

TRINITY
COLLEGE LONDON

MUSICAL THEATRE

Syllabus specifications
for graded and certificate
exams from 2020



SYLLABUS SPECIFICATIONS – VALIDITY

These specifications are valid from 1 September 2020. The Musical Theatre specifications incorporated within the current *Musical Theatre and Performance Arts Syllabus from 2010* are valid until 31 August 2020, when they will be withdrawn.

WHAT'S CHANGED?

A full list of the changes from the 'from 2010' specifications can be downloaded at trinitycollege.com/musical-theatre

KEEP UP TO DATE

Please check trinitycollege.com/musical-theatre to make sure you are using the current version of the specifications and for the latest information about our Musical Theatre exams.

MUSICAL THEATRE

Syllabus specifications
for graded and certificate
exams from 2020

Trinity College London
trinitycollege.com

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Trinity College London accepts entries for its exams on the condition that candidates conform to the requirements of the appropriate specifications. Any amendments to the requirements will be published on our website and in reprints of the document.

WELCOME TO TRINITY MUSICAL THEATRE

COMBINE ACTING, SONG AND MOVEMENT/DANCE THROUGH PERFORMANCE

Welcome to Trinity College London's syllabus specifications for Musical Theatre exams. These qualifications are designed for candidates who want to focus on a variety of musical theatre genres. Candidates demonstrate their skills integrating acting, singing and movement/dance from published works of musical theatre/film musicals. Whether solo, pair or group, candidates can bring character and narrative to life with song and movement and we do not prescribe the content. The format of the exams allows candidates and teachers to choose from a wide range of options, focusing on works in which they have a particular interest or that complement their studies. These exams also present candidates with the practical, creative tasks that enable them to develop invaluable 21st century skills in confidence, creativity and communication.

These syllabus specifications outline the core information that teachers and candidates need to prepare and enter for these exams. Further guidance and support resources are available at trinitycollege.com/musical-theatre

These specifications are a revision of the requirements previously incorporated within the *Musical Theatre & Performance Arts Qualification Specifications from 2010*. A full list of the changes from those specifications can be downloaded from trinitycollege.com/musical-theatre

We hope you enjoy exploring the opportunities these qualifications have to offer and we wish you every success.

The Trinity team

ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in everyday life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

WHY CHOOSE TRINITY?

Teachers and students choose Trinity because:

- ▶ We understand the transformative power of performance
- ▶ Our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ We aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ We encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ Our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ Our qualifications are accessible to candidates of all ages and from all cultures
- ▶ Our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement

INTRODUCTION TO TRINITY'S MUSICAL THEATRE QUALIFICATIONS

OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded Musical Theatre exams and Performance Certificates are designed to support candidates to develop a range of transferable 21st century skills that can have a positive impact in both education and the workplace. The exams assess the following skills through a range of contexts:

- ▶ Performance skills
- ▶ Critical thinking and problem-solving
- ▶ Planning and preparation
- ▶ Research and reflection skills
- ▶ Verbal and non-verbal communication skills
- ▶ Conversation and discussion skills
- ▶ Interpersonal skills

Furthermore, by working towards these exams, a range of other skills are developed that are highly valued by schools and employers but are not assessed directly: self-motivation, ability to learn and adjust, working to deadlines, organisational skills and teamwork.

LEVELS OF THE QUALIFICATIONS

Each exam is assigned a level in accordance with the Regulated Qualification Framework (RQF) in England and Northern Ireland. These levels are:

RQF level	Grade(s)	Level
Entry level	Initial	Initial
Level 1	Grades 1-3	Foundation
Level 2	Grades 4-5	Intermediate
Level 3	Grades 6-8	Advanced

WHO THE QUALIFICATIONS ARE FOR

Although there is a natural progression through Trinity's Musical Theatre grades from Initial to Grade 8 and then on to the diplomas, candidates may enter at any level. There is no requirement to have passed lower grades before entering for an exam. There is no upper age limit, but the following age ranges are provided as guidance and show the minimum age for each stage.

Grade(s)/exam level	Age of candidate
Initial	5 years and over
Grade 1	7 years and over
Grades 2-3 Foundation Performance Certificate	8 years and over
Grades 4-5 Intermediate Performance Certificate	12 years and over
Grades 6-8 Advanced Performance Certificate	16 years and over

Trinity is committed to making its exams accessible to all, and each candidate is treated individually when considering how assessments can be adapted for those with special needs. Find out more at trinitycollege.com/drama-csn.

ENGLISH LANGUAGE EXPECTATIONS FOR DRAMA EXAMS

Trinity's graded Musical Theatre exams and Performance Certificates are conducted in English. They assess how candidates use language as a tool for communicating and performing in particular contexts, rather than assessing the fluency of the language itself.

We recommend that candidates have a level of English language proficiency of at least B1 on the CEFR (Common European Framework of Reference for languages). As the exams are more demanding of language as the levels advance, CEFR level B2 is suggested from Grade 3, and C1 for Grades 6 and above. More information on the CEFR can be found at trinitycollege.com/CEFR-level-descriptors

Candidates' use of English must be intelligible to the examiner, although they are not required to conform linguistically to any particular model of pronunciation or usage.

HOW TO ENTER FOR AN EXAM

Guidance and details on how to enter all the qualifications covered in this document can be found at trinitycollege.com/drama-entry

EMPLOYABILITY AND LEARNING SKILLS

Employability skills – a key component of 21st century skills – can be defined as the transferable skills that can have a positive impact in education and the workplace and these key skills are integrated into the specifications to help learners develop

SKILLS	MEANING	HOW TRINITY MUSICAL THEATRE EXAMS SUPPORT THIS
Communication and interpersonal skills	<ul style="list-style-type: none"> ▶ The ability to explain what you mean in a clear and concise way ▶ To listen and relate to people, and to act upon key information/ instructions 	<p>Candidates build their communication skills through the performance of material, working on vocal and physical skills that convey meaning, character and narrative to an audience.</p> <p>Through the reflection task, candidates develop their skills in listening and responding articulately, as well as developing their skills of self-analysis.</p>
Creativity	<ul style="list-style-type: none"> ▶ The ability to apply knowledge from many different areas to solve a task ▶ The ability to develop creative responses to challenges and in doing so create original and imaginative solutions 	<p>The performance-based tasks support candidates in building their creativity as they realise material for performance, making interpretive choices or using existing work as stimulus for creating something new.</p>
Working under pressure and to deadlines	<ul style="list-style-type: none"> ▶ The ability to manage the workload that comes with deadlines and ensuring that you meet them 	<p>The challenge of the exam environment, the requirement to prepare thoroughly, together with the tasks that require candidates to respond quickly to new information are an excellent measure of this skill area.</p>
Organisation skills	<ul style="list-style-type: none"> ▶ The ability to be organised and methodical ▶ The ability to plan work to meet deadlines and targets ▶ The ability to monitor progress of work to ensure deadlines are met 	<p>Being prepared and organised in the exam room is a key part of the assessment. Candidates are expected to research and prepare their performance pieces and take responsibility for the hard copy information and equipment required for the exam.</p>
Critical thinking skills	<ul style="list-style-type: none"> ▶ The ability to analyse material, deconstruct it, to understand how its specific impact is achieved through language and meaning 	<p>Through rehearsing and preparing for the performance-based tasks candidates hone their critical thinking and analytical skills.</p>
Confidence	<ul style="list-style-type: none"> ▶ Belief in one's own ability to complete a task successfully 	<p>The experience of preparing for performance and the exam can build candidates' belief in themselves and their own abilities.</p>
Team working	<ul style="list-style-type: none"> ▶ The ability to work well with people from different disciplines, backgrounds, and expertise to accomplish a task or goal 	<p>This collaborative skill is demonstrated throughout the pair and group exams.</p>

RECOGNITION AND PROGRESSION ROUTES

RECOGNITION AND UCAS POINTS

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

All graded qualifications for solos and pairs are on the Regulated Qualifications Framework (RQF) and a full list of the regulated titles and numbers for these qualifications is below. Group exams and Performance Certificates are unregulated because the examiner assesses the achievement of the group as a whole, or the candidate's achievement of the programme as a whole (for Performance Certificates).

In the UK, Trinity's Grades 6-8 Musical Theatre qualifications for solos and pairs are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, as follows:

Grade 6

UCAS POINTS

PASS **8** | MERIT **10** | DISTINCTION **12**

Grade 7

UCAS POINTS

PASS **12** | MERIT **14** | DISTINCTION **16**

Grade 8

UCAS POINTS

PASS **24** | MERIT **27** | DISTINCTION **30**

See trinitycollege.com/UCASdrama for further details.

TIMING OF THE EXAMS

The maximum time allowed for each exam component is the time available to the candidate to demonstrate the widest range of skills they can, and candidates are advised to make full use of this.

The exams are designed to allow sufficient time for setting up and presenting all sections. Please note that any setting up and removal of equipment will also need to be incorporated into the overall exam time.

The timings given for pair exams refer to the duration of the practical exam/performance. Additional time is required between each exam for the examiner to write the two reports. When scheduling pair exams, centres must allow an additional five minutes after each exam for Grades 1-5, and eight minutes for Grades 6-8.

REGULATED TITLES AND QUALIFICATION NUMBERS

Title (solo exams)	Qualification number
Initial	
TCL Entry Level Award in Graded Examination in Musical Theatre (Entry 3) (solo) (Initial)	603/4967/0
Grade 1	
TCL Level 1 Award in Graded Examination in Musical Theatre (solo) (Grade 1)	501/1976/X
Grade 2	
TCL Level 1 Award in Graded Examination in Musical Theatre (solo) (Grade 2)	501/1974/6
Grade 3	
TCL Level 1 Award in Graded Examination in Musical Theatre (solo) (Grade 3)	501/1975/8
Grade 4	
TCL Level 2 Certificate in Graded Examination in Musical Theatre (solo) (Grade 4)	501/1977/1
Grade 5	
TCL Level 2 Certificate in Graded Examination in Musical Theatre (solo) (Grade 5)	501/1978/3
Grade 6	
TCL Level 3 Certificate in Graded Examination in Musical Theatre (solo) (Grade 6)	501/2072/4
Grade 7	
TCL Level 3 Certificate in Graded Examination in Musical Theatre (solo) (Grade 7)	501/2074/8
Grade 8	
TCL Level 3 Certificate in Graded Examination in Musical Theatre (solo) (Grade 8)	501/2076/1
Title (pair exams)	Qualification number
Initial	
TCL Entry Level Award in Graded Examination in Musical Theatre (Entry 3) (pair) (Initial)	603/4969/4
Grade 1	
TCL Level 1 Award in Graded Examination in Musical Theatre (pair) (Grade 1)	603/5035/0
Grade 2	
TCL Level 1 Award in Graded Examination in Musical Theatre (pair) (Grade 2)	603/5037/4
Grade 3	
TCL Level 1 Award in Graded Examination in Musical Theatre (pair) (Grade 3)	603/5039/8
Grade 4	
TCL Level 2 Certificate in Graded Examination in Musical Theatre (pair) (Grade 4)	603/5042/8
TCL Level 2 Certificate in Graded Examination in Musical Theatre (pair) (Grade 5)	603/5043/X
Grade 6	
TCL Level 3 Certificate in Graded Examination in Musical Theatre (pair) (Grade 6)	603/5044/1
Grade 7	
TCL Level 3 Certificate in Graded Examination in Musical Theatre (pair) (Grade 7)	603/5045/3
Grade 8	
TCL Level 3 Certificate in Graded Examination in Musical Theatre (pair) (Grade 8)	603/5046/5

DURATION OF STUDY (TOTAL QUALIFICATION TIME)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's, or group's, level of experience and ability.

Level of regulated qualification	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
Initial	8	32	40
Grade 1	12	48	60
Grade 2	18	62	80
Grade 3	18	82	100
Grade 4	24	106	130
Grade 5	24	126	150
Grade 6	30	140	170
Grade 7	30	160	190
Grade 8	48	202	250

QUALITY ASSURANCE

Recording of exams

Trinity audio records all exams. Sometimes exams are also filmed for quality assurance and training purposes. In the case of filming, Trinity always seeks permission in advance from the candidate (or a parent or guardian). All recording devices are discreet and should not cause any distraction to candidates.

Examiners

The exams are normally assessed by one examiner who watches the work presented. However, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one examiner in the room.

TRINITY QUALIFICATIONS THAT COMPLEMENT THE MUSICAL THEATRE QUALIFICATIONS

- Grades and Certificates in Performance Arts and Acting
- Speech Communication Arts (currently only available in certain countries)

For candidates learning English as a second or additional language:

- Graded Examinations in Spoken English (GESE)
- Integrated Skills in English (ISE)

QUALIFICATION ACHIEVEMENT LEVELS FOR EXAMS

RQF* Level	EQF** Level	Musical Theatre
6	6	LTCL
5	4/5	
4		ATCL
3	4	Grade 8
		Grade 7
		Grade 6
2	3	Grade 5
		Grade 4
		Grade 3
1	2	Grade 2
		Grade 1
Entry Level 3	1	Initial

OTHER QUALIFICATIONS OFFERED BY TRINITY

- Grades and Certificates in Acting, Communication Skills, Performance Arts and Speech and Drama
- Diplomas in drama and speech subjects
- Professional Performing Arts Diplomas
- Arts Award (only available in certain countries)

- Grades, Certificates and diplomas in music

Specifications for all these qualifications can be downloaded from trinitycollege.com

WHERE THE QUALIFICATIONS COULD LEAD

The Trinity exams in Musical Theatre offer progression routes towards:

- Diplomas in performing or teaching offered by Trinity or other awarding organisations
- Courses in musical theatre, drama or literature at further and higher education institutions
- Employment as a result of increased performance, presentation and communication skills

* Regulated Qualifications Framework

** European Qualifications Framework

INTRODUCTION TO EXAM TASKS

In the following pages there are tables outlining each task that the candidate must prepare for each grade, the maximum time for each component and how many marks can be achieved for each task.

The assessment criteria and attainment descriptors are detailed under the requirements for each grade. The learning outcomes for all grades are listed on pages 9-11. The examiner will lead the exam and take responsibility for keeping to time, but the candidate must make sure the prepared tasks are presented within the time limit, that they bring in to the exam room all required materials, and that they take responsibility for the set up and removal of equipment within the time provided for each grade.

The following are the assessment areas on which the tasks are built. For further details of the expectations at each grade, please refer to the assessment criteria.

SKILLS

Technical skills

- ▶ The use of voice, body and space, appropriate to the performance materials, to convey narrative, meaning and, where appropriate, character, to the audience

Engagement with the material

- ▶ The candidate's understanding of the material and its context in terms of character and narrative
- ▶ Candidate's ability to interpret the material through acting choices
- ▶ In solo and pair exams, the candidate's ability to articulate their understanding of the material and their ability to reflect upon the rehearsal process and their performance

Communication with the audience

- ▶ The extent to which the candidate communicates the meaning of the pieces performed to engage the audience, and overall audience awareness during the performances

Performance

- ▶ The ability to prepare and deliver a cohesive range of material, in an increasingly secure, confident and creative manner to entertain and engage an audience with active and energetic purpose

WHAT TO TAKE INTO THE EXAM ROOM

Candidates should provide the examiner with the following:

- ▶ A list of the pieces being performed in the order they will be presented, including the titles, authors/composers
- ▶ Copies (not handwritten) of prepared pieces set out in the original published format
- ▶ Where a piece has been edited for the candidate's performance, the edits should be clearly marked in the text given to the examiner
- ▶ At Advanced level (Grades 6-8) the score/book should be provided from which the extracts have been taken

WHO IS PERMITTED IN THE EXAM ROOM

Usually only the examiner and candidate(s) should be in the exam room during an exam. If the performance requires an additional performer, or technology to be operated then another person is allowed in the room for that purpose and should leave after the task is complete (this should not be the teacher). A teacher is permitted to enter the room as live musical accompanist for the songs and movement/dance task, if required. The teacher should only be in the room for that performance piece and there should be no communication other than signalling a readiness to start. Otherwise teachers should not be in the room during the exam and should not attempt to take responsibility for any setting up or clearing away of materials, props or set – this should be the responsibility of the candidate(s).

LEARNING OUTCOMES, ASSESSMENT CRITERIA AND ATTAINMENT DESCRIPTORS

Learning outcomes, assessment criteria and attainment descriptors are included for every grade and provide information on the following:

Assessment criteria: these describe the standards to be met and what is expected from a candidate during the exam. The assessment criteria are listed next to each grade in this book.

Attainment descriptors: these are split into Distinction, Merit, Pass and Below Pass and describe the level of skill a candidate would need to meet to be awarded a particular result in the exam. The attainment descriptors are listed next to each grade in this book.

Learning outcomes: these describe the learning that a candidate will expect to undertake while preparing for the exam and the skills/abilities they should be able to demonstrate because of this learning. The learning outcomes for all grades are listed below.

