

PERFORMANCE ARTS

Syllabus specifications
for graded and certificate
exams from 2020



SYLLABUS SPECIFICATIONS – VALIDITY

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the current *Musical Theatre & Performance Arts Syllabus from 2010* are valid until 31 August 2020, when they will be withdrawn.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

KEEP UP TO DATE

Please check trinitycollege.com/performance-arts to make sure you are using the current version of the specifications and for the latest information about our Performance Arts exams.

PERFORMANCE ARTS

Syllabus specifications
for graded and certificate
exams from 2020

Trinity College London
trinitycollege.com

Charity number England & Wales | 1014792

Charity number Scotland | SC049143

Patron | HRH The Duke of Kent KG

Chief Executive | Sarah Kemp

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Published by Trinity College London

Online edition, September 2019

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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 PERFORMANCE ARTS

EXPLORE THE DIVERSITY OF CONTEMPORARY THEATRE-MAKING

Welcome you to Trinity College London's syllabus specifications for Performance Arts exams. These qualifications are designed for learners who want to explore the variety of performance arts available. The exams provide candidates with the opportunity to create contemporary theatre that reflects their personality and culture using performance skills that they may already have or to explore new ones. These might include, for example, spoken word performances including comedy routines, poetry or acting, physical theatre, dance, puppetry or mime. These exams also give learners the platform to explore and showcase the opportunities provided by recorded media so, for example, candidates could screen and talk about a film they might have made. Furthermore, learners can explore complementary performance skills such as costume-making, lighting, set and sound. We invite candidates to choose their own material for the exam; we do not prescribe the content.

These exams present candidates with practical, creative tasks that prepare them for situations in both education and the work-place; thus, enabling them to develop invaluable 21st century skills such as 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/performance_arts

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

We hope you enjoy exploring the opportunities these qualifications present 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, rewarding to teach and that develop the skills needed in real 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 PERFORMANCE ARTS QUALIFICATIONS

OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded Performance Arts 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 research skills
- ▶ Planning and preparation skills
- ▶ Research and reflection skills
- ▶ Verbal and non-verbal performance skills
- ▶ Conversation and discussion skills
- ▶ Interpersonal skills

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

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 Performance Arts 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 an exam. There is no upper age limit, but the following age ranges are provided as guidance and show the minimum age advised 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 Performance Arts 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, particularly for those exams that involve a discussion with the examiner that the 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. These key skills are integrated into these specifications to help learners develop on many levels.

SKILLS	MEANING	HOW TRINITY SPEECH AND DRAMA 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 story to an audience.</p> <p>Through the reflection task, candidates develop their skills in listening and responding articulately, as well as 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 	The performance-based tasks support candidates in building their creativity as they realise material for performance, making interpretive choices.
Working under pressure and to deadlines	<ul style="list-style-type: none"> ▶ The ability to manage the workload that comes with deadlines and the capacity to handle both 	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.
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 	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.
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 	Through rehearsing and preparing for the performance-based tasks, candidates hone their critical thinking and analytical skills.
Confidence	<ul style="list-style-type: none"> ▶ Belief in one's own ability to successfully complete a task 	The experience of preparing for both performance and the exam can build candidates' belief in themselves and their own abilities.
Team working	<ul style="list-style-type: none"> ▶ The ability to work well with people from different disciplines and backgrounds, and expertise to accomplish a task or goal. 	This ensemble skill is demonstrated throughout the pair and group exams.

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 individuals 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 programme as a whole (for Performance Certificates).

In the UK, Trinity's Grades 6-8 Performance Arts qualifications for solo and pair 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 FOR PERFORMANCE ARTS EXAMS

Title (solo exams)	Qualification number
Initial: TCL Entry Level Award in Graded Examination in Performance Arts (Entry 3) (solo) (Initial)	603/4970/0
Grade 1: TCL Level 1 Award in Graded Examination in Performance Arts (solo) (Grade 1)	501/1964/3
Grade 2: TCL Level 1 Award in Graded Examination in Performance Arts (solo) (Grade 2)	501/1962/X
Grade 3: TCL Level 1 Award in Graded Examination in Performance Arts (solo) (Grade 3)	501/1963/1
Grade 4: TCL Level 2 Certificate in Graded Examination in Performance Arts (solo) (Grade 4)	501/1965/5
Grade 5: TCL Level 2 Certificate in Graded Examination in Performance Arts (solo) (Grade 5)	501/1966/7
Grade 6: TCL Level 3 Certificate in Graded Examination in Performance Arts (solo) (Grade 6)	501/2065/7
Grade 7: TCL Level 3 Certificate in Graded Examination in Performance Arts (solo) (Grade 7)	501/2067/0
Grade 8: TCL Level 3 Certificate in Graded Examination in Performance Arts (solo) (Grade 8)	501/2069/4
Title (pair exams)	Qualification number
Initial: TCL Entry Level Award in Graded Examination in Performance Arts (Entry 3) (pair) (Initial)	603/4971/2
Grade 1: TCL Level 1 Award in Graded Examination in Performance Arts (pair) (Grade 1)	603/5047/7
Grade 2: TCL Level 1 Award in Graded Examination in Performance Arts (pair) (Grade 2)	603/5048/9
Grade 3: TCL Level 1 Award in Graded Examination in Performance Arts (pair) (Grade 3)	603/5049/0
Grade 4: TCL Level 2 Certificate in Graded Examination in Performance Arts (pair) (Grade 4)	603/5050/7
Grade 5: TCL Level 2 Certificate in Graded Examination in Performance Arts (pair) (Grade 5)	603/5051/7
Grade 6: TCL Level 3 Certificate in Graded Examination in Performance Arts (pair) (Grade 6)	603/5062/3
Grade 7: TCL Level 3 Certificate in Graded Examination in Performance Arts (pair) (Grade 7)	603/5063/5
Grade 8: TCL Level 3 Certificate in Graded Examination in Performance Arts (pair) (Grade 8)	603/5064/7

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.

QUALIFICATION ACHIEVEMENT LEVELS FOR EXAMS

RQF* Level	EQF** Level	Performance Arts
		Grade 8
3	4	Grade 7
		Grade 6
2	3	Grade 5
		Grade 4
		Grade 3
1	2	Grade 2
		Grade 1
Entry Level 3	1	Initial

TRINITY QUALIFICATIONS THAT COMPLEMENT THE PERFORMANCE ARTS QUALIFICATIONS

- Grades and certificates in Acting, Musical Theatre, Speech and Drama, and Communication Skills
- 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)

OTHER QUALIFICATIONS OFFERED BY TRINITY

- Young Performers Certificates
- 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 Performance Arts 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, communication and presentation skills

* Regulated Qualifications Framework in England and Northern Ireland

** 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 9-10. 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.

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 for each grade.

SKILLS

Technical skills	<ul style="list-style-type: none"> ▶ The use of the chosen skill, eg poetry speaking, singing; the playing of a musical instrument; the use of body, eg mime, dance. How the skill is used to convey meaning. ▶ How effectively information about the contributory skill is communicated
Engagement with the material	<ul style="list-style-type: none"> ▶ The candidate's understanding of the material and the skills used. How well the candidate has prepared in relation to their performances, bringing skills and material together in a performance programme ▶ In solo and pair exams, how well the candidate can articulate their understanding of the material, and their ability to reflect upon the rehearsal processes and their performance ▶ Their ability to reflect on the skills used in performance and, at the highest grades, the effectiveness of their performance
Communication with the audience	<ul style="list-style-type: none"> ▶ The extent to which the candidate uses their skills and the material to engage the audience ▶ The candidate's overall audience awareness during the performances
Performance	<ul style="list-style-type: none"> ▶ The ability to prepare and deliver a cohesive range of material, in an increasingly secure, confident and creative manner, with active and energetic purpose, to entertain and engage an audience

WHAT TO TAKE INTO THE EXAM ROOM

Candidates should provide the examiner with the following:

- ▶ A programme detailing the pieces being performed and the skills being demonstrated during each piece
- ▶ The text of any spoken word pieces, eg (the play/prose extract, poem, song). Where the pieces have been published they should be set out in the original published format and, in the case of poetry, verse or drama, in the writer's original format and lineation
- ▶ Where a piece has been edited for the candidate's performance, the edits should be clearly marked in the text given to the examiner
- ▶ Any material used for or to illustrate the performance or presentation the candidate is giving, eg film, PowerPoint, photographs*

*Please note that, where equipment is required as part of a candidate's performance, eg playback facilities for music, screen/projector for PowerPoint or film, then the

candidate should check to see if this is available at the centre the exams will be held at, or they should bring the equipment with them.

WHO IS PERMITTED IN THE EXAM ROOM

Usually only the examiner and candidate(s) should be in an 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 may be permitted to enter the room as live musical accompanist if relevant. 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: PERFORMANCE ARTS (SOLO AND PAIR)

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

Initial and Grade 1	<ul style="list-style-type: none"> ▶ Create and give a performance that demonstrates a performance skill at a basic level ▶ Create and give a talk about a contributory skill at a basic level ▶ Listen and respond appropriately in conversation on prepared material including demonstrating a basic ability to discuss the skills used
Grade 2 and Grade 3	<ul style="list-style-type: none"> ▶ Create and sustain performances that demonstrate performance skills showing some technical proficiency. ▶ Create and give a talk about a contributory skill ▶ Listen and respond appropriately in conversation on prepared material including demonstrating understanding of the skills used
Grade 4 and Grade 5	<ul style="list-style-type: none"> ▶ Create and sustain performances that demonstrate performance skills showing technical proficiency ▶ Create and give a talk about a contributory skill that shows a competent level of understanding and that demonstrates its value in performance ▶ Listen and respond appropriately in discussion on prepared material including demonstrating a competent level of understanding of the skills used and their value to performance
Grade 6 and Grade 7	<ul style="list-style-type: none"> ▶ Create and sustain an imaginative, thematically linked performance sequence that demonstrates performance skills, showing technical proficiency and some imaginative choices of interpretation ▶ Create and give a talk about a contributory skill that shows a confident level of understanding and that demonstrates its value in performance ▶ Listen and respond appropriately in discussion on prepared material including demonstrating a confident understanding of the skills used and their value to performance
Grade 8	<ul style="list-style-type: none"> ▶ Create and sustain an imaginative, thematically linked performance sequence that demonstrates performance skills showing technical accomplishment and some persuasive choices of interpretation ▶ Create and give talks about two contributory skills that show a thorough understanding and that demonstrate their value in performance ▶ Listen and respond appropriately in discussion on prepared material including demonstrating in-depth understanding of the skills used and ability to reflect on the work and articulating the value to performance these skills have and awareness of possible alternative approaches and safe rehearsal practices

PERFORMANCE CERTIFICATES

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

- Foundation**
- ▶ Create and deliver a performance/presentation 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/presentation 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/presentation 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 fully engage an audience

PERFORMANCE ARTS (GROUP)

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

- Initial and Grade 1**
- ▶ Create and give a performance that demonstrates performance skills at a basic level
 - ▶ Create and give a talk about a contributory skill at a basic level
-

- Grade 2 and Grade 3**
- ▶ Create and sustain a performance that demonstrates performance skills showing some technical proficiency
 - ▶ Create and give talks about a contributory skill that shows some understanding
-

- Grade 4 and Grade 5**
- ▶ Create and sustain a performance that demonstrates a performance skill showing technical proficiency
 - ▶ Create and give talks about contributory skills that show a competent level of understanding and that demonstrate their value in performance
-

- Grade 6 and Grade 7**
- ▶ Create and sustain an imaginative, thematically linked performance sequence that demonstrates performance skills showing technical proficiency and some imaginative choices of interpretation
 - ▶ Create and give talks about contributory skills that show a confident level of understanding and that demonstrate their value in performance
-

- Grade 8**
- ▶ Create and sustain an imaginative, thematically linked performance sequence that demonstrates performance skills showing technical accomplishment and some persuasive choices of interpretation
 - ▶ Create and give talks about contributory skills that show a thorough understanding and that demonstrate their value in performance

PERFORMANCE CERTIFICATES

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

- Initial, Grades 1-8**
- ▶ Create and deliver a performance programme or the whole part of the play
 - ▶ Use performance skills and the space in response to the material

PERFORMANCE ARTS

The following is a list of examples of Performance and Contributory (technical) Skills that could be offered for examination. Please note that these are indicative suggestions only and this is not an exhaustive list of the skills that can be used.

