



DR4 Performing from a Text

Personal learning checklist | 1 of 2

Eduqas GCSE Drama C690QS | Components 2 · Specification 2.2; 3.1; 3.2; Appendix B

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Use your actual centre-approved stimulus, practitioner or genre, contrasting play and qualifying live production.
Practical work and extended writing need evidence and teacher judgement.

I can	Red	Amber	Green
Selecting and understanding a text			
Explain Component 2's final-realisation focus.	☐	☐	☐
Check all three contrast criteria for the centre-approved text.	☐	☐	☐
Study two significant extracts within their complete text.	☐	☐	☐
Explore playwright's intentions and context with textual evidence.	☐	☐	☐
Track character knowledge, objectives and development between extracts.	☐	☐	☐
Preparing an interpretation			
Explain how approved editing uses both extracts coherently without added material.	☐	☐	☐
Plan eligible ensemble roles and meaningful interaction.	☐	☐	☐
Use objectives and tactics to rehearse playable character actions.	☐	☐	☐
Apply precise vocal choices supported by text and situation.	☐	☐	☐
Apply safe physical choices, listening and motivated entrances.	☐	☐	☐
Plan blocking that serves meaning and audience visibility.	☐	☐	☐
Develop a consistent design showing appropriate progression across the extracts.	☐	☐	☐

My next revision priority _____



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Rehearsal and final realisation			
Use focused rehearsal feedback to refine communication.	☐	☐	☐
Check performance duration and each actor's interaction opportunity.	☐	☐	☐
Realise the chosen design skill with its C2 minimum requirements.	☐	☐	☐
Coordinate reliable cues and practical technical realisation.	☐	☐	☐
Prepare the authentic artistic-intentions account including the editing explanation.	☐	☐	☐
Demonstrate my individual AO2 contribution in the final live performance.	☐	☐	☐

My next revision priority _____