LEARNING OUTCOMES – MUSICAL THEATRE (SOLO)

On successful completion of this exam, the candidate will be able to:

Initial and Grade 1	<ul style="list-style-type: none"> ▶ Perform simple songs, movement/dance sequences and/or monologues using vocal and physical skills and the performance space as appropriate to the material ▶ Listen and respond appropriately in conversation on prepared material
Grade 2 and Grade 3	<ul style="list-style-type: none"> ▶ Perform songs, movement/dance sequences and/or monologues using vocal variation, physical skills and the performance space as appropriate to the material ▶ Listen and respond appropriately in conversation on prepared material
Grade 4 and Grade 5	<ul style="list-style-type: none"> ▶ Perform contrasting songs, movement/dance sequences and/or monologues using integrated vocal variation and physical skills and using the performance space as appropriate to the material ▶ Perform a song as a monologue, with awareness of the insights this approach to performance provides ▶ Listen and respond appropriately in discussion on prepared material with understanding
Grade 6	<ul style="list-style-type: none"> ▶ Create and perform accurately a short programme of contrasting songs, using integrated vocal variation and physical skills and using the performance space as appropriate to the material ▶ Give a spontaneous performance of a song as monologue, with awareness of the insights this approach to performance provides ▶ Listen and respond appropriately in conversation on prepared material
Grade 7	<ul style="list-style-type: none"> ▶ Create and perform accurately a short programme of contrasting songs, using integrated vocal variation and physical skills and using the performance space as appropriate to the material ▶ Modify and perform a song, with awareness of the insights this approach to performance provides ▶ Listen and respond appropriately in discussion on prepared material with understanding
Grade 8	<ul style="list-style-type: none"> ▶ Create and perform accurately a programme of contrasting work of musical theatre, using integrated vocal variation and physical skills and using the performance space appropriate to the material ▶ Work with direction to modify a performance piece that demonstrates an in-depth understanding of the original material and its interpretative possibilities ▶ Listen and respond appropriately in discussion on prepared material with understanding

MUSICAL THEATRE (PAIR)

On successful completion of this exam, the candidates will be able to:

Initial and Grade 1	<ul style="list-style-type: none">▶ Perform simple duets, movement/dance sequences and/or duologues using vocal and physical skills and the performance space as appropriate to the material▶ Listen and respond appropriately in conversation on prepared material
Grade 2 and Grade 3	<ul style="list-style-type: none">▶ Perform duets, movement/dance sequences and/or duologues using vocal variation, physical skills and the performance space as appropriate to the material▶ Listen and respond appropriately in conversation on prepared material with understanding▶ Discuss the material performed with understanding of its content and meaning
Grade 4	<ul style="list-style-type: none">▶ Perform contrasting duets accurately using integrated vocal variation, physical skills and the performance space as appropriate to the material▶ Perform a song as a duologue, with awareness of the insights this approach to performance provides▶ Listen and respond appropriately in discussion on prepared material with understanding
Grade 5	<ul style="list-style-type: none">▶ Perform contrasting duets and spoken word extracts accurately using integrated vocal variation, physical skills and the performance space as appropriate to the material▶ Listen and respond appropriately in discussion on prepared material with understanding
Grade 6	<ul style="list-style-type: none">▶ Create and perform accurately a short programme of contrasting duets, using integrated vocal variation, physical skills and the performance space as appropriate to the material▶ Give a spontaneous performance of a song as duologue, with awareness of the insights this approach to performance provides▶ Listen and respond appropriately in discussion on prepared material with understanding
Grade 7	<ul style="list-style-type: none">▶ Create and perform accurately a short programme of contrasting duets, using integrated vocal variation, physical skills and the performance space as appropriate to the material▶ Modify and perform a song, with awareness of the insights this approach to performance provides▶ Listen and respond appropriately in discussion on prepared material with understanding
Grade 8	<ul style="list-style-type: none">▶ Create and perform accurately a programme of contrasting work of musical theatre, using integrated vocal variation, physical skills and the performance space as appropriate to the material▶ Work with direction to modify a performance piece that demonstrates an in-depth understanding of the original material and its interpretative possibilities▶ Listen and respond appropriately in discussion on prepared material with understanding

MUSICAL THEATRE (GROUP) & MUSICAL THEATRE IN PRODUCTION

On successful completion of this exam, the candidates will be able to:

- Initial to Grade 8**
- ▶ Perform musical theatre material using integrated vocal variation, physical skills and the performance space as appropriate to the material
 - ▶ Interact and work with others to create a finished programme of work
-

PERFORMANCE CERTIFICATES

On successful completion of this exam, the candidate will be able to:

- Foundation**
- ▶ Create and deliver a performance programme containing a simple structure
 - ▶ Perform a variety of material accurately, showing understanding of its meaning and mood
 - ▶ Use vocal, physical skills and the performance space in response to the range of material
-

- Intermediate**
- ▶ Create and deliver a structured performance programme
 - ▶ Perform a range of material accurately showing understanding of, and communicating, its meaning and mood and character, where relevant
 - ▶ Use vocal, physical skills and the performance space in response to the range of material to engage an audience
-

- Advanced**
- ▶ Create and deliver a structured performance programme
 - ▶ Perform a wide range of material accurately showing understanding of and communicating, its meaning and mood and character, where relevant
 - ▶ Use vocal, physical skills and the performance space in response to the range of material to engage an audience fully
-

MUSICAL THEATRE (SOLO)

The Musical Theatre (solo) exams are designed for candidates who want to focus on a variety of musical theatre genres. Candidates demonstrate their skills in acting, singing and movement/dance and their increasing competence in the integration of these skills through the performance of extracts from works of musical theatre/film musicals. Solo and pair candidates additionally demonstrate their understanding of their performances through a discussion with the examiner. There is free choice for the performance pieces. Unless otherwise stated, all performance pieces should be drawn from published works of musical theatre/film musicals.

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance – Acting through song</p> <p>The candidate performs ONE song from memory. (<i>maximum time: 2 minutes</i>)</p>	<p>▶ Guidance on the performance of songs is on page 96</p>	40
<p>Task 2: Performance</p> <p>The candidate performs ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ A song ▶ A movement/dance sequence to music that conveys character and story <p>(<i>maximum time: 2 minutes</i>)</p>	<p>▶ Guidance on the performance of songs and movement/dance is on page 96</p>	40
<p>Task 3: Reflection</p> <p>The candidate engages in a conversation with the examiner on the prepared pieces including their meaning. (<i>maximum time: 4 minutes</i>)</p>	<p>▶ Guidance on this task is on page 97</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

- ▶ Sing and move in time with the music
- ▶ Perform audibly, clearly, and accurately
- ▶ Demonstrate the ability to use movement/dance and space appropriate to the material

Technical skills

- ▶ Demonstrate understanding of the material

Engagement with the material

- ▶ Demonstrate an awareness of audience

Communication with the audience

- ▶ Demonstrate basic competence in delivering a performance

Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a sense of musicality most of the time. There was some imaginative use of vocal and movement/dance skills to support characterisation and/or narrative. ▶ There was some awareness of audience and competence in delivering a performance. ▶ There was good interaction with the examiner when reflecting on their work and a clear understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. ▶ There was a basic awareness of audience and some competence in delivering a performance. ▶ There was some interaction with the examiner when reflecting on their work and a reasonably secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. ▶ There was a basic awareness of audience. ▶ There was some engagement when reflecting on their work with the examiner and some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility, clarity, and/or musicality. There was little or no attempt to use movement/dance and space. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material and/or a reluctance to engage with the examiner when reflecting on their work.

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance – Acting through song</p> <p>The candidate performs ONE song from memory. (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on the performance of songs is on page 96 	40
<p>Task 2: Performance</p> <p>The candidate performs ONE of the following from memory:</p> <ul style="list-style-type: none"> A monologue A movement/dance sequence to music that conveys character and story <p>(<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> The monologue can come from either a play, a book of monologues, a musical or adapted from a novel Guidance on the performance of monologues and movement/dance is on page 96 	40
<p>Task 3: Reflection</p> <p>The candidate engages in a conversation with the examiner on the prepared pieces including their meaning. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

- Sing and move in time with the music
- Perform audibly, clearly and accurately
- Demonstrate variations in pace, pitch and volume to create character and narrative
- Demonstrate the ability to use movement/dance and space to create character and narrative

Technical skills

- Demonstrate understanding of the material and connection with character

Engagement with the material

- Demonstrate an awareness of audience

Communication with the audience

- Demonstrate some confidence in delivering a performance

Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented was audible, clear and accurate throughout. There was a sense of musicality most of the time, and a good use of vocal and movement/dance skills to support characterisation and/or narrative.
 - ▶ There was a consistent awareness of audience and a good level of confidence in delivering a performance throughout.
 - ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner. A clear understanding of the meaning of the material was demonstrated.
-

Merit

- ▶ The work presented was audible, clear and accurate most of the time. There was a developing sense of musicality most of the time and some good use of vocal and movement/dance skills to support characterisation and/or narrative.
 - ▶ There was an awareness of audience and confidence in delivering a performance most of the time.
 - ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner and demonstrated a reasonable understanding of the material.
-

Pass

- ▶ The work presented was audible, clear and accurate some of the time. There was a developing sense of musicality some of the time and some use of vocal and movement/dance skills to support characterisation and/or narrative.
 - ▶ There was an awareness of audience and some confidence in delivering a performance some of the time.
 - ▶ The candidate was able to reflect on their work and the topics introduced by the examiner and demonstrated some understanding of the material.
-

Below Pass

- ▶ The work presented was hesitant and lacked audibility and/or clarity with little evidence of preparation. There was little or no attempt to move within the space as appropriate to the material.
- ▶ There was little or no awareness of audience.
- ▶ There was a limited understanding of the material and/or a reluctance to interact with the examiner when reflecting on their work.

GRADE 2

EXAM DURATION

12 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidate performs TWO songs from memory. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs can come from the same or different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 30
<p>Task 3: Performance</p> <p>The candidate performs ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ A monologue ▶ A movement/dance sequence to music that conveys a character and story <p>(<i>maximum time: 2 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The monologue can come from either a play, a book of monologues, a musical or adapted from a novel ▶ Guidance on the performance of monologues and movement/dance is on page 96 	20
<p>Task 4: Reflection</p> <p>The candidate engages in a conversation with the examiner on the prepared pieces, including their content and meaning. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

- ▶ Sing and move in time with the music, engaging with the styles performed
- ▶ Perform audibly, clearly and accurately
- ▶ Demonstrate the ability to use movement/dance and space to create narrative and character
- ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative

Technical skills

- ▶ Demonstrate understanding of the material and connection with character

Engagement with the material

- ▶ Demonstrate an awareness of audience

Communication with the audience

- ▶ Demonstrate confidence in delivering a performance

Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented was audible, clear and accurate, with a developing sense of musicality throughout. There was good use of vocal, movement/dance skills and space to support characterisation and/or narrative.
 - ▶ There was a consistent awareness of audience and a good level of confidence in delivering a performance throughout.
 - ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
-

Merit

- ▶ The work presented was audible, clear and accurate, with a developing sense of musicality most of the time. There was some good use of vocal, movement/dance and space to support characterisation and/or narrative.
 - ▶ There was an awareness of audience and confidence in delivering a performance most of the time.
 - ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
-

Pass

- ▶ The work presented was audible, clear and accurate some of the time, with a developing sense of musicality. There was some use of vocal, movement/dance skills and space to support characterisation and/or narrative.
 - ▶ There was an awareness of audience and some confidence in delivering a performance some of the time.
 - ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, and demonstrating some understanding of the material.
-

Below Pass

- ▶ The work presented was hesitant and lacked audibility, clarity and/or accuracy, with little sense of musicality. There was little use of vocal and/or movement/dance skills and space and little evidence of preparation.
- ▶ There was limited awareness of audience.
- ▶ There was a limited understanding of the material and/or a reluctance or inability to reflect on the discussion topics or to engage with the examiner.

GRADE 3

EXAM DURATION

14 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidate performs TWO songs from memory. (maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The songs must come from different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 30
<p>Task 3: Performance</p> <p>The candidate performs ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ A monologue ▶ A movement/dance sequence to music that conveys character and story <p>(maximum time: 3 minutes)</p>	<ul style="list-style-type: none"> ▶ The monologue can be drawn from either a play, a book of monologues, a musical or adapted from a novel ▶ Guidance on the performance of monologues and movement/dance is on page 96 	20
<p>Task 4: Reflection</p> <p>The candidate engages in a conversation with the examiner on the prepared pieces, their meaning, mood and the use of movement/dance to tell a story. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music engaging with the styles performed ▶ Perform audibly, clearly and accurately ▶ Demonstrate the ability to use movement/dance and space to create character and narrative ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material including meaning and the use of movement/dance to tell a story ▶ Demonstrate some choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate confidence in delivering a performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate and had a good sense of musicality throughout. There was some use of expressive vocal and movement/dance skills and space, to support characterisation and/or narrative. ▶ There was a confident ability to engage the audience, communicating meaning and mood throughout with an appearance of ease. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
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Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some good use of vocal and movement/dance skills and space, to support characterisation and/or narrative. ▶ There was a good awareness of audience communicating meaning and mood, with an appearance of ease and confidence most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
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Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. ▶ There was an awareness of audience, communicating meaning and mood, with an appearance of ease and confidence some of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
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Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and/or lacked audibility, clarity and/or accuracy and there was limited musicality. There was little use of vocal and movement/dance skills within the space, appropriate to the material and little evidence of preparation. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance. ▶ There was a limited understanding of the material and/or a reluctance and/or inability to reflect on the discussion topics or to interact with the examiner.
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GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidate performs TWO contrasting songs from memory, integrating movement/dance as each piece requires. (<i>maximum time: 7 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The songs must come from different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 20
<p>Task 3: Performance – Scene into song</p> <p>The candidate performs a monologue/dramatic extract which then moves into a song from memory. The spoken excerpt can be from an original published theatre work or devised by the candidate. Both the spoken text and the song should establish character and story. (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The song can come from the same musical as one of those featured in tasks 1-2 or from a different musical ▶ The spoken word section should be a minimum of 20 seconds and a maximum of 1 minute in duration ▶ Guidance on this task is on page 97 	20
<p>Task 4: Key skills – Connection to the lyric</p> <p>The candidate performs the lyrics of one of their songs from task 1 or 2 as a monologue from memory. (<i>maximum time: 2 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20
<p>Task 5: Reflection</p> <p>The candidate engages in a discussion with the examiner on the performed pieces. The candidate should be prepared to engage in discussion on the following: the content, meaning, mood and context of the pieces and the vocal and physical aspects of characterisation. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task can be found on page 97 	20

ASSESSMENT CRITERIA**During the exam, the candidate will:**

<ul style="list-style-type: none"> ▶ Sing and move in time with the music engaging with the styles performed ▶ Integrate a range of vocal and movement/dance skills to deliver a clear and accurate performance ▶ Move with commitment, structure and relevance to the performance pieces and awareness of the performance space ▶ Display clear and audible vocal skills, with appropriate articulation, volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the meaning of the material and connection with character ▶ Demonstrate some choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver and sustain a secure and accurate performance with some sense of spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement and a sense of fluency throughout. There was an expressive use of vocal and movement/dance skills used to support characterisation and/or narrative with a command of the space. There were imaginative choices of interpretation. ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity delivering a secure and accurate performance throughout. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a good sense of musicality, physical engagement and a sense of fluency most of the time. There was a variety of integrated vocal and movement/dance skills used to support characterisation and/or narrative and clear choices of interpretation. ▶ There was an ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure and accurate performance most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with musicality and physical engagement some of the time. A range of integrated vocal and movement/dance skills and use of space was used to support characterisation and/or narrative, and there were some clear choices of interpretation. ▶ There was an awareness of audience, communicating meaning and mood, and some appearance of ease and confidence in delivering a secure and accurate performance some of the time. ▶ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked audibility, clarity, accuracy and/or musicality showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated. ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a performance. ▶ The candidate demonstrated little ability to reflect with understanding on the work presented and/or to discuss in detail the topics introduced by the examiner.

