

ADAPTED DIPLOMA EXAMS: ATCL, LTCL PERFORMING AND COMMUNICATION SKILLS

Speech and Drama/Musical
Theatre/Performance Arts/
Public Speaking

Syllabus specifications
for adapted exams
June-July 2020

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Contents

Welcome.....	3
Introduction.....	4
ATCL Performing (Speech and Drama).....	6
ATCL Performing (Musical Theatre).....	8
ATCL Performing (Performance Arts).....	10
ATCL Communication Skills (Public Speaking).....	12
Guidance on Task 2: Reflective response for ATCL Performing.....	14
LTCL Performing (Speech and Drama).....	15
LTCL Performing (Musical Theatre).....	18
LTCL Performing (Performance Arts).....	21
LTCL Communication Skills (Public Speaking).....	24
Guidance on Task 2: Reflective response for LTCL Performing.....	27
Exam guidance.....	28
Attainment descriptors.....	29
Resources.....	31

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. Trinity's qualifications are regulated by these authorities within the Regulated Qualifications Framework (RQF). Various arrangements are in place with governmental education authorities worldwide.

Welcome

Welcome to Trinity College London's syllabus specifications for adapted Performing and Communication Skills diploma exams. These adapted diploma qualifications are available between June and July 2020 to support candidates in their progression. For those unable to attend a centre, Trinity College London has adapted its ATCL (Unit 1) and LTCL (Unit 3) Performing and Communication Skills diplomas so that candidates can submit their performances and viva voce tasks digitally; filming and uploading their performances to learning.trinitycollege.com

Candidates can receive a regulated drama diploma qualification by filming and uploading a performance of their pieces and a recorded spoken response to set questions as an alternative to the viva voce to our learning portal at learning.trinitycollege.com

LTCL Unit 1 Candidates can also take their exam as an additional viva, allowing them to demonstrate their knowledge of theory through filmed responses to key questions. A separate document providing details of the process and the questions can be downloaded from trinitycollege.com/digital-performance

LTCL Unit 2 candidates should submit their submitted materials in the normal manner via their local representative who will forward to Trinity's central office. They should however, submit as soft copy (Word or pdf) instead of the usual hard copy format.

Key notes

1. These guidelines are for use from June to July 2020.
2. Digital assessment provides an alternative for candidates who have already prepared for their Diploma exam.
3. To take this assessment you must have access to:
 - ▶ A high-quality audio-visual recording device with enough storage for your performance (eg a good-quality mobile phone, tablet, laptop or video camera)
 - ▶ A working internet connection for uploading your performance video and supporting files
4. You will need to provide an email address when booking and complete content release forms for us to assess your performance.

Summary of process

1. Prepare your performance and your responses to the set questions for the viva voce.
2. Film your performance of the pieces and your responses to the set questions for the viva voce.
3. Upload your performance/presentation video (if possible your performances/presentations and the reflective response should be in the same video file) to learning.trinitycollege.com, together with supporting files. **PLEASE NOTE: Your performances cannot be marked by the examiner without the texts of your performance pieces and so these MUST be uploaded alongside your video of your performances.**
4. Receive feedback and marks for your performance work.

Introduction

Objective of the adapted diploma exams

This alternative pathway offers a stepping-stone for progress by allowing you to perform your pieces in your own setting, then submit them via an online portal to receive marks and feedback from our examiners.

Performances are marked in the same way as the normal ATCL and LTCL Diploma exams, using the same assessment criteria. On completion of all required units successful candidates will be awarded a regulated diploma level qualification.

Entry information

Entries can be made via Trinity's network of centres, which are available throughout the world. Details are available at trinitycollege.com/worldwide, and candidates should contact their local Trinity representative for more information about how to enter.

Trinity's drama diplomas are open to all candidates. There is no requirement to have passed lower grade/diploma levels, or other qualifications; however, the grades and diplomas represent a system of progressive development and the outcomes for each level assume mastery of the outcomes of previous levels therefore we recommend that candidates have taken the previous level particularly at these higher levels. There is no upper age limit, but the following recommended guidance is provided regarding the minimum age for each stage:

Qualification	Age of candidate	Advised previous level to have completed
ATCL	18 years and over	Grade 8, or equivalent Level 3 qualifications or experience
LTCL	19 years and over	ATCL, or equivalent Level 4 qualifications or experience

Assessment and marking

Trinity's diploma qualifications are assessed by an external examiner trained and moderated by Trinity. The examiner writes a report on the extent to which the candidate has met the learning outcomes of the qualification and awards marks in line with the published criteria.

Each candidate is given written feedback, marks and, on passing all the relevant units, a certificate.

Attainment bands

Associate (ATCL) and Licentiate (LTCL) exams are marked out of 100. Marks are awarded on the basis of the following attainment bands:

Marks received for each unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

A candidate must achieve the pass mark in every unit in order to be awarded Pass overall. Distinction is awarded if the overall pass mark is 75% or more. It is not necessary to achieve 75% or more in every unit in order to be awarded a Distinction, but the pass mark must have been gained in every unit.

Regulated titles and qualification numbers for ATCL and LTCL performing diplomas

Title	Qualification number
TCL Level 4 Diploma in Performing (Speech and Drama/Musical Theatre/Performance Arts)	600/0898/2
TCL Level 4 Diploma in Communication Skills (Public Speaking)	600/0883/0
TCL Level 6 Diploma in Communication Skills (Public Speaking)	600/0888/X
TCL Level 6 Diploma in Performing (Speech and Drama/Musical Theatre/Performance Arts)	600/0940/8

Regulated Qualifications Framework

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.