PERFORMANCE SKILLS

- ▶ Perform a poem or verse extract from memory – including non-traditional rhythmic forms, eg beatbox, slam poetry, rap, spoken word
- ▶ Perform a piece of mask work
- ▶ Play a musical instrument
- ▶ Perform an extract from a play from memory (published or own writing)
- ▶ Perform a song (this can be a pop, rock song or from musical theatre)
- ▶ Perform a dance piece, eg traditional/folk, ceremonial, jazz, hip-hop.
- ▶ Perform a comedy stand-up routine
- ▶ Perform a magic act
- ▶ Perform a piece of physical theatre from memory (eg mime, clowning, verbal and non-verbal, movement to music)
- ▶ Perform a piece of puppetry
- ▶ Perform a sequence of stage combat (this should be performed with a partner), eg fencing, hand to hand, martial arts (examiner discretion will be used to stop the exam if seen as being unsafe. Teacher should check with the public centre rep to ensure that this can be accommodated in terms of space and safety)
- ▶ A performance achieved through the use of recorded media (*only one piece of recorded media may be used within the exam*)

CONTRIBUTORY SKILLS

(the following and all other presentations for the contributory skills task should be made with a commentary)

- ▶ A demonstration of character facial/body make up in the form of an illustration of your work with commentary or a live demonstration of your technique
- ▶ A presentation of costume design(s) (this can be illustrations or actual costume(s))
- ▶ A presentation of a stage prop(s) (this can be illustrations or an actual prop(s))
- ▶ A presentation of a stage mask(s) (this can be illustrations or an actual mask(s))
- ▶ A presentation of a stage puppet(s) (this can be illustrations or an actual puppet(s))
- ▶ A presentation of a piece of recorded media with commentary
- ▶ A presentation about an original composition of the candidate's eg a poem, song, choreography
- ▶ A presentation of a marked-up script or storyboard on a piece of work directed by the candidate with commentary. (Eg a scene from a contemporary or classical play or pop video).
- ▶ A presentation of a set or lighting design
- ▶ A technical production of screen or audio performance – (this features the listening or viewing of the piece of work (*only one piece of recorded media may be used within the exam*))
- ▶ A presentation of a sound design or soundscape

PERFORMANCE ARTS (SOLO)

These qualifications are designed for learners who, through solo performance want to engage with a variety of performance-based skills which includes, but is not confined to mime, improvisation, dance, costume-making, and puppetry. In these exams, candidates demonstrate their skills in the imaginative, innovative and creative exploration and integration of different performance forms and materials. Candidates additionally demonstrate their understanding through a discussion with the examiner – the discussion designed to explore a candidate’s knowledge of their performance skills and material and key performance processes in relation to the work they have presented.

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a performance demonstrating ONE performance skill. (<i>maximum time: 2 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> a performance demonstrating ONE performance skill (this should be different to the one used in task 1) a demonstration of ONE contributory performance skill (<i>maximum time: 2 minutes</i>) 	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1 Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application Guidance on the performance option is on page 93 Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidate engages in a conversation with the examiner about the work and the skills presented. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 94 	20

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

<ul style="list-style-type: none"> ▶ Perform using defined skills accurately to produce a performance(s). ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate some evidence of preparation ▶ Demonstrate the ability to express own ideas about the meaning of the work ▶ Demonstrate the ability to discuss the skills used 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an awareness of the audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate basic competence in delivering a performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate most of the time and there was evidence of creativity ▶ The presentation of the contributory skill was clear throughout ▶ 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 there was a clear understanding of the material and the skills used
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate most of the time and there was some evidence of creativity ▶ The presentation of the contributory skill was clear most of the time ▶ There was a basic awareness of audience and some competence in delivering a performance ▶ There was some good interaction with the examiner when reflecting on their work and there was a reasonably secure understanding of the material and the skills used
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate some of the time ▶ The presentation of the contributory skill was clear some of the time ▶ There was a basic awareness of audience and basic competence in delivering a performance ▶ There was some interaction when reflecting on their work with the examiner and some understanding of the material and the skills used
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacking in clarity and/or accuracy ▶ The presentation of the contributory skill showed little or no understanding ▶ There was little or no awareness of audience ▶ There was a very limited understanding of the material and the skills shown and/or a reluctance to engage with the examiner during the reflection

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a performance demonstrating ONE performance skill. (maximum time: 3 minutes)</p>	<ul style="list-style-type: none"> Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> a performance demonstrating ONE performance skill (this should be different to the one used in task 1) a demonstration of ONE contributory performance skill <p>(maximum time: 3 minutes)</p>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1 Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application Guidance on the performance option is on page 93 Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidate engages in a conversation with the examiner about the work and the skills presented. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

- Perform using defined skills in a sustained and accurate way to produce a performance(s)
- Where relevant, use simple presentation skills to demonstrate a contributory performance skill

Technical skills

- Demonstrate evidence of preparation
- Demonstrate the ability to express own ideas about the meaning of the work and the skills used

Engagement with the performance art

- Demonstrate an awareness of audience

Communication with the audience

- Demonstrate some confidence in delivering a performance

Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented was clear, accurate and creative throughout.
 - ▶ The presentation of the contributory skill was clear throughout.
 - ▶ 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. There was a clear understanding of the meaning of the material and the skills used.
-

- Merit**
- ▶ The work presented was clear, accurate and creative most of the time.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ There was an awareness of audience and confidence in delivering a performance most of the time.
 - ▶ The candidate was able to reflect well on their work and the topics introduced by the examiner and demonstrated a reasonable understanding of the material and the skills used.
-

- Pass**
- ▶ The work presented was clear, accurate and creative some of the time.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was an awareness of audience and 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 and the skills used.
-

- Below Pass**
- ▶ The work presented was hesitant and lacked clarity and/or accuracy with little evidence of preparation.
 - ▶ The presentation of the contributory skill showed little understanding or preparation.
 - ▶ There was little or no awareness of audience.
 - ▶ There was a very limited understanding of the material and the skills used 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>Task 1: Performance</p> <p>The candidate gives a performance or performances demonstrating TWO performance skills (maximum time: 5 minutes)</p>	<ul style="list-style-type: none"> Guidance on the performance task is on page 93 	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> a performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) a demonstration of ONE contributory performance skill <p>(maximum time: 3 minutes)</p>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application Guidance on the performance option is on page 93 Guidance on the contributory skill option is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidate engages in a conversation with the examiner about the work and the skills presented (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> Perform using defined skills in a sustained and accurate way to produce a performance(s) Demonstrate some technical proficiency in presenting the defined skills Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> Demonstrate evidence of preparation Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> Demonstrate confidence in delivering a performance 	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented was clear, accurate and creative throughout, with some technical competence.
 - ▶ The presentation of the contributory skill was clear throughout.
 - ▶ 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 and the skills used.
-
- Merit**
- ▶ The work presented was clear, accurate and creative most of the time, with some technical competence.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ 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 and the skills used.
-
- Pass**
- ▶ The work presented was clear, accurate and creative most of the time, with some developing technical competence.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was an awareness of audience and confidence in delivering a 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 and the skills used.
-
- Below Pass**
- ▶ The work presented was hesitant and lacked clarity and/or accuracy, lacking technical competence.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience.
 - ▶ There was a limited understanding of the material and their skills used and a reluctance/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>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating TWO performance skills. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> Guidance on the performance task is on page 93 	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> a performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) a demonstration of ONE contributory performance skill <p>(maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1 Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application Guidance on the performance option is on page 93 Guidance on the contributory skill option is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidate engages in a conversation with the examiner about the work and the presented, and their preparation. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> Perform using and sustaining defined skills to produce an accurate performance(s) Demonstrate some technical proficiency in presenting the defined skills Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> Demonstrate evidence of careful preparation and choices of interpretation Demonstrate the ability to organise and express their own ideas about the meaning of the work, the skills used, and where relevant, the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> Demonstrate the ability to engage an audience 	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 clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. ▶ The presentation of the contributory skill was confident and coherent, with the candidate's ideas clearly expressed. ▶ There was a confident ability to engage the audience, communicating meaning, delivering a performance with an appearance of ease 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. ▶ The presentation of the contributory skill was confident with the candidate's ideas clearly expressed. ▶ There was a good awareness of audience, communicating meaning, delivering a performance 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 and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and creative some of the time and there was some expressive use of performance skills with some developing technical accuracy. ▶ The presentation of the contributory skill showed evidence of some good preparation with the candidate's ideas expressed with some clarity. ▶ There was an awareness of audience, communicating meaning, delivering a performance 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 and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. ▶ The contributory skill was lacking in clarity and preparation in its presentation. ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a performance. ▶ There was a limited understanding of the material and the skills used and/or a reluctance or inability to reflect on the discussion topics, or to interact with the examiner.

GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating TWO performance skills. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> ▶ a continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 ▶ a demonstration of ONE contributory performance skill <p>(maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ The performance should either be related to or provide a contrast to the performance in task 1 in either narrative, mood, character or theme ▶ The contributory performance skill should be related to the performance in task 1 ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the performance option is on pages 93 ▶ Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidate engages in a discussion with the examiner about the work and the skills presented and their preparation. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

- ▶ Perform using and sustaining defined skills to produce an accurate performance that conveys narrative, character, mood or theme
- ▶ Demonstrate technical proficiency in delivering the defined skills.
- ▶ Where relevant, use some confident presentation skills to demonstrate a contributory performance skill

Technical skills

- ▶ Demonstrate evidence of careful preparation and clear choices of interpretation
- ▶ Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance
- ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s)