GRADE 5

EXAM DURATION

18 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidate performs TWO contrasting songs from memory, integrating movement/dance as each piece requires. (<i>maximum time: 8 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The songs must come from different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 20
<p>Task 3: Performance – Scene into song</p> <p>The candidate performs a monologue/dramatic extract which then moves into a song from memory. The spoken excerpt can be from an original published theatre work or devised by the candidate. Both the spoken text and the song should develop character and story. (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The song must come from a different musical to those featured in tasks 1-2 ▶ The spoken word section should be a minimum of 20 seconds and a maximum of 1 minute in duration ▶ Guidance on this task is on page 97 	20
<p>Task 4: Key skills – Connection to the lyric</p> <p>The candidate performs the lyrics of one of their songs from tasks 1 or 2 as a monologue from memory. (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20
<p>Task 5: Reflection</p> <p>The candidate engages in a discussion with the examiner on the performed pieces. The candidate should be prepared to engage in discussion on the following: the content, meaning, mood and context of the pieces and the relevant techniques used to support their performance choices. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

- ▶ Sing and move in time with the music engaging with the styles performed
- ▶ Integrate vocal and movement/dance skills to create and sustain character and realise an imaginative and accurate performance
- ▶ Move with commitment, structure and relevance to the performance pieces and awareness of the performance space
- ▶ Display clear and audible vocal skills, with appropriate articulation, volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative

Technical skills

- ▶ Demonstrate understanding of the material and connection with character
- ▶ Demonstrate clear choices of interpretation

Engagement with the material

- ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material

Communication with the audience

- ▶ Deliver and sustain a secure, accurate and engaging performance with spontaneity

Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement, and a sense of fluency throughout. There were some expressive and integrated vocal modulation and movement/dance skills used with control to support characterisation and/or narrative. There were some imaginative choices of interpretation. ▶ There was a confident ability to engage the audience, communicating meaning and mood with a sense of spontaneity, delivering a secure and accurate performance throughout. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a mature understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear, and accurate with a good sense of musicality, physical engagement and fluency most of the time. There was a good range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation. ▶ There was a confident ability to engage the audience, communicating meaning and mood with a sense of spontaneity, delivering a secure and accurate performance most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with musicality, physical engagement and a sense of fluency some of the time. There was a range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation. ▶ The candidate engaged the audience, communicating meaning and mood with some appearance of ease and confidence in delivering a secure and accurate performance some of the time. ▶ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked audibility, clarity, accuracy and/or musicality, showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance. ▶ The candidate demonstrated little ability to reflect with understanding on the work presented and/or to discuss in detail the topics introduced by the examiner.

GRADE 6

EXAM DURATION

20 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidate introduces and performs a short, continuous programme of TWO songs from memory, integrating movement/dance as each piece requires. (<i>maximum time: 8 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs must come from different musicals and contrast in genre and/or style ▶ Guidance on the performance of programmes is on pages 96-97 	Each piece will be awarded marks out of 20
<p>Task 3: Performance – Scene into song</p> <p>The candidate performs a monologue/dramatic extract which then moves into a song from memory. The spoken excerpt can be from an original published theatre work or devised by the candidate. Both the spoken text and the song should develop character and story. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The song must contrast in genre and/or style from those performed in tasks 1-2 ▶ The spoken word section should be a minimum of 20 seconds and a maximum of 1 minute in duration ▶ Guidance on this task is on page 97 	20
<p>Task 4: Key skills – Connection to the lyric</p> <p>The candidate performs the lyrics of one of their songs from tasks 1 or 2 as a monologue (the examiner chooses the song and provides an imagined context). (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20
<p>Task 5: Reflection</p> <p>The candidate engages in a discussion with the examiner on the performed pieces. The candidate should be prepared to engage in discussion on the following: the content, meaning, mood, context and style of the pieces and the use of safe rehearsal and preparation practice. (<i>maximum time: 5 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA**During the exam, the candidate will:**

<ul style="list-style-type: none"> ▸ Integrate a range of vocal and movement/dance skills to deliver an imaginative and accurate performance ▸ Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▸ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate understanding of the material, connection with character and how the characters relate to each other ▸ Show some clear and creative choices of interpretation ▸ Demonstrate an imaginative connection to the contrasting material including being able to reflect on own performance providing mature insights, and the use of safe rehearsal and preparation practice 	Engagement with the material
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▸ Demonstrate the ability to deliver emotionally sustained performances with accuracy and spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▸ The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately and creatively and with musicality to support characterisation and/or narrative. There was a command of technical abilities, with control and clear and creative choices of interpretation. An authentic connection with character was sustained throughout. ▸ There was a confident ability to engage the audience with a sense of spontaneity and authority in delivering a secure, accurate and engaging performance throughout. ▸ The candidate was able to reflect in a thoughtful and considered way on their work and the topics introduced by the examiner, demonstrating a mature understanding of the material.
Merit	<ul style="list-style-type: none"> ▸ The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative. There was some control of technical abilities and clear and creative choices of interpretation. A secure connection with character was sustained most of the time. ▸ There was a confident ability to engage the audience and a sense of spontaneity in delivering a secure and accurate performance most of the time. ▸ The candidate was able to reflect with some maturity on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▸ The work presented a range of integrated vocal and movement/dance skills used accurately, with some imagination and musicality to support characterisation and/or narrative. There was adequate control of technical abilities and some clear and creative choices of interpretation. A secure connection with character was demonstrated some of the time. ▸ There was some confidence in engaging the audience and the appearance of ease in delivering a secure and accurate performance some of the time. ▸ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▸ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. ▸ There was a lack of confidence in communicating to the audience and/or in delivering a performance with a sense of ownership. ▸ The candidate demonstrated limited understanding of the material, lacking knowledge, depth of opinion and detail.

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-3: Performance</p> <p>The candidate introduces and performs a continuous programme of THREE contrasting songs from memory. The programme must include at least ONE example of scene into song. The spoken excerpt can be taken either from the original published musical theatre work or devised by the candidate and should develop character and story. All of the pieces should feature the integration of acting, singing and movement/dance. (<i>maximum time: 13 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The spoken word section of the scene into song should be a minimum of 20 seconds and a maximum of a minute in duration ▶ The songs must contrast in genre and/or style ▶ See page 97 for guidance on the performance of programmes ▶ One of the performance pieces can include an additional performer ▶ One of the performance pieces can be an original, unpublished work – guidance on the use of unpublished material is on page 94 	<p>Each piece will be awarded marks out of 20</p>
<p>Task 4: Key skills</p> <p>The candidate introduces and performs a modification of ONE of the pieces performed in tasks 1-3 from memory. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	<p>20</p>
<p>Task 5: Reflection</p> <p>The candidate engages in a discussion with the examiner on the performed pieces. The candidate should be prepared to engage in discussion on the following: their meaning, mood and context, contrasting styles, personal interpretation, the vocal and physical techniques employed, and the possible staging options. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	<p>20</p>

ASSESSMENT CRITERIA**During the exam, the candidate will:**

<ul style="list-style-type: none"> ▸ Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▸ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▸ Perform with a range of integrated vocal and movement/dance skills to realise an imaginative and accurate performance ▸ Display a creative response to the specific challenges of a range of material 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate some persuasive choices of interpretation ▸ Demonstrate understanding of and an imaginative connection to the material including being able to reflect on own performance with maturity, and articulate the specific challenges related to performing the different styles ▸ Demonstrate a clear understanding of character 	Engagement with the material
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience and be able to communicate the meaning and mood of the material with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▸ Deliver an integrated, emotionally sustained, vocally and physically engaged programme that displays a creative response to the material 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▸ The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately, creatively and with musicality, to support characterisation and/or narrative to create a fluent programme. There was a command of technical abilities, control and bold, imaginative and original choices of interpretation. An authentic connection with character was sustained throughout. ▸ There was an assured, confident ability to engage the audience, and a sense of spontaneity and authority in delivering a secure and accurate performance throughout. ▸ The candidate was able to reflect confidently and with maturity on their work and discussed the topics introduced by the examiner, demonstrating an in-depth and intelligent understanding of the material.
Merit	<ul style="list-style-type: none"> ▸ The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative to create a fluent programme. There was a command of technical abilities, an imaginative connection to the material and clear and persuasive choices of interpretation. A secure connection with character was sustained most of the time. ▸ There was a confident ability to engage the audience, a sense of spontaneity, and confidence in delivering a secure and accurate performance throughout. ▸ The candidate was able to reflect confidently on their work and discussed the topics introduced by the examiner, demonstrating a full understanding of the material.
Pass	<ul style="list-style-type: none"> ▸ The work presented a range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create a fluent programme. There was some command of technical abilities and some clear and persuasive choices of interpretation. A secure connection with character was sustained some of the time. ▸ There was a confident ability to engage the audience and there was an appearance of ease in delivering a secure and accurate performance most of the time. ▸ The candidate was able to reflect on their work and discussed the topics introduced by the examiner, demonstrating a secure understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▸ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. ▸ There was little evidence of control and/or preparation and limited ability to communicate and engage the audience. ▸ The candidate demonstrated limited understanding of the material, lacking knowledge, depth of opinion and detail.

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-4: Performance</p> <p>The candidate introduces and performs a continuous programme of FOUR contrasting pieces from memory. The programme should include at least ONE example of scene into song. The spoken excerpt can be taken either from the original published musical theatre work or devised by the candidate and should develop character and story. The programme should feature the integration of acting, singing and movement/dance (<i>maximum time: 14 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The spoken word section of the scene into song should be a minimum of 20 seconds and a maximum of a minute in duration ▶ The pieces must contrast in genre and/or style ▶ See page 97 for guidance on the performance of programmes ▶ One of the performance pieces can include an additional performer ▶ One of the performances can be an original, unpublished piece – guidance on the use of unpublished material is on page 94 	Each piece will be awarded marks out of 15
<p>Task 5: Key skills</p> <p>The candidate works with the examiner on a modification of one of the pieces performed in tasks 1-4 – the choice of song and context will be made by the examiner. (<i>maximum time: 5 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20
<p>Task 6: Reflection</p> <p>The candidate engages in a discussion with the examiner on the performed pieces. The candidate should be prepared to engage in discussion on the following: the content, meaning, mood and context (where appropriate) of the pieces; how variations in vocal techniques and delivery contributed to their performance. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

- ▶ Integrate vocal and movement/dance skills within a range of material leading to an imaginative and accurate performance that is cohesively linked
- ▶ Perform using clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to support and enhance performance and characterisation
- ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space
- ▶ Display a creative response to the specific challenges of a range of material and to the given stimulus

Technical skills

- ▶ Demonstrate an in-depth, imaginative and mature understanding of the material including the ability to reflect on own performance with maturity and to clearly articulate artistic choices
- ▶ Demonstrate performance choices that show evidence of independent interpretation and a sense of ownership
- ▶ Demonstrate a clear understanding of character
- ▶ Demonstrate the ability to investigate a text with confidence, responding to directorial prompts given by the examiner to create an imaginative modification of one of the prepared performance pieces

Engagement with the material

▶ Demonstrate the ability to engage an audience fully and communicate the meaning of the material with authority	Communication with the audience
▶ Demonstrate the ability to deliver a sustained, coherent and fluent performance programme of depth and originality	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a complete synthesis of wide ranging and integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were clear and creative choices of interpretation, an imaginative, original connection to the material and a total sense of ownership. There was a complete sense of personal and emotional investment with an authentic connection to character throughout. ▶ During the modification component, the candidate was able to improvise with confidence, ease and fluency, fully inhabiting an imagined situation. ▶ There was a seemingly effortless and assured ability to fully engage the audience, delivering a secure and accurate performance of spontaneity and authority throughout. ▶ The candidate was able to reflect confidently and with maturity on their work and the topics introduced by the examiner, demonstrating a comprehensive and insightful understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide-range of integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were some clear and creative choices of interpretation, and a sense of originality and ownership. There was an authentic connection to character most of the time. ▶ During the modification component, the candidate was able to improvise with confidence and commitment throughout, inhabiting an imagined situation. ▶ There was an assured, confident ability to fully engage the audience, delivering a secure and accurate performance with spontaneity and authority most of the time. ▶ The candidate was able to reflect confidently on their work and the topics introduced by the examiner, demonstrating an in-depth understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create an entire performance. There was an imaginative connection to the material, some clear, original choices of interpretation and some sense of ownership. There was authentic connection to character most of the time. ▶ During the modification component, the candidate was able to improvise with confidence and with some creativity. ▶ There was a confident ability to engage the audience, delivering a secure and accurate performance with some spontaneity and authority. ▶ The candidate was able to reflect confidently on their work and the topics introduced by the examiner, demonstrating some in-depth understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality or ownership. ▶ Insecure improvisation skills during the modification component, impeded creativity and the delivery of a committed performance. ▶ The programme lacked coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership. ▶ The candidate showed little knowledge of the material, lacking depth of opinion and detail.

MUSICAL THEATRE (PAIR)

The Musical Theatre (pair) exams are designed for candidates who want to focus on their musical theatre skills, working with another performer. Candidates demonstrate their skills in acting, singing and movement/dance and their increasing competence in the integration of these skills through the performance of extracts from works of musical theatre/film musicals and devised scenes. The tasks further test the interactive skills of each candidate. Candidates additionally demonstrate their understanding through a discussion of their performances with the examiner. In pair exams, both candidates must make an equal contribution to all performances, and in the discussion with the examiner. There is free choice for the performance pieces. Unless otherwise stated, all performance pieces should be drawn from published works of musical theatre/film musicals.

INITIAL

EXAM DURATION

8 minutes
plus 5 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
Task 1: Performance – Acting through song The candidates perform ONE song from memory. <i>(maximum time: 4 minutes)</i>	Guidance on the performance of songs is on page 96	60
Task 2: Reflection The candidates engage in a conversation with the examiner on the prepared piece including its meaning. <i>(maximum time: 4 minutes)</i>	Guidance on this task is on page 97	40

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Sing and move in time with the music
- ▶ Perform audibly, clearly and accurately
- ▶ Demonstrate the ability to use movement/dance and space appropriate for the material

Technical skills

- ▶ Demonstrate understanding of the material and how the characters relate to each other

Engagement with the material

- ▶ Demonstrate an awareness of audience

Communication with the audience

- ▶ Demonstrate basic competence in delivering a shared performance

Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a sense of musicality most of the time. There was some imaginative use of vocal and movement/dance skills to support characterisation and/or narrative. There was some secure communication between the candidates. ▶ There was some awareness of audience and competence in delivering a shared performance. ▶ There was good interaction with the examiner when reflecting on their work pieces and a clear understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. There was some secure communication between the candidates. ▶ There was a basic awareness of audience and some competence in delivering shared a performance. ▶ There was some interaction with the examiner when reflecting on their work and a reasonably secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative and there were moments of communication between the candidates. ▶ There was a basic awareness of audience. ▶ There was some engagement when reflecting on their work with the examiner and some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility, clarity, and/or musicality. There was little or no attempt to use movement/dance and space and limited communication between the candidates. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material and/or a reluctance to engage with the examiner when reflecting on their work.

GRADE 1

EXAM DURATION

10 minutes

plus 5 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance – Acting through song</p> <p>The candidates perform ONE song from memory. (<i>maximum time: 3 minutes</i>)</p>	<p>▸ Guidance on the performance of songs is on page 96</p>	40
<p>Task 2: Performance</p> <p>The candidates perform ONE of the following from memory:</p> <ul style="list-style-type: none"> ▸ A duologue ▸ A movement/dance sequence to music that conveys character and story <p>(<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▸ The duologue can come from either a play, a book of duologues, a musical or adapted from a novel ▸ Guidance on the performance of duologues and movement/dance is on page 96 	40
<p>Task 3: Reflection</p> <p>The candidates engage in a conversation with the examiner on the prepared pieces including their meaning. (<i>maximum time: 4 minutes</i>)</p>	<p>▸ Guidance on this task is on page 97</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Sing and move in time with the music ▸ Perform audibly, clearly and accurately ▸ Demonstrate variations in pace, pitch and volume to create character and narrative ▸ Demonstrate the ability to use movement/dance and space to create character and narrative 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate understanding of the material, and of how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▸ Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> ▸ Demonstrate some confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate throughout. There was a sense of musicality most of the time, and a good use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated secure communication with each other. ▶ There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner. A clear understanding of the meaning of the material was demonstrated.
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Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate most of the time. There was some developing sense of musicality most of the time and some good use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated some secure communication with each other. ▶ There was an awareness of audience and confidence in delivering a shared performance most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
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Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate some of the time. There was a developing sense of musicality some of the time and some use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated moments of secure communication with each other. ▶ There was an awareness of audience and some confidence in delivering a shared performance some of the time. ▶ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating some understanding of the material.
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Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility and/or clarity with little evidence of preparation. There was little or no attempt to move within the space as appropriate to the material and/or communication between the candidates. ▶ There was little or no awareness of audience. ▶ There was a limited understanding of the material and/or a reluctance to interact with the examiner when reflecting on their work.
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GRADE 2

EXAM DURATION

12 minutes

plus 5 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance – Acting through song</p> <p>The candidates perform ONE song from memory. (maximum time: 4 minutes)</p>	<p>▶ Guidance on the performance of songs is on page 96</p>	40
<p>Task 2: Performance</p> <p>The candidates perform ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ A duologue ▶ A movement/dance sequence to music that conveys character and story (maximum time: 4 minutes) 	<p>▶ The duologue can be drawn from either a play, a book of duologues, a musical or adapted from a novel</p> <p>▶ Guidance on the performance of duologues and movement/dance is on page 96</p>	40
<p>Task 3: Reflection</p> <p>The candidates engage in a conversation with the examiner on the prepared pieces, including their content and meaning. (maximum time: 4 minutes)</p>	<p>▶ Guidance on this task is on page 97</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the styles performed ▶ Perform audibly, clearly and accurately ▶ Demonstrate the ability to use movement/dance and space to create character and narrative ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Show confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality throughout. There was good use of vocal and movement/dance skills and space to support characterisation and/or narrative and there was an efficient communication between the candidates. ▶ There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some good use of vocal and movement/dance and space to support characterisation and/or narrative and there was some efficient communication between the candidates. ▶ There was an awareness of audience and confidence in delivering a shared performance most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate some of the time, with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills in the space to support characterisation and/or narrative and there was a secure communication between the candidates. ▶ There was an awareness of audience and some confidence in delivering a shared performance some of the time. ▶ The candidate was able to reflect with some confidence on their work presented and the topics introduced by the examiner, demonstrating some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility, clarity and/or accuracy, with little sense of musicality. There was little use of vocal and/or movement/dance skills and space, little evidence of preparation and little or no communication between the candidates. ▶ There was limited awareness of audience. ▶ There was a limited understanding of the material and/or a reluctance or inability to reflect on the discussion topics or to engage with the examiner.

