

PERFORMANCE ARTS 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- The 2010 version will be withdrawn on 31st August 2020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.

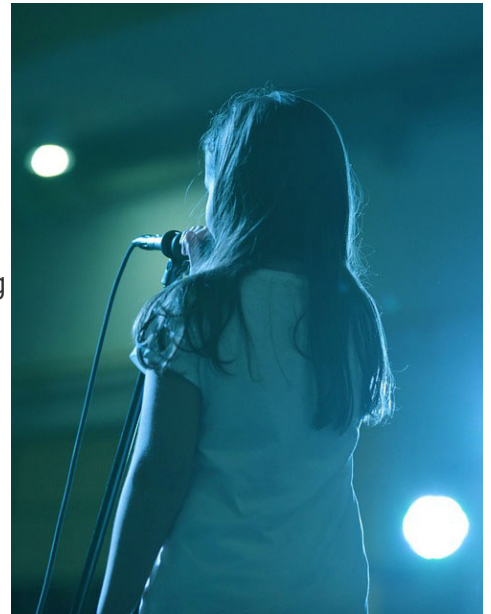
All the conversation and discussion tasks have now been re-named 'Reflection' to underline the main aim of the task)

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

For Grades 4-8, 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 PERFORMANCE ARTS EXAMS?

The Performance Arts exams are designed for candidates 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 they may already have or to explore new ones. In the exams, candidates create programmes of work, (at higher grades, linked by narrative, mood, character or theme), that demonstrate their performance skills. Candidates are assessed on their engagement with the performance arts used, their technical skills and their ability to engage and communicate with their audience. 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.



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

PERFORMANCE ARTS (SOLO)

GRADE AND TASK	DETAILS OF CHANGE	RATIONALE
Initial	This is a new exam for Performance Arts (solo)	To increase the options for young candidates.
Grade 2, tasks 1-2	Candidates now give a performance that demonstrates two performance skills. This is followed by the option of either using one of those same performance skills or a different skill for a second performance, or to demonstrate a contributory performance skill.	This is to demonstrate a step-up in terms of challenge from the previous grade as well as bringing the level of challenge into line with other subject areas at the same level.
Grade 3, tasks 1-2	See grade 2. Also, the requirement for a topic or theme has been removed.	
Grade 6, tasks 1-2	The candidate will now give a continuous performance using three performance skills, followed by a required demonstration of a contributory skill.	This is to demonstrate the step up from the intermediate grades and to bring Grade 6 into line with the other advanced level grades which require the demonstration of a contributory skill.
Grade 8, task 1	Candidates will now offer a continuous performance sequence demonstrating three skills rather than four.	To allow more time for the demonstration of the skills.

PERFORMANCE ARTS (PAIR)

GRADE AND TASK	DETAILS OF CHANGE	RATIONALE
Initial	This is a new exam for Performance Arts (pair)	To increase the options for young candidates.
Grade 1, tasks 1-2	The requirements are the same but have been split across two tasks.	To bring the exam requirements in line with those of the solo exam.

Grades 2&3, tasks 1-2	Candidates now give a performance that demonstrates two performance skills, followed by the option of either using one of those same performance skills, a different skill for a second performance, or to demonstrate a contributory performance skill.	This is to demonstrate a step-up in terms of challenge from the previous grade. It also brings the exam requirements into line with those of the solo exam.
Grades 4&5, tasks 1-2	Candidates now give a performance demonstrating two performance skills followed by the option of either a further performance demonstrating two performance skills (one of which can be the same as in task 1) or the demonstration of a contributory skill.	This is to demonstrate a step-up in terms of challenge from the previous grade. It also brings the exam requirements into line with those of the solo exam.
Grade 6, tasks 1-2	The candidate will now give a continuous performance using three performance skills, followed by a required demonstration of a contributory skill.	This is to demonstrate a step up from the intermediate grades and to bring Grade 6 into line with the other advanced level grades which require the contributory skill demonstration. It also brings the exam requirements into line with those of the solo exam.
Grade 7, tasks 1-2	See Grade 6	This brings the exam requirements into line with those of the solo exam.
Grade 8, task 1	Candidates will now offer a continuous performance sequence demonstrating three skills rather than four.	To allow more time for the demonstration of the skills.

PERFORMANCE ARTS (GROUP)

The Performance Arts (group) graded exams contain small wording changes, including a format which provides candidates with options. Read through the syllabus specifications, taking note of the following main points:

- There is a new initial level exam, in line with the offer for solo and pair grades
- There is no separately marked introduction component

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