Academic dress and post-nominals

Candidates who have passed a Trinity diploma are entitled to use the letters standing for that diploma after their name.

- ▶ ATCL stands for Associate of Trinity College London
- ▶ LTCL stands for Licentiate of Trinity College London

Holders of Trinity diplomas are also entitled to wear academic dress. Associates are entitled to wear an academic gown, and Licentiates a gown and hood (purple edged with mauve). Candidates wishing to obtain academic dress should contact Trinity's central office for appropriate authorisation.

Exam requirements

A candidate's accuracy will be reflected in the final mark awarded and therefore it is essential that, in addition to uploading their diploma performance, the following supporting materials are also uploaded:

- ▶ Copies (not handwritten) of prepared pieces set out in the original published format
- ▶ Sheet music for any sung pieces.

Unless it states otherwise in the exam requirements for the subject strand, all pieces/extracts offered for exams must have been published.

Where a piece has been edited, the extract should have the edits clearly marked on it.

ATCL Performing (Speech and Drama)

Aims

This qualification encourages candidates to be multi-skilled, reflective performers, preparing and performing a programme of work at a level that shows professional potential. They will achieve performance standards that are comparable with other qualifications available in the UK at Level 4 on the Regulated Qualifications Framework or the first year of degree-level study.

Learning outcomes

To achieve this qualification the candidate will be able to:

- ▶ Demonstrate a sound knowledge of the fundamental concepts of speech and drama
- ▶ Use different approaches to solve problems
- ▶ Communicate accurately with clear intent
- ▶ Appreciate the main principles of the discipline, and the limits of their current capabilities and knowledge in relation to it
- ▶ Undertake small-scale investigative or development activities, using appropriate methods and techniques
- ▶ Operate in moderately critical situations where success depends on choosing appropriate responses

Assessment criteria

The unit has defined assessment objectives and these are measured using the following criteria:

- ▶ Techniques – use a wide range of physical and vocal skills, using physical space creatively
- ▶ Communication – adopt and sustain roles, working spontaneously where appropriate
- ▶ Planning and contextual awareness – respond imaginatively to the quality, form, content and context of a variety of texts, and reflect upon personal performance
- ▶ Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- ▶ Interpretation and oral delivery of a range of literary forms
- ▶ Acting techniques
- ▶ Knowledge of appropriate literature
- ▶ Rehearsal methodologies
- ▶ Principles and practice of voice, speech, oral interpretation and characterisation

Structure and marking schemes

This qualification comprises a single unit:

- ▶ Unit 1 – Performance (practical exam and reflective response)

Marks received for the unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

Unit 1 – Performance (this is a single unit qualification)

1.1 Performance (70 marks) 21 minutes

The candidate is required to:

- ▶ Perform from memory **two** dramatic extracts (one may be in the form of a duologue and performed with another actor), each from a different published play. The two plays chosen must offer a contrast in style and period, and one must have been written post-1950
- ▶ Perform from memory a published lyric poem
- ▶ Perform from memory **either** a passage of published narrative verse **or** a passage of prose, **either** fiction **or** non-fiction

1.2 Reflective Response (30 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (*see page 14 for details*)

ATCL Performing (Musical Theatre)

Aims

This qualification encourages candidates to be multi-skilled, reflective performers in musical theatre, preparing and performing a programme of work that shows professional potential. They will achieve performance standards that are comparable with other qualifications available in the UK at Level 4 on the Regulated Qualifications Framework or the first year of degree-level study.

Learning outcomes

To achieve this qualification the candidate will be able to:

- ▶ Demonstrate a sound knowledge of the fundamental concepts of musical theatre
- ▶ Use different approaches to solve problems
- ▶ Communicate accurately with clear intent
- ▶ Appreciate the main principles of the discipline, and the limits of their current capabilities and knowledge in relation to it
- ▶ Undertake small-scale investigative or development activities, using appropriate methods and techniques
- ▶ Operate in moderately critical situations where success depends on choosing appropriate responses

Assessment criteria

The unit has defined assessment objectives and these are measured using the following criteria:

- ▶ Techniques – use a wide range of physical and vocal skills, using physical space creatively
- ▶ Communication – communicate dramatic ideas through singing, speaking and moving
- ▶ Planning and contextual awareness – respond imaginatively to the quality, form, content and context of material, and reflect upon personal performance
- ▶ Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- ▶ Preparation of an integrated programme of contrasting musical theatre performances
- ▶ Evaluation and interpretation of published and/or original musical theatre works
- ▶ Integration of the skills of acting, singing and choreographed movement/dance in dramatic communication
- ▶ Rehearsal methodologies
- ▶ Discussion of works, principles and practice of musical theatre

Structure and marking scheme

This qualification comprises a single unit:

- ▶ Unit 1 – Performance (practical exam and reflective response)

Marks received for the unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

Unit 1 – Performance (this is a single unit qualification)

1.1 Performance (70 marks) 25 minutes

The candidate will demonstrate professional potential in two of the three major musical theatre disciplines (acting, singing and choreographed movement/dance), and a good level of competency in the third.

The candidate is required to perform from memory a programme of **six** contrasting thematically linked performances. The presentation must include two contrasting spoken items from plays or musicals and four songs from published musical theatre works, one of which must be a dance-based item and the three others representative of different song types such as:

- ▶ Duet
- ▶ Light romantic ballad
- ▶ Torch song
- ▶ Patter song
- ▶ Comic song
- ▶ Rock or pop song
- ▶ Character song

The programme must include material written both before and after 1965, and a substantial amount of progressive dramatic communication through integrated use of acting, singing and, where appropriate, choreographed movement/dance. There must be appropriate spoken introductions and links to the items.

