important that students are given sufficient time to cover all the areas of study and to develop the relevant maturity in how they think about and understand theatre, in order to fully meet the requirements and demands of the specification.

From September 2016, AS Drama and Theatre will be a stand-alone qualification. That means it will no longer count towards the full A level in Drama and Theatre. This is a regulatory change affecting all AS Drama and Theatre qualifications in England.

AS and A level Drama and Theatre are completely separate qualifications: if a student takes AS Drama and Theatre and then decides to take A level Drama and Theatre, the marks achieved at AS will not contribute in any way to the A level marks and grade.

It is important to bear in mind that:

- The A level standard is higher than the AS standard, so the performance expected of students at A level is different to the performance expected of students at AS.
- Any AS work that forms part of an A level submission will be assessed at the A level standard.

The courses are co-teachable, giving greater flexibility in how to structure and resource the courses.

The following pages show high level course plans for AS and A level Drama and Theatre. They are not intended to prescribe a particular course structure, and should be adapted to fit the needs of your centre and students.

We also provide detailed schemes of work, which you can download from the Edexcel website.

Guidance on co-teaching your courses

Centres intending to offer the AS alongside the A level will need to decide whether to teach students together or separately.

Centres delivering the AS in one year will be able to co-teach students if delivering an A level course whose first year is based on the one-year AS course structure.

Centres planning to deliver an A level course whose first year is not based on the AS course structure may find it easier to offer separate AS and A level classes, although this will depend on your students and the focus of study and resources in your centre.

We provide more detail on the various options for co-teaching the qualification in the Getting Started Guide.

AS

	Year 12 Autumn term	Year 12 Spring term	Year 12 Summer term	Year 13 Autumn term	Year 13 Spring term	Year 13 Summer term
OPTION 1: Delivering AS only One-year course	<p>Introduction period</p> <p>Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>Students to be introduced to the set text (from List A) that will be practically explored for their external examination.</p> <p>Students explore the text as theatre makers, including performer and designer considerations.</p> <p>Students to see live theatre and build on their evaluation skills.</p> <p>Students select a performance text and start to develop a monologue/duologue performance or design for an extract from it.</p>	<p>The monologue/duologue performances/design realisations are finalised and performed. These are assessed by the teacher.</p> <p>Students begin the exploration of an extract from a performance text in light of a practitioner.</p> <p>Students work on a group performance of the extract, applying the methods of the selected practitioner.</p> <p>Students begin their portfolio of evidence detailing their exploration of the text and practitioner and the creation of their performance.</p> <p>The extract performances/design realisations are finalised and performed. These are assessed by the teacher.</p> <p>They analyse and evaluate the exploration process and the performance in their portfolio.</p>	<p>The internally assessed work (recordings of the monologue/duologue and group performance and portfolio) is prepared for moderation.</p> <p>Students see more live theatre and further build on their evaluation skills.</p> <p>Students revise the set text for their external written examination and prepare their live theatre evaluation notes.</p> <p>Students sit the external written examination in May/June.</p>	N/A	N/A	N/A

A level

	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
OPTION 2: Delivering A level only	<p>Introduction period</p> <p>Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>Students to be introduced to the set text (from List A) that will be practically explored for their external examination.</p> <p>Students explore the text as theatre makers, including performer and designer considerations.</p> <p>Students to see live theatre and build on their evaluation skills.</p>	<p>Students begin the exploration of an extract from a performance text in light of the work of a key theatre practitioner.</p> <p>Devising skills developed using the extract and practitioner as stimuli.</p> <p>As a group students devise their own piece of work based on the extract and practitioner.</p> <p>Students begin their portfolio of evidence detailing their devising process.</p>	<p>The performances/design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p> <p>Students sit a mock AS examination (if you feel this will be helpful here).</p>	<p>Students are introduced to the set text that will be explored for their external examination (List B).</p> <p>Students are introduced to the work of the practitioner that they have chosen.</p> <p>Students create their director's concept of the text reimaged for a contemporary audience using the ideas of the practitioner.</p> <p>Students see more live theatre and further build on their evaluation skills.</p> <p>Students select a performance text and develop a monologue/duologue performance or design for an extract from it.</p>	<p>The monologue /duologue performances/design realisations are also performed. These are assessed by a visiting examiner.</p> <p>Students start to work on a group performance of an extract from another performance text to those used for the devising stimulus and the monologue/duologue.</p> <p>The group extracts performances/design realisations are finalised and performed. These are assessed by a visiting examiner.</p>	<p>Students revise the two set texts they have explored over the course.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Internally assessed work is prepared for moderation.</p> <p>Students sit the external examination in May/June.</p>

AS and A level

	Autumn term	Spring term	Summer term	Autumn term (A level only)	Spring term (A level only)	Summer term (A level only)
OPTION 3: Co-teaching AS / A level Two-year course	<p>Induction period Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>Students to be introduced to the set text (from List A) that will be practically explored for their external examination. Students explore the text as theatre makers, including performer and designer considerations.</p> <p>Students begin the exploration of an extract from a performance text in light of a practitioner. Students work on a group performance of the extract, applying the methods of the selected practitioner.</p> <p>Students to see live theatre.</p>	<p>Students begin their portfolio of evidence detailing their exploration of the text and practitioner and the creation of their performance. The extract performances/design realisations are finalised and performed. These are assessed by the teacher. They analyse and evaluate the exploration process and the performance in their portfolio.</p> <p>Students select and develop a monologue/duologue performance or design from an extract from a different performance text. The monologue /duologue performances /design realisations are finalised and performed. These are assessed by the teacher.</p>	<p>Internally assessed work is prepared for moderation. Students revise the set text for their external written examination and prepare their live theatre evaluation notes.</p> <p>Students sit the external examination in May/June.</p> <p>Students are introduced to the set text that will be explored for their external examination (from List B). Students are introduced to the work of the practitioner that they have chosen.</p>	<p>Students create their director's concept of the text reimagined for a contemporary audience using the ideas of the practitioner. Students begin the exploration of an extract from a performance text in light of a practitioner. Students to devise a group performance using the exploration as the stimulus. Students begin their portfolio of evidence detailing their devising process. The performances /design realisations for the piece are finalised and performed. These are assessed by the teacher. Students analyse and evaluate the devising process and the key extract performance.</p>	<p>Students either: Refresh and re-work the monologue /duologue performance/design realisation they did in year 12. Or Students develop a new monologue/duologue from an extract from a performance text.</p> <p>Students either: Refresh and re-work group performance/design realisation they did in year 12. Or Students develop a new group performance/design realisation from an extract from a performance text. These performances /design realisations are finalised and performed. These are assessed by a visiting examiner teacher.</p>	<p>Students revise the two set texts they have explored over the course. Students to see live theatre and build on their evaluation skills. Students prepare their live theatre evaluation notes.</p> <p>Internally assessed work is prepared for moderation.</p> <p>Students sit the external examination in May/June.</p>

*This option is for those centres, whose students are going to sit the AS qualification and the A level qualification.