

ADAPTED GRADED EXAMS: SPEECH AND DRAMA AND PERFORMING TEXT (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 solo Speech and Drama and Performing Text graded exams from Initial 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 graded exams for solo Speech and Drama and Performing Text 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**. Marks for supporting tests will be calculated on the basis of marks received for the performance pieces.

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 solo Speech and Drama or Performing Text 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 each component of 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 pages 13-14 for further information about how the exams are marked.

Successful candidates will receive a regulated graded Speech and Drama or Performing Text 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 SPEECH AND DRAMA AND PERFORMING TEXT EXAMS**

Regulated title	Qualification number
Speech and Drama	
TCL Entry Level Award in Graded Examination in Speech and Drama (Entry 3) (Initial)	601/0854/X
TCL Level 1 Award in Graded Examination in Speech and Drama (Grade 1)	501/1969/2
TCL Level 1 Award in Graded Examination in Speech and Drama (Grade 2)	501/1972/2
TCL Level 1 Award in Graded Examination in Speech and Drama (Grade 3)	501/1973/4
TCL Level 2 Certificate in Graded Examination in Speech and Drama (Grade 4)	501/1971/0
TCL Level 2 Certificate in Graded Examination in Speech and Drama (Grade 5)	501/1970/9
TCL Level 3 Certificate in Graded Examination in Speech and Drama (Grade 6)	501/2068/2
TCL Level 3 Certificate in Graded Examination in Speech and Drama (Grade 7)	501/2075/X
TCL Level 3 Certificate in Graded Examination in Speech and Drama (Grade 8)	501/2073/6
Performing Text	
TCL Entry Level Award in Graded Examination in Performing Text (Entry 3) (Initial)	601/0853/8
TCL Level 1 Award in Graded Examination in Performing Text (Grade 1)	501/1956/4
TCL Level 1 Award in Graded Examination in Performing Text (Grade 2)	501/1957/6
TCL Level 1 Award in Graded Examination in Performing Text (Grade 3)	501/1959/X
TCL Level 2 Certificate in Graded Examination in Performing Text (Grade 4)	501/1960/6
TCL Level 2 Certificate in Graded Examination in Performing Text (Grade 5)	501/1961/8
TCL Level 3 Certificate in Graded Examination in Performing Text (Grade 6)	501/2100/5
TCL Level 3 Certificate in Graded Examination in Performing Text (Grade 7)	501/2101/7
TCL Level 3 Certificate in Graded Examination in Performing Text (Grade 8)	501/2087/6

Learning outcomes and assessment criteria

These learning outcomes and assessment criteria are the same as the normal Speech and Drama and Performing Text exams as outlined in the *Acting and Speaking Qualification Specifications from 2017*. Examiners mark your video performance using these learning outcomes and assessment criteria.

INITIAL (RQF Entry Level 3)

LEARNING OUTCOME

The learner will:

ASSESSMENT CRITERIA

The learner can:

- | | |
|---|---|
| 1. Employ appropriate vocal and physical resources to communicate with an audience | 1.1 Perform with some awareness of an audience, clearly and generally accurately and with some variations in pace, pitch and volume |
| 2. Respond appropriately to the content and meaning of the material being presented | 2.1 Demonstrate evidence of preparation of – and engagement with – contrasting materials both in performance and conversation |
| 3. Adopt and sustain a role using body and space (where appropriate) | 3.1 Demonstrate some ability to use body and space to complement vocal performance appropriately |

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 an audience through performance | 1.1 Produce a performance that demonstrates understanding and thoughtful interpretation with a free and fluent delivery, a sense of spontaneity, and conscious awareness of an audience, sustaining these qualities to the end
1.2 Perform from memory, audibly and clearly and mostly accurately |
| 2. Respond to the quality, form and content of the material being presented | 2.1 Demonstrate creative engagement with the materials and careful preparation |
| 3. Adopt and sustain a role using space creatively and effectively | 3.1 Create and convey mood (eg humour, fear) through variations in volume, pace and pitch
3.2 Make appropriate 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 an audience through an imaginative and sustained performance | 1.1 Demonstrate a personal and imaginative interpretation in which there is reasonably consistent application of developing technical skills
1.2 Perform in an audible and clear manner with appropriate articulation (eg volume, pitch, pace, rhythm, style, dynamics), leading to a secure, accurate and sustained performance, which also conveys a sense of spontaneity |
| 2. Respond sensitively to the quality, form and content of the material being presented | 2.1 Support intentions in performance by demonstrating a sound understanding of material
2.2 Show clear evidence of sensitivity to and considerable control of the material, which is grounded in effective preparation |
| 3. Adopt and sustain a role using space creatively and effectively to enhance meaning | 3.1 Communicate shades of meaning and contrasts, for example, of characterisation and mood
3.2 Combine the use of voice, body and space effectively to enhance meaning and interpretation and to engage an 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 an audience in a performance that shows a sense of ownership	1.1 Perform with confidence, clarity and a sense of ownership of the material 1.2 Consciously integrate knowledge, understanding and 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 the material 2.2 Demonstrate authority and control through relevant and thorough preparation
3. Adopt and sustain a role using space creatively and effectively to convey complexity of meaning	3.1 Combine skilful and appropriate use of voice, body and space with imaginative response and flair, to engage an audience wholeheartedly 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 *Acting and Speaking Qualification Specifications from 2017*.

SPEECH AND DRAMA (SOLO)

INITIAL

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Tells or acts out all or part of an original, traditional or contemporary (written after 1979) story either from memory, or in the candidate's own words (accuracy of recall is not tested in this task)	40	Tasks 1-2 4 minutes
2. Performs a poem from memory	40	

GRADE 1

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a prose passage or extract from a play or story from memory	30	Tasks 1-3 6 minutes
2. Performs a poem from memory	30	
3. Performs a prepared mime	20	

GRADE 2

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a prose passage or extract from a play or story from memory	20	Tasks 1-3 6 minutes
2. Performs a poem from memory	20	
3. Performs a prepared mime	20	

GRADE 3

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a prose passage or extract from a play or story from memory	20	Tasks 1-3 8 minutes
2. Performs a poem from memory	20	
3. Performs a prepared mime based on a theme arising from one of the prepared pieces from tasks 1 or 2	20	

GRADE 4

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a prose passage from memory	20	Tasks 1-3 9 minutes
2. Performs a poem from memory	20	
3. Performs an extract from a play from memory	20	

GRADE 5

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a prose passage from memory	20	Tasks 1-3 11 minutes
2. Performs a poem from memory	20	
3. Performs an extract from a play from memory	20	

GRADE 6

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs an extract from a play written after 1950 from memory	20	Tasks 1-3 12 minutes
2. Performs a poem from memory	20	
3. Performs a passage of prose, contrasting in mood with tasks 1 and 2, from memory	20	

GRADE 7

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs an extract from a play written before 1900 from memory – another performer may be involved in either task 1 or task 4	20	Tasks 1-4 18 minutes
2. Performs a poem from memory	20	
3. Performs a contrasting passage of prose from memory	20	
4. Performs a piece of their own choosing from memory, which may be the candidate's original writing – another performer may be involved in either task 1 or task 4	20	

GRADE 8

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
<p>1. Performs from memory a linked continuous programme of four contrasting performance pieces, of which three should be different literary forms from the following list:</p> <ul style="list-style-type: none"> ▶ An extract from a play written before 1980 ▶ An extract from a play written after 1979 ▶ A passage of prose ▶ A poem or an extract from a poem (lyric, narrative or satirical) ▶ A piece of reportage <