The candidate will demonstrate professional potential in two of the three major musical theatre disciplines (acting, singing and choreographed movement/dance), and a good level of competency in the third.

One item only may be performed with another actor, who may be one of the following:

- ▶ A performer who is not being examined
- ▶ A performer who is being examined and wants to repeat this duologue or duet for their own exam
- ▶ A performer who is being examined but is not offering this piece for assessment

1.2 Reflective Response (30 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (*see page 14 for details*)

ATCL Performing (Performance Arts)

Aims

This qualification encourages candidates to be multi-skilled, reflective performers in a range of performance art forms, preparing and performing a programme of work that shows professional potential. They will achieve performance standards that are comparable with other qualifications available in the UK at Level 4 on the Regulated Qualifications Framework or the first year of degree-level study.

Learning outcomes

To achieve this qualification the candidate will be able to:

- Demonstrate a sound knowledge of the fundamental concepts of performance arts
- Use different approaches to solve problems
- Communicate accurately with clear intent
- Appreciate the main principles of the discipline, and the limits of their current capabilities and knowledge in relation to it
- Undertake small-scale investigative or development activities, using appropriate methods and techniques
- Operate in moderately critical situations where success depends on choosing appropriate responses

Assessment criteria

The unit has defined assessment objectives and these are measured using the following criteria:

- Techniques – use a wide range of performance skills, using physical space creatively
- Communication – communicate dramatic ideas through a range of performance skills
- Planning and awareness – respond imaginatively to the quality, form, content and context of material, and reflect upon personal performance
- Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- Preparation of an integrated programme of contrasting performances
- Evaluation and interpretation of published and/or original material
- Integration of two or more performance skills in dramatic communication
- Rehearsal methodologies
- Discussion of works, principles and practice of performance arts

Structure and marking scheme

This qualification comprises a single unit:

- Unit 1 – Performance (practical exam and reflective response)

Marks received for the unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

Unit 1 – Performance (this is a single unit qualification)

1.1 Performance (70 marks) 25 minutes

The candidate is required to:

- a) Perform **four** performance items, each from a different play or musical or dance form or other theatre form, contrasting in style and period. One of the pieces may be an original work by the candidate. The performance programme must be based on a theme with brief linking passages. At least one piece should integrate two or more performance skills. One piece may include another performer. Examples of the skills that could be demonstrated include but are not limited to song, dance, spoken dramatic material, mime, improvisation, clowning, puppetry, original 'stand-up' comedy, satirical monologue, revue or music hall material, instrumental playing, a filmed sequence, a circus act or *commedia dell'arte* characterisation
- b) Present all or part of an original or adapted story told solely through dance, mime, clowning or other movement skill. Live or recorded music may be used. This performance piece must contrast with the performance items in a) above
- c) Give a demonstration talk about a contributory performance skill such as:
 - ▶ Writing, composing or devising original material for performance
 - ▶ The design, development and rehearsal process for original choreography for a contemporary piece of music, published or original
 - ▶ The design and/or construction of costumes, stage properties, make-up or set for a full production in any performance genre
 - ▶ A glove or string puppet performance piece with commentary on composition and construction

1.2 Reflective response (30 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (see page 14 for details)

ATCL Communication Skills (Public Speaking)

Aims

This qualification encourages candidates to be skilful, reflective speakers in a range of contexts. They will achieve performance standards that are comparable with other qualifications available in the UK at Level 4 on the Regulated Qualifications Framework or the first year of degree-level study.

Learning outcomes

To achieve this qualification the candidate will be able to:

- ▶ Demonstrate sound knowledge of the fundamental concepts of oral communication
- ▶ Use different approaches to solve problems
- ▶ Communicate accurately with clear intent
- ▶ Appreciate the main principles of the discipline, and the limits of their current capabilities and knowledge in relation to it
- ▶ Undertake small-scale investigative or development activities, using appropriate methods and techniques
- ▶ Operate in moderately critical situations where success depends on choosing appropriate responses

Assessment criteria

The unit has defined assessment objectives and these are measured using the following criteria:

- ▶ Techniques – use a wide range of physical and vocal skills, using physical space and visual/audio aids creatively
- ▶ Communication – adopt and sustain a variety of contexts, working spontaneously where appropriate
- ▶ Planning and contextual awareness – respond imaginatively to the quality, form, content and context of a variety of speech modes, and reflect upon personal performance
- ▶ Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- ▶ Interpretation and oral delivery in a variety of contexts
- ▶ Techniques of public speaking
- ▶ Knowledge of appropriate literature
- ▶ Rehearsal methodologies
- ▶ Principles and practice of voice, speech, oral interpretation and characterisation

Structure and marking schemes

This qualification comprises a single unit:

- ▶ Unit 1 – Performance (practical exam and reflective response)

Marks received for the unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

Unit 1 – Performance (this is a single unit qualification)

Assessment objectives

The candidate should:

- ▶ Show a creative response to a variety of settings and audiences, using creative skills as required for realisation of practice-based work
- ▶ Research, prepare and present appropriate content for a variety of public speaking situations
- ▶ Apply presentation skills as appropriate to context
- ▶ Have knowledge of the key components in communication skills, and the techniques by which they are created and realised