GRADE 3

EXAM DURATION

14 minutes

plus 5 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidates perform TWO songs from memory. (maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The songs must come from different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 30
<p>Task 3: Performance</p> <p>The candidates perform ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ A duologue ▶ A movement/dance sequence to music that conveys character and story <p>(maximum time: 3 minutes)</p>	<ul style="list-style-type: none"> ▶ The duologue can come from either a play, a book of duologues, a musical or adapted from a novel ▶ Guidance on the performance of duologues and movement/dance is on page 96 	20
<p>Task 4: Reflection</p> <p>The candidates engage in a conversation with the examiner on the prepared pieces, their meaning, mood and the use of movement/dance to tell a story. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the styles performed ▶ Perform audibly, clearly and accurately ▶ Demonstrate the ability to use movement/dance and space to create character and narrative ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material including meaning, how the characters relate to each other and the use of movement/dance to tell a story ▶ Demonstrate some choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Show confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate and had a good sense of musicality throughout. There was some use of expressive vocal and movement/dance skills and space, to support characterisation and/or narrative and there was a confident communication between the candidates. ▶ There was a confident ability to engage the audience in delivering a shared performance, communicating meaning and mood throughout with an appearance of ease. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some good use of vocal and movement/dance skills and use of space, to support characterisation and/or narrative. There was some confident communication between the candidates. ▶ There was a good awareness of audience in delivering a shared performance communicating meaning and mood, with an appearance of ease and confidence most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills and space to support characterisation and/or narrative. There were moments of confident communication between the candidates. ▶ There was an awareness of audience in delivering a shared performance, communicating meaning and mood, with an appearance of ease and confidence some of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and/or lacked audibility, clarity and/or accuracy and there was limited musicality. There was little use of vocal and movement/dance skills within the space, appropriate to the material and little evidence of preparation. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance. There was little communication between the candidates. ▶ There was a limited understanding of the material and/or a reluctance and/or inability to reflect on the discussion topics or to interact with the examiner.

GRADE 4

EXAM DURATION

16 minutes

plus 5 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidates perform TWO contrasting songs from memory, integrating movement/dance as each piece requires. (maximum time: 8 minutes)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The songs must come from different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 30
<p>Task 3: Performance – Connection to the lyric</p> <p>The candidates perform the lyrics of one of the songs in task 1-2 as a duologue from memory. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 96 	20
<p>Task 5: Reflection</p> <p>The candidates engage in a discussion with the examiner on the performed pieces. The candidates should be prepared to engage in discussion on the following: the content, meaning, mood and context of the pieces and the vocal and physical aspects of characterisation. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the styles performed ▶ Integrate a range of vocal and movement/dance skills to deliver a clear and accurate performance ▶ Move with commitment, structure and relevance to the performance pieces and awareness of the performance space ▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the meaning of the material, of connection with character and how the characters relate to each other ▶ Demonstrate some choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver and sustain a secure and accurate shared performance with some sense of spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement and a sense of fluency throughout. There was an expressive use of vocal and movement/dance skills to support characterisation and/or narrative with a command of the space. There were imaginative choices of interpretation and good communication and rapport between the candidates. ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity delivering a secure and accurate shared performance throughout. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a good sense of musicality, physical engagement and a sense of fluency most of the time. There was a variety of integrated vocal and movement/dance skills used to support characterisation and/or narrative and clear choices of interpretation. There was some good communication and rapport between the candidates. ▶ There was an ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure and accurate shared performance most of the time. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with musicality and physical engagement some of the time. A range of integrated vocal and movement/dance skills and use of space was used to support characterisation and/or narrative and there were some clear choices of interpretation. There were moments of good communication and rapport between the candidates. ▶ There was an awareness of audience, communicating meaning and mood, and some appearance of ease and confidence in delivering a secure and accurate shared performance some of the time. ▶ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating a reasonable understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked audibility, clarity, accuracy and/or musicality showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated and there was limited communication between the candidates. ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance. ▶ The candidate demonstrated little ability to reflect with understanding on the work presented and/or to discuss in detail the topics introduced by the examiner.

GRADE 5

EXAM DURATION

18 minutes

plus 5 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidates perform TWO contrasting songs from memory, integrating movement/dance as each piece requires. (<i>maximum time: 10 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The songs must come from different musicals ▶ Guidance on the performance of songs is on page 96 	Each piece will be awarded marks out of 30
<p>Task 3: Performance – Scene into song</p> <p>The candidates perform a duologue/dramatic extract which then moves into a song from memory. The spoken excerpt can be from an original published theatre work or devised by the candidates. Both the spoken text and the song should develop character and story. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The song must come from a different musical to those featured in tasks 1-2 ▶ The spoken word section of the spoken word into song should be a minimum of 20 seconds and a maximum of a minute in duration and both candidates must perform the spoken word and the song ▶ Guidance on this task is on page 96 	20
<p>Task 4: Reflection</p> <p>The candidates engage in a discussion with the examiner on the performed pieces. The candidates should be prepared to engage in discussion on the following: the content, meaning, mood and context of the pieces and the relevant techniques used to support their performance choices. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Sing and move in time with the music, engaging with the styles performed
- ▶ Integrate vocal and movement/dance skills to create and sustain character and realise an imaginative and accurate performance
- ▶ Move with commitment, structure and relevance to the performance pieces and with awareness of the performance space
- ▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative

Technical skills

- ▶ Demonstrate understanding of the material, connection with character, and how the characters relate to each other
- ▶ Demonstrate clear choices of interpretation

Engagement with the material

- ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material

Communication with the audience

- ▶ Deliver and sustain a secure, accurate and engaging shared performance with spontaneity

Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement, and a sense of fluency throughout. There were some expressive and integrated vocal modulation and movement/dance skills used with control to support characterisation and/or narrative. There were some imaginative choices of interpretation and a convincing communication and rapport between the candidates. ▶ There was a confident ability to engage the audience, communicating meaning and mood with a sense of spontaneity delivering a secure and accurate shared performance throughout. ▶ The candidate was able to reflect with confidence on their work and the topics introduced by the examiner, demonstrating a mature understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear, and accurate with a good sense of musicality, physical engagement and fluency most of the time. There was a good range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation and some convincing communication and rapport between the candidates. ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure and accurate and engaging shared performance. ▶ The candidate was able to reflect with some confidence on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material .
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with musicality, physical engagement and a sense of fluency some of the time. There was a range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation and there were moments of convincing communication and rapport between the candidates. ▶ The candidate engaged the audience, communicating meaning and mood, with some appearance of ease and confidence in delivering a secure and accurate shared performance some of the time. ▶ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating a good level of understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked audibility, clarity, accuracy and/or musicality, showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance. There was limited communication between the candidates. ▶ The candidate demonstrated little ability to reflect with understanding on the work presented and/or to discuss in detail the topics introduced by the examiner.

GRADE 6

EXAM DURATION

20 minutes
plus 8 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-2: Performance – Acting through song</p> <p>The candidates introduce and perform a short, continuous programme of TWO songs from memory, integrating movement/dance as each piece requires. The songs should be linked with original text so as to make one piece of work. (<i>maximum time: 8 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs must come from different musicals and contrast in genre and/or style ▶ Guidance on the performance of programmes is on page 95 	Each piece will be awarded marks out of 20
<p>Task 3: Performance – Scene into song</p> <p>The candidates perform a duologue/dramatic extract which then moves into a song from memory. The spoken excerpt will be from an original published theatre work or devised by the candidates. Both the spoken text and the song should develop character and story. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The song must contrast in genre and/or style from those performed in tasks 1-2 ▶ The spoken word section of the spoken word into song should be a minimum of 20 seconds and a maximum of a minute in duration and both candidates must perform the spoken word and the song ▶ Guidance on this task is on page 97 	20
<p>Task 4: Key skills – Connection to the lyric</p> <p>The candidates perform the lyrics of one of the songs from task 1 or task 2 as a duologue from memory (the examiner chooses the song and provides an imagined context). (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20
<p>Task 5: Reflection</p> <p>The candidates engage in a discussion with the examiner on the performed pieces. The candidates should be prepared to engage in discussion on the following: the content, meaning, mood and style of the pieces and the use of safe rehearsal and preparation practice. (<i>maximum time: 5 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Integrate a range of vocal and movement/dance skills to deliver an imaginative and accurate performance ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▶ Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other ▶ Show some clear and creative choices of interpretation ▶ Demonstrate an imaginative connection to the contrasting material including being able to reflect on own performance providing mature insights, and the use of safe rehearsal and preparation practice 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver emotionally sustained shared performances with accuracy and spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative. There was a command of technical abilities, control, clear and creative choices of interpretation. An authentic connection with character was sustained throughout. There was an accomplished and seemingly natural communication between the candidates. ▶ There was a confident ability to engage the audience with a sense of spontaneity and authority in delivering a secure and accurate shared performance throughout. ▶ The candidate was able to reflect in a thoughtful and considered way on their work and the topics introduced by the examiner, demonstrating a mature understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative. There was some control of technical abilities, with clear and creative choices of interpretation. A secure connection with character was sustained most of the time. There was some accomplished and seemingly natural communication between the candidates. ▶ There was a confident ability to engage the audience and a sense of spontaneity in delivering a secure and accurate shared performance most of the time. ▶ The candidate was able to reflect with some maturity on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated vocal and movement/dance skills used accurately, with some imagination and musicality to support characterisation and/or narrative. There was adequate control of technical abilities and some clear and creative choices of interpretation. A secure connection with character was demonstrated some of the time. There were moments of accomplished communication between the candidates. ▶ There was some confidence in engaging the audience and the appearance of ease in delivering a secure and accurate shared performance some of the time. ▶ The candidate was able to reflect on their work and the topics introduced by the examiner, demonstrating a secure understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. There was limited communication between the candidates. ▶ There was a lack of confidence in communicating to the audience and/or in delivering a performance with a sense of ownership. ▶ The candidate demonstrated limited understanding of the material, lacking knowledge, depth of opinion and detail.

GRADE 7

EXAM DURATION

23 minutes

plus 8 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-3: Performance</p> <p>The candidates introduce and perform a continuous programme of THREE contrasting songs from memory. The programme must include at least ONE example of scene into song. The spoken excerpt can be taken either from the original published musical theatre work or devised by the candidates and should develop character and story. All of the pieces should feature the integration of acting, singing and movement/dance. (maximum time: 13 minutes)</p>	<ul style="list-style-type: none"> The spoken word section of the spoken word into song should be a minimum of 20 seconds and a maximum of a minute in duration and both candidates must perform the spoken word and the song The songs must contrast in genre and/or style See page 97 for guidance on the performance of programmes One of the performance pieces can be an original, unpublished work – guidance on the use of unpublished material is on page 94 	Each piece will be awarded marks out of 20
<p>Task 4: Key skills</p> <p>The candidates introduce and perform a modification of ONE of the pieces performed in tasks 1-3 from memory. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 97 	20
<p>Task 5: Reflection</p> <p>The candidates engage in a discussion with the examiner on the performed pieces. The candidates should be prepared to engage in discussion on the following: their meaning, mood and context, contrasting styles, personal interpretation, the vocal and physical techniques employed, and the possible staging options. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

- Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative
- Move with commitment, structure, control and relevance to the performance pieces and awareness of the performance space
- Perform with a range of integrated vocal and movement/dance skills to realise an imaginative and accurate performance
- Display a creative response to the specific challenges of a range of material

Technical skills

- Demonstrate some persuasive choices of interpretation
- Demonstrate understanding of and an imaginative connection to the material including being able to reflect on own performance with maturity, and articulate the specific challenges related to performing the different styles
- Demonstrate a clear understanding of character and how the characters relate to each other

Engagement with the material

- Demonstrate the ability to engage an audience and be able to communicate the meaning and mood of the material with dramatic impact and authority

Communication with the audience

- Deliver an integrated, emotionally sustained and vocally and physically engaged, shared programme that displays a creative response to the material

Performance

ATTAINMENT DESCRIPTORS

-
- Distinction**
- ▶ The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately, creatively and with musicality, to support characterisation and/or narrative to create a fluid programme. There was a command of technical abilities and control and bold, imaginative and original choices of interpretation. An authentic connection with character was sustained throughout. There was a skilful and seemingly natural communication between the candidates.
 - ▶ There was an assured, confident ability to engage the audience, and a sense of spontaneity and authority in delivering a secure and accurate shared performance throughout.
 - ▶ The candidate was able to reflect confidently and with maturity on their work and discussed the topics introduced by the examiner, demonstrating an in-depth and intelligent understanding of the material.
-
- Merit**
- ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative to create a fluid programme. There was a command of technical abilities, an imaginative connection to the material and clear and persuasive choices of interpretation. A secure connection with character was sustained most of the time. There was some skilful and seemingly natural communication between the candidates.
 - ▶ There was a confident ability to engage the audience, a sense of spontaneity, and confidence in delivering a secure and accurate shared performance throughout.
 - ▶ The candidate was able to reflect confidently on their work and discussed the topics introduced by the examiner, demonstrating a full understanding of the material.
-
- Pass**
- ▶ The work presented a range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create a fluid programme. There was some command of technical abilities and some clear and persuasive choices of interpretation. A secure connection with character was sustained some of the time. There were moments of skilful communication between the candidates.
 - ▶ There was a confident ability to engage the audience and there was an appearance of ease in delivering a secure and accurate shared performance most of the time.
 - ▶ The candidate was able to reflect on their work and discussed the topics introduced by the examiner, demonstrating a secure understanding of the material.
-
- Below Pass**
- ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. There was a limited rapport between the candidates.
 - ▶ There was little evidence of control and/or preparation and limited ability to communicate and engage the audience.
 - ▶ The candidate demonstrated limited understanding of the material, lacking knowledge, depth of opinion and detail.

GRADE 8

EXAM DURATION

25 minutes

plus 8 minutes for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Tasks 1-4: Performance</p> <p>The candidates introduce and perform a continuous programme of FOUR contrasting pieces from memory. The programme must include at least ONE example of scene into song. The spoken excerpt can be taken either from the original published musical theatre work or devised by the candidates and should develop character and story. The programme should feature the integration of acting, singing and movement/dance (<i>maximum time: 14 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The songs must contrast in genre and/or style ▶ The spoken word section of the scene into song should be a minimum of 20 seconds and a maximum of a minute in duration and both candidates must perform the spoken word and the song ▶ See page 97 for guidance on the performance of programmes ▶ One of the performance pieces can be an original, unpublished work – guidance on the use of unpublished material is on page 94 	Each piece will be awarded marks out of 15
<p>Task 5: Key skills</p> <p>The candidates work with the examiner on a modification of one of the pieces performed in tasks 1-4 – the choice of song and context will be made by the examiner. (<i>maximum time: 5 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20
<p>Task 6: Reflection</p> <p>The candidates engage in a discussion with the examiner on the performed pieces. The candidates should be prepared to engage in discussion on the following: the content, meaning, mood and context (where appropriate) of the pieces; how variations in vocal techniques and delivery contributed to their performance. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 97 	20

ASSESSMENT CRITERIA**During the exam, the candidates will:**

<ul style="list-style-type: none"> ▶ Integrate vocal and movement/dance skills within a range of material leading to an imaginative programme that is cohesively linked ▶ Perform using clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to support and enhance performance and characterisation ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▶ Display a creative response to the specific challenges of a range of material and to the given stimulus 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate an in-depth, imaginative and mature understanding of the material including an ability to reflect on own performance with maturity and to clearly articulate artistic choices ▶ Demonstrate performance choices that show evidence of independent interpretation and a sense of ownership ▶ Demonstrate a clear understanding of character and of how the characters relate to each other ▶ Demonstrate the ability to investigate a text with confidence, responding to directorial prompts given by the examiner, to create an imaginative modification of one of the prepared performance pieces 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience fully communicating the meaning of the material with sophistication 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent and fluent shared performance programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented a complete synthesis of wide ranging and integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were clear and creative choices of interpretation, an imaginative, original connection to the material and a total sense of ownership. There was a complete sense of personal and emotional investment with an authentic connection to character throughout. There was an excellent rapport and seemingly natural communication between the candidates.
 - ▶ During the modification component, the candidate was able to improvise with confidence, ease and fluency, fully inhabiting an imagined situation
 - ▶ There was a seemingly effortless and assured ability to fully engage the audience, delivering a secure and accurate shared performance of spontaneity and authority throughout
 - ▶ The candidate was able to reflect confidently and with maturity on their work and the topics introduced by the examiner, demonstrating a comprehensive and insightful understanding of the material
-

- Merit**
- ▶ The work presented a wide-range of integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were some clear and creative choices of interpretation, and a sense of originality and ownership. There was an authentic connection to character most of the time. There was some excellent and seemingly natural communication between the candidates.
 - ▶ During the modification component the candidate was able to improvise with confidence and commitment throughout, inhabiting an imagined situation
 - ▶ There was an assured, confident ability to fully engage the audience, delivering a secure and accurate shared performance with spontaneity and authority most of the time
 - ▶ The candidate was able to reflect confidently on their work and the topics introduced by the examiner, demonstrating an in-depth understanding of the material
-

- Pass**
- ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create an entire performance. There was an imaginative connection to the material, some clear, original choices of interpretation and some sense of ownership. There was authentic connection to character most of the time. There were moments of excellent rapport and natural communication between the candidates.
 - ▶ During the modification component, the candidates were able to improvise with confidence and with some creativity
 - ▶ There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some spontaneity and authority
 - ▶ The candidate was able to reflect confidently on their work and the topics introduced by the examiner, demonstrating some in-depth understanding of the material
-

- Below Pass**
- ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality or ownership. There was ineffective communication between the candidates.
 - ▶ Insecure improvisation skills during the modification component impeded creativity and the delivery of a committed performance
 - ▶ The programme lacked coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership.
 - ▶ The candidate showed little knowledge of the material, lacking depth of opinion and detail

PERFORMANCE CERTIFICATES

The Performance Certificates are designed for learners who want to explore a range of performance skills beyond the discipline-specific opportunities offered by the graded exams. While the emphasis is on live performance, candidates may, if they wish, also include audio or audio-visual recordings as part of their performance programme. Candidates are encouraged to be bold and imaginative in devising their performance programmes, which ideally should reflect their personal interests and enthusiasms, and which may include elements of their own original writing, composition, choreography and design. There is free choice for the performance pieces. Unless otherwise stated, all performance pieces should be drawn from published works of musical theatre/film musicals.

