

ADAPTED GRADED EXAMS: PERFORMANCE ARTS (SOLO)

Syllabus specifications
for adapted graded exams
June-July 2020

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KEEP UP TO DATE

Please check trinitycollege.com/digital-performance to make sure you are using the latest version of this document.

Welcome

Welcome to Trinity College London's adapted syllabus specifications, containing details of Performance Arts (solo) graded exams from Grade 1 to Grade 8.

Due to the impact of Covid-19 we are offering adapted assessment methods for graded drama exams between June and July 2020 to allow candidates taking Performance Arts (solo) graded exams to continue their progression and receive recognition for their achievement.

Candidates can receive a regulated graded drama exam by filming and uploading a performance of their pieces to our learning portal **learning.trinitycollege.com**. Based on your performances and the marks given, a total out of 100 will be calculated and awarded.

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 Performance Arts (solo) 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 pieces.
2. Film your performance of the pieces. It is important that you film all your performance pieces in one continuous take. Filming guidelines can be found at trinitycollege.com/digital-performance
3. Upload your performance video 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 pieces.

Introduction

OBJECTIVE OF THE ADAPTED GRADED EXAMS

Assessment via video 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. We will calculate your mark for the exam based on the performance you submit.

HOW TO BOOK

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.

ASSESSMENT AND MARKING

Trinity's graded drama exams are assessed by external examiners trained and moderated by Trinity. Examiners provide marks and comments for the exam using the assessment criteria on pages 6-7.

The exams are marked out of 100. Candidates' results correspond to different attainment levels as follows:

Total marks	Attainment level
85-100	DISTINCTION
75-84	MERIT
65-74	PASS
0-64	BELOW PASS

See page 11 for further information about how the exams are marked.

Successful candidates will receive a regulated graded Performance Arts qualification, and for Grades 6-8, will also be eligible to receive UCAS points 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.

**REGULATED TITLES AND QUALIFICATION NUMBERS
FOR PERFORMANCE ARTS EXAMS**

Regulated title	Qualification number
TCL Level 1 Award in Graded Examination in Performance Arts (solo) (Grade 1)	501/1964/3
TCL Level 1 Award in Graded Examination in Performance Arts (solo) (Grade 2)	501/1962/X
TCL Level 1 Award in Graded Examination in Performance Arts (solo) (Grade 3)	501/1963/1
TCL Level 2 Certificate in Graded Examination in Performance Arts (solo) (Grade 4)	501/1965/5
TCL Level 2 Certificate in Graded Examination in Performance Arts (solo) (Grade 5)	501/1966/7
TCL Level 3 Certificate in Graded Examination in Performance Arts (solo) (Grade 6)	501/2065/7
TCL Level 3 Certificate in Graded Examination in Performance Arts (solo) (Grade 7)	501/2067/0
TCL Level 3 Certificate in Graded Examination in Performance Arts (solo) (Grade 8)	501/2069/4

Learning outcomes and assessment criteria

These learning outcomes and assessment criteria are the same as the normal Performance Arts exams as outlined in the *Musical Theatre & Performance Arts Syllabus from 2010*. Examiners mark your video performance using these learning outcomes and assessment criteria.

GRADES 1-3 (RQF Level 1)

LEARNING OUTCOME

The learner will:

ASSESSMENT CRITERIA

The learner can:

1. Employ appropriate physical and vocal resources to engage the audience through an imaginative and sustained performance	1.1 Using a defined skill and/or combination of skills, produce a performance which demonstrates understanding and thoughtful interpretation with a free and fluent delivery, a sense of spontaneity and conscious awareness of the audience, sustaining these qualities to the end 1.2 Perform from memory, audibly (where appropriate), clearly and mostly accurately
2. Respond to the quality, form and content of the material being presented	2.1 Demonstrate careful preparation and creative engagement with original and/or existing performance materials using contrasting art forms
3. Use space creatively and effectively and where appropriate adopt and sustain a role	3.1 Create and convey ideas, moods and meaning through appropriate variations in performance 3.2 Where appropriate, make effective use of body and space to complement vocal performance

GRADES 4-5 (RQF Level 2)

LEARNING OUTCOME

The learner will:

ASSESSMENT CRITERIA

The learner can:

1. Employ appropriate physical and vocal resources to engage the audience through an imaginative and sustained performance	1.1 Using a defined performance skill and/or a combination of performance skills, demonstrate a personal and imaginative interpretation in which there is reasonably consistent application of associated developing technical skills 1.2 Give a secure, accurate and sustained performance which demonstrates skill, knowledge and understanding of at least three art forms and conveys a sense of spontaneity
2. Respond sensitively to the quality, form and content of the material being presented	2.1 Support intention in performance by demonstrating a sound understanding of material 2.2 Show clear evidence of sensitivity to and considerable control over sequences of performed material which are grounded in effective preparation
3. Use space creatively and effectively to enhance meaning and, where appropriate, adopt and sustain a role	3.1 Create and communicate shades of meaning and contrasts in mood and where appropriate performance styles 3.2 Combine the use of voice, body and space effectively to enhance meaning and interpretation and to engage the audience

GRADES 6-8 (RQF Entry Level 3)**LEARNING OUTCOME**

The learner will:

ASSESSMENT CRITERIA

The learner can:

1. Employ appropriate integrated physical and vocal resources to engage the audience in a performance which shows a sense of ownership	1.1 Employ a variety of skills to perform with confidence and clarity and display a sense of ownership of a range of material 1.2 Consciously integrate knowledge, understanding and a variety of skills in a secure and sustained performance
2. Respond with authority and mature understanding to the quality, form and content of the material being presented	2.1 Demonstrate mature understanding of a range of performance material 2.2 Demonstrate authority and control through thorough and relevant preparation
3. Use space creatively and effectively to convey complexity of meaning	3.1 Use combinations of body movement and space with imagination and flair wholeheartedly to engage the audience 3.2 Demonstrate a discriminating and sensitive personal interpretation of the material, which conveys complexity and range of meaning (eg in mood, atmosphere, characterisation, feeling)

Requirements

The exam components break down as follows across the grades. For further guidance on the tasks please consult the *Musical Theatre & Performance Arts Syllabus from 2010*.