1.1 Presentation (70 marks) 25 minutes

The candidate is required to give oral presentations of approximately five minutes each on **five** of the following:

- ▶ An after-dinner speech to a large gathering attending a reunion or conference or a celebratory sporting occasion
- ▶ Two speeches in a specific setting, one as an introduction to the main speaker, the other in appreciation of the speech
- ▶ A farewell speech about two colleagues who are leaving the company or college, one of whom is not popular
- ▶ A persuasive speech on a moral or political issue
- ▶ A sermon based on a specific text
- ▶ A story told to a group of children of a specified age group
- ▶ A news feature for radio, told twice; once for a popular entertainment channel, and again, using the same 'facts', for a serious news programme
- ▶ Another task of the candidate's choice – a guidance document on this can be downloaded from trinitycollege.com/drama

With each item the audience must be clearly identified in terms of age, number and reasons for attending. There must be five contrasting audiences envisaged.

Visual/audio aids may be employed as appropriate.

Prompt cards may be used, but at all times the candidate should aim for a sense of spontaneous engagement with an audience.

1.2 Reflective response (20 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (see page 14 for details)

Guidance on Task 2: Reflective response for ATCL Performing (Speech and Drama/Musical Theatre/Performance Arts) and ATCL Communication Skills (Public Speaking)

The following information guides students through the temporary alternative requirements for the Viva Voce section of the ATCL Performing Diplomas diplomas.

- ▶ The candidate should video themselves giving a spoken response to ALL THREE of the questions.
- ▶ The candidate is required to speak for a **minimum of 3 minutes** and a **maximum of 5 minutes** on each question.
- ▶ The responses must not be scripted, although candidates can refer to brief notes.
- ▶ The camera can be paused between each question response.
- ▶ The candidate should begin their response to each question by stating the question number and the title eg "Question 1, *The Performance Programme*".

Question

1. Performance Programme (3-5 minutes)

Talk about how you built your performance programme.

In your response give consideration to the following:

- ▶ Was there a starting point (e.g. a text, a theme, a song)?
- ▶ How did you plan?
- ▶ How did you create balance and variety for the audience?

2. Personal Response, Challenges and Reflection (3-5 minutes)

Which item did you find the most challenging to perform, and how did you overcome those challenges?

In your response give consideration to the following:

- ▶ What skills were needed to approach the challenge?
- ▶ What have you found out by working through the challenge?
- ▶ How would you approach a similar challenge again?

3. Health and Safety (3-5 minutes)

With reference to your own personal well-being and stamina, talk about how you prepared yourself for the items you delivered.

In your response give consideration to the following:

- ▶ Safe practice on stage
- ▶ Physical and vocal health
- ▶ Working with an audience

LTCL Performing (Speech and Drama)

Aims

This qualification encourages candidates to demonstrate aspects of professional competence in performance; to be thoughtful, reflective performers able to respond to direction, to interpret and to innovate. Performance standards are comparable to other qualifications available in the UK at Level 6 on the Regulated Qualifications Framework or the final year of an undergraduate degree.

Learning outcomes

To achieve this qualification the candidate will be able to:

- ▶ Demonstrate an understanding of a complex body of knowledge, with detailed reference to numerous and varied types of sources as relevant to speech and drama – some of this knowledge will be at the forefront of the discipline
- ▶ Demonstrate good analytical techniques and problem-solving skills, with the ability to evaluate evidence, arguments and assumptions to reach sound judgements, communicating complex information effectively
- ▶ Appreciate the limits of current knowledge and practice and its implications
- ▶ Plan and undertake small-scale, rigorous research or development activities, selecting appropriate methodologies
- ▶ Operate effectively in critical situations where success depends on designing appropriate responses, drawing on a high level of skill, knowledge and judgement
- ▶ Draw on a substantial range of approaches in handling complex and dynamic situations

Assessment criteria

Each unit is defined in terms of assessment objectives and these are measured using the following criteria:

- ▶ Knowledge and understanding of performance techniques
- ▶ Communication
- ▶ Planning and awareness including reflective and analytical skills
- ▶ Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- ▶ Interpretation and performance of a range of literary forms
- ▶ Acting techniques
- ▶ Knowledge of appropriate literature
- ▶ Critical appreciation of a chosen period in the history of drama, theatre and literature
- ▶ Principles and practice of voice, speech, oral interpretation and all aspects of play production

Structure and marking scheme

This qualification comprises three units, all of which must be passed for successful completion of the diploma.

- ▶ Unit 1 – Supporting Theory (filmed spoken response)
- ▶ Unit 2 – Reflective Practice (submitted work)
- ▶ Unit 3 – Performance (practical exam and reflective response)

Each unit is marked as follows:

Marks received for each unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

To be awarded a Distinction for the qualification, candidates must achieve an overall mark of 75% or above, but need not achieve 75% in every unit.

Unit 1 – Supporting theory

Candidates will provide a filmed spoken response to set questions. A document detailing the questions and providing guidance on the response can be downloaded from trinitycollege.com/digital-performance

Unit 2 – Reflective practice

Submitted work

The candidate is required to submit an essay of 4,000 words (plus or minus 10%) on the topic of performing, demonstrating insights gained through **four** different examples of first-hand performing experience.

