

Drama – GCSE Curriculum Overview (Years 10–11)

Curriculum Intent

At GCSE, Drama builds on the collaborative, creative and performance foundations developed at Key Stage 3, enabling students to work with increasing independence, precision and confidence. Across the two-year course, students develop their skills as performers, creators and evaluators of drama, learning how meaning is communicated through acting, movement, design and staging. The curriculum is carefully sequenced to move students from supported devising work towards polished performance and extended written evaluation, preparing them for the practical and written demands of GCSE assessment. Students are given the opportunity to analyse both their own performance process as well as that of other actors studied through evaluation of live theatre. They also learn how to think about the wider theatrical experience as stage, lighting and sound designers.

What Students Will Study Across the Course

Autumn–Summer, Year 10 – Devising Drama (Component 1) and Introduction to the Written Exam

Students begin the GCSE course by developing their devising skills through sustained practical exploration of a contemporary theatre practitioner. They build on the skills gained in Key Stage 3 applying narration, physical theatre, ensemble work, script and staging at an advance level with a greater focus on individual creative response facilitated by the teacher but requiring a higher degree of creative autonomy from the students. Across the year, students devise, rehearse and refine an original performance piece, applying practitioner techniques with increasing confidence and independence.

Alongside the practical work, students begin developing their written skills for the GCSE written paper. They learn key performance and design vocabulary and practise writing about how and why they would perform a role or interpret a key moment from both *An Inspector Calls* and *Frankenstein*. Students also explore staging configurations and begin to consider how design elements such as lighting, costume and set can support performance intentions. Throughout the year, students produce and refine a written portfolio documenting their devising process and artistic choices.

Autumn–Spring, Year 11 – Scripted Performance (Component 2) and Developing Written Analysis

At the start of Year 11, students shift their focus towards scripted performance. They explore a range of modern play texts before selecting a piece to perform for their Component 2 assessment. Through intensive rehearsal, students develop character, vocal and physical control, and ensemble awareness, while making deliberate and justified performance and design choices.

In parallel, students continue to strengthen their written responses for the GCSE exam. They study key characters and theatrical choices from *Frankenstein* and continue to explore *An Inspector Calls* from both acting and design perspectives. Students learn how to combine their practical understanding with extended written analysis, producing longer and more detailed responses to higher-mark questions.

Spring Term, Year 11 – Completion of Practical Assessment and Consolidation

During the Spring term of Year 11, students complete their Component 2 performance assessment, including final rehearsals, performance preparation and artistic intention documentation. This is assessed by a visiting Eduqas examiner. Curriculum time is deliberately structured to support both the completion of practical work and the consolidation of knowledge and skills developed across the course. Students revisit key performance

concepts, refine written responses and strengthen their understanding of how performance and design elements work together.

Summer Term, Year 11 – Preparation for the Written Examination (Component 3)

In the final stage of the course, students focus on preparing for the GCSE written examination. Through mock examinations, targeted practice and practical exploration of the set texts students develop accuracy, confidence and fluency in their written responses, ensuring they are well prepared for the final assessment

Assessment and Progression

Students are assessed through a combination of practical performance, written coursework and a final written examination.

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated
40% of qualification

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

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner
20% of qualification

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

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes
40% of qualification

Section A:

A series of questions on **one** set text from a choice of seven:

1. **Macbeth** William Shakespeare
2. **An Inspector Calls** J.B. Priestley
3. **Find Me** Olwen Wymark
4. **Noughts & Crosses** Malorie Blackman, adapted by Sabrina Mahfouz
5. **Refugee Boy** Benjamin Zephaniah
6. **I Love You Mum – I Promise I Won't Die** Mark Wheeler
7. **The IT** Vivienne Franzmann.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.