PERFORMANCE ARTS (SOLO)

GRADE 1

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Demonstrates any performance skill	40	Tasks 1-2 6 minutes
2. Demonstrates EITHER a different performance skill OR a contributory performance skill	40	

GRADE 2

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Communicates with an audience by means of any performance skill	40	Tasks 1-2 8 minutes
2. Communicates with an audience EITHER by means of a different performance skill OR through a contributory performance skill	40	

GRADE 3

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Communicates a stated topic or theme with an audience by means of any performance skill	40	Tasks 1-2 9 minutes
2. Communicates with an audience through a contrasting piece EITHER by means of a different performance skill OR through a contributory performance skill	40	

GRADE 4

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a sequence incorporating two performance skills	40	Tasks 1-2 12 minutes
2. Performs EITHER a contrasting sequence incorporating two performance skills, one of which is different from those in task 1, OR a gives a presentation with commentary of a contributory performance skill	40	

GRADE 5

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a progressive dramatic sequence incorporating at least two performance skills	40	Tasks 1-2 14 minutes
2. Performs EITHER a contrasting dramatic sequence incorporating at least two performance skills, one of which is different from those in task 1, OR gives a presentation with commentary of a contributory performance skill	40	

GRADE 6

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a progressive, dramatic sequence based on a stated theme, incorporating at least two performance skills	40	8 minutes
2. Performs EITHER a contrasting dramatic sequence incorporating at least two performance skills, one of which is different from those in task 1, OR gives demonstration with commentary of a contributory performance skill	40	8 minutes

GRADE 7

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a progressive, dramatic sequence based on a stated theme, incorporating at least three performance skills	50	13 minutes
2. Gives a demonstration and talk about a contributory performance skill	30	5 minutes

GRADE 8

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a varied, dramatic, thematically linked presentation, incorporating at least four performance skills	50	14 minutes
2. Gives a demonstration and talk about two contributory performance skills	30	6 minutes

Exam guidance

Based on your performances and the marks given, a total out of 100 will be calculated and awarded. You can find more information on how final marks are calculated at trinitycollege.com/adapted-marking

Candidates film their performance and upload it to learning.trinitycollege.com

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 grade, for example: ForenameSurname_PerformanceArts_Grade 4.**

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) detailing which skills (performance and contributory) are being offered for assessments in each task
- ▶ 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. 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 final mark the candidate will receive.

	Grades 1-3	Grades 4-5	Grades 6-8
Distinction (85-100 marks)	Work that demonstrates command of two art forms and a conscious awareness of audience. There will be evident command of appropriate technical skills and an understanding of the communicative power, form and content of the chosen material.	Work that demonstrates secure and accurate responses to the chosen material and an ability to use several art forms with confidence. There will be a sense of integration and an ability to engage an audience with imaginative presentation.	Work that achieves a satisfying richness through its integration of performance skills at a high level of attainment. There will be a sustained sense of communication, imagination and ownership of the material and an ability to engage the attention of the audience through a wide range of performance styles and approaches.
Merit (75-84 marks)	Work of some originality with a thoughtful and imaginative approach. There may be some unevenness between the execution of the two art forms but these will be compensated for by a sense of energy and communication.	Work that demonstrates a considerable level of control of the material and a range of performance skills that may be a little uneven in practice. There will be imaginative use of the resources of performance and an ability to engage an audience.	Work that demonstrates understanding through mature ownership of the material. There will be a good level of integration of the various skills although there may be small inadequacies. The overall sense will be of a powerful presentation and a feeling of assurance.
Pass (65-74 marks)	Work that demonstrates sound learning and understanding of the material. Although the performance skills will be somewhat limited there will be evidence of thoughtful preparation and some attempt to communicate with the audience.	Work that demonstrates a reasonable control of the chosen material but considerable unevenness between the various skills in practice. There will be some sense of the interrelatedness of the skills involved and an attempt to engage with the audience.	Work that demonstrates some evidence of mature understanding and willingness to use a range of performance skills. Integration may not be wholly successful but there will be a conscious effort to engage the audience with relatively challenging material.
Below Pass (0-64 marks)	Work that demonstrates inadequate mastery of performance skills and little attempt at communication. There may be evidence of poor preparation and a lack of understanding of the chosen material or an inability to relate to its form and content.	Work that shows lack of preparation and an inability to communicate with the audience. There will be little consistency and the material will suffer from the lack of integrated skills.	Work in which some skills may be evident but are insufficiently integrated or show conspicuous lapses in technical achievement. There will be little sense of ownership of the material or ability to engage the attention of an audience.

Performance Arts resources

Information on how to film your performance, how the exam is marked and how to enter 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 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