Assessment objectives

The candidate should:

- ▶ Interpret critically the cultural frameworks that surround performance events and on which these events impinge
- ▶ Demonstrate appropriate information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- ▶ Understand the processes of rehearsal and production by which performance is created, and have experience of their realisation and presentation in performance

Typically, the candidate will:

- ▶ Manage personal workload efficiently and effectively to meet deadlines, negotiating and pursuing goals with others
- ▶ Demonstrate a developed capacity to analyse and critically evaluate forms of discourse and their effects on representation in the arts, media and public life
- ▶ Reflect critically on their own work

A detailed guidance document on this unit can be downloaded from trinitycollege.com/drama

Any of the standard recognised forms of referencing may be used, provided that the style is consistent throughout. **The work should be typed double-spaced and submitted in digital form (either Word or pdf).**

Unit 3 – Performance

(80 marks) 30 minutes

Assessment objectives

The candidate should:

- ▶ Demonstrate comprehension of, and intelligent engagement with, forms, practices, traditions and histories of performance
- ▶ Demonstrate comprehension of, and intelligent engagement with, the interplay between practice and theory within the field of study, demonstrating an assimilated understanding of technique and creativity
- ▶ Engage creatively and critically in appropriate independent preparation as part of the process of creating performances

Performance (25 marks)

The candidate is required to:

Perform from memory **two** dramatic extracts (one may be in the form of a duologue and performed with another actor) each from a different published play – the plays chosen must offer a contrast in style and period, and one must have been written post-1980 or by a living playwright

Performance (25 marks)

Perform from memory a published lyric poem

Performance (15 marks)

Perform from memory **either** a passage of published narrative verse **or** a passage of prose, **either** fiction **or** non-fiction

Performance (10 marks)

The candidate performs from memory a passage of their own choosing. This could be a passage of poetry, prose a play extract or a speech.*

Talk (15 marks) 5 minutes

The candidate gives a five-minute prepared, illustrated talk proposing how a chosen play could be effectively realised for stage, radio, television or film.

Reflective response (20 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (see page 27 for details)

* This is an alteration to the original requirements to facilitate assessment through video

LTCL Performing (Musical Theatre)

Aims

This qualification encourages candidates to demonstrate aspects of professional competence in performance; to be thoughtful, reflective performers who can respond to direction, interpret and innovate. Performance standards are comparable to other qualifications available in the UK at Level 6 on the Regulated Qualifications Framework or the final year of an undergraduate degree.

Learning outcomes

To achieve this qualification candidates will be able to:

- ▶ Demonstrate an understanding of a complex body of knowledge, with detailed reference to numerous and varied types of sources, as relevant to musical theatre – some of this knowledge will be at the forefront of the discipline
- ▶ Demonstrate good analytical techniques and problem-solving skills, with the ability to evaluate evidence, arguments and assumptions to reach sound judgements, communicating complex information effectively
- ▶ Appreciate the limits of current knowledge and practice and its implications
- ▶ Plan and undertake small-scale, rigorous research or development activities, selecting appropriate methodologies
- ▶ Operate effectively in critical situations where success depends on designing appropriate responses and drawing on a high level of skill, knowledge and judgement
- ▶ Draw on a substantial range of approaches in handling complex and dynamic situations

Assessment criteria

Each unit is defined in terms of assessment objectives and these are measured using the following criteria:

- ▶ Knowledge and understanding of performance techniques
- ▶ Communication
- ▶ Planning and awareness including reflective and analytical skills
- ▶ Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- ▶ Interpretation and performance of the main varieties of musical theatre
- ▶ Use of vocal and physical resources as required in musical theatre
- ▶ Analysis of all aspects of musical theatre production
- ▶ Knowledge of the historical development of musical theatre

Structure and marking scheme

This qualification comprises three units, all of which must be passed for successful completion of the award.

- ▶ Unit 1 – Supporting Theory (filmed spoken response)
- ▶ Unit 2 – Reflective Practice (submitted work)
- ▶ Unit 3 – Performance (practical exam and reflective response)

Each unit is marked as follows:

Marks received for each unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

To be awarded a Distinction for the qualification, candidates must achieve an overall mark of 75% or above, but need not achieve 75% in every unit.

Unit 1 – Supporting theory

Candidates will provide a filmed spoken response to set questions. A document detailing the questions and providing guidance on the response can be downloaded from trinitycollege.com/digital-performance

Unit 2 – Reflective practice

Submitted work

The candidate is required to submit an essay of 4,000 words (plus or minus 10%) on the topic of performing, demonstrating insights gained through **four** different examples of first-hand performing experience.

Assessment objectives

The candidate should:

- ▶ Interpret critically the cultural frameworks that surround performance events and on which these events impinge
- ▶ Demonstrate appropriate information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- ▶ Understand the processes of rehearsal and production by which performance is created, and have experience of their realisation and presentation in performance

Typically, the candidate will:

- ▶ Manage personal workload efficiently and effectively to meet deadlines, negotiating and pursuing goals with others
- ▶ Demonstrate a developed capacity to analyse and critically evaluate forms of discourse and their effects on representation in the arts, media and public life
- ▶ Reflect critically on their own work

A detailed guidance document on this unit can be downloaded from trinitycollege.com/drama

Any of the standard recognised forms of referencing may be used, provided that the style is consistent throughout. **The work should be typed double-spaced and submitted in digital form (either Word or pdf).**

Unit 3 – Performance

Assessment objectives

The candidate should:

- ▶ Demonstrate comprehension of, and intelligent engagement with, forms, practices, traditions and histories of performance
- ▶ Demonstrate comprehension of, and intelligent engagement with, the interplay between practice and theory within the field of study, demonstrating an assimilated understanding of technique and creativity
- ▶ Engage creatively and critically in appropriate independent preparation as part of the process of creating performances

3.1 Performance (80 marks) 30 minutes

The candidate is required to devise and present a performance programme demonstrating a wide range of performance skills in the field of musical theatre. The programme may include sung, danced and spoken material together with combinations of these skills and must provide a sense of unity. One item may be performed with another actor.