AUDIENCE

A live audience may be present at these exams. However, an audience's presence must not cause the exam to overrun, and if there will be an audience the examiner should be informed in advance of the exam day. If the exam is to take place at a public centre, then the possibility of an audience attending should be discussed with the Trinity representative in advance.

ASSESSMENT METHOD

The examiner writes feedback on the candidate's performance and awards Distinction, Merit, Pass or Below Pass. No numerical mark is awarded.

FOUNDATION PERFORMANCE CERTIFICATE

EXAM DURATION

12-15 minutes



EXAM REQUIREMENTS

NOTES

<p>Task 1: Performance</p> <p>The candidate devises and performs a continuous performance programme employing simple costume and staging. <i>(the performance programme should be between 12-15 minutes)</i></p>	<ul style="list-style-type: none"> ▶ The programme may contain as many performance items as the candidate chooses as long as the maximum time limit is observed ▶ A second performer may be involved in one of the items presented
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ASSESSMENT CRITERIA: PASS

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music; engaging with the contrasting styles. ▶ Perform audibly, clearly and accurately. ▶ Demonstrate the ability to use movement/dance and space to create character and narrative. ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material and character. 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material including meaning. ▶ Demonstrate some choices of interpretation. 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning of the material. 	Communication with the audience
<ul style="list-style-type: none"> ▶ Show confidence in delivering a performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate throughout and had a good sense of musicality. There were some expressive use of vocal and movement/dance skills and space to support characterisation and/or narrative. ▶ There was a confident ability to engage the audience, communicating meaning and mood throughout with an appearance of ease. ▶ The candidate demonstrated a secure understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some good use of vocal and movement/dance skills to support characterisation and/or narrative. ▶ There was a good awareness of audience communicating meaning and mood, and an appearance of ease and confidence most of the time. ▶ The candidate demonstrated a good level of understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. ▶ There was an awareness of audience, communicating meaning and mood, with an appearance of ease and confidence most of the time. ▶ The candidate demonstrated a reasonable understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and/or lacked audibility, clarity and/or accuracy and there was limited musicality. There was little use of vocal and movement/dance skills within the space, appropriate to the material and little evidence of preparation. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance. ▶ There was a limited understanding of the material.

INTERMEDIATE PERFORMANCE CERTIFICATE

EXAM DURATION

17-20 minutes



EXAM REQUIREMENTS

NOTES

EXAM REQUIREMENTS	NOTES
<p>Task 1: Performance</p> <p>The candidate devises, introduces and performs a continuous performance programme employing simple, but effective, costume and staging. <i>(the performance programme should be between 17-20 minutes)</i></p>	<ul style="list-style-type: none"> • The programme may contain as many performance items as the candidate chooses as long as the maximum time limit is observed • A second performer may be involved in one of the items presented

ASSESSMENT CRITERIA: PASS

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the performed styles ▶ Integrate vocal and movement/dance skills appropriate to the material to create and sustain character and realise an imaginative and accurate performance ▶ Move with commitment, structure and relevance to the performance pieces and awareness of the performance space ▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material and connection with character ▶ Demonstrate clear choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver and sustain a secure, accurate and engaging performance with spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement and a sense of fluency throughout. There were some expressive and integrated vocal modulation and movement/dance skills used with control to support characterisation and/or narrative. There were some imaginative choices of interpretation.
 - ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity and confidence, delivering a secure and accurate performance throughout.
 - ▶ The candidate demonstrated a mature understanding of the material.
-

Merit

- ▶ The work presented was audible, clear, and accurate with a good sense of musicality, physical engagement and fluency most of the time. There was a good range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation.
 - ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity, delivering a secure and accurate performance.
 - ▶ The candidate demonstrated a secure understanding of the material.
-

Pass

- ▶ The work presented was audible, clear and accurate with musicality, physical engagement and a sense of fluency some of the time. There was a range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation.
 - ▶ The candidate engaged the audience, communicating meaning and mood, with some appearance of ease and confidence, delivering a secure and accurate performance some of the time.
 - ▶ The candidate demonstrated a good level of understanding of the material.
-

Below Pass

- ▶ The work presented lacked audibility, clarity, accuracy and/or musicality, showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated.
- ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance.
- ▶ The candidate demonstrated limited understanding of the material.

ADVANCED PERFORMANCE CERTIFICATE

EXAM DURATION

25-30 minutes



EXAM REQUIREMENTS

NOTES

<p>Task 1: Performance</p> <p>The candidate devises, introduces and performs a continuous performance programme employing effective, costume and staging. <i>(The performance programme should be between 25-30 minutes)</i></p>	<ul style="list-style-type: none"> ▶ The programme may contain as many performance items as the candidate chooses as long as the maximum time limit is observed ▶ A second performer may be involved in one of the items presented
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ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Integrate vocal and movement/dance skills within a range of material leading to an imaginative and accurate performance that is cohesively linked ▶ Perform using clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to support and enhance performance and characterisation ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▶ Display a creative response to the specific challenges of a range of material and to the given stimulus 	<p>Technical skills</p>
<ul style="list-style-type: none"> ▶ Demonstrate an in-depth, imaginative and mature understanding of the material including the ability to reflect on own performance with maturity and to clearly articulate artistic choices ▶ Demonstrate performance choices that show evidence of independent interpretation and a sense of ownership ▶ Demonstrate a clear understanding of character 	<p>Engagement with the material</p>
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience fully and communicate the meaning of the material with authority 	<p>Communication with the audience</p>
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent and fluent performance programme of depth and originality 	<p>Performance</p>

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented a complete synthesis of wide ranging and integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were clear and creative choices of interpretation, an imaginative, original connection to the material and a total sense of ownership. There was a complete sense of personal and emotional investment with an authentic connection to character throughout.
 - ▶ There was a seemingly effortless and assured ability to fully engage the audience, delivering a secure and accurate performance of spontaneity and authority throughout.
 - ▶ The candidate was able to reflect confidently and with maturity on their work and the topics introduced by the examiner, demonstrating a comprehensive and insightful understanding of the material.
-
- Merit**
- ▶ The work presented a wide-range of integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were some clear and creative choices of interpretation, and a sense of originality and ownership. There was an authentic connection to character most of the time.
 - ▶ There was an assured, confident ability to fully engage the audience, delivering a secure and accurate performance with spontaneity and authority most of the time.
 - ▶ The candidate was able to reflect confidently on their work and the topics introduced by the examiner, demonstrating an in-depth understanding of the material.
-
- Pass**
- ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create an entire performance. There was an imaginative connection to the material, some clear, original choices of interpretation and some sense of ownership. There was authentic connection to character most of the time.
 - ▶ There was a confident ability to engage the audience, delivering a secure and accurate performance with some spontaneity and authority.
 - ▶ The candidate was able to reflect confidently on their work and the topics introduced by the examiner, demonstrating some in-depth understanding of the material.
-
- Below Pass**
- ▶ The work presented, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality or ownership.
 - ▶ The programme lacked coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership.
 - ▶ The candidate showed little knowledge of the material, lacking depth of opinion and detail.

MUSICAL THEATRE (GROUP)

The Musical Theatre (group) exams are designed to reflect the fact that candidates most often work collaboratively and that how they interact with others as well as an audience is a skill in itself. Working collaboratively, candidates develop and perform programmes of work from musical theatre/film musicals that demonstrate their skills in acting, singing and movement/dance and their increasing competence in the integration of these skills. There is free choice for the performance pieces.

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance of acting, singing and movement/dance from memory. (<i>maximum time: 8 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform audibly, clearly and accurately ▶ Demonstrate the ability to use movement/dance and space appropriate to the material 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate basic competence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a sense of musicality most of the time. There was some imaginative use of vocal and movement/dance skills to support characterisation and/or narrative. There was some secure communication between the candidates. ▶ There was some awareness of audience and competence in delivering a shared performance. ▶ The candidates demonstrated a clear understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. There was some secure communication between the candidates. ▶ There was a basic awareness of audience and some competence in delivering a shared performance. ▶ The candidates demonstrated a reasonably secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative and there were moments of communication between the candidates. ▶ There was a basic awareness of audience. ▶ The candidates demonstrated some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility, clarity, and/or musicality. There was little or no attempt to use movement/dance and space and limited communication between the candidates. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material and/or a reluctance to engage with the examiner when reflecting on their work.

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance of acting, singing and movement/dance from memory. (<i>maximum time: 10 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music ▶ Perform audibly, clearly and accurately ▶ Demonstrate variations in pace, pitch and volume to create character and narrative ▶ Demonstrate the ability to use movement/dance and space to create character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, and of how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate some confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate throughout. There was a sense of musicality most of the time, and a good use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated secure communication with each other. ▶ There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. ▶ The candidates demonstrated a clear understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate most of the time. There was a developing sense of musicality most of the time and some good use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated some secure communication with each other. ▶ There was an awareness of audience and confidence in delivering a shared performance most of the time. ▶ The candidates demonstrated a reasonable understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate some of the time. There was a developing sense of musicality some of the time and some use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated moments of secure communication with each other. ▶ There was an awareness of audience and some confidence in delivering a shared performance some of the time. ▶ The candidates demonstrated some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility and/or clarity with little evidence of preparation. There was little or no attempt to move within the space appropriate to the material and/or limited communication between the candidates. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material.

GRADE 2

EXAM DURATION

12 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance of acting, singing and movement/dance in approximately equal measure from memory. (<i>maximum time: 12 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the styles performed ▶ Perform audibly, clearly and accurately ▶ Demonstrate variations in pace, pitch and volume to communicate material, character and narrative ▶ Demonstrate the ability to use movement/dance and space to create character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with the character and how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Show confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS**Distinction**

- ▶ The work presented was audible, clear and accurate, with a developing sense of musicality throughout. There was good use of vocal and movement/dance skills, space to support characterisation and/or narrative and there was an efficient communication between the candidates.
- ▶ There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout.
- ▶ The candidates demonstrated a good level of understanding of the material.

Merit

- ▶ The work presented was audible, clear and accurate most of the time, with a developing sense of musicality most of the time. There was some good use of vocal, movement/dance and space to support characterisation and/or narrative and there was some efficient communication between the candidates.
- ▶ There was an awareness of audience and confidence in delivering a shared performance most of the time.
- ▶ The candidates demonstrated a reasonable understanding of the material.

Pass

- ▶ The work presented was audible, clear and accurate, with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills, space to support characterisation and/or narrative and there were moments of efficient communication between the candidates.
- ▶ There was an awareness of audience and some confidence in delivering a shared performance some of the time.
- ▶ The candidates demonstrated some understanding of the material.

Below Pass

- ▶ The work presented was hesitant and lacked audibility, clarity and/or accuracy, with little sense of musicality. There was little use of vocal and/or movement/dance skills and space, little evidence of preparation and little or no communication between the candidates.
- ▶ There was limited awareness of audience.
- ▶ The candidates demonstrated a limited understanding of the material.

GRADE 3

EXAM DURATION

14 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance of work of acting, singing and movement/dance in approximately equal measure from memory (<i>maximum time: 14 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the styles performed ▶ Perform audibly, clearly and accurately ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative ▶ Demonstrate the ability to use movement/dance and space to create character and narrative 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material including meaning, connection with character and how the characters relate to each other ▶ Demonstrate some choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Show confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate and had a good sense of musicality throughout. There was some use of expressive vocal and movement/dance skills and space, to support characterisation and/or narrative and there was confident communication between the candidates. ▶ There was a confident ability to engage the audience in delivering a shared performance, communicating meaning and mood throughout with an appearance of ease. ▶ The candidates demonstrated a secure understanding of the material and of how the characters relate to each other.
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Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some good use of vocal and movement/dance skills and space, to support characterisation and/or narrative. There was some confident communication between the candidates. ▶ There was a good awareness of audience in delivering a shared performance communicating meaning and mood, with an appearance of ease and confidence most of the time. ▶ The candidates demonstrated a good level of understanding of the material and of how the characters relate to each other.
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Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some use of vocal and movement/dance skills and space to support characterisation and/or narrative. There were moments of confident communication between the candidates. ▶ There was an awareness of audience in delivering a shared performance, communicating meaning and mood, with an appearance of ease and confidence some of the time. ▶ The candidates demonstrated a reasonable understanding of the material and of how the characters relate to each other.
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Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and/or lacked audibility, clarity and/or accuracy and there was limited musicality. There was little use of vocal and movement/dance skills within the space, appropriate to the material and little evidence of preparation. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance. There was little communication between the candidates. ▶ The candidates demonstrated a limited understanding of the material and of how the characters relate to each other.
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GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance integrating acting, singing and movement/dance from memory. (<i>maximum time: 16 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the contrasting styles ▶ Integrate a range of vocal and movement/dance skills to deliver a clear and accurate performance ▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▶ Move with commitment, structure and relevance to the performance pieces and awareness of the performance space 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the meaning of the material, of connection with character and how the characters relate to each other ▶ Demonstrate some choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver and sustain a secure and accurate shared performance with some sense of spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement and was a sense of fluency throughout. There was an expressive use of vocal and movement/dance skills to support characterisation and/or narrative with a command of the space. There were imaginative choices of interpretation and good communication and rapport between the candidates.
 - ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated a secure understanding of the material.
-

Merit

- ▶ The work presented was audible, clear and accurate with a good sense of musicality, physical engagement and a sense of fluency most of the time. There was a variety of integrated vocal and movement/dance skills used to support characterisation and/or narrative and clear choices of interpretation. There was some good communication and rapport between the candidates.
 - ▶ There was an ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure and accurate shared performance most of the time.
 - ▶ The candidates demonstrated a good level of understanding of the material.
-

Pass

- ▶ The work presented was audible, clear and accurate with musicality and physical engagement some of the time. A range of integrated vocal and movement/dance skills and use of space was used to support characterisation and/or narrative, and there were some clear choices of interpretation. There were moments of good communication and rapport between the candidates.
 - ▶ There was an awareness of audience, communicating meaning and mood, and some appearance of ease and confidence in delivering a secure and accurate shared performance some of the time.
 - ▶ The candidates demonstrated a reasonable understanding of the material.
-

Below Pass

- ▶ The work presented lacked audibility, clarity, accuracy and/or musicality showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated and there was limited communication between the candidates.
- ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.
- ▶ The candidates demonstrated limited understanding of the work.

GRADE 5

EXAM DURATION

18 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance integrating acting, singing and movement/dance from memory. (<i>maximum time: 18 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the contrasting styles ▶ Integrate vocal and movement/dance skills to create and sustain character and realise an imaginative and accurate performance ▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▶ Move with commitment, structure and relevance to the performance pieces and with awareness of the performance space 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other ▶ Demonstrate clear choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver and sustain a secure, accurate and engaging shared performance with spontaneity 	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement, and a sense of fluency throughout. There were some expressive and integrated vocal modulation and movement/dance skills used with control to support characterisation and/or narrative. There were some imaginative choices of interpretation and convincing communication and rapport between the candidates.
 - ▶ There was a confident ability to engage the audience, communicating meaning and mood with a sense of spontaneity, delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated a mature understanding of the material.
-
- Merit**
- ▶ The work presented was audible, clear, and accurate with a good sense of musicality, physical engagement and fluency most of the time. There was a good range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation and some convincing communication and rapport between the candidates.
 - ▶ There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure and accurate shared performance most of the time.
 - ▶ The candidates demonstrated a secure understanding of the material.
-
- Pass**
- ▶ The work presented was audible, clear and accurate with musicality, physical engagement and a sense of fluency some of the time. There was a range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation and there were moments of convincing communication and rapport between the candidates.
 - ▶ The candidates engaged the audience communicating meaning and mood, with some appearance of ease and confidence in delivering a secure and accurate and engaging shared performance.
 - ▶ The candidates demonstrated a good level of understanding of the material.
-
- Below Pass**
- ▶ The work presented lacked audibility, clarity, accuracy and/or musicality, showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated.
 - ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance. There was limited communication between the candidates.
 - ▶ The candidates demonstrated limited understanding of the meaning of the material.

