

ACTING 2020

SYLLABUS CHANGES FROM 2010 VERSION



INTRODUCTION

RELEASE DATES

- First exams can be taken from 1st September 2020
- The 2010 version will be withdrawn on 31st August 2020

The following tables detail where there are changes, providing details on what the changes are and the rationale for them.

SOME OVERALL CHANGES TO NOTE:

There are now learning outcomes, assessment criteria, and attainment descriptors for every exam.

All the conversation and discussion tasks have been re-named 'Reflection' to underline the main aim of the task.

At Grades 7 and 8 (solo and pair) the reflection task is now a minute longer (6 minutes).

For Grades 4-8 (solo and pair), there is some slight re-wording of the reflection task - "The candidate should be prepared to engage in discussion on the following..." This is to highlight that a number of topics could be covered in the reflection task, while also clarifying that, due to the constraints of time, not every topic is necessarily going to be discussed.

WHAT IS THE OBJECTIVE OF THE ACTING EXAMS?

The Acting exams are designed for candidates who want to focus on developing vocal, physical and characterisation skills in dramatic performance as solo performers, in pairs or groups. Candidates perform a variety of play extracts from a range of periods and styles and engage with devised forms of theatre. The exams present candidates with practical, creative tasks that prepare them for situations in both education and the workplace, enabling them to develop invaluable 21st century skills in communication and creativity and to build confidence.

WHY WERE CHANGES MADE?

To encourage exploration of performance work that is local to the candidate

To enable performance pieces across the grades to be marked separately so that teachers and candidates can receive marks and feedback specific to each piece



To combine the Group Drama (devised) and Group Drama (scripts) exams into one set of requirements titled 'Acting (Group)'. This is to simplify the exam options available while allowing candidates to choose a route through the grades focusing on the dramatic forms they wish to build skills in.

The tables below detail the main changes to the Acting exams; however, teachers should still review the 2020 syllabus in detail to ensure they are up to date with the exam requirements.

ACTING (SOLO)

GRADE AND TASK	DETAILS OF CHANGE	RATIONALE
Initial	This is a new exam for Acting (solo)	To increase the options for young candidates
Grades 1-3, task 1	The monologue that candidates perform can now also be taken from a book of speeches or adapted from a novel	To provide more choice for candidates at this level.
Grade 4, tasks 1-2	Instead of the requirement for one of the play extracts to be post 1950, candidates are asked to perform two play extracts that contrast in language style, genre, or period in which they were written.	To increase the choice for candidates.
Grade 5, tasks 1-2	Instead of the requirement for one of the play extracts to be specifically after 1979, candidates are asked to perform two play extracts that contrast in language style, genre, or period in which it was written.	To increase the choice for candidates.
Grades 5-6, tasks 3-4	Re-working is now a separate task, and the hot-seating and improvisation have been combined into one task as options.	Tasks that are similar in terms of challenge and skills used (the hot-seat and the improvisation) have been put together as options.

Grade 6, tasks 1-2	Instead of the requirement for one of the play extracts to be written in the 16th or 17th centuries and the other play to have been written after 1900 candidates are asked to perform two play extracts that contrast in language style.	To increase the choice for candidates.
Grade 7, tasks 1-3	Instead of the requirement for the play to be written in the 18th or 19th centuries candidates are instead asked to perform plays that are from different periods or cultures. One of the performance pieces can be an unpublished work.	To increase the choice for candidates.

ACTING (PAIR)

GRADE AND TASK	DETAILS OF CHANGE	RATIONALE
Initial	This is a new exam for Acting (solo)	To increase the options for young candidates.
Grade 1, task 1	The duologue that candidates perform can now also be taken from a book of speeches or adapted from a novel.	To provide more choice for candidates at this level.
Grades 2-3, task 1	Candidates are asked to perform just one extract/scene, rather than a scene or scenes. Also, the duologue that candidates perform can now be taken from a book of speeches or adapted from a novel.	This is part of the approach to ensure that, where possible, candidates will receive separate marks and feedback for each piece performed meaning that the number of pieces to be performed now has to be stated rather than, for example, "one or two" pieces.
Grade 6, tasks 1-2	Candidates are asked to perform two extracts, rather than an extract/extracts.	(See Grades 2-3, task 1 for rationale)
Grade 7, tasks 1-3	Candidates are now specifically asked to perform three extracts.	(See Grades 2-3, task 1 for rationale)

Grade 8, tasks 1-3	The pieces performed should contrast in at least one of the following - language style, mood or genre.	This replaces the theme requirement thereby increasing the choice for candidates.
Grade 8, task 4	Instead of improvising in relation to a stimulus provided, candidates will now work with the examiner on a modification of one of their performance pieces.	This provides an authentic rehearsal room experience for candidates as well as creating a link between the tasks.

ACTING (GROUP)

The Group Drama (devised) and Group Drama (scripts) specifications have been combined into one set of specifications. This is to streamline the strands offered. By doing this, candidates can now choose to focus on devised or scripted work or perform a mixture of both.

The following is a list of main points to note:

- At Initial and Grades 1-3, there is no requirement for the performance piece to be based on a particular stimulus (e.g. a song or a poem). Instead candidates are asked to deliver a performance piece taken from a published book of scenes, a play, adapted from a novel, or devised.
- At Grades 3 and 4, where previously in Group Drama - Scripts, candidates were asked to deliver "one or more extracts", they will now just be asked to perform one piece. This is part of the approach to ensure that, where possible, candidates will receive separate marks and feedback for each piece performed, meaning that the number of pieces to be performed now has to be stated in the syllabus.
- At Grades 5 and 6, where previously in Group Drama - Scripts candidates were asked to deliver "one or more extracts", they will now deliver two pieces. As with Grades 3 and 4, this is part of the approach to ensure that, where possible, candidates will receive separate marks and feedback for each piece.
- At Grades 7 and 8, where previously in Group Drama - Devised, candidates would perform two contrasting plays followed by one or more improvisation(s) based on stimuli provided by the examiner, they will now deliver two extracts. As with Grades 5 and 6, this allows each piece to be marked separately, and provides more time to focus on the performance pieces.

PREPARE TO PERFORM

PRACTICAL ACTING SKILLS FOR ASPIRING PERFORMERS

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