The candidate will demonstrate a high level of skill in two of the three major musical theatre disciplines (acting, singing and choreographed movement/dance) and professional competency in the third.

One item may be performed with another actor.

3.2 Reflective response (20 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (*see page 27 for details*)

LTCL Performing (Performance Arts)

Aims

This qualification encourages candidates to demonstrate aspects of professional competence in performance; to be thoughtful, reflective performers who can respond to direction, and who can interpret and innovate. Performance standards are comparable to other qualifications available in the UK at Level 6 on the Regulated Qualifications Framework or the final year of an undergraduate degree.

Learning outcomes

To achieve this qualification the candidate will be able to:

- ▶ Demonstrate an understanding of a complex body of knowledge, with detailed reference to numerous and varied types of sources, as relevant to performance arts – some of this knowledge will be at the forefront of the discipline
- ▶ Demonstrate good analytical techniques and problem-solving skills, with the ability to evaluate evidence, arguments and assumptions to reach sound judgements, communicating complex information effectively
- ▶ Appreciate the limits of current knowledge and practice and its implications
- ▶ Plan and undertake small-scale, rigorous research or development activities, selecting appropriate methodologies
- ▶ Operate effectively in critical situations where success depends on designing appropriate responses and drawing on a high level of skill, knowledge and judgement
- ▶ Draw on a substantial range of approaches in handling complex and dynamic situations

Assessment criteria

Each unit is defined in terms of assessment objectives and these are measured using the following criteria:

- ▶ Knowledge and understanding of performance techniques
- ▶ Communication
- ▶ Planning and awareness including reflective and analytical skills
- ▶ Integration of skills, knowledge and awareness

Content

The candidate's work will involve the following:

- ▶ Interpretation and performance of a range of theatre forms
- ▶ Use of vocal and physical resources and of performance techniques
- ▶ Critical appreciation of the historical development of types of theatre

Structure and marking scheme

This qualification comprises three units, all of which must be passed for successful completion of the award.

- ▶ Unit 1 – Supporting Theory (filmed spoken response)
- ▶ Unit 2 – Reflective Practice (submitted work)
- ▶ Unit 3 – Performance (practical exam and reflective response)

Each unit is marked as follows:

Marks received for each unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

To be awarded a Distinction for the qualification, candidates must achieve an overall mark of 75% or above, but need not achieve 75% in every unit.

Unit 1 – Supporting theory

Candidates will provide a filmed spoken response to set questions. A document detailing the questions and providing guidance on the response can be downloaded from trinitycollege.com/digital-performance

Unit 2 – Reflective practice

Submitted work

The candidate is required to submit an essay of 4,000 words (plus or minus 10%) on the topic of performing, demonstrating insights gained through **four** different examples of first-hand performing experience.

Assessment objectives

The candidate should:

- ▶ Interpret critically the cultural frameworks that surround performance events and on which these events impinge
- ▶ Demonstrate appropriate information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- ▶ Understand the processes of rehearsal and production by which performance is created, and have experience of their realisation and presentation in performance

Typically, the candidate will:

- ▶ Manage personal workload efficiently and effectively to meet deadlines, negotiating and pursuing goals with others
- ▶ Demonstrate a developed capacity to analyse and critically evaluate forms of discourse and their effects on representation in the arts, media and public life
- ▶ Reflect critically on their own work

A detailed guidance document on this unit can be downloaded from trinitycollege.com/drama

Any of the standard recognised forms of referencing may be used, provided that the style is consistent throughout. **The work should be typed double-spaced and submitted in digital form (either Word or pdf).**

Unit 3 – Performance

Assessment objectives

The candidate should:

- ▶ Demonstrate comprehension of, and intelligent engagement with, forms, practices, traditions and histories of performance
- ▶ Demonstrate comprehension of, and intelligent engagement with, the interplay between practice and theory within the field of study, demonstrating an assimilated understanding of technique and creativity
- ▶ Engage creatively and critically in appropriate independent preparation as part of the process of creating performances

3.1 Performance (80 marks) 30 minutes

The candidate is required to:

- ▶ Present a varied, integrated performance programme at a high level in a range of performance skills and in contrasting theatre forms and styles. Examples of the skills that could be demonstrated include but are not limited to: song, dance, spoken dramatic material, mime, improvisation, clowning, puppetry, original 'stand-up' comedy, satirical monologue, revue or music hall material, instrumental playing, a filmed sequence, a circus act or *commedia dell'arte* characterisation

One or two performance items may include one or more additional performers.

One, but no more than three, performance items must be original work(s) by the candidate.

Simple costumes may be worn.

3.2 Reflective response (20 marks) a maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (*see page 27 for details*)

LTCL Communication Skills (Public Speaking)

Aims

This qualification encourages candidates to bring aspects of professional competence to their performance; to be thoughtful, reflective performers able to respond to direction, to interpret and to innovate. They will achieve performance standards that are comparable with other qualifications available in the UK at Level 6 on the Regulated Qualifications Framework or the final year of an undergraduate degree.

