|  |  |
| --- | --- |
| **Year 11/12 Revision Checklist** | |
| Subject: Drama | |
| Examination Board: | CCEA  [GCSE Drama Spec (ccea.org.uk)](https://ccea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Drama%20%282017%29/GCSE%20Drama%20%282017%29-specification-Standard.pdf) |
| Unit/Module Title:  In year 11 Pupils work towards the completion of Component 1: Devised Performance – this is staged in May and is worth 30%. It is accompanied with a piece of written controlled assessment.  Pupils also prepare for Component 3: Knowledge and Understanding of Drama- this is examined in a written paper at the end of year 12  Component 2: Scripted Performance is completed in year 12 and staged for a visiting moderator | |
| Exam Length:  Marks Available: | Written exam – 1hr 30 mins  Worth 40% - 80 marks |
| Departmental Resources to support Revision | Pupils have an overall revision booklet including sample answers  All of these materials are also on Google Classroom divided up under question specific titles |
| External websites to support Revision | A number of recordings of the set text are uploaded to google classroom.  Year 11 pupils are also encouraged to look at sample performances on Youtube to inspire ideas for their devised performance. |
| Past Paper Questions | [Past Papers & Mark Schemes | CCEA](https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-drama-2017/past-papers-mark-schemes) |
| **Topics to Revise** | **What learners need to know** |
| Context of the set text | What was Liverpool like in the 1960’s-1980’s-– social, cultural and historical contexts; – theatrical conventions of the period in which the play was written; – genre, language, structure, and form and style |
| Language and Style of the set text | Theatrical conventions of the period in which the play was written; – genre, language, structure, and form and style |
| Costume | Costume for characters, including use of colour, shape, materials, accessories, make-up and personal props  Pupils should be able to design, label and justify their costume ideas |
| Set Design/lighting/sound and Multimedia | Pupils should be able to sketch stage plans, including staging concepts, including entrances, exits, stage setting and position of audience  Pupils also needs to be able to creatively discuss, lighting, sound and multimedia ideas |
| Directing | The role of the director needs to be understood. Pupils should be able to give advice from a directors perspective in terms of rehearsal methods, voice, movement, gesture and facial expression. |

PUPILS ARE ADVISED TO COMPLETE PAST PAPER QUESTIONS AND UPLOAD THEM TO GOOGLE CLASSROOM DURING THEIR STUDY LEAVE