Engagement with the performance art

- ▶ Demonstrate the ability to engage an audience communicating meaning

Communication with the audience

- ▶ 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 clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of narrative, character, mood or theme, and creativity in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced secure preparation with the candidate's ideas expressed with clarity throughout. ▶ There was a confident ability to engage the audience, communicating meaning, 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of narrative, character, mood or theme, and some creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced some secure preparation, with the candidate's ideas expressed with clarity most of the time. ▶ There was an ability to engage the audience, communicating meaning, and a sense of spontaneity and confidence delivering a secure and accurate performance most of the time. ▶ 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 and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation. There was a linking thread of narrative, character, mood or theme, as appropriate to each performance art. ▶ The presentation of the contributory skill evidenced some preparation with some of the candidate's ideas expressed with clarity. ▶ There was an awareness of audience, communicating meaning, and some appearance of ease and confidence, 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 and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. ▶ The contributory skill was lacking in clarity and preparation in its presentation. ▶ 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 their 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>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating TWO performance skills. (maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▸ Narrative, mood, character or theme should be clear in the performance ▸ Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> ▸ a continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 ▸ a demonstration of ONE contributory performance skill <p>(maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▸ The performance should either be related to or provide a contrast to the performance in task 1 in either narrative, mood, character or theme as appropriate. ▸ The contributory performance skill should be related to the performance in task 1 ▸ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▸ Guidance on the performance option is on page 93 ▸ Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidate engages in a discussion with the examiner about the work and the skills presented, their preparation and alternative approaches. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▸ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> ▸ Perform using and sustaining defined skills to produce an accurate and imaginative performance(s) that conveys narrative, character, mood or theme ▸ Where relevant, use confident presentation skills to demonstrate a contributory performance skill ▸ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate evidence of careful preparation and clear choices of interpretation ▸ Demonstrate the ability to organise and express own ideas about the meaning of the work and, where relevant, the value of the contributory performance skill to the performance ▸ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience, communicating meaning 	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	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme and/or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced a secure preparation with the candidate's ideas expressed with security, clarity and imagination throughout. ▶ There was a confident ability to engage the audience, communicating meaning, and 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme and/or narrative and there were clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced preparation with the candidate's ideas expressed with clarity and imagination most of the time. ▶ There was a confident ability to engage the audience, communicating meaning, 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 and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme and/or narrative and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced preparation, with the candidate's ideas expressed with some clarity and imagination some of the time. ▶ The candidate engaged the audience, communicating meaning with some appearance of ease and confidence, 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 and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little, or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. ▶ The contributory skill was lacking in clarity and preparation in its presentation. ▶ 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 their 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>Task 1 – Performance</p> <p>The candidate gives a continuous performance sequence demonstrating THREE performance skills. (maximum time: 9 minutes)</p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ Guidance on the performance task is on page 93 	50
<p>Task 2: Contributory Skill</p> <p>The candidate gives a demonstration of ONE contributory performance skill. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the contributory skill task is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidate engages in a discussion with the examiner about the work and the skills presented, its preparation, the specific challenges involved with the skills used and the use of safe rehearsal and performance practices. (maximum time: 5 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and accurate performance that conveys narrative, character, mood or theme ▶ Use confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and clear and creative choices of interpretation ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate understanding of the contributory skill and its value to the performance given ▶ Demonstrate the ability to organise and express own ideas, with clear rationale ▶ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience communicating meaning 	Communication with the audience
<ul style="list-style-type: none"> ▶ 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 and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced thorough preparation with the candidate's ideas expressed with confidence, clarity and imagination throughout. ▶ There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced secure preparation with the candidate's ideas expressed with clarity and imagination most of the time. ▶ There was a confident ability to engage the audience and a sense of spontaneity, 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 and demonstrated a secure understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme and/or narrative. There were some clear and creative choices of interpretation some of the time. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced secure preparation with the candidate's ideas expressed with clarity and imagination some of the time. ▶ There was some confidence in engaging the audience with the appearance of ease, 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 and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or of a linking thread of narrative, character, mood or theme. ▶ The presentation of the contributory skill was lacking in preparation, in clarity and imagination ▶ There was either a lack of confidence in communicating with the audience or delivering a performance with a sense of ownership. ▶ The candidate demonstrated limited understanding of the material and the skills used, lacking opinion and/or subject knowledge.

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating THREE performance skills. (<i>maximum time: 10 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ One section of the performance (a maximum of 4 minutes) may be performed with another actor ▶ Guidance on the performance task is on page 93 	50
<p>Task 2: Contributory Skill</p> <p>The candidate gives a demonstration of ONE contributory performance skill. (<i>maximum time: 7 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the contributory skill task is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidate engages in a discussion with the examiner about the work and the skills presented, their preparation, personal interpretation, alternative approaches and the use of safe rehearsal and performance practices. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce a structured, accurate programme that conveys narrative, character, mood or theme ▶ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and some persuasive choices of interpretation ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate the ability to organise and express own ideas, with clear rationale including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience and be able to communicate a programme with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver an integrated, emotionally sustained and engaging programme 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme and/or narrative. There were bold and original choices of interpretation and the programme demonstrated a high level of personal investment in its design and realisation. ▶ The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout. ▶ There was an assured ability to engage the audience, and a sense of spontaneity and authority, 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively with control to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and creativity was shown in the design and realisation of the performance sequence. ▶ The contributory skill evidenced a high level of preparation and the candidate's ideas were expressed with confidence, clarity and imagination most of the time. ▶ There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate performance most of the time. ▶ The candidate was able to reflect on their work and discussed with maturity the topics introduced by the examiner demonstrating a full understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. ▶ The presentation of the contributory skill evidenced a secure level of preparation with the candidate's ideas expressed with clarity and imagination throughout. ▶ There was a confident ability to engage the audience, delivering a secure and accurate performance most of the time. ▶ The candidate was able to reflect on their work and discussed with maturity the topics introduced by the examiner demonstrating a secure understanding of the material and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and little sense of a linking thread of narrative, character, mood or theme. ▶ The presentation of the contributory skill was lacking in preparation, in clarity and imagination. ▶ There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience. ▶ The candidate demonstrated limited understanding of the material and the skills used, lacking opinion and/or subject knowledge.

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating THREE performance skills. (<i>maximum time: 10 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ One section of the performance (a maximum of 4 minutes) may be performed with another actor ▶ Guidance on the performance task is on page 93 	40
<p>Task 2: Contributory Skill</p> <p>The candidate gives demonstrations of TWO contributory performance skills. (<i>maximum time: 9 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the contributory skill task is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidate engages in a discussion with the examiner about the work and the skills presented, their preparation, personal interpretation, alternative approaches and the use of safe rehearsal and performance practices. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task can be found on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesively linked programme of performances that convey narrative, character, mood or theme ▶ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate the ability to organise and express their own ideas, with clear rationale including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage an audience fully to communicating a programme with sophistication 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent, and fluent performance programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work demonstrated a complete synthesis of ranging performance skills used accurately and creatively to convey character, mood, theme and/or narrative throughout. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material and a total sense of ownership. The programme demonstrated a high level of personal investment.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered with an accomplishment and with a secure connection to the subject matter.
 - ▶ There was a seemingly effortless and assured ability to engage the audience fully, to deliver 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 an comprehensive insightful understanding of the material and the skills used.
-

- Merit**
- ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme and/or narrative most of the time. There were some clear and creative choices of interpretation and a sense of originality and ownership in the design and realisation of the programme.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.
 - ▶ There was an assured, confident ability to engage the audience fully, 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 and the skills used.
-

- Pass**
- ▶ The work presented a wide range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative as appropriate to the performance art. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance sequence.
 - ▶ The contributory skills showed a good level of preparation and the candidate's ideas were expressed with confidence and imagination throughout.
 - ▶ 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 and the skills used.
-

- Below Pass**
- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership, or of a linking thread of narrative, character, mood or theme.
 - ▶ The presentation of the contributory skills showed limited preparation, clarity and imagination
 - ▶ The programme did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience and little sense of ownership.
 - ▶ The candidate demonstrated limited understanding of the material and the skills used, lacking depth of opinion and/or subject knowledge.

PERFORMANCE ARTS (PAIR)

These qualifications are designed for learners who want to engage with a variety of performance-based skills which includes, but is not confined to mime, improvisation, dance, costume-making, and puppetry while working with another performer. In these exams, candidates demonstrate their skills in the imaginative, innovative and creative exploration and integration of different performance forms and materials. Candidates additionally demonstrate their understanding through a discussion with the examiner. The discussion is designed to explore a candidate's knowledge of their performance skills, material and certain key performance processes in relation to the performance work they have presented.

INITIAL

EXAM DURATION

8 minutes
plus 5 minutes
for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates give a performance demonstrating ONE performance skill. (<i>maximum time: 2 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on the performance task is on page 93 Both candidates should demonstrate the skill 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> a performance demonstrating ONE performance skill (this should be different to the one used in task 1) a demonstration of ONE contributory performance skill (<i>maximum time: 2 minutes</i>) 	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1 Both candidates should demonstrate the performance skill or take part in the demonstration Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application Guidance on the performance option is on page 93 Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidates engage in a conversation with the examiner about the work and the skills presented. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 94 	20

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

<ul style="list-style-type: none"> ▶ Perform using defined skills accurately to produce a performance(s) ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate some evidence of preparation ▶ Demonstrate the ability to express own ideas about the meaning of the work ▶ Demonstrate the ability to discuss the skills used 	Engagement with the performance art
<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 clear and accurate most of the time and there was evidence of creativity. There was some secure communication between the candidates. ▶ The presentation of the contributory skill was clear throughout. ▶ 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 and there was a clear understanding of the material and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate most of the time and there was some evidence of creativity. There was some secure communication between the candidates. ▶ The presentation of the contributory skill was clear most of the time. ▶ There was a basic awareness of audience and some competence in delivering a shared performance. ▶ There was some good interaction with the examiner when reflecting on their work and there was a reasonable understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate some of the time. There were moments of communication between the candidates. ▶ The presentation of the contributory skill was clear some of the time. ▶ There was a basic awareness of audience and basic competence in delivering a shared performance. ▶ There was some engagement in the reflection on their work with the examiner and some understanding of the material and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked clarity and/or accuracy and there was limited communication between the candidates. ▶ The presentation of the contributory skill showed little or no understanding or preparation. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material and the skills and/or there was 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</p> <p>The candidates give a performance demonstrating ONE performance skill. (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> Both candidates should demonstrate the skill Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> a performance demonstrating ONE performance skill (this should be different to the one used in task 1) a demonstration of ONE contributory performance skill <p>(<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1 Both candidates should demonstrate the performance skill or take part in the demonstration Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application Guidance on the performance option is on page 93 Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidates engage in a conversation with the examiner about the work and the skills presented. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> Perform using defined skills in a sustained and accurate way to produce a performance(s) Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> Demonstrate some evidence of preparation Demonstrate some ability to express own ideas about the meaning of the work and the skills used 	Engagement with the performance art
<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**
- ▶ The work presented was clear, accurate and creative throughout. There was a secure communication between the candidates.
 - ▶ The presentation of the contributory skill was clear throughout.
 - ▶ 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. There was a clear understanding of the meaning of the material and the skills used.
-
- Merit**
- ▶ The work presented was clear, accurate and creative most of the time. There was some secure communication between the candidates.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ There was an awareness of audience and confidence in delivering a shared performance most of the time.
 - ▶ The candidate was able to reflect well on their work and the topics introduced by the examiner and demonstrated a reasonable understanding of the material and the skills used.
-
- Pass**
- ▶ The work presented was clear, accurate and creative some of the time. There were moments of communication between the candidates.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was an awareness of audience and 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 and demonstrated some understanding of the material and the skills used.
-
- Below Pass**
- ▶ The work presented was hesitant, lacked clarity and/or accuracy with little evidence of preparation. There was little or no communication between the candidates.
 - ▶ The presentation of the contributory skill showed little understanding or preparation.
 - ▶ There was little or no awareness of audience.
 - ▶ There was a very limited understanding of the material and the skills used and/or a reluctance to interact with the examiner when reflecting on their work

GRADE 2

EXAM DURATION

12 minutes
plus 5 minutes
for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates give a performance or performances demonstrating TWO performance skills. (<i>maximum time: 5 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Both candidates should demonstrate both skills ▶ Guidance on the performance task is on page 93 	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▶ a performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) ▶ a demonstration of ONE contributory performance skill <p>(<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Both candidates should demonstrate the performance skills or take part in the demonstration ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidates engage in a conversation with the examiner about the work and the skills presented. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

- ▶ Perform using defined skills in a sustained and accurate way to produce a performance(s)
- ▶ Demonstrate some technical proficiency in presenting the defined skills
- ▶ Where relevant, use clear presentation skills to demonstrate a contributory performance skill

Technical skills

- ▶ Demonstrate evidence of preparation
- ▶ Demonstrate the ability to organise and express their own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance

Engagement with the performance art

- ▶ Demonstrate an awareness of audience

Communication with the audience

- ▶ Demonstrate confidence in delivering a shared performance

Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented was clear, accurate and creative throughout, with some technical competence. There was an efficient communication between the candidates.
 - ▶ The presentation of the contributory skill was clear throughout.
 - ▶ 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 and the skills used.
-
- Merit**
- ▶ The work presented was clear, accurate and creative most of the time, with some technical competence. There was some efficient communication between the candidates.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ 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 and the skills used.
-
- Pass**
- ▶ The work presented was clear, accurate and creative most of the time, with some developing technical competence. There were moments of efficient communication between the candidates.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was an awareness of audience and confidence in delivering a shared performance some of the time.
 - ▶ The candidate was able to reflect with some confidence on the work presented and the topics introduced by the examiner, demonstrating some understanding of the material and the skills used.
-
- Below Pass**
- ▶ The work presented was hesitant and lacked clarity and/or accuracy, lacking technical competence. There was little or no communication between the candidates.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience.
 - ▶ There was a limited understanding of the material and the skills used and/or a reluctance/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>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating TWO performance skills. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Both candidates should demonstrate both skills ▶ Guidance on the performance task is on page 93 	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▶ a performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) ▶ a demonstration of ONE contributory performance skill <p>(<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Both candidates should demonstrate the performance skills or take part in the demonstration ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidates engage in a conversation with the examiner about the work and the skills presented and their preparation. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an accurate performance(s) ▶ Demonstrate some technical proficiency in presenting the defined skills ▶ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and some choices of interpretation ▶ Demonstrate the ability to organise and express their own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was confident communication between the candidates. ▶ The presentation of the contributory skill was confident and coherent, with the candidate's ideas clearly expressed. ▶ There was a confident ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. There was some confident communication between the candidates. ▶ The presentation of the contributory skill was confident with the candidate's ideas clearly expressed. ▶ There was a good awareness of audience, communicating meaning, delivering a shared performance 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 and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and creative some of the time and there was some expressive use of performance skills with some developing technical accuracy. There were moments of confident communication between the candidates. ▶ The presentation of the contributory skill showed evidence of some good preparation with the candidate's ideas expressed with some clarity. ▶ There was an awareness of audience, communicating meaning, delivering a shared performance 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 and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills and there was little communication between the candidates. ▶ The contributory skill was lacking in clarity and preparation in its presentation. ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance. ▶ There was a limited understanding of the material and the skills used and/or a reluctance 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>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating TWO performance skills. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Narrative, character, mood or theme should be clear in the performance ▶ Both candidates should demonstrate both skills ▶ Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▶ a continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 ▶ a demonstration of ONE contributory performance skill (<i>maximum time: 6 minutes</i>) 	<ul style="list-style-type: none"> ▶ The performance should either be related to or provide a contrast to the performance in task 1 in either narrative, mood, character or theme ▶ The contributory performance skill should be related to the performance in task 1 ▶ Both candidates should demonstrate all the performance skills required or take part in the demonstration ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidates engage in a discussion with the examiner about the work and the skills presented and their preparation. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce accurate performances that convey narrative, character, mood or theme ▶ Demonstrate technical proficiency in delivering the defined skills ▶ Where relevant, use some confident presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and clear choices of interpretation ▶ Demonstrate the ability to organise and express their own ideas about the meaning of the work, the skills used and, where relevant, the contribution of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience communicating meaning 	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 clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of narrative, character, mood or theme and creativity in the design and realisation of the performance sequence. There was a good communication and rapport between the candidates. ▶ The presentation of the contributory skill evidenced secure preparation with the candidate's ideas expressed with clarity throughout. ▶ There was a confident ability to engage the audience, communicating meaning, 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 and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of narrative, character, mood or theme, and some creativity was shown in the design and realisation of the performance sequence. There was some good communication and rapport between the candidates. ▶ The presentation of the contributory skill evidenced some secure preparation, with the candidate's ideas expressed with clarity most of the time. ▶ There was an ability to engage the audience, communicating meaning, and a sense of spontaneity and confidence, delivering a secure and accurate shared performance most of the time. ▶ 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 and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation. There was a linking thread of narrative, character, mood or theme. There were moments of good communication and rapport between the candidates. ▶ The presentation of the contributory skill evidenced some preparation with some of the candidate's ideas expressed with clarity. ▶ There was an awareness of audience, communicating meaning, and some appearance of ease and confidence, 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 and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. There was limited communication between the candidates. ▶ The contributory skill was lacking in clarity and preparation in its presentation. ▶ 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>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating TWO performance skills. (maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▸ Narrative, character, mood or theme should be clear in the performance ▸ Both candidates should demonstrate both skills ▸ Guidance on the performance task is on page 93 	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▸ a continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 ▸ a demonstration of ONE contributory performance skill <p>(maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▸ The performance should either be related to or provide a contrast to the performance in task 1 in either narrative, mood, character or theme ▸ The contributory performance skill should be related to the performance in task 1 ▸ Both candidates should demonstrate all the performance skills or take part in the demonstration ▸ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▸ Guidance on the performance option is on page 93 ▸ Guidance on the contributory skill option is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidates engage in a discussion with the examiner about the work and their skills presented, their preparation and alternative approaches. (maximum time: 4 minutes)</p>	<ul style="list-style-type: none"> ▸ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Perform using and sustaining defined skills to produce an accurate and imaginative performance(s) that conveys narrative, character, mood or theme ▸ Where relevant, to use confident presentation skills to demonstrate a contributory performance skill ▸ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate evidence of careful preparation and clear choices of interpretation ▸ Demonstrate the ability to organise and express own ideas about the meaning of the work and, where relevant, the value of the contributory performance skill to the performance ▸ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience, communicating meaning 	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 clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme and/or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was a convincing communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced a secure preparation with the candidate's ideas expressed with security, clarity and imagination throughout.
 - ▶ There was a confident ability to engage the audience, communicating meaning, and 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 and the skills used.
-

Merit

- ▶ The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme and/or narrative and there were clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was some convincing communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced preparation with the candidate's ideas expressed with clarity and imagination most of the time.
 - ▶ There was a confident ability to engage the audience, communicating meaning, with a sense of spontaneity, 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 secure understanding of the material and the skills used.
-

Pass

- ▶ The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme and/or narrative and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of convincing communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced preparation, with the candidate's ideas expressed with some clarity and imagination some of the time.
 - ▶ The candidate engaged the audience, communicating meaning with some appearance of ease and confidence, 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 and the skills used.
-

Below Pass

- ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little, or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. There was limited communication between the candidates.
- ▶ The contributory skill was lacking in clarity and preparation in its presentation.
- ▶ 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 their 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>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (maximum time: 9 minutes)</p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ Both candidates should demonstrate all the skills ▶ Guidance on the performance task is on page 93 	50
<p>Task 2: Contributory Skill</p> <p>The candidates give a demonstration of ONE contributory performance skill. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the contributory skill task is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidates engage in a discussion with the examiner about the work and their skills presented, their preparation, the specific challenges involved with the skills used and the use of safe rehearsal practices. (maximum time: 5 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and accurate performance that conveys narrative, character, mood or theme ▶ Use confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and clear and creative choices of interpretation ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate understanding of the contributory skill and its value to the performance given ▶ Demonstrate the ability to organise and express their own ideas, with clear rationale ▶ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience communicating meaning 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver emotionally sustained performances with accuracy and spontaneity 	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented a synthesis of wide ranging and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance sequence and there was an accomplished and seemingly natural communication between the candidates.
 - ▶ The presentation of the contributory skill evidenced thorough preparation with the candidate's ideas expressed with confidence, clarity and imagination throughout.
 - ▶ There was a confident ability to engage the audience and a sense of spontaneity and assurance 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 and the skills used.
-
- Merit**
- ▶ The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation and creativity with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance sequence and there was some accomplished and seemingly natural communication between the candidates.
 - ▶ The presentation of the contributory skill evidenced secure preparation with the candidate's ideas expressed with clarity and imagination.
 - ▶ There was a confident ability to engage the audience and a sense of spontaneity, 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 and demonstrated a secure understanding of the material and the skills used.
-
- Pass**
- ▶ The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme and/or narrative. There were some clear and creative choices of interpretation some of the time. Creativity was shown in the design and realisation of the performance sequence and there were moments of accomplished communication between the performers.
 - ▶ The presentation of the contributory skill evidenced secure preparation with the candidate's ideas expressed with clarity and imagination some of the time.
 - ▶ There was some confidence in engaging the audience with the appearance of ease, 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 and the skills used.
-
- Below Pass**
- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or of a linking thread of narrative, character, mood or theme.
 - ▶ The presentation of the contributory skill was lacking in preparation, in clarity and imagination and there was limited communication between the candidates.
 - ▶ There was either a lack of confidence in communicating with the audience or delivering a shared performance with a sense of ownership.
 - ▶ The candidate demonstrated limited understanding of the material and the skills used, lacking opinion and/or subject knowledge.

GRADE 7

EXAM DURATION

23 minutes
plus 8 minutes
for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (maximum time: 10 minutes)</p>	<ul style="list-style-type: none"> ▸ Narrative, mood, character or theme should be clear in the performance ▸ Both candidates should demonstrate all the skills ▸ Guidance on the performance task is on page 93 	50
<p>Task 2: Contributory Skill</p> <p>The candidates give a demonstration of ONE contributory performance skill. (maximum time: 7 minutes)</p>	<ul style="list-style-type: none"> ▸ The contributory performance skill should be related to the performance in task 1 ▸ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▸ Guidance on the contributory skill task is on page 94 	30
<p>Task 3: Reflection</p> <p>The candidates engage in a discussion with the examiner about the work and the skills presented, their preparation, personal interpretation, alternative approaches and the use of safe rehearsal and performance practices. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▸ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Perform using and sustaining defined skills to produce a structured, accurate programme that convey narrative, character, mood or theme ▸ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill ▸ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate evidence of careful preparation and some persuasive choices of interpretation ▸ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▸ Demonstrate the ability to organise and express own ideas, with clear rationale including the value of the contributory performance skill to the performance ▸ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience and be able to communicate a programme with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▸ Deliver an integrated, emotionally sustained and engaging programme 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme and/or narrative. There were bold and original choices of interpretation and the programme demonstrated a high level of personal investment in its design and realisation. There was a skilful and seemingly natural communication between the candidates.
 - ▶ The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout.
 - ▶ There was an assured 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 and the skills used.
-

Merit

- ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively with control to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and creativity was shown in the design and realisation of the performance sequence. There was some skilful and natural communication between the candidates.
 - ▶ The contributory skill evidenced a high level of preparation and the candidate's ideas were expressed with confidence, clarity and imagination most of the time.
 - ▶ There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time.
 - ▶ The candidate was able to reflect on their work and discussed with maturity the topics introduced by the examiner demonstrating a full understanding of the material and the skills used.
-

Pass

- ▶ The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of skilful between the candidates.
 - ▶ The presentation of the contributory skill evidenced a secure level of preparation with the candidate's ideas expressed with clarity and imagination throughout.
 - ▶ There was a confident ability to engage the audience, delivering a secure and accurate shared performance most of the time.
 - ▶ The candidate was able to reflect on their work and discussed with maturity the topics introduced by the examiner demonstrating a secure understanding of the material and the skills used.
-

Below Pass

- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity, and little sense of a linking thread of narrative, character, mood or theme. There was a limited rapport between the candidates.
- ▶ The presentation of the contributory skill was lacking in preparation, in clarity and imagination.
- ▶ There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience.
- ▶ The candidate demonstrated limited understanding of the material and the skills used, lacking opinion and/or subject knowledge.