GRADE 6

EXAM DURATION

20 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance integrating acting, singing and movement/dance from memory. (<i>maximum time: 20 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

- ▶ Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative
- ▶ Integrate a range of vocal and movement/dance skills to deliver an imaginative and accurate performance
- ▶ Move with commitment, structure, control and relevance to the performance pieces and awareness of the performance space

Technical skills

- ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other
- ▶ Show some clear and creative choices of interpretation

Engagement with the material

- ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material

Communication with the audience

- ▶ Demonstrate the ability to deliver emotionally sustained shared performances with accuracy and spontaneity

Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately and creatively and with musicality to support characterisation and/or narrative. There was a command of technical abilities, control and clear and creative choices of interpretation. An authentic connection with character was sustained throughout. There was an accomplished and seemingly natural communication between the candidates. ▶ There was a confident ability to engage the audience with a sense of spontaneity and authority in delivering a secure and accurate shared performance throughout. ▶ The candidates demonstrated a mature understanding of the material.
<hr/>	
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative. There was some control of technical abilities and clear and creative choices of interpretation. A secure connection with character was sustained most of the time. There was some accomplished and seemingly natural communication between the candidates. ▶ There was a confident ability to engage the audience and a sense of spontaneity in delivering a secure and accurate shared performance most of the time. ▶ The candidates demonstrated a secure understanding of the material.
<hr/>	
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated vocal and movement/dance skills used accurately, with some imagination and musicality to support characterisation and/or narrative. There was adequate control of technical abilities and some clear and creative choices of interpretation. A secure connection with character was demonstrated some of the time. There were moments of accomplished communication between the candidates. ▶ There was some confidence in engaging the audience and the appearance of ease in delivering a secure and accurate shared performance some of the time. ▶ The candidates demonstrated a secure understanding of the material and of how the characters relate to each other.
<hr/>	
Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. There was limited communication between the candidates. ▶ There was a lack of confidence in communicating to the audience and/or in delivering a shared performance with a sense of ownership. ▶ The candidates demonstrated limited understanding of the material.

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance integrating acting, singing and movement/dance from memory. (<i>maximum time: 23 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▶ Perform with a range of integrated vocal and movement/dance skills to realise an imaginative and accurate performance 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate some persuasive choices of interpretation ▶ Demonstrate a clear understanding of character and how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience and be able to communicate the meaning and mood of the material with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver an integrated, emotionally sustained, vocally and physically engaged, shared programme that displays a creative response to the material 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately, creatively and with musicality, to support characterisation and/or narrative to create a fluent programme. There was a command of technical abilities and control and bold, imaginative and original choices of interpretation. An authentic connection with character was sustained throughout. There was skilful and seemingly natural communication between the candidates.
 - ▶ There was an assured, confident ability to engage the audience, and a sense of spontaneity and authority in delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated an in-depth and insightful understanding of the material.
-

Merit

- ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative to create a fluent programme. There was a command of technical abilities, an imaginative connection to the material and clear and persuasive choices of interpretation. A secure connection with character was sustained most of the time. There was some skilful and seemingly natural communication between the candidates.
 - ▶ There was a confident ability to engage the audience, a sense of spontaneity, and confidence in delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated a comprehensive understanding of the material and of how the characters relate to each other.
-

Pass

- ▶ The work presented a range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create a fluent programme. There was some command of technical abilities and some clear and persuasive choices of interpretation. A secure connection with character was sustained some of the time. There were moments of skilful communication between the candidates.
 - ▶ There was a confident ability to engage the audience and there was an appearance of ease in delivering a secure and accurate shared performance most of the time.
 - ▶ The candidates demonstrated a secure understanding of the material.
-

Below Pass

- ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. There was a limited rapport between the candidates.
- ▶ There was little evidence of control and/or preparation and limited ability to communicate and engage the audience.
- ▶ The candidates demonstrated limited understanding of the material.

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates deliver a performance integrating acting, singing and movement/dance from memory (<i>maximum time: 25 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The piece or pieces performed can come from published or unpublished works – guidance on the use of unpublished material is on page 94 ▶ Guidance on performance is on page 96 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Integrate vocal and movement/dance skills within a range of material leading to an imaginative programme that is cohesively linked ▶ Perform using clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to support and enhance performance and characterisation ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate performance choices that show evidence of independent interpretation and a sense of ownership ▶ Demonstrate a clear understanding of character and of how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience fully communicating the meaning of the material with authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent and fluent shared performance programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a complete synthesis of wide ranging and integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were clear and creative choices of interpretation, an imaginative, original connection to the material and a total sense of ownership. There was a complete sense of personal and emotional investment with an authentic connection to character throughout. There was an excellent rapport and seemingly natural communication between the candidates. ▶ There was a seemingly effortless and assured ability to fully engage the audience, delivering a secure and accurate shared performance of spontaneity and authority throughout. ▶ The candidates demonstrated comprehensive and insightful understanding of the material.
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Merit	<ul style="list-style-type: none"> ▶ The work presented a wide-range of integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were some clear and creative choices of interpretation, and a sense of originality and ownership. There was an authentic connection to character most of the time. There was some excellent rapport and seemingly natural communication between the candidates. ▶ There was an assured, confident ability to fully engage the audience, delivering a secure and accurate shared performance with spontaneity and authority most of the time. ▶ The candidates demonstrated an in-depth understanding of the material.
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Pass	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create an entire performance. There was an imaginative connection to the material, some clear, original choices of interpretation and some sense of ownership. There was authentic connection to character most of the time. There were moments of excellent rapport and natural communication between the candidates. ▶ There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some spontaneity and authority. ▶ The candidates demonstrated some in-depth understanding of the material.
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Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality or ownership. There was an effective communication between the candidates. ▶ The programme lacked coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership. ▶ The candidates showed little knowledge of the material.
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MUSICAL THEATRE IN PRODUCTION

The Musical Theatre in Production exams are designed to allow schools, colleges and theatre groups to offer an entire production for assessment, and learners taking part in any role (including backstage and technical roles) as part of a production and who want feedback and recognition for their achievement from an industry professional can be included.

Teachers can choose between two pathways depending on their style of production and the resources used, as follows:

PERFORMANCE, DESIGN AND TECHNICAL (PATHWAY 1)

This option is for productions where students are participating in every element including performance, costume, lighting, design and sound.

MARKING

ASSESSMENT AREA	MARKS
Group dynamic	20
Individual performances	20
Staging	20
Design (including set, props, and costumes)	20
Technical (including lighting and sound)	20
Total	100

PERFORMANCE ONLY (PATHWAY 2)

This option is for productions where students are mainly focused on the performance. If some of the technical elements are led by students, then assessment of these can be included.

MARKING

ASSESSMENT AREA	MARKS
Group dynamic	20
Individual performances	20
Staging	20
Engagement with audience	20
Response to the material	20
Total	100

Please note that where professionals have created the technical elements, then the Performance only option (pathway 2) should be selected.

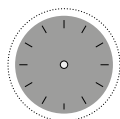
GENERAL INFORMATION

Group size	Groups should be a minimum of three candidates and there is no restriction on the maximum number.
Level of entry	The entire production is entered at one grade.
Assessment method	The examiner will attend a performance that is ready for public viewing (even if the intention is not to invite an audience). The examiner writes feedback and assigns marks for the selected performance elements using the appropriate assessment areas and criteria (see above and pages 75-93 for details). The total mark assigned will reflect the level of achievement of the group as a whole.

INITIAL AND GRADES 1-8

EXAM DURATION

No maximum



EXAM REQUIREMENTS

MARKS

The candidates present the whole or part of a production for assessment, or a compilation of a musical performance programme. The production should be planned, and choices made in the staging as if it were intended for public performance – although the attendance of an audience is optional. If the Performance, Design and Technical option is selected, then the production should feature design and technical elements such as lighting, set, costume, sound, make-up and props.

100

MINIMUM DURATION BY GRADE

The following table provides details on the minimum duration of the production of each grade.

LEVEL	MINIMUM DURATION
Initial	8 minutes
Grade 1	10 minutes
Grade 2	12 minutes
Grade 3	14 minutes
Grade 4	16 minutes
Grade 5	18 minutes
Grade 6	20 minutes
Grade 7	23 minutes
Grade 8	25 minutes

INITIAL

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none">▶ Perform audibly, clearly and accurately▶ Demonstrate the ability to use movement/dance and space appropriate to the material▶ (Pathway 1) Demonstrate some ability to use basic staging elements such as lighting, sound, costume, props, set	Technical skills
<ul style="list-style-type: none">▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other	Engagement with the material
<ul style="list-style-type: none">▶ Demonstrate an awareness of audience	Communication with the audience
<ul style="list-style-type: none">▶ Demonstrate basic competence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was audible, clear and accurate with a sense of musicality most of the time. There was some imaginative use of vocal and movement/dance skills to support characterisation and/or narrative. There was some secure communication between the candidates. There was some awareness of audience and competence in delivering a shared performance. The candidates demonstrated a clear understanding of the material.

Pathway 1

Basic costumes, make-up and personal props were created or sourced and helped convey the world of the production and the characters. Some effects lighting/sound/set/FX were used to provide a sense of the world of the production. An original programme, poster and/or other Front of House elements may have been produced which provided some support for the production.

Merit Pathways 1 and 2

The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative. There was some secure communication between the candidates. There was a basic awareness of audience and some competence in delivering a shared performance. The candidates demonstrated a reasonably secure understanding of the material.

Pathway 1

Some basic costumes, make-up and personal props were created or sourced and were appropriate to the world of the production and the characters. Some effects lighting/sound/set/FX were used which provided some sense of the world of the production. A programme, poster and/or other Front of House elements may have been produced which provided basic support for the production.

Pass Pathways 1 and 2

The work presented was audible, clear and accurate with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills to support characterisation and/or narrative and there were some moments of communication between the candidates. There was a basic awareness of audience. The candidates demonstrated some understanding of the material.

Pathway 1

Some costumes, make-up and personal props were used. Some effects lighting/sound/set/FX were used to provide a basic sense of the world of the production. A programme, poster and/or other Front of House elements may have been produced which provided some basic support for the production.

Below Pass Pathways 1 and 2

The work presented was hesitant and lacked audibility, clarity, and/or musicality. There was little or no attempt to use movement/dance and space and limited communication between the candidates. There was little or no awareness of audience. There was a very limited understanding of the material and/or a reluctance to engage with the examiner when reflecting on the pieces.

Pathway 1

There was little or no attempt to use any staging elements such as costume, make-up, personal props.

GRADE 1

ASSESSMENT CRITERIA:

During the exam, the candidates will:

- ▶ Sing and move in time with the music
 - ▶ Perform audibly, clearly and accurately
 - ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative
 - ▶ Demonstrate the ability to use movement/dance and space to create character and narrative
 - ▶ (Pathway 1) Demonstrate the ability to use some staging elements such as lighting, sound, costume, props, set to support narrative
-

Technical skills

- ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other
-

Engagement with the material

- ▶ Demonstrate an awareness of audience
-

Communication with the audience

- ▶ Demonstrate some confidence in delivering a shared performance

Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was audible, clear and accurate throughout. There was a sense of musicality most of the time, and a good use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated secure communication with each other. There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. The candidates demonstrated a clear understanding of the material.

Pathway 1

Some costumes, make-up and personal props were created or sourced and some effects lighting/sound/set/FX were used to provide some enhancement and to convey the world of the production. An original programme, poster and/or other Front of House elements may have been produced which supported the production.

Merit Pathways 1 and 2

The work presented was audible, clear and accurate most of the time. There was a developing sense of musicality most of the time and some good use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated some secure communication with each other. There was an awareness of audience and confidence in delivering a shared performance most of the time. The candidates demonstrated a reasonable understanding of the material.

Pathway 1

Some basic costumes, make-up and personal props were created or sourced and helped convey the world of the production. Some effects lighting/sound/set/FX were used to provide a sense of the world of the production. A programme, poster and/or other Front of House elements may have been produced which provided some support for the production.

Pass Pathways 1 and 2

The work presented was audible, clear and accurate some of the time. There was a developing sense of musicality some of the time and some use of vocal and movement/dance skills to support characterisation and/or narrative. The candidates demonstrated moments of secure communication with each other. There was an awareness of audience and some confidence in delivering a shared performance some of the time. The candidates demonstrated some understanding of the material.

Pathway 1

Some basic costumes, make-up and personal props were used. Some effects lighting/sound/set/FX were used which provided some sense of the world of the production. A programme, poster and/or other Front of House elements may have been produced which provided basic support for the production.

Below Pass Pathways 1 and 2

The work presented was hesitant and lacked audibility and/or clarity with little evidence of preparation. There was little or no attempt to move within the space appropriate to the material and/or little communication between the candidates. There was little or no awareness of audience. There was a very limited understanding of the material.

Pathway 1

There was little or no attempt to use any staging elements such as costume, make-up, personal props.

GRADE 2

ASSESSMENT CRITERIA:

During the exam, the candidates will:

- ▶ Sing and move in time with the music, engaging with the styles performed
 - ▶ Perform audibly, clearly and accurately
 - ▶ Demonstrate variations in pace, pitch and volume to communicate material, character and narrative
 - ▶ Demonstrate the ability to use movement/dance and space to create character and narrative
 - ▶ (Pathway 1) Demonstrate the ability to use staging elements such as lighting, sound, costume, props, set to support narrative
-

Technical skills

- ▶ Demonstrate understanding of the material, connection with the character and of how the characters relate to each other
-

Engagement with the material

- ▶ Demonstrate an awareness of audience
-

Communication with the audience

- ▶ Show confidence in delivering a shared performance

Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was audible, clear and accurate, with a developing sense of musicality throughout. There was good use of vocal and movement/dance skills and sense to support characterisation and/or narrative and there was an efficient communication between the candidates throughout. There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. The candidates demonstrated a good level of understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and were used to convey and enhance the world of the production and the characters. Some effects lighting/sound/set/FX were used which contributed to creating some sense of place and enhancement to the production. An original programme, poster and/or other Front of House elements may have been produced which supported and enhanced the production.

Merit Pathways 1 and 2

The work presented was audible, clear and accurate most of the time, with a developing sense of musicality most of the time. There was some good use of vocal, movement/dance and space to support characterisation and/or narrative and there was some efficient communication between the candidates. There was an awareness of audience and confidence in delivering a shared performance most of the time. The candidates demonstrated a reasonable understanding of the material.

Pathway 1

Some costumes, make-up and personal props were created or sourced and some effects lighting/sound/set/FX were used to provide some enhancement and convey the world of the production. An original programme, poster and/or other Front of House elements may have been produced which supported and provided some enhancement to the production.

Pass Pathways 1 and 2

The work presented was audible, clear and accurate, with a developing sense of musicality some of the time. There was some use of vocal and movement/dance skills and space to support characterisation and/or narrative and there were moments of efficient communication between the candidates. There was an awareness of audience and some confidence in delivering a shared performance some of the time. The candidates demonstrated some understanding of the material.

Pathway 1

Basic costumes, make-up and personal props were created or sourced and helped to convey the world of the production and the characters. Some effects lighting/sound/set/FX were used to provide a sense of the world of the production. An original programme, poster and/or other Front of House elements may have been produced which supported the production.

Below Pass Pathways 1 and 2

The work presented was hesitant and lacked audibility, clarity and/or accuracy, with little sense of musicality. There was little use of vocal and/or movement/dance skills and space, little evidence of preparation and little or no communication between the candidates. There was limited awareness of audience. The candidates demonstrated a limited understanding of the material.

Pathway 1

There was little attempt to use any staging elements such as costume, make-up, personal props to enhance the production. While some lighting/sound/set/FX was used, it was operated ineffectively and gave no enhancement to the world of the play.

GRADE 3

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

-
- ▶ Sing and move in time with the music, engaging with the styles performed
 - ▶ Perform audibly, clearly and accurately
 - ▶ Demonstrate variations in pace, pitch and volume to communicate the meaning of the material, character and narrative
 - ▶ Demonstrate the ability to use movement/dance and space to create character and narrative
 - ▶ (Pathway 1) Demonstrate the ability to use staging elements such as lighting, sound, costume, props, set to support narrative and enhance the production
-

Technical skills

- ▶ Demonstrate understanding of the material including meaning, connection with character and how the characters relate to each other
 - ▶ Demonstrate some choices of interpretation
-

Engagement with the material

- ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material
-

Communication with the audience

- ▶ Show confidence in delivering a shared performance

Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was audible, clear and accurate and had a good sense of musicality throughout. There was some use of expressive vocal and movement/dance skills and space, to support characterisation and/or narrative and there was a good rapport between the candidates throughout. There was a confident ability to engage the audience in delivering a shared performance, communicating meaning and mood throughout with an appearance of ease. The candidates demonstrated a secure understanding of the material and of how the characters relate to each other.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a good sense of character and setting. Some effects lighting/sound/set/FX were used which contributed to creating a good sense of place, mood and enhancement to the production. A programme, poster and/or other Front of House elements may have been produced which provided some effective support and communication for the production.

Merit Pathways 1 and 2

The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some good use of vocal and movement/dance skills and space, to support characterisation and/or narrative. There was a good rapport between the candidates most of the time. There was a good awareness of audience in delivering a shared performance communicating meaning and mood, with an appearance of ease and confidence most of the time. The candidates demonstrated a good level of understanding of the material and of how the characters relate to each other.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating some sense of character and setting. Some effects lighting/sound/set/FX were used which contributed to creating some sense of place, mood and enhancement to the production. A programme, poster and/or other Front of House elements may have been produced which provided some effective support and communication for the production.

Pass Pathways 1 and 2

The work presented was audible, clear and accurate with a developing sense of musicality most of the time. There was some use of vocal and movement/dance skills and space to support characterisation and/or narrative. There was a good rapport between the candidates some of the time. There was an awareness of audience in delivering a shared performance, communicating meaning and mood, with an appearance of ease and confidence some of the time. The candidates demonstrated a reasonable understanding of the material and of how the characters relate to each other.

Pathway 1

Some costumes, make-up and personal props were created or sourced and some effects lighting/sound/set/FX were used to provide some enhancement and convey the world of the production. An original programme, poster and/or other Front of House elements may have been produced which supported and provided some enhancement to the production.

Below Pathways 1 and 2**Pass**

The work presented was hesitant and/or lacked audibility, clarity and/or accuracy and there was limited musicality. There was little use of vocal and movement/dance skills within the space, appropriate to the material and little evidence of preparation. There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance. There was little communication between the candidates. The candidates demonstrated a limited understanding of the material and of how the characters relate to each other.

Pathway 1

There was little attempt to use any staging elements such as costume, make-up, personal props to enhance the production. While some lighting/sound/set/FX was used, it was operated ineffectively and gave no enhancement to the world of the play.

GRADE 4

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

<ul style="list-style-type: none">▶ Sing and move in time with the music, engaging with the styles performed▶ Integrate a range of vocal and movement/dance skills to deliver a clear and accurate performance▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative▶ Move with commitment, structure and relevance to the performance pieces and with awareness of the performance space▶ (Pathway 1) Demonstrate effective use of a range of staging elements such as lighting, sound, costume, props, set to support narrative and enhance the production	Technical skills
<ul style="list-style-type: none">▶ Demonstrate understanding of the meaning of the material, of connection with character and how the characters relate to each other▶ Demonstrate some choices of interpretation	Engagement with the material
<ul style="list-style-type: none">▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material	Communication with the audience
<ul style="list-style-type: none">▶ Deliver and sustain a secure and accurate shared performance with some sense of spontaneity	Performance

ATTAINMENT DESCRIPTORS**Distinction Pathways 1 and 2**

The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement and with a sense of fluency throughout. There was an expressive use of vocal and movement/dance skills to support characterisation and/or narrative with a command of the space. There were imaginative choices of interpretation and a good communication and rapport between the candidates. There was a confident ability to engage the audience, communicating meaning and mood with a sense of spontaneity, delivering a secure and accurate shared performance throughout. The candidates demonstrated a secure understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place and mood, and the style of the production and were mostly operated smoothly. A programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated some sense of the style of the production.

Merit Pathways 1 and 2

The work presented was audible, clear and accurate with a good sense of musicality, physical engagement and a sense of fluency most of the time. There was a variety of integrated vocal and movement/dance skills used to support characterisation and/or narrative and clear choices of interpretation. There was some good communication and rapport between the candidates. There was an ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure and accurate shared performance most of the time. The candidates demonstrated a good level of understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting. Lighting/sound/set/FX were used which contributed to creating a good sense of place and mood of the world of the production and were mostly operated smoothly. A programme, poster and/or other Front of House elements may have been produced which provided effective support and communication for the production.

Pass Pathways 1 and 2

The work presented was audible, clear and accurate with musicality and physical engagement some of the time. A range of integrated vocal and movement/dance skills and use of space was used to support characterisation and/or narrative and there were some clear choices of interpretation. There were moments of good communication and rapport between the candidates. There was an awareness of audience, communicating meaning and mood, and some appearance of ease and confidence in delivering a secure and accurate shared performance some of the time. The candidates demonstrated a reasonable understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a some sense of character and setting. Lighting/sound/set/FX were used which contributed to creating a good sense of place and mood of the world of the production and were operated smoothly some of the time. A programme, poster and/or other Front of House elements may have been produced which provided some effective support and communication for the production.

Below Pass Pathways 1 and 2

The work presented lacked audibility, clarity, accuracy and/or musicality showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated and there was limited communication between the candidates. There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance. The candidates demonstrated limited understanding of the work.

Pathway 1

While some costumes, make-up, and personal props had been created/sourced, they provided little sense of character and setting. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play.

GRADE 5

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Sing and move in time with the music, engaging with the styles performed ▶ Integrate vocal and movement/dance skills to create and sustain character and realise an imaginative and accurate performance ▶ Display clear and audible vocal skills, with appropriate articulation; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▶ Move with commitment, structure and relevance to the performance pieces and with awareness of the performance space ▶ (Pathway 1) Demonstrate effective use of a range of staging elements to communicate a sense of style of the production 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other ▶ Demonstrate clear choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver and sustain a secure, accurate and engaging shared performance with spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was audible, clear and accurate, with a strong sense of musicality, physical engagement, and a sense of fluency throughout. There were some expressive and integrated vocal modulation and movement/dance skills used with control to support characterisation and/or narrative. There were some imaginative choices of interpretation and an effective communication and rapport between the candidates throughout. There was a confident ability to engage the audience, communicating meaning and mood with a sense of spontaneity delivering a secure, accurate and engaging shared performance throughout. The candidates demonstrated a mature understanding of the material and of how the characters relate to each other.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating character, setting and style of the production with some clarity. Lighting/sound/set/ FX were used which contributed to a very good sense of place, mood, and the style of the production, and were operated smoothly. A programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated the style of the production with some clarity.

Merit	<p>Pathways 1 and 2</p> <p>The work presented was audible, clear, and accurate with a good sense of musicality, physical engagement and fluency most of the time. There was a good range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation and an effective communication and rapport between the candidates most of the time. There was a confident ability to engage the audience, communicating meaning and mood, with a sense of spontaneity in delivering a secure, accurate and engaging shared performance most of the time. The candidates demonstrated a secure understanding of the material and of how the characters relate to each other.</p> <p>Pathway 1</p> <p>Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some good sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place, mood, and the style of the production and were operated smoothly. A programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated a good sense of the style of the production.</p>
Pass	<p>Pathways 1 and 2</p> <p>The work presented was audible, clear and accurate with musicality, physical engagement and a sense of fluency some of the time. There was a range of integrated vocal modulation and movement/dance skills used to support characterisation and/or narrative. There were some clear choices of interpretation and an effective communication and rapport between the candidates some of the time. The candidates engaged the audience, communicating meaning and mood, with some appearance of ease and confidence in delivering a secure, accurate and engaging shared performance some of the time. The candidates demonstrated a good level of understanding of the material and of how the characters relate to each other.</p> <p>Pathway 1</p> <p>Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place and mood, and some sense of the style of the production and were operated smoothly some of the time. A programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated some sense of the style of the production.</p>
Below Pass	<p>Pathways 1 and 2</p> <p>The work presented lacked audibility, clarity, accuracy and/or musicality, showing little evidence of preparation. A limited range of vocal and movement/dance skills was demonstrated. There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance. There was limited communication between the candidates. The candidates demonstrated limited understanding of the meaning of the material and of how the characters relate to each other.</p> <p>Pathway 1</p> <p>While some costumes, make-up, and personal props had been created/sourced, they provided little sense of character, setting and style. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play with little sense of place and mood conveyed.</p>

GRADE 6

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Demonstrate clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▶ Integrate a range of fluent vocal and movement/dance skills to deliver an imaginative and accurate performance ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▶ (Pathway 1) Demonstrate effective use of a range of staging elements that show some evidence of being designed and communicate setting and the style of the production 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the material, connection with character and how the characters relate to each other ▶ Show some clear and creative choices of interpretation 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating the meaning and mood of the material 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver emotionally sustained shared performances with accuracy and spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative. There was a command of technical abilities, control and clear, creative choices of interpretation. An authentic connection with character was sustained throughout. There was an accomplished and seemingly natural communication between the candidates. There was a confident ability to engage the audience with a sense of spontaneity and authority in delivering a secure and accurate shared performance throughout. The candidates demonstrated a mature understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and provided effective support to the candidates in creating character, setting and the style of the production with clarity. Lighting/sound/set/FX showed some evidence of being designed and effectively contributed to creating a sense of place, mood, and style of the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other Front of House elements may have been produced which provided effective support and communicated the style of the production with clarity.

Merit**Pathways 1 and 2**

The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative. There was some control of technical abilities and clear, creative choices of interpretation. A secure connection with character was sustained most of the time. There was some accomplished and seemingly natural communication between the candidates. There was a confident ability to engage the audience and a sense of spontaneity in delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support to the candidates in creating character, setting and style of the production with some clarity. Lighting/sound/set/FX were used to contribute to creating a sense of place, mood, and style of the production and were operated smoothly. Programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated the style of the production with some clarity.

Pass**Pathways 1 and 2**

The work presented a range of integrated vocal and movement/dance skills used accurately, with some imagination and musicality to support characterisation and/or narrative. There was adequate control of technical abilities and some clear, creative choices of interpretation. A secure connection with character was demonstrated some of the time. There were moments of accomplished communication between the candidates. There was some confidence in engaging the audience and the appearance of ease in delivering a secure and accurate shared performance some of the time. The candidates demonstrated a secure understanding of the material and of how the characters relate to each other.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some good sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place, mood, and the style of the production and were mostly operated smoothly. A programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated a good sense of the style of the production.

Below Pass**Pathways 1 and 2**

The work presented, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. There was limited communication between the candidates. There was a lack of confidence in communicating to the audience and/or in delivering a shared performance with a sense of ownership. The candidates demonstrated limited understanding of the material.

Pathway 1

While some costumes, make-up, and personal props had been created/sourced, they provided little sense of character, setting and style. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play with little sense of place and mood conveyed.

GRADE 7

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Display clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to communicate the meaning of the material, character and narrative ▶ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▶ Integrate a range of vocal and movement/dance skills to realise an imaginative and accurate performance ▶ (Pathway 1) Demonstrate effective use of a range of integrated staging elements that show some evidence of being designed and clearly communicate a sense of place, mood and style of the production 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate some persuasive choices of interpretation ▶ Demonstrate a clear understanding of character and how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience and be able to communicate the meaning and mood of the material with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver an integrated, emotionally sustained, vocally and physically engaged, shared programme that displays a creative response to the material 	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented a synthesis of wide ranging vocal and movement/dance skills used accurately, creatively and with musicality, to support characterisation and/or narrative to create a fluent programme. There was a command of technical abilities and control and bold, imaginative and original choices of interpretation. An authentic connection with character was sustained throughout. There was skilful and seemingly natural communication between the candidates. There was an assured, confident ability to engage the audience, and a sense of spontaneity and authority in delivering a secure and accurate shared performance throughout. The candidates demonstrated an in-depth and insightful understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced as part of a design that were used effectively to enhance the world of the production and the characters. Lighting/sound/set/FX showed evidence of design which enhanced the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other Front of House elements may have been produced which provided effective support and communicated the style and themes of the production with clarity.

Merit**Pathways 1 and 2**

The work presented a wide range of integrated vocal and movement/dance skills used accurately, imaginatively and with musicality to support characterisation and/or narrative to create a fluent programme. There was a command of technical abilities, an imaginative connection to the material and clear and persuasive choices of interpretation. A secure connection with character was sustained most of the time. There was some skilful and seemingly natural communication between the candidates. There was a confident ability to engage the audience, a sense of spontaneity, and confidence in delivering a secure and accurate shared performance throughout. The candidates demonstrated a comprehensive understanding of the material and of how the characters relate to each other.

Pathway 1

Costumes, make-up and personal props were created or sourced and provided effective support to the candidates in creating character, setting and the style of the production with clarity. Lighting/sound/set/FX showed some evidence of being designed and effectively contributed to creating a sense of place, mood, and style of the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other Front of House elements may have been produced which provided effective support and communicated the style of the production with clarity.

Pass**Pathways 1 and 2**

The work presented a range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create a fluent programme. There was some command of technical abilities and some clear and persuasive choices of interpretation. A secure connection with character was sustained some of the time. There were moments of skilful communication between the candidates. There was a confident ability to engage the audience and there was an appearance of ease in delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material.

Pathway 1

Costumes, make-up and personal props were created or sourced and used to support to the candidates in creating character, setting and style of the production with some clarity. Lighting/sound/set/FX were used to contribute to creating a sense of place, mood, and style of the production and were operated smoothly. Programme, poster and/or other Front of House elements may have been produced which provided effective support and communicated the style of the production with some clarity.

Below Pass**Pathways 1 and 2**

The work presented, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range with significant lapses in technical achievement. There were few clear choices of interpretation, limited creativity and/or limited connection to character. There was a limited rapport between the candidates. There was little evidence of control and/or preparation and limited ability to communicate and engage the audience. The candidates demonstrated limited understanding of the material.

Pathway 1

While some costumes, make-up, and personal props had been created/sourced, they provided limited enhancement to the production and there was little communication of character/setting/style. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play and there was little communication of place/mood/style.

GRADE 8

ASSESSMENT CRITERIA: PASS

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Integrate vocal and movement/dance skills within a range of material leading to an imaginative programme that is cohesively linked ▸ Perform using clear and audible vocal skills, with appropriate articulation, breath control and support; volume, pitch, pace, rhythm, style, dynamics and tuning to support and enhance performance and characterisation ▸ Move with commitment, structure, control and relevance to the performance pieces and with awareness of the performance space ▸ (Pathway 1) Make effective use of a range of integrated staging elements as part of a design to enhance the world of the production 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate performance choices that show evidence of independent interpretation and a sense of ownership ▸ Demonstrate a clear understanding of character and of how the characters relate to each other 	Engagement with the material
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience fully communicating the meaning of the material with authority 	Communication with the audience
<ul style="list-style-type: none"> ▸ Demonstrate the ability to deliver a sustained, coherent and fluent shared performance programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented a complete synthesis of wide ranging and integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were clear and creative choices of interpretation, an imaginative, original connection to the material and a total sense of ownership. There was a complete sense of personal and emotional investment with an authentic connection to character throughout. There was an excellent rapport and seemingly natural communication between the candidates. During the modification component, the candidates were able to improvise with confidence, ease and fluency, fully inhabiting an imagined situation. There was a seemingly effortless and assured ability to fully engage the audience, delivering a secure and accurate shared performance of spontaneity and authority throughout. The candidates demonstrated comprehensive and insightful understanding of the material.

Pathway 1

Staging elements including, but not limited to, costumes, make-up and personal props were created or sourced as part of a cohesive design, and effectively used to significantly enhance the world of the production and the characters. Lighting, sound and set showed evidence of a cohesive design which enhanced the production and were executed and operated sympathetically with the performance. Marketing materials, which might include programme/poster/leaflet or other Front of House elements may have been produced which worked in synthesis with the staging and technical elements to support and communicate the production, its style and themes.

