

DR5 Noughts & Crosses: text, characters and context



Personal learning checklist | 1 of 2

Eduqas GCSE Drama C690QS | Components 3 · Specification 2.3 Section A

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
Text, world and context			
Identify the specified adaptation and distinguish text from other versions.	☐	☐	☐
Explain the fictional racial hierarchy and institutional discrimination.	☐	☐	☐
Connect a researched social or historical parallel to the play with appropriate qualifications.	☐	☐	☐
Distinguish published text from one production's interpretation.	☐	☐	☐
Discuss harmful behaviour and sensitive material without endorsing stereotypes.	☐	☐	☐
Relationships and dramatic functions			
Analyse Sephy and Callum's changing objectives, agency and relationship.	☐	☐	☐
Explain Kamal's public and private power using located text evidence.	☐	☐	☐
Analyse Jasmine and Minerva's roles within the Hadley family.	☐	☐	☐
Analyse Meggie, Ryan and Jude's family roles and changing responses.	☐	☐	☐
Explain Lynny's dramatic function and the family's response with sensitivity.	☐	☐	☐
Explain a smaller role's contribution to the extract and wider text.	☐	☐	☐

My next revision priority _____

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Personal learning checklist | 2 of 2

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Dramatic journey and turning points			
Explain the opening relationship, household rupture and school integration.	☐	☐	☐
Connect family loss, militant action, bombing and legal consequences without endorsing harm.	☐	☐	☐
Distinguish Ryan's legal sequence from Callum's later fate.	☐	☐	☐
Explain separation, passing time and missed communication.	☐	☐	☐
Analyse kidnapping, coercion and divided allegiance with located evidence.	☐	☐	☐
Explain pregnancy, public accounts, arrest and Kamal's proposed deal.	☐	☐	☐
Interpret the ending's tragedy and qualified possibility of change.	☐	☐	☐
Form, language and themes			
Explain episodes, narration, direct address and time shifts in the play.	☐	☐	☐
Explain tragic and social-critical features without treating other plays as identical.	☐	☐	☐
Analyse language, dialogue and stage directions using accurate references.	☐	☐	☐
Connect themes and recurring motifs to contrasting moments.	☐	☐	☐

My next revision priority _____