GRADE 8

EXAM DURATION

25 minutes
plus 8 minutes
for report writing



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (maximum time: 10 minutes)</p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ Both candidates should demonstrate all the skills required ▶ Guidance on the performance task is on page 93 	40
<p>Task 2: Contributory Skill</p> <p>The candidates give demonstrations of TWO contributory performance skills. (maximum time: 9 minutes)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1 ▶ Both candidates should demonstrate both contributory skills ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application ▶ Guidance on the contributory skill task is on page 94 	40
<p>Task 3: Reflection</p> <p>The candidates engage in a discussion with the examiner about the work and the skills presented, their preparation, personal interpretation, alternative approaches and the use of safe rehearsal practices. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ Guidance on this task is on page 94 	20

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesively programme of performances that convey narrative, character, mood or theme ▶ Use a range of confident and fluent presentation skills to demonstrate contributory performance skills ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate the ability to organise and express their own ideas, with clear rationale including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage an audience fully, communicating a programme with authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent, and fluent performance programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented a complete synthesis of ranging and integrated performance skills used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material with a total sense of ownership. The programme demonstrated a high level of personal investment and there was an excellent rapport and seemingly natural communication between the candidates.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered with accomplishment and with a secure connection to the subject matter.
 - ▶ There was a seemingly effortless and assured ability to engage the audience fully 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 and the skills used.
-

Merit

- ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme and/or narrative most of the time. There were some clear and creative choices of interpretation, a sense of originality and ownership in the design and realisation of the programme and there was some excellent rapport and seemingly natural communication between the candidates.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.
 - ▶ There was an assured, confident ability to engage the audience fully, 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 and the skills used.
-

Pass

- ▶ The work presented a wide range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance sequence and there were moments of excellent rapport and natural communication between the candidates.
 - ▶ The contributory skills showed a good level of preparation and the candidate's ideas were expressed with confidence and imagination throughout.
 - ▶ 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 and the skills used.
-

Below Pass

- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership, or of a linking thread of narrative, character, mood or theme. There was an ineffective rapport between the candidates.
- ▶ The presentation of the contributory skills showed limited preparation, clarity and imagination.
- ▶ The programme did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience and little sense of ownership.
- ▶ The candidate demonstrated limited understanding of the material and the skills used, lacking depth of opinion and/or subject knowledge.

PERFORMANCE CERTIFICATES

The Performance Certificates are designed to give solo candidates the opportunity to compile and present a continuous performance programme that reflects their own interests and enthusiasms. These differ from the graded exams in that they are focussed exclusively on performance. 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.

AUDIENCE

Candidates/teachers can invite an audience to 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.

THE PERFORMANCE PROGRAMME

For examples of art forms that could be entered, refer to the list of Performance Skills on pages 14-15. This is not an exhaustive list, and candidates are free to include other performance art forms.

FOUNDATION PERFORMANCE CERTIFICATE

EXAM DURATION

12-15 minutes



EXAM REQUIREMENTS

NOTES

EXAM REQUIREMENTS	NOTES
<p>Task 1: Performance</p> <p>The candidate devises and performs a continuous performance programme employing simple costume and staging.</p> <p><i>(the performance programme should be between 12 to 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 ▶ See page 93 for guidance on performance

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an accurate performance(s) ▶ Demonstrate some technical proficiency in presenting the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and some choices of interpretation 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was confident communication between the candidates.
 - ▶ There was a confident ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease throughout.
 - ▶ The candidate demonstrated a secure understanding of the material and the skills used.
-

Merit

- ▶ The work presented was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. There was some confident communication between the candidates.
 - ▶ There was a good awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time.
 - ▶ The candidate demonstrated a good level of understanding of the material and the skills used.
-

Pass

- ▶ The work presented was clear and creative some of the time and there was some expressive use of performance skills with some developing technical accuracy. There were moments of confident communication between the candidates.
 - ▶ There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time.
 - ▶ The candidate demonstrated a reasonable understanding of the material and the skills used.
-

Below Pass

- ▶ The work presented was hesitant and lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills and there was little communication between the candidates.
- ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.
- ▶ There was a limited understanding of the material and the skills used.

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.</p> <p><i>(the performance programme should be between 17 to 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 • See page 93 for guidance on performance

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an accurate and imaginative performance(s) that conveys narrative, character, mood or theme ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and clear choices of interpretation ▶ Demonstrate creative choices in the design and realisation of the performance sequence 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating meaning 	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 clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme and/or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was a convincing communication and rapport between the candidates.
- ▶ There was a confident ability to engage the audience, communicating meaning, and a sense of spontaneity, delivering a secure and accurate shared performance throughout.
- ▶ The candidate demonstrated a mature understanding of the material and the skills used.

Merit

- ▶ The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme and/or narrative and there were clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was some convincing communication and rapport between the candidates.
- ▶ There was a confident ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance most of the time.
- ▶ The candidate demonstrated a secure understanding of the material and the skills used.

Pass

- ▶ The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme and/or narrative and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of convincing communication and rapport between the candidates.
- ▶ The candidate engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.
- ▶ The candidate demonstrated a good level of understanding of the material and the skills used.

Below Pass

- ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little, or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. 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 understanding of the material and the skills presented.

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.</p> <p><i>(the performance programme should be between 25 to 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 ▶ See page 93 for guidance on performance
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ASSESSMENT CRITERIA:

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesively linked programme of performances that convey narrative, character, mood or theme ▶ Demonstrate technical accomplishment in delivering the defined skills 	<p>Technical skills</p>
<ul style="list-style-type: none"> ▶ Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate creative choices in the design and realisation of the performance sequence 	<p>Engagement with the performance art</p>
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage an audience fully to communicating a programme with sophistication 	<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 demonstrated a complete synthesis of ranging performance skills used accurately and creatively to convey character, mood, theme and/or narrative throughout. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material and a total sense of ownership. The programme demonstrated a high level of personal investment.
 - ▶ There was a seemingly effortless and assured ability to engage the audience fully, to deliver a secure and accurate performance of spontaneity and authority throughout.
 - ▶ The candidate demonstrated an comprehensive insightful understanding of the material and the skills used.
-

- Merit**
- ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme and/or narrative most of the time. There were some clear and creative choices of interpretation and a sense of originality and ownership in the design and realisation of the programme.
 - ▶ There was an assured, confident ability to engage the audience fully, delivering a secure and accurate performance with spontaneity and authority most of the time.
 - ▶ The candidate demonstrated an in-depth understanding of the material and the skills used.
-

- Pass**
- ▶ The work presented a wide range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative as appropriate to the performance art. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance sequence.
 - ▶ There was a confident ability to engage the audience, delivering a secure and accurate performance with some spontaneity and authority.
 - ▶ The candidate demonstrated some in-depth understanding of the material and the skills used.
-

- Below Pass**
- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership or of a linking thread of narrative, character, mood or theme.
 - ▶ The programme did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience and little sense of ownership.
 - ▶ The candidate demonstrated limited understanding of the material and the skills used.

PERFORMANCE ARTS (GROUP)

The Performance Arts (group) exams are designed to reflect the fact that people often participate in the performing arts alongside others and that their interaction with other performers as well as an audience is a skill in itself. Working collaboratively in these exams, candidates demonstrate their skills in the imaginative, innovative and creative exploration and integration of different performance forms and materials.

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▶ a performance or performance sequence demonstrating TWO performance skills ▶ a performance demonstrating ONE performance skill and a demonstration of ONE contributory performance skill 	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills ▶ Not all group members have to take part in the demonstration of the contributory skill ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

▶ Perform using defined skills accurately to produce a performance(s), Where relevant, use simple presentation skills to demonstrate a contributory performance skill	Technical skills
▶ Demonstrate some evidence of preparation	Engagement with the performance art
▶ Demonstrate an awareness of audience	Communication with the audience
▶ Demonstrate basic competence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented was clear and accurate most of the time and there was evidence of creativity. There was some secure communication between the candidates.
 - ▶ The presentation of the contributory skill was clear throughout.
 - ▶ There was some awareness of audience and competence in delivering a shared performance.
 - ▶ The candidates demonstrated a clear understanding of the material and the skills used.
-
- Merit**
- ▶ The work presented was clear and accurate most of the time and there was some evidence of creativity. There was some secure communication between the candidates.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ There was a basic awareness of audience and some competence in delivering a shared performance.
 - ▶ The candidates demonstrated a reasonable understanding of the material and the skills used.
-
- Pass**
- ▶ The work presented was clear and accurate some of the time. There were moments of communication between the candidates.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was a basic awareness of audience and basic competence in delivering a shared performance.
 - ▶ The candidates demonstrated some understanding of the material and the skills used.
-
- Below Pass**
- ▶ The work presented was hesitant and lacked clarity and/or accuracy and there was limited communication between the candidates.
 - ▶ The presentation of the contributory skill showed little or no understanding or preparation.
 - ▶ There was little or no awareness of audience.
 - ▶ There was a very limited understanding of the material and the skills used.

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▸ a performance or performance sequence demonstrating TWO performance skills ▸ a performance demonstrating ONE performance skill and a demonstration of ONE contributory performance skill 	<ul style="list-style-type: none"> ▸ The contributory performance skill should be related to the performance ▸ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills ▸ Not all group members have to take part in the demonstration of the contributory skill ▸ Guidance on the performance option is on page 93 ▸ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Perform using defined skills accurately to produce a performance(s) ▸ Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate some evidence of preparation 	Engagement with the performance art
<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**
- ▶ The work presented was clear, accurate and creative throughout. There was a secure communication between the candidates.
 - ▶ The presentation of the contributory skill was clear throughout.
 - ▶ 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 and the skills used.
-
- Merit**
- ▶ The work presented was clear, accurate and creative most of the time. There was some secure communication between the candidates.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ 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 and the skills used.
-
- Pass**
- ▶ The work presented was clear, accurate and creative some of the time. There were moments of communication between the candidates.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was an awareness of audience and confidence in delivering a shared performance some of the time.
 - ▶ The candidates demonstrated some understanding of the material and the skills used.
-
- Below Pass**
- ▶ The work presented was hesitant, lacked clarity and/or accuracy with little evidence of preparation. There was little or no communication between the candidates.
 - ▶ The presentation of the contributory skill showed little understanding or preparation.
 - ▶ There was little or no awareness of audience.
 - ▶ There was a very limited understanding of the material and the skills used.

GRADE 2

EXAM DURATION

12 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▸ a performance or performance sequence demonstrating THREE performance skills ▸ a performance or performance sequence demonstrating TWO performance skills and a demonstration of ONE contributory performance skill 	<ul style="list-style-type: none"> ▸ The contributory performance skill should be related to the performance ▸ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills required ▸ Not all group members have to take part in the demonstration of the contributory skill ▸ Guidance on the performance option is on page 93 ▸ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Perform using defined skills in a sustained and accurate way to produce a performance(s) ▸ Demonstrate some technical proficiency in presenting the defined skills ▸ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate evidence of preparation ▸ Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▸ Demonstrate an awareness of audience 	Communication with the audience
<ul style="list-style-type: none"> ▸ Demonstrate confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented was clear, accurate and creative throughout, with some technical competence. There was an efficient communication between the candidates.
 - ▶ The presentation of the contributory skill was clear 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 and the skills used.
-
- Merit**
- ▶ The work presented was clear, accurate and creative most of the time, with some technical competence. There was some efficient communication between the candidates.
 - ▶ The presentation of the contributory skill was clear most of the time.
 - ▶ 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 and the skills used.
-
- Pass**
- ▶ The work presented was clear, accurate and creative most of the time, with some developing technical competence. There were moments of efficient communication between the candidates.
 - ▶ The presentation of the contributory skill was clear some of the time.
 - ▶ There was an awareness of audience and confidence in delivering a shared performance some of the time.
 - ▶ The candidates demonstrated some understanding of the material and the skills used.
-
- Below Pass**
- ▶ The work presented was hesitant and lacked clarity and/or accuracy, lacking technical competence. There was little or no communication between the candidates.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience.
 - ▶ There was a limited understanding of the material and the skills used.