Learning outcomes

To achieve this qualification the candidate will be able to:

- ▶ Demonstrate an understanding of a complex body of knowledge, with detailed reference to numerous and varied types of sources as relevant to oral communication – some of this knowledge will be at the forefront of the discipline
- ▶ Demonstrate good analytical techniques and problem-solving skills, with the ability to evaluate evidence, arguments and assumptions to reach sound judgements, communicating complex information effectively
- ▶ Appreciate the limits of current knowledge and practice and its implications
- ▶ Plan and undertake small-scale, rigorous research or development activities, selecting appropriate methodologies
- ▶ Operate effectively in critical situations where success depends on designing appropriate responses, drawing on a high level of skill, knowledge and judgement
- ▶ Draw on a substantial range of approaches in handling complex and dynamic situations

Assessment criteria

Each unit is defined in terms of assessment objectives and these are measured using the following criteria:

- ▶ Knowledge and understanding of presentation techniques
- ▶ Communication through public speaking
- ▶ Planning and awareness, including reflective and analytical skills
- ▶ Integration

Content

The candidate's work will involve the following:

- ▶ Interpretation and oral delivery of a broad range of material in public speaking contexts
- ▶ Presentation techniques
- ▶ Principles and practice of voice, speech and oral interpretation
- ▶ Critical appreciation of a chosen period in the history of oratory

Structure and marking scheme

This qualification comprises three units, all of which must be passed for successful completion of the award.

- ▶ Unit 1 – Supporting Theory (filmed spoken response)
- ▶ Unit 2 – Reflective Practice (submitted work)
- ▶ Unit 3 – Performance (practical exam and reflective response)

Each unit is marked as follows:

Marks received for each unit	Attainment level
75-100	Distinction
50-74	Pass
0-49	Below Pass

To be awarded a Distinction for the qualification, candidates must achieve an overall mark of 75% or above, but need not achieve 75% in every unit.

Unit 1 – Supporting theory

Candidates will provide a filmed spoken response to set questions. A document detailing the questions and providing guidance on the response can be downloaded from trinitycollege.com/digital-performance

Unit 2 – Reflective practice

Submitted work

The candidate is required to submit an essay of 4,000 words (plus or minus 10%) on the topic of oral communication, demonstrating insights gained through four different examples of first-hand experience.

Assessment objectives

The candidate should:

- ▶ Interpret critically the cultural frameworks that surround presentation events and on which these events impinge
- ▶ Demonstrate appropriate information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- ▶ Understand the processes of preparation and practice by which effective presentation is created, and have experience of their realisation

Typically, the candidate will:

- ▶ Manage personal workload efficiently and effectively to meet deadlines, negotiating and pursuing goals with others
- ▶ Demonstrate a developed capacity to analyse and critically evaluate forms of discourse and their effects on representation in public life
- ▶ Reflect critically on their own work

Any of the standard recognised forms of referencing may be used, provided that the style is consistent throughout. **The work should be typed double-spaced and submitted in digital form (either Word or pdf).**

Unit 3 – Performance

Assessment objectives

The candidate should:

- ▶ Demonstrate comprehension of, and intelligent engagement with, forms, practices, traditions and histories in this field
- ▶ Demonstrate comprehension of, and intelligent engagement with, the interplay between practice and theory of technique and creativity
- ▶ Engage creatively and critically in appropriate independent preparation as part of the process of creating performances

3.1 Presentations (80 marks) 30 minutes

The candidate is required to talk for approximately six minutes on **each** of the following:

- ▶ The use of voice and body language in various public speaking contexts
- ▶ The range and purpose of language and image in oral and/or media communication
- ▶ A speech designed to persuade an audience to accept a belief system or a controversial viewpoint
- ▶ The summing-up speeches for the defence and for the prosecution in an imagined court case
- ▶ A public speaker, past or present, including evaluation of style and content

With each item, the audience must be clearly identified in terms of age, number (minimum 20) and reasons for attending. There must be five contrasting audiences envisaged.

Audio/visual aids must be appropriately and creatively employed.

Prompt cards may be used, but at all times the candidate should aim for a sense of spontaneous engagement with the audience.

3.2 Reflective response (20 marks) maximum of 15 minutes

The candidate is required to:

- ▶ Give a spoken response to set questions. (*see page 27 for details*)

Guidance on Task 2: Reflective response for LTCL Performing (including LTCL Public Speaking)

The following information guides students through the temporary alternative requirements for the Viva Voce section of the LTCL Performing Diplomas diplomas.

- ▶ The candidate should video themselves giving a spoken response to ALL THREE of the questions.
- ▶ The candidate is required to speak for a **minimum of 3 minutes and a maximum of 5 minutes** on each question.
- ▶ The responses must not be scripted, although candidates can refer to brief notes.
- ▶ The camera can be paused between each question response.
- ▶ The candidate should begin their response to each question by stating the question number and the title eg *"Question 1, The Performance Programme"*.

Question

1. Performance Programme (3-5 minutes)

Talk about your programme/presentation, who or what were your influences, and how they are reflected in your performance?

In your response give consideration to the following (as relevant):

- ▶ Theatre practitioners, writers, musicians, artists, cultural or world events
- ▶ The variety of skills and style you used

2. Personal Response, Challenges and Reflection (3-5 minutes)

Referring to your personal interpretation of one or more of your pieces, how did your response to the material evolve during the rehearsal process? What gave you the greatest sense of achievement?

In your response you might consider character, style, period, cultural context, personal experience, constraints or opportunities offered by the performance space, alternative approaches.

3. Health and Safety (3-5 minutes)

In what ways did you take responsibility for your own health and safety when performing, and how did you ensure you maintained energy and focus? Has your approach changed in any way?

