

NEW: AQA A-LEVEL DRAMA - ACHIEVING GRADES A/A*

CODE 8896

ABOUT THIS COURSE

This course is focussed on meeting the demands of the higher level marking bands across all three of the specification components. It focuses on the characteristics of work produced by students working at the highest levels and provides a range of teaching approaches and materials designed to ensure students achieve A and A* in the AQA A level Drama and Theatre specification.

PROGRAMME

	TIME
Focus on assessment demands at A and A*	10.00 – 11.00am
<ul style="list-style-type: none"> Review characteristics of A and A* A Level student Grades A & A*: what are the differences between these? Key attributes of Grade A & A* Drama Students Lessons learnt from 2019 examination series for Grade A and A* students, including on the written paper 	
Discussion: coffee break	11.00 – 11.15am
Component 1 written paper	11.15 – 12.30pm
<ul style="list-style-type: none"> Developing excellent understanding of the page to stage process Examine A and A* exemplar responses to the focussed extract questions for Section A and B Preparing students to respond as a performer, director and designer at the highest level Teaching how to respond excellently in Section A – focussing on text in performance Analysing social, historical and cultural characteristics of a theatrical text for top marks The demand for outstanding usage of theatrical language in the written paper 	
Lunch and informal discussion	12.30 – 1.30pm
Tactics for achieving the highest grades in section C of the exam	1.30 – 2.00pm
<ul style="list-style-type: none"> How to guide the top end students when first discussing a live production What notes should candidates be taking in order to capture an in-depth understanding of the production as a whole? Focus on the 25 mark essays, what does a grade A/A* candidate need to do? Shorter questions, what are the potential pitfalls? Guiding top end students to evaluate based on their own personal judgement of success as well as the total dramatic effectiveness of the production as a whole 	
Stretching and challenging the very able	2.00 – 3.00pm
<ul style="list-style-type: none"> Strategies to help a very good performer become an outstanding performer How to help students create clear written answers which are simple but effective in the written examination. Using verbatim as an approach to devised theatre. Use the expertise within your school. Develop and guide autonomy within your students. 	
Discussion: afternoon tea	3.00 – 3.10pm
Making Theatre for A and A*	11.15 – 12.30pm
<ul style="list-style-type: none"> Exploring extracts: keeping the most able on track, so that they don't miss marks Developing high ability students' ability to interpret key extracts – what do examiners expect? Standing out from the crowd on the prescribed practitioner 	

LOCATION/DATE

London

Friday 21 January 2022

Friday 17 June 2022

COURSE LEADER

Matthew Rowlands-Roberts

was a professional actor for the Peter Hall Company, Shakespeare's Globe, and Blackeyed Theatre Company prior to becoming a qualified drama teacher in both mainstream and independent schools. He was until very recently Head of Drama at a leading independent school in central London. In the 2021 cohort Matthew attained 100% Level 9's with his GCSE students and 100% A*-A grade with his A level students.

WHO SHOULD ATTEND?

- Directors of Faculties of Performing Arts
- Senior leaders with responsibility for the Arts
- Teachers of AQA A-level Drama and Theatre
- Heads of Drama Departments

BENEFITS OF ATTENDING

- Understand the assessment demands of the AQA A Level Drama and Theatre Studies specification
- Develop practical strategies for meeting the requirements of the higher bands across all Components
- Explore exemplar materials to identify characteristics of outstanding work
- Increase confidence in preparing candidates to achieve A and A*
- Consider lessons learnt from the first examination series in 2018