GRADE 3

EXAM DURATION

14 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▸ a performance or performance sequence demonstrating THREE performance skills ▸ a performance or performance sequence demonstrating TWO performance skills and a demonstration of ONE contributory performance skill 	<ul style="list-style-type: none"> ▸ The contributory performance skill should be related to the performance. ▸ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills required ▸ Not all group members have to take part in the demonstration of the contributory skill ▸ Guidance on the performance option is on page 93 ▸ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Perform using and sustaining defined skills to produce an accurate performance(s) ▸ Demonstrate some technical proficiency in presenting the defined skills ▸ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate evidence of careful preparation and some choices of interpretation ▸ Demonstrate the ability to discuss the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience 	Communication with the audience
<ul style="list-style-type: none"> ▸ Demonstrate confidence in delivering a shared performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was confident communication between the candidates. ▶ The presentation of the contributory skill was confident and coherent, with the candidates' ideas clearly expressed. ▶ There was a confident ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease throughout. ▶ The candidates demonstrated a secure understanding of the material and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. There was some confident communication between the candidates. ▶ The presentation of the contributory skill was confident with the candidates' ideas clearly expressed. ▶ There was a good awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time. ▶ The candidates demonstrated a good level of understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented was clear and creative some of the time and there was some expressive use of performance skills with some developing accuracy. There were moments of confident communication between the candidates. ▶ The presentation of the contributory skill showed evidence of some good preparation with the candidates' ideas expressed with some clarity. ▶ There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time. ▶ The candidates demonstrated a reasonable understanding of the material and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little communication between the candidates. ▶ The contributory skill was lacking in clarity and preparation in its presentation. ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance. ▶ There was a limited understanding of the material and the skills used.

GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ a performance or performance sequence demonstrating FOUR performance skills ▶ a performance or performance sequence demonstrating THREE performance skills and a demonstration of ONE contributory performance skill ▶ a performance or performance sequence demonstrating TWO performance skills and demonstrations of TWO contributory performance skills 	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ The contributory performance skill(s) should be related to the performance ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills ▶ Not all group members have to take part in the demonstration of the contributory skill(s) ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce accurate performances that convey narrative, character, mood or theme ▶ Demonstrate technical proficiency in delivering the defined skills ▶ Where relevant, use some confident presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and clear choices of interpretation ▶ Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience communicating meaning 	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 clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills, demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of narrative, character, mood or theme and creativity in the design and realisation of the performance sequence. There was a good communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced secure preparation with the candidates' ideas expressed with clarity throughout.
 - ▶ There was a confident ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated a secure understanding of the material and the skills used.
-

Merit

- ▶ The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of narrative, character, mood or theme, and some creativity was shown in the design and realisation of the performance sequence. There was some good communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced some secure preparation, with the candidates' ideas expressed with clarity most of the time.
 - ▶ There was an ability to engage the audience, communicating meaning, and a sense of spontaneity and confidence delivering a secure and accurate shared performance most of the time.
 - ▶ The candidates demonstrated a good level of understanding of the material and the skills used.
-

Pass

- ▶ The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation. There was a linking thread of narrative, character, mood or theme. There were moments of good communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced some preparation with some of the candidates' ideas expressed with clarity.
 - ▶ There was an awareness of audience, communicating meaning, 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 and the skills used.
-

Below Pass

- ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. There was a limited communication between the candidates.
- ▶ The contributory skill was lacking in clarity and preparation in its presentation.
- ▶ 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 and the skills used.

GRADE 5

EXAM DURATION

18 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> ▸ a performance or performance sequence demonstrating FOUR performance skills ▸ a performance or performance sequence demonstrating THREE performance skills and a demonstration of ONE contributory performance skill ▸ a performance or performance sequence demonstrating TWO performance skills and demonstrations of TWO contributory performance skills 	<ul style="list-style-type: none"> ▸ Narrative, mood, character or theme should be clear in the performance ▸ The contributory performance skill(s) should be related to the performance. ▸ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills ▸ Not all group members have to take part in the demonstration of the contributory skill(s) ▸ Guidance on the performance option is on page 93 ▸ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▸ Perform using and sustaining defined skills to produce an accurate and imaginative performance(s) that conveys narrative, character, mood or theme ▸ Where relevant, use confident presentation skills to demonstrate a contributory performance skill ▸ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▸ Demonstrate evidence of careful preparation and clear choices of interpretation ▸ Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance ▸ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▸ Demonstrate the ability to engage an audience, communicating meaning 	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 clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme and/or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was a convincing communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced a secure preparation with the candidates' ideas expressed with security, clarity and imagination throughout.
 - ▶ There was a confident ability to engage the audience, communicating meaning, and a sense of spontaneity, delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated a mature understanding of the material and the skills used.
-

Merit

- ▶ The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme and/or narrative and there were clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was some convincing communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced preparation with the candidates' ideas expressed with clarity and imagination most of the time.
 - ▶ There was a confident ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance most of the time.
 - ▶ The candidates demonstrated a secure understanding of the material and the skills used.
-

Pass

- ▶ The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme and/or narrative and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of convincing communication and rapport between the candidates.
 - ▶ The presentation of the contributory skill evidenced preparation, with the candidates' ideas expressed with some clarity and imagination some of the time.
 - ▶ The candidates engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.
 - ▶ The candidates demonstrated a good level of understanding of the material and the skills used.
-

Below Pass

- ▶ The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little, or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. There was limited communication between the candidates.
- ▶ The contributory skill was lacking in clarity and preparation in its presentation.
- ▶ 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 and the skills used.

GRADE 6

EXAM DURATION

20 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ a performance or performance sequence demonstrating FIVE performance skills and a demonstration of ONE contributory performance skill ▶ a performance or performance sequence demonstrating FOUR performance skills and demonstrations of TWO contributory performance skills 	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ The programme should flow uninterrupted from one performance piece to another - a small amount of extra material can be used to link the pieces. ▶ The contributory performance skill(s) should be related to the performance. ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills ▶ Not all group members have to take part in the demonstration of the contributory skill(s) ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and accurate performance(s) that conveys narrative, character, mood or theme ▶ Use confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and clear and creative choices of interpretation ▶ Demonstrate an ability to discuss organise and express their own ideas, with clear rationale, including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience communicating meaning 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver emotionally sustained performances with accuracy and spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented a synthesis of wide ranging and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance sequence and there was an accomplished and seemingly natural communication between the candidates.
 - ▶ The presentation of the contributory skill evidenced thorough preparation with the candidates' ideas expressed with confidence, clarity and imagination throughout.
 - ▶ There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate shared performance throughout.
 - ▶ The candidates demonstrated a mature understanding of the material and the skills used.
-

Merit

- ▶ The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance sequence and there was some accomplished and seemingly natural communication between the candidates.
 - ▶ The presentation of the contributory skill evidenced secure preparation with the candidates' ideas expressed with clarity and imagination most of the time.
 - ▶ There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time.
 - ▶ The candidates demonstrated a secure understanding of the material and the skills used.
-

Pass

- ▶ The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme and/or narrative. There were some clear and creative choices of interpretation some of the time. Creativity was shown in the design and realisation of the performance sequence and there were moments of accomplished communication between the candidates.
 - ▶ The presentation of the contributory skill evidenced secure preparation with the candidates' ideas expressed with clarity and imagination some of the time.
 - ▶ There was some confidence in engaging the audience with the appearance of ease, delivering a secure and accurate shared performance some of the time.
 - ▶ The candidates demonstrated a secure understanding of the material and the skills used.
-

Below Pass

- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or of a linking thread of narrative, character, mood or theme.
- ▶ The presentation of the contributory skill was lacking in preparation, in clarity and imagination and there was limited communication between the candidates.
- ▶ There was either a lack of confidence in communicating with the audience or delivering a shared performance with a sense of ownership.
- ▶ The candidates demonstrated limited understanding of the material and the skills used.

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ a performance or performance sequence demonstrating FIVE performance skills and ONE contributory performance skill ▶ a performance or performance sequence demonstrating FOUR performance skills and TWO contributory performance skills 	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ The programme should flow uninterrupted from one performance piece to another – a small amount of extra material can be used to link the pieces ▶ The contributory performance skill(s) should be related to the performance ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills required ▶ Not all group members have to take part in the demonstration of the contributory skill(s) ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce a structured, accurate programme of performances that convey narrative, character, mood or theme ▶ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill(s) ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and some persuasive choices of interpretation ▶ Demonstrate an ability to organise and express their own ideas, with clear rationale including the value of the contributory performance skill(s) to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience and be able to communicate a programme with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver an integrated, emotionally sustained and engaging programme 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme and/or narrative. There were bold and original choices of interpretation and the programme demonstrated a high level of personal investment in its design and realisation. There was a skilful and seemingly natural communication between the candidates. ▶ The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout. ▶ There was an assured 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 intelligent understanding of the material and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively with control to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and creativity was shown in the design and realisation of the performance sequence. There was skilful and natural communication between the candidates. ▶ The contributory skill evidenced a high level of preparation and the candidates' ideas were expressed with confidence, clarity and imagination most of the time. ▶ There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. ▶ The candidates demonstrated a full understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of skilful communication between the candidates. ▶ The presentation of the contributory skill evidenced a secure level of preparation with the candidates' ideas expressed with clarity and imagination throughout. ▶ There was a confident ability to engage the audience, delivering a secure and accurate shared performance most of the time. ▶ The candidates demonstrated a secure understanding of the material and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and little sense of a linking thread of narrative, character, mood or theme. There was a limited rapport between the candidates. ▶ The presentation of the contributory skill was lacking in preparation, in clarity and imagination. ▶ There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience. ▶ The candidates demonstrated limited understanding of the material and the skills used.

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS

NOTES

MARKS

EXAM REQUIREMENTS	NOTES	MARKS
<p>Task 1: Performance/Contributory</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ a performance or performance sequence demonstrating FIVE performance skills and TWO contributory performance skills ▶ a performance or performance sequence demonstrating FOUR performance skills and THREE contributory performance skills 	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance ▶ The programme should flow uninterrupted from one performance piece to another – a small amount of extra material can be used to link the pieces ▶ The contributory performance skills should be related to the performance ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills ▶ Not all group members have to take part in the demonstration of the contributory skills ▶ Guidance on the performance option is on page 93 ▶ Guidance on the contributory skill option is on page 94 	100

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesive programme of performances that convey narrative, character, mood or theme ▶ Use a range of confident and fluent presentation skills to demonstrate contributory performance skills ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership ▶ Demonstrate an ability to organise and express their own ideas, with clear rationale including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage an audience fully communicating a programme with impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent, and fluent performance programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

Distinction

- ▶ The work presented a complete synthesis of wide ranging and integrated performance skills used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material with a total sense of ownership. The programme demonstrated a high level of personal investment and there was an excellent rapport and seemingly natural communication between the candidates.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered with accomplishment and with a secure connection to the subject matter.
 - ▶ There was a seemingly effortless and assured ability to engage the audience fully delivering a secure and accurate shared performance of spontaneity and authority throughout.
 - ▶ The candidates demonstrated a comprehensive and insightful understanding of the material and the skills used.
-

Merit

- ▶ The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme and/or narrative. There were some clear and creative choices of interpretation, a sense of originality and ownership in the design and realisation of the programme and there were moments of excellent rapport and seemingly communication between the candidates.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.
 - ▶ There was an assured, confident ability to engage the audience fully, 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 and the skills used.
-

Pass

- ▶ The work presented a wide range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance sequence and there were moments of excellent rapport and communication between the candidates.
 - ▶ The contributory skills showed a good level of preparation and the candidates' ideas were expressed with confidence and imagination throughout.
 - ▶ 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 and the skills used.
-

Below Pass

- ▶ The work, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership or of a linking thread of narrative, character, mood or theme. There was limited creativity and/or an ineffective rapport between the candidates.
- ▶ The presentation of the contributory skills showed limited preparation, clarity and imagination.
- ▶ The programme did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience and little sense of ownership.
- ▶ The candidates demonstrated limited understanding of the material and the skills used.