In your response give consideration to the following:

- ▶ Planning for performance rehearsals environment
- ▶ Vocal and physical health and general well-being

Exam guidance

Candidates film their performance and reflective response to the set questions and upload it to learning.trinitycollege.com

Guidance

Filming

- ▶ Guidance for filming, and on appropriate rooms and equipment can be found at trinitycollege.com/digital-performance
- ▶ Prepare yourself for performance – get into position and ensure you are correctly in shot so that the examiner can see you clearly.
- ▶ You should film all your performance pieces in one continuous recording. You must not upload separate performances or edit takes together. Uploaded performances that have been edited will not be eligible for assessment.
- ▶ Before you submit and upload your performance recording, please play it back to check that the audio and video quality is suitable for an examiner to get the best presentation of your performance. If there are audio issues, or we are unable to see your performance adequately, you can reshoot your performance and upload it again. Your recordings must always be a continuous performance.
- ▶ **Your files should be labelled with your name, subject and level, and if entering for an LTCL diploma, also the unit number, for example: ForenameSurname_Performing(Performance Arts)_LTCL_Unit1.**

Uploading supporting documents

You must upload the following documents along with your video (there is a section on the online portal to allow you to upload any supporting documentation):

- ▶ A Word document (or similar) listing each of your performance pieces and the order you are performing them in
- ▶ Copies (not handwritten) of the texts/lyrics of the prepared pieces set out in the original published format and, in the case of poetry, verse or drama, in the writer's original format and lineation. Sheet music for sung pieces. Where a piece has been edited for performance, the edits should be clearly marked in the text. **(PLEASE NOTE: Your performances cannot be marked by the examiner without the texts of your performance pieces and so these MUST be uploaded alongside your video of your performances)**
- ▶ Where applicable, a copy of the special needs provision form and supporting documents that were sent with the original exam entry to request extra time or inform us of special educational needs

Please check the website for submission deadlines.

Attainment descriptors

The criteria below will be used to calculate the mark the candidate will receive.

ATCL	LTCL
<p>1. Discipline-specific knowledge (30%)</p> <p>This mark takes into account the following aspects:</p> <ul style="list-style-type: none"> ▶ Breadth and depth of conceptual understanding ▶ Sector knowledge ▶ Complexity of material 	
<p>Distinction: An assured demonstration of concepts and methodologies, informed by an extensive understanding of the subject.</p> <p>Pass: A convincing demonstration of concepts and methodologies combined with relevant understanding of the subject.</p> <p>Below Pass: Limited demonstration of the necessary skills, knowledge and understanding.</p>	<p>Distinction: A fully engaging demonstration of concepts and methodologies, fully informed by professional knowledge of the subject.</p> <p>Pass: An authoritative demonstration of concepts and methodologies combined with underpinning professional knowledge of the subject.</p> <p>Below Pass: Limited demonstration of the necessary skills, knowledge and understanding.</p>
<p>2. Communication (30%)</p> <p>The communication mark takes into account the following aspects:</p> <ul style="list-style-type: none"> ▶ Clarity of presentation and intent ▶ Suitability to purpose ▶ Appropriate selection of a range of approaches to communicate material 	
<p>Distinction: Confident communicative skills demonstrating a mature grasp of context, intention, and audience needs and expectations.</p> <p>Pass: Persuasive communication, satisfying expectations and the needs of the audience.</p> <p>Below Pass: Communicative intention not consistently clear or sufficiently well executed.</p>	<p>Distinction: Impressive communication with clear intention, using a range of suitable approaches in presenting material in dynamic and critical situations.</p> <p>Pass: Good communication with obvious intention, using suitable approaches to present material in dynamic situations.</p> <p>Below Pass: Communicative intention not consistently clear or sufficiently well executed.</p>

Attainment descriptors

ATCL	LTCL
<p>3. Planning and Awareness (30%)</p> <p>This mark takes into account the following aspects:</p> <ul style="list-style-type: none"> ▶ Contextual awareness ▶ Preparation and analysis ▶ Evaluation of materials, sources, etc ▶ Reflective practice 	
<p>Distinction: Clear awareness of needs in relation to various styles, performance events and/or teaching environments, anchored in attentive planning and investigation with some adaptation of materials to suit different purposes.</p> <p>Pass: Awareness of others, formed through sound preparation and development of materials.</p> <p>Below Pass: Weak demonstration of contextual awareness and needs.</p>	<p>Distinction: Perceptive awareness of needs, informing substantial research or development activities that demonstrate excellence in the methodologies involved.</p> <p>Pass: The ability to demonstrate full responsibility for own role and how it relates with needs, developing materials and designing appropriate responses to suit various situations. This is informed by thorough preparation and research.</p> <p>Below Pass: Weak demonstration of contextual awareness and needs.</p>
<p>4. Integration (10%)</p> <p>The integration mark is used by examiners to record a holistic impression of candidates' ability to integrate the skills, knowledge and awareness covered in each unit, and the degree to which they can produce and present work that shows cohesion, spontaneity and personal investment.</p>	

Resources

Information on how to film your performance, how the exam is marked and how to enter for each component of the exam is available at trinitycollege.com/digital-performance. A wide range of resources to support teaching and learning is available at trinitycollege.com/drama-resources

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

- ▶ Preparing for your exam
- ▶ Performance/presenting technique
- ▶ Choosing performance pieces

Trinity also provides a free online anthology at trinitycollege.com/anthology, which offers a diverse and international range of example pieces, giving teachers and candidates the structure and inspiration needed to build performance programmes.

For further help 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