Merit	<p>Pathways 1 and 2</p> <p>The work presented a wide-range of integrated vocal and movement/dance skills used accurately, creatively and with musicality to support characterisation and/or narrative to create an entire performance. There were some clear and creative choices of interpretation, and a sense of originality and ownership. There was an authentic connection to character most of the time. There was some excellent rapport and seemingly natural communication between the candidates. During the modification component the candidates were able to improvise with confidence and commitment throughout, inhabiting an imagined situation. There was an assured, confident ability to fully engage the audience, delivering a secure and accurate shared performance with spontaneity and authority most of the time. The candidates demonstrated an in-depth understanding of the material.</p> <p>Pathway 1</p> <p>Costumes, make-up and personal props were created or sourced as part of a cohesive design and were effectively used to enhance the world of the production and the characters. Lighting/sound/set/FX showed evidence of a cohesive design which enhanced the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other Front of House elements may have been produced which provided effective support and communicated the style and themes of the production with clarity.</p>
Pass	<p>Pathways 1 and 2</p> <p>The work presented a wide range of integrated vocal and movement/dance skills used accurately and with musicality to support characterisation and/or narrative to create an entire performance. There was an imaginative connection to the material, some clear, original choices of interpretation and some sense of ownership. There was authentic connection to character most of the time. There were moments of excellent rapport and natural communication between the candidates some of the time. There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some spontaneity and authority. The candidates demonstrated some in-depth understanding of the material.</p> <p>Pathway 1</p> <p>Costumes, make-up and personal props were created or sourced as part of a design, that were effectively used to enhance the world of the production and the characters. Lighting/sound/set/FX showed evidence of design which enhanced the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other Front of House elements may have been produced and which provided effective support and communicated the style of the production with clarity.</p>
Below Pass	<p>Pathways 1 and 2</p> <p>The work presented, while showing some vocal and movement/dance skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality or ownership. There was an effective communication between the candidates. Insecure improvisation skills during the modification component impeded creativity and the delivery of a committed performance. The programme lacked coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership. The candidates showed little knowledge of the material.</p> <p>Pathway 1</p> <p>While some costumes, make-up, and personal props had been created/sourced, they provided limited enhancement to the production and there was little communication of character/setting/style. While some lighting/sound/set/FX was used, there was little evidence of design, it was operated ineffectively and provided limited enhancement to the world of the play and there was little communication of place/mood/style. Overall, any cohesiveness in the design was lacking.</p>

EXAM GUIDANCE

GENERAL GUIDANCE

Duration of pieces and performance programmes

When compiling their performance programmes, candidates may combine shorter and longer pieces to fit the time allowed. Candidates should ensure that their performances are of sufficient length to allow them the fullest opportunity to demonstrate the skills required. The examiner may ask a candidate to move on to their next task, curtailing an over long performance piece in order to ensure that there is sufficient time to complete all remaining sections of the exam

Tasks with options

Where the exam task offers an **EITHER/OR** option, unless stated otherwise, the choice is made by the candidate.

Prompting

It is not normally permissible for solo or pair candidates to have a prompter present in the exam room. Examiners will prompt where necessary. The mark awarded will reflect the extent to which prompting is required.

Role gender

Candidates can perform male or female roles regardless of their gender identification.

Dress code

There is no set dress code for Trinity drama exams. Candidates should wear comfortable clothing that allows them to move in the appropriate way for their chosen pieces. Except for the Performance Certificates and Musical Theatre in Production, there is no requirement to use costumes, but if candidates wish to make use of them, they should ensure that costume changes between pieces do not cause the exam to overrun.

Staging devices/support

Graded exams for Musical Theatre solo, pair and group exams may be taken with or without the use of costume, scenery, lighting, props or other staging devices. Candidates will not be given additional credit for performing with these. Any props or furniture must be set up and removed by the candidates within the total time limit allowed for the performance element. If changing facilities are required or candidates are bringing scenery or equipment to a public centre, please obtain approval from the Trinity representative in advance.

Audiences

For Musical Theatre (group), Performance Certificates and Musical Theatre in Production exams, the attendance of an audience is possible. However, an audience's presence must not cause the exam programme to overrun and the examiner should also be informed in advance of the exam day if there is to be an audience. If the exam is to take place at a public centre, then the possibility of an audience attending should be discussed with the Trinity representative in advance in case there are logistical reasons why an audience should not be present. For exams presented to an audience, the examiner should be provided with:

- a performance programme, which should include the order of items, the names of the candidates to be examined and details, if appropriate, of any performed items not to be examined
- a centrally positioned table so that the examiner can easily observe all that is presented and can write comfortably
- sufficient light with which to see to write notes (if the light spillage from the performance area is insufficient, a reading lamp should be provided)
- a room or private area so that the examiner can complete the exam reports following the performance.

Editing material

Extracts and musical librettos may be edited and subsidiary characters removed to create scenes suitable for performance, but the overarching structure, sense and dramatic development must remain clear. In solo performances, candidates should avoid playing a single character in a scene in which dramatic development depends largely on verbal interaction with one or more other characters who remain – in the context of a solo performance – invisible and inaudible. Candidates should not attempt to play multiple characters within a scene unless this is specifically related to the style and content of the play.

Published and unpublished material

Unless otherwise stated, all performance pieces should have been from published (not self-published). At Grades 7 and 8 in solo and pair exams and all Grades in the group exams, the candidate(s) has the opportunity to present unpublished work. This can be a piece of the candidate's own writing or from someone else. When selecting a piece, candidates should keep in mind the piece should present the candidate with opportunities for different interpretations and for displaying a range of vocal and physical skills required at the grade the candidate(s) is being assessed for

Additional candidates

Where second candidates are permitted, they must be in the exam room from the start of the exam and leave the room once the performance programme has been completed. The second performer must not be the candidate's teacher, parent or guardian.

Music for Songs and Movement

Candidates can choose to have a live accompanist and/or pre-recorded music for their songs and movement/dance performances. A teacher can be an accompanist. However, the teacher should only be in the exam room for that performance piece and there should be no communication between teacher and candidate(s) other than signalling a readiness to start. If prerecorded music is used, then the candidate should ensure the correct equipment is provided at the centre. An extra person can be in the exam room to operate the equipment, but this should not be the teacher. The use of backing track with vocals is not permitted.

PERFORMANCE TASKS

GENERAL EXPECTATIONS

Initial

At this level, there should be an overall sense of enjoyment and willingness to engage with music/song and basic movement/dance present. Some vocal confidence in the singing should be evident and awareness of performance space. In pair and group exams, there should be some communication with the partner or other group members through movement, music or text/lyrics and, specifically in group exams, a sense of teamwork.

Grades 1-3

At this level, there should be a developing awareness of performance, engaging with text, song and movement/dance as well as a growing confidence and connection with the story that the chosen material is conveying. The candidate should be able to demonstrate an awareness of required skills, communication with an audience in a creative and prepared performance, a confident musicality, some basic acting choices, and some imaginative movement/dance abilities. By Grade 3 there should be an essence of integration of all the essential skills emerging: acting, song, movement/dance.

Grades 4 and 5

At this level, candidates should be giving a coherent performance with integration and honed skills in movement, singing/musicality and acting. There should be confident, dynamic movement, a range of vocal skills and a contextual connection to the material through well-prepared performances. In pair and group exams there should be some attempt to explore harmonies and part-singing should be evident. Movement/dance should have a collaborative essence, working with and supporting each other, awareness of space and each other, with a responsive engagement that is present throughout.

Grades 6-8

At this level, candidates should be giving a secure performance with the integration of movement, singing/musicality and acting skills present and, by Grade 8, fully sustained. Personal connection and maturity will be evident in the choice of material and key movement, singing/musicality and acting skills are demonstrated in the overall performance. There is a clarity of vocal choices and movement, with dynamics and a synthesis of imaginative interpretations and understanding of the material. In pair and group exams, there should be a spontaneous and responsive connection between the candidates, creative use of the performance space and a supportive and responsive collaboration present throughout.

SONG TASK

All grades

Musical Theatre is a synthesis of three art forms, acting, singing and movement/dancing. As such, the expectation is that as the candidate progresses through the grades, these three co-exist at the same moment, to create the character and to tell the story. The song isn't just accurately sung, it is acted, and the song is alive in the body too; be that a carefully judged extension of the arm on a particular line, or a full-scale dance sequence in a dance break. As long as the movement/dance is meaningful and supports the storytelling in that moment, then it is authentic. Stillness should also be considered though as it is also a state of physical connection to the emotion at that moment. It is also a choice in terms of physical engagement. The song should come from musical theatre/film musicals.

MOVEMENT/DANCE TASK

Initial, solo, Grades 1-3 solo and pair

In the separate movement/dance task, the expectations are to allow the candidate to physically engage with a story/character with a freedom of movement, as an introduction to this musical theatre skill. Basic dance skills can be employed, or movement/dance that the candidate is comfortable with, a broader use of the body to convey a moment, and physical energy through use of space. Simple and appropriate movement/dance in any form is acceptable. We are looking for a commitment, focus and a developing sense of performance. The music can contain vocals and should come from musical theatre/film musicals.

MONOLOGUE/DUOLOGUE TASK

(Grades 1-3, solo and pair)

Musical Theatre is an art form that develops the story in many different ways: the acting continues through song and movement. Therefore, it is crucial the candidate can engage with acting skills without music, or a dance routine. The expectations are to see a vocally and physically assured piece, suitable for the age of the candidate. There should be a clear sense of context, of character and of intention – there has to be a reason to speak. In the duologues, there should be a connection within the partnership as well.

CONTINUOUS PROGRAMMES

(Grades 6-8 solo, pair and group)

The candidate(s), at this Advanced stage, are putting together a programme of pieces, and so effectively creating ONE performance made up different components. The way in which the pieces are linked is entirely up to the candidate(s). For example, a few sentences of original text might be used to address any linked themes of the pieces the candidate(s) chose to include, or the characters' connections in some way.

Any stage business or any dance shoe change should be included in this linking. Alternatively, the candidate(s) could remain 'in character' throughout the performance and link each piece with a continuous monologue, in character. We are inviting the candidate(s) to think more imaginatively than 'and for my next piece' and to think about the performance as a whole, sustaining their performance throughout. Please note that any linking material is not marked.

REFLECTION TASK

Initial, Grades 1-8, (solo and pair)

In all solo and pair exams, candidates are given the opportunity to demonstrate knowledge and understanding of their performed pieces and relevant aspects of performance skills. The objective of the Reflection task is to explore the candidates' understanding of the pieces they have performed, and where appropriate to encourage them to articulate their thoughts in such areas as meaning, context and character development. At higher levels, this could also include performance techniques, the processes of rehearsal and their journey from choosing the material to their performance in the exam. Marks will reflect how well it was discussed – with what degree of articulacy, readiness, accuracy and engagement. The examiner will encourage the candidate to talk about their selection of material in general terms and in relation to the specific quality of that material, and then may ask more specific questions about pace or form or style, or any aspects that are outlined for the candidate's level of entry.

SCENE INTO SONG TASK

(Grades 4-8, solo and Grades 5-8, pair)

Musical theatre moves between scene and song, and back again, often seamlessly, with the move between dialogue and song representing the moment when speaking is no longer enough, and the music and song elevates the storytelling to another level. The ability to be able to move from spoken to sung words is a skill in itself. We are looking for a confident delivery of dialogue that effortlessly moves into the lyrics, sustaining the truth of the characters intentions, sense of place and objectives. As the candidate moves through the grades, there should be an increasing assurance with the delivery and ability to move from the text to lyrics with ease, not just establishing character and context, but also demonstrating a development of them.

KEY SKILLS TASKS

CONNECTION TO THE LYRIC TASK

(Grades 4-6 solo and Grades 4 and 6 pair)

The lyrics to the song are at the heart of the performance. This task invites the candidate(s) to put aside the music and to focus on the lyric as dramatic text; to engage with character and narrative and/or

explore alternate contexts. The candidate(s) will perform the lyrics of the song as a monologue or duologue. The task enables the candidate(s) to explore characterisation through the language and style of the text, to allow for imaginative reinvention, and a creative way to explore an alternative dimension to their chosen material. Depending on the Grade, the candidate(s) can explore alternative character and contexts to the original of their own choosing, or the examiner will decide the focus.

MODIFICATION OF A PIECE

(Grades 7-8 solo and pair)

The modification is an exercise in creative interpretation. It offers another way for the candidate(s) to show the extent of their understanding of the chosen material, to be creative with it and open to alternative ideas of presentation. This task enables the candidate(s) to make imaginative choices which are robust, and which work with the original lyric and music.

At Grade 7 this is a prepared task, which the candidate will have rehearsed. The candidate(s) perform one of the songs from Tasks 1-3 but reimagine the scenario, the character and the character's intention. This may require the song to be performed in an entirely different way. In which case, the candidate(s) can bring an alternative backing track, or sheet music if an accompanist and keyboard are being used, or they can sing a capella.

At Grade 8, the examiner will choose one of the songs, and will also provide a stimulus. The candidate(s) can again choose whether or not to perform acapella. Working with the examiner allows the candidate(s) to demonstrate their ability to take direction and to engage with given scenarios. The expectation is to see responsive candidate(s) who are listening and willing to explore beyond the prepared work they have presented. There is no right or wrong in this task, just an openness to suggestion and an ability to vocally, emotionally and physically inhabit the new scenario.

HEALTH AND SAFETY

Candidates should have a knowledge of basic health and safety, and they may be asked about this in the discussion sections of the exam. This includes but is not limited to the following:

VOICE AND BODY

- ▶ Ensure that the body and voice are properly warmed up before performance
- ▶ Candidates should not undertake anything that is beyond their physical or vocal capabilities.

COSTUMES, MAKE-UP, PROPS

- ▶ Any costumes should be tailored to the age and size of the performer and should not hinder movement/dance unreasonably. All costumes should be either flame resistant or treated with a flame retardant
- ▶ Attention should be paid to hygiene issues when using make-up, for example by cleaning applicators. Make sure any make-up artist or designer is aware of any allergy/skin conditions the performer has and, when candidates apply their own make-up, the performer should check the ingredients of the products
- ▶ The age, size and physical fitness of the individual should be taken into account when hand props are constructed and used. Props should be checked for rough edges, chips, loose material or other potential hazards before being used in order to prevent injury
- ▶ Candidates should be given detailed handling instructions about the props and given time to familiarise themselves with their use
- ▶ Weapons should only be given to candidates once it has been determined that they are knowledgeable in their safe and proper use. Whenever weapons are to be used in a performance, the scene should be carefully choreographed in order to minimise risks
- ▶ The storage and use of weapons must fully comply with safety and police regulations

FACILITIES

- ▶ Stage floors, rehearsal spaces, studios, etc should be kept clear, dry, and free from splinters and nails, and all candidates should be made familiar with the layout of any set and/or furniture
- ▶ Dance floors should always be sprung, and dancers should not be required to work on, for example, concrete rehearsal floors as this can cause injury. Dance floors should be regularly checked and properly maintained
- ▶ All passageways should be clear and clean, with all cables marked or covered and taped. All backstage areas and passageways should be lit adequately
- ▶ All possible steps should be taken to keep temperatures reasonably cool in hot weather and reasonably warm in cold weather and to ensure draughts are kept to a minimum. Rest and rehearsal areas should be at an acceptable ambient temperature
- ▶ Routes from backstage to the stage or set should be rehearsed so that candidates know the safe route and are aware of any technical obstacles, areas of reduced lighting and masking (curtains, boards, flats, etc). Candidates should take note of any changes in the set including changes to the floor surface and to the location of electric cables

FIRE

- ▶ Fire drills should be routinely scheduled, especially when someone is new to the environment
- ▶ Performer should ensure they know the emergency drills, escape routes and assembly points

GENERAL GUIDANCE AND POLICIES

SAFEGUARDING AND CHILD PROTECTION

Trinity is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

EQUAL OPPORTUNITIES

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

REASONABLE ADJUSTMENT

Trinity is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from trinitycollege.com/drama-csn. For enquiries please contact drama-csn@trinitycollege.com

DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see trinitycollege.com/data-protection for the most up-to-date information about Trinity's data protection procedures and policies.

CUSTOMER SERVICE

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at trinitycollege.com/customer-service

EXAM INFRINGEMENTS

All exam infringements (eg only performing one song where two are required) will be referred directly to Trinity's central office by the examiner. Exam reports may be withheld until the outcome of any referral has been considered by Trinity. Depending on the severity of the infringement, marks may be deducted or, in extreme cases, the exam may be invalidated.

MALPRACTICE

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered centre status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

RESULTS REVIEW AND APPEALS PROCEDURE

Anyone who wishes to question their exam result should refer to trinitycollege.com/results-enquiry for full details of our results review and appeals process.

CERTIFICATE OF SPECIAL MERIT

Candidates who have passed Grades 1-8 exams for individuals and/or pairs either in a single subject area (eg Speech and Drama) or any combination from the following qualification suites: Speech and Drama, Acting, Musical Theatre, Performance Arts, Communication Skills, can apply for a Certificate of Special Merit. Those who have achieved a Distinction at every grade will have the words 'with Distinction' added to their Certificate of Special Merit.

To apply for a Certificate of Special Merit, please contact drama@trinitycollege.com

SUPPORT

Trinity is committed to supporting centres, teachers and candidates across the world. Our website is a good source of information and guidance – see trinitycollege.com/drama-resources

You can contact the drama support team at Trinity's central office at drama@trinitycollege.com, or find the contact details of your local representative at trinitycollege.com/worldwide

JOIN US ONLINE...

Get the full dramatic experience online at trinitycollege.com/drama2020

Digital resources are available to support teaching and learning including advice and content on:

- ▶ Preparing for your exam
- ▶ Performance technique
- ▶ Choosing repertoire

You can access:

- ▶ Bite-sized videos to support the syllabus
- ▶ Practical resources and tips for candidates and teachers
- ▶ Trinity's free online anthology which provides a diverse and international range of example pieces that offer the structure and inspiration needed to build exam programmes
- ▶ Interviews with teachers, examiners and industry professionals

GET IN TOUCH

You can contact the drama support team at Trinity's central office at drama@trinitycollege.com or find the contact details of your local representative at trinitycollege.com/worldwide