PERFORMANCE ARTS IN PRODUCTION

The Plays in Production exams are designed to allow schools, colleges and theatre groups to offer an entire production for assessment and candidates 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 all students whether participating in backstage/technical or onstage elements including performance, costume, lighting, design and sound will be assessed.

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. 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). The total mark assigned will reflect the level of achievement of the group as a whole

INITIAL AND GRADES 1-8

PERFORMANCE ARTS IN PRODUCTION TASK	NOTES	MARKS
<p>The candidates present for assessment a performance programme or the whole or part of a play. 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.</p> <p><i>(See below for the minimum requirements by grade of performance skills and timings. There is no maximum timing.)</i></p>	<p>▶ The group members do not have to all demonstrate all of the performance skills required</p>	100

MINIMUM REQUIREMENTS BY GRADE

The following table provides details on the minimum duration and number of art forms to be included by Grade. For examples of art forms that could be entered, refer to the list of Performance Skills on page 11. This is not an exhaustive list, and candidates are free to include other performance art forms.

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

WHAT TO PROVIDE FOR THE EXAMINER

Candidates should provide the examiner with a programme providing details of what is being performed and the skills being demonstrated.

INITIAL

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none">▶ Perform using defined skills in a sustained and accurate way to produce a performance(s).▶ Demonstrate some technical proficiency in presenting the defined skills.▶ (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 some evidence of preparation	Engagement with the performance art
<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 clear and accurate most of the time and there was evidence of creativity. There was some secure communication between the performers. The presentation of the contributory skill was clear throughout. There was some awareness of audience and competence in delivering a shared performance. The candidates demonstrated a clear understanding of the material and the skills used.

Pathway 1

Basic costumes, make-up and personal props were created or sourced that 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 clear and accurate most of the time and there was some evidence of creativity. There was some secure communication between the performers. The presentation of the contributory skill was clear most of the time. There was a basic awareness of audience and some competence in delivering a shared performance. The candidates demonstrated a reasonable understanding of the material and the skills used.

Pathway 1

Some basic costumes, make-up and personal props were created or sourced that 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 clear and accurate some of the time. There were moments of communication between the performers. The presentation of the contributory skill was clear some of the time. There was a basic awareness of audience and basic competence in delivering a shared performance. The candidates demonstrated some understanding of the material and the skills used.

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 clarity and/or accuracy and there was limited communication between the performers. The presentation of the contributory skill showed little or no understanding or preparation. There was little or no awareness of audience. There was a very limited understanding of the material and the skills used.

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:

<ul style="list-style-type: none">▶ Perform using defined skills in a mostly sustained and accurate way to produce a performance(s)▶ (Pathway 1) Demonstrate the ability to use basic staging elements such as lighting, sound, costume, props, set	Technical skills
<ul style="list-style-type: none">▶ Demonstrate some evidence of preparation	Engagement with the performance art
<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

Pathways 1 and 2

The work presented was clear, accurate and creative throughout. There was a secure communication between the performers. The presentation of the contributory skill was clear throughout. 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 and the skills used.

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 clear, accurate and creative most of the time. There was some secure communication between the performers. The presentation of the contributory skill was clear most of the time. 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 and the skills used.

Pathway 1

Some basic costumes, make-up and personal props were created or sourced that 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 clear, accurate and creative some of the time. There were moments of communication between the performers. The presentation of the contributory skill was clear some of the time. There was an awareness of audience and confidence in delivering a shared performance some of the time. The candidates demonstrated some understanding of the material and the skills used.

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 some basic support for the production.

Below Pass

Pathways 1 and 2

The work presented was hesitant, lacked clarity and/or accuracy with little evidence of preparation. There was little or no communication between the performers. The presentation of the contributory skill showed little understanding or preparation. There was little or no awareness of audience. There was a very limited understanding of the material and the skills used.

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:

<ul style="list-style-type: none">▶ Perform using defined skills in a sustained and accurate way to produce a performance(s)▶ Demonstrate some technical proficiency in presenting the defined skills▶ (Pathway 1) Demonstrate the ability to use staging elements such as lighting, sound, costume, props, set to support narrative	Technical skills
<ul style="list-style-type: none">▶ Demonstrate evidence of preparation	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate an awareness of audience	Communication with the audience
<ul style="list-style-type: none">▶ Demonstrate confidence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented was clear, accurate and creative throughout, with some technical competence. There was an efficient communication between the performers. The presentation of the contributory skill was clear 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 and the skills used.

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 clear, accurate and creative most of the time, with some technical competence. There was some efficient communication between the performers. The presentation of the contributory skill was clear most of the time. 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 and the skills used.

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 clear, accurate and creative most of the time, with some developing technical competence. There were moments of efficient communication between the performers. The presentation of the contributory skill was clear some of the time. There was an awareness of audience and confidence in delivering a shared performance some of the time. The candidates demonstrated some understanding of the material and the skills used.

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 clarity and/or accuracy, lacking technical competence. There was little or no communication between the performers. The contributory skill was lacking in clarity and preparation in its presentation. There was limited awareness of audience. There was a limited understanding of the material and the skills used.

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:

During the exam, the candidates will:

<ul style="list-style-type: none">▶ Perform using and sustaining defined skills to produce an accurate performance(s)▶ Demonstrate some technical proficiency in presenting the defined skills▶ (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
<ul style="list-style-type: none">▶ Demonstrate evidence of careful preparation and some choices of interpretation	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate the ability to engage an audience	Communication with the audience
<ul style="list-style-type: none">▶ Demonstrate confidence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS**Distinction****Pathways 1 and 2**

The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was confident communication between the performers. The presentation of the contributory skill was confident and coherent, with the candidates' ideas clearly expressed. There was a confident ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease throughout. The candidates demonstrated a secure understanding of the material and the skills used.

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 clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. There was some confident communication between the performers. The presentation of the contributory skill was confident with the candidates' ideas clearly expressed. There was a good awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time. The candidates demonstrated a good level of understanding of the material and the skills used.

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 clear and creative some of the time and there was some expressive use of performance skills with some developing accuracy. There were moments of confident communication between the performers. The presentation of the contributory skill showed evidence of some good preparation with the candidates' ideas expressed with some clarity. There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time. The candidates demonstrated a reasonable understanding of the material and the skills used.

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 Pass**Pathways 1 and 2**

The work presented was hesitant and lacked clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little communication between the performers. The contributory skill was lacking in clarity and preparation in its presentation. There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance. There was a limited understanding of the material and the skills used.

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:

During the exam, the candidates will:

<ul style="list-style-type: none">▶ Perform using and sustaining defined skills to produce accurate performances that convey narrative, character, mood or theme▶ Demonstrate technical proficiency in delivering the defined skills▶ (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 evidence of careful preparation and clear choices of interpretation▶ Demonstrate creative choices in the design and realisation of the performance sequence(s)	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate the ability to engage an audience communicating meaning	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 clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills, demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of narrative, character, mood or theme and creativity in the design and realisation of the performance sequence. There was a good communication and rapport between the performers. The presentation of the contributory skill evidenced secure preparation with the candidates' ideas expressed with clarity throughout. There was a confident ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance throughout. The candidates demonstrated a secure understanding of the material and the skills used.

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 clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of narrative, character, mood or theme, and some creativity was shown in the design and realisation of the performance sequence. There was some good communication and rapport between the performers most of the time. The presentation of the contributory skill evidenced some secure preparation, with the candidates' ideas expressed with clarity most of the time. There was an ability to engage the audience, communicating meaning, and a sense of spontaneity and confidence delivering a secure and accurate shared performance most of the time. The candidates demonstrated a good level of understanding of the material and the skills used.

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 clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation. There was a linking thread of narrative, character, mood or theme. There were moments of good communication and rapport between the performers. The presentation of the contributory skill evidenced some preparation with some of the candidates' ideas expressed with clarity. There was an awareness of audience, communicating meaning, 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 and the skills used.

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 mostly 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 clarity and/or accuracy showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. There was a limited communication between the candidates. The contributory skill was lacking in clarity and preparation in its presentation. 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 and the skills used.

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:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an accurate and imaginative performance(s) that conveys narrative, character, mood or theme ▶ Demonstrate technical proficiency in delivering the defined skills ▶ (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 evidence of careful preparation and clear choices of interpretation ▶ Demonstrate creative choices in the design and realisation of the performance sequence(s) 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience, communicating meaning 	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 clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme and/or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was a convincing communication and rapport between the performers. The presentation of the contributory skill evidenced a secure preparation with the candidates' ideas expressed with security, clarity and imagination throughout. There was a confident ability to engage the audience, communicating meaning, and a sense of spontaneity, delivering a secure and accurate shared performance throughout. The candidates demonstrated a mature understanding of the material and the skills used.

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 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 the style of the production with some clarity.

Merit	<p>Pathways 1 and 2</p> <p>The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme and/or narrative and there were clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There was some convincing communication and rapport between the performers. The presentation of the contributory skill evidenced preparation with the candidates' ideas expressed with clarity and imagination most of the time. There was a confident ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.</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 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.</p>
Pass	<p>Pathways 1 and 2</p> <p>The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme and/or narrative and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of convincing communication and rapport between the performers. The presentation of the contributory skill evidenced preparation, with the candidates' ideas expressed with some clarity and imagination some of the time. The candidates engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time. The candidates demonstrated a good level of understanding of the material and the skills used.</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 w 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.</p>
Below Pass	<p>Pathways 1 and 2</p> <p>The work presented lacked clarity and/or accuracy showing little evidence of preparation. There was little, or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of narrative, character, mood or theme. There was limited communication between the candidates. The contributory skill was lacking in clarity and preparation in its presentation. 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 and the skills used.</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:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and accurate performance that conveys narrative, character, mood or theme ▶ Demonstrate technical proficiency in delivering the defined skills ▶ (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 evidence of careful preparation and clear and creative choices of interpretation 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience communicating meaning 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver emotionally sustained performances with accuracy and spontaneity 	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented a synthesis of wide ranging and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance sequence and there was an accomplished and seemingly natural communication between the performers. The presentation of the contributory skill evidenced thorough preparation with the candidates' ideas expressed with confidence, clarity and imagination throughout. There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate shared performance throughout. The candidates demonstrated a mature understanding of the material and the skills used.

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	<p>Pathways 1 and 2</p> <p>The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance sequence and there was some accomplished and seemingly natural communication between the performers most of the time. The presentation of the contributory skill evidenced secure preparation with the candidates' ideas expressed with clarity and imagination most of the time. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.</p> <p>Pathway 1</p> <p>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.</p>
Pass	<p>Pathways 1 and 2</p> <p>The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme and/or narrative. There were some clear and creative choices of interpretation some of the time. Creativity was shown in the design and realisation of the performance sequence and there were moments of accomplished communication between the performers. The presentation of the contributory skill evidenced secure preparation with the candidates' ideas expressed with clarity and imagination some of the time. There was some confidence in engaging the audience with the appearance of ease, delivering a secure and accurate shared performance some of the time. The candidates demonstrated a secure understanding of the material and the skills used.</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 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.</p>
Below Pass	<p>Pathways 1 and 2</p> <p>The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or of a linking thread of narrative, character, mood or theme. The presentation of the contributory skill was lacking in preparation, in clarity and imagination and there was limited communication between the performers. There was either a lack of confidence in communicating with the audience or delivering a shared performance with a sense of ownership. The candidates demonstrated limited understanding of the material and the skills used.</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.</p>

GRADE 7

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce a structured, accurate programme of performances that convey narrative, character, mood or theme ▶ Demonstrate technical accomplishment in delivering the defined skills ▶ (Pathway 1) Demonstrate effective use of a range of integrated staging elements that show evidence of being designed and communicate a sense of place, mood and style of the production 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate evidence of careful preparation and some persuasive choices of interpretation 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate the ability to engage an audience and be able to communicate a programme with dramatic impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Deliver an integrated, emotionally sustained and engaging performance 	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme and/or narrative. There were bold and original choices of interpretation and the programme demonstrated a high level of personal and emotional investment in its design and realisation. There was a skilful and seemingly natural communication between the performers throughout. The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout. There was an assured 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 intelligent understanding of the material and the skills used.

Pathway 1

Costumes, make-up and personal props (where required) 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 was and 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	<p>Pathways 1 and 2</p> <p>The work presented a wide range of integrated performance skills used accurately and imaginatively with control to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and creativity was shown in the design and realisation of the performance sequence. There was skilful and natural communication between the performers. The contributory skill evidenced a high level of preparation and the candidates' ideas were expressed with confidence, clarity and imagination most of the time. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a full understanding of the material and the skills used.</p> <p>Pathway 1</p> <p>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.</p>
Pass	<p>Pathways 1 and 2</p> <p>The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance sequence. There were moments of skilful communication between the performers some of the time. The presentation of the contributory skill evidenced a secure level of preparation with the candidates' ideas expressed with clarity and imagination throughout. There was a confident ability to engage the audience, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.</p> <p>Pathway 1</p> <p>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.</p>
Below Pass	<p>Pathways 1 and 2</p> <p>The work, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and little sense of a linking thread of narrative, character, mood or theme. There was a limited rapport between the performers. The presentation of the contributory skill was lacking in preparation, in clarity and imagination. There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience. The candidates demonstrated limited understanding of the material and the skills used.</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, it was operated ineffectively and provided limited enhancement to the world of the play and there was little communication of place/mood/style.</p>

GRADE 8

ASSESSMENT CRITERIA:

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and creative programme of performances that convey narrative, character, mood or theme ▶ Demonstrate technical accomplishment in delivering the defined skills ▶ (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 evidence of a breadth of preparation, independent interpretation and a sense of ownership 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage an audience fully communicating a programme with impact and authority 	Communication with the audience
<ul style="list-style-type: none"> ▶ Demonstrate the ability to deliver a sustained, coherent, and fluent programme of depth and originality 	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented a complete synthesis of wide ranging and integrated performance skills used accurately and creatively to convey character, mood, theme and/or narrative. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material with a total sense of ownership. The programme demonstrated a high level of personal and emotional investment and there was an excellent rapport and seemingly natural communication between the performers throughout. The contributory skills showed substantial evidence of preparation and research and were delivered with accomplishment and with a secure connection to the subject matter. There was a seemingly effortless and assured ability to engage the audience fully delivering a secure and accurate shared performance of spontaneity and authority throughout. The candidates demonstrated a comprehensive and insightful understanding of the material and the skills used.

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 performance skills used accurately and imaginatively to convey character, mood, theme and/or narrative. There were some clear and creative choices of interpretation, a sense of originality and ownership in the design and realisation of the programme and there were moments of excellent rapport and seemingly communication between the performers. The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence. There was an assured, confident ability to engage the audience fully, 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 and the skills used.</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 performance skills used accurately and with imagination to convey character, mood, theme and/or narrative. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance sequence and there were moments of excellent rapport and communication between the performers. The contributory skills showed a good level of preparation and the candidates' ideas were expressed with confidence and imagination throughout. 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 and the skills used.</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, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership, or of a linking thread of narrative, character, mood or theme. There was limited creativity and/or an ineffective rapport between the performers. The presentation of the contributory skills showed limited preparation, clarity and imagination. The programme did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage with the audience and little sense of ownership. The candidates demonstrated limited understanding of the material and the skills used.</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 overlong 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.

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 Performing Arts in Production (Pathway 1), 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.

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.

Staging devices/support

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 Performance Arts (group), Performance Certificates and Performing Arts in Production, 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, 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 up the exam reports following the performance

PERFORMANCE TASKS

Performance Arts encompasses anything and everything that could be deemed 'performance' and as such it offers limitless opportunities.

Each of Trinity's qualifications is assessed in a different way, and the assessment criteria for each qualification provides information on this. So, what is the difference between offering a poem, for example, as part of your Speech and Drama exam and offering it for Performance Arts? After all, it is still a poem, and still 'performed'. Speech and Drama has a more literary approach (for example, at Grade 5) in the reflection task, questions may focus on **content, meaning, mood and context, and the impact of variations in vocal techniques and delivery**, whereas in the Performance Arts assessments at the same level, it is **a discussion with the examiner about the work and the skills presented, its preparation and alternative approaches**. It's a broader brief, where candidates will be invited to elaborate on their performance skills and the choices made: it is a total *performance* with the poem at the heart of it and alongside the technical delivery of the text, the candidate's fullest interpretation of the poem to the audience will be assessed.

At Entry and Foundation Levels (Initial, Grades 1-3) candidates demonstrate performance skills, increasingly focussing on performing them with clarity and accuracy and demonstrating some awareness of audience.

At Intermediate Level (Grades 4-5), candidates focus on exploring how the skills and material can be linked together to create continuous and imaginative performance programmes that communicate meaning. For example, at **Grade 5, Task 1: Performance:** *The candidate gives a continuous performance sequence demonstrating TWO performances.* The candidate may choose to sing 'Edelweiss' from *The Sound of Music*, moving seamlessly into an abstract dance piece, repeating the music, but this time moving to it rather than singing alongside it, creating a narrative link between the pieces and the skills.

Task 2: Performance/Contributory Skill, asks candidates to give one of the following: *a continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 OR a demonstration of ONE contributory performance skill.* The candidate could go one of two ways, both of which would be complimentary to their Task 1 performance. They could look at the theme and mood of their Task 1 performance, and connecting with that lyricism and longing for what the edelweiss stands for creating an accompanying programme that is also about longing and belonging. They could also sing 'Maybe this Time' from *Cabaret*, which moves into

a ballet sequence, to the music of 'Into My Arms' by Nick Cave. Or the candidate could go the opposite way working with the theme of ownership, and celebrating that as a contrasting theme singing, 'You oughta know' by Alanis Morissette, moving into a drumming solo during the song. The candidate might sing as they play drums, or they might separate the skills thereby creating a 'drum break' during the song. This is providing a contrast in style, in energy and in mood.

At Advanced Level (Grades 6-8), candidates continue their development in creating performance programmes, that show individual and personal input and that engage the audience and have impact. Candidates should be aiming to present programmes that show a range of performance skills, the content of which is as varied as the performance skills. All pieces will have meaning, and this meaning will be communicated to the audience. The emphasis is on the performance programme and how the skill facilitates communication of meaning. Candidates are expected to perform with an increased level of technical competence and they should be presenting increasingly demanding material and an increasingly complex connection between pieces through their performance programmes. We are looking for separate skills, equally illustrated, in each task, but which work together so as to make ONE full piece of work. This is a skill in itself and requires an imaginative, flexible approach to create an entire piece of work. For example, Grade 7 **Task 1: Performance:** *The candidate gives a continuous performance sequence demonstrating THREE DIFFERENT performance skills.* A candidate might offer puppetry, acting and rap. The candidate starts the programme with a monologue. Half way through the monologue they produce a puppet, dressed in the same way that the candidate is, it is themselves, and the candidate voices and moves the puppet, speaking the remainder of the monologue, perhaps changing the mood to something that is much darker in content. At the end of the monologue, in response to the last line, the candidate indicates for a rap baseline to be played, which links to the content of that last line and they deliver a sequence which responds to and develops the subject matter.

For examples of programmes that could be offered, go to trinitycollege.com/drama2020

Reflection task

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 and context and character development.

At Entry and Foundation Levels (Initial, Grades 1-3), candidates are expected to display some clear understanding of the skills they demonstrated, to discuss the content of their performances and the choices made.

At higher levels, candidates should be able to discuss the processes of rehearsal and their imaginative journey from choosing the material to their performance in the exam. Marks will reflect how well it was discussed – with what degree of knowledge, readiness, accuracy and engagement. The examiner may encourage the candidate to talk about their selection of material in general terms, so some knowledge of the broader field of that skill would be expected, and in relation to the specific quality of that material, and then may ask more.

CONTRIBUTORY SKILLS TASKS

The objective of the contributory skills task is to acknowledge those skills that support or contribute to performance. This task asks candidates to deliver a presentation that demonstrates their skills in this area and that also shows how the skills support their performance. Therefore, the contributory skill should be linked to one of their performances. Candidates can use visual/audio aids to illustrate their demonstration, such as the text of a poem or story they may have written, an audio recording of some sound effects they may have created, or a prop they used. They could also show an extract of a film they have made with commentary. Candidates will be asked to briefly introduce their demonstration, for example: 'I would like tell you how I made these fairy wings that my character wore in the performance'. The candidate does not need to re-make the wings in front of the examiner, they could instead describe how they made them – the materials used, how the pieces were assembled, how the wings are attached to the body etc. The aim is for the candidate to explain with some order, showing evidence of some preparation and expressing their ideas; presenting with increasing confidence as they move up the Grades.

At Intermediate Level (Grades 4-5), candidates should be giving demonstrations that are well-prepared and that show a secure understanding of the skill they are presenting, its contribution to performance in general and to their own performance specifically. Some creative ideas should be evident in the presentation. The candidate as part of Task 1 may have, for example, performed an abstract dance piece, so, in task 2, they might choose to present a story board with the dance moves clearly expressed, which shows the choreography, its connection with the music and with the storytelling.

Again, candidates should clearly introduce their demonstration and ensure that they have thought carefully about the structure of the presentation, presenting information in a logical order and with a clear end to the presentation.

At Advanced Level (Grades 6-8), the demonstration of a contributory skill is a required task: at this advanced level, the candidate needs to demonstrate in-depth knowledge and understanding of their skills in their programme. It also acknowledges the value of the contributory elements in performance. The demonstration should show substantial evidence of preparation and research. For example, a candidate may have given a performance using a puppet. For the demonstration, they could show the puppet costume detail – all made by the candidate. Or they might show how they made the puppet itself. At this level, the candidate should consider:

- How to effectively convey the information in relation to their contributory skill
- How to engage the audience (examiner) with the subject matter of their presentation
- How to convey the information in a way that is coherent and intelligible to someone who may not know very much about the subject matter/skill.

The demonstration should be clearly introduced, have an orderly structure, and demonstrate the candidate's in-depth knowledge of the subject-matter, its value to performance in general and how it contributed to the performance the candidate gave specifically.

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
- ▶ Performers 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 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 performers 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
- ▶ Performers should be given detailed handling instructions about the props and given time to familiarise themselves with their use
- ▶ Weapons should only be given to performers 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 performers 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 performers know the safe route and are aware of any technical obstacles, areas of reduced lighting and masking (curtains, boards, flats, etc). Performers 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 performing two poems when a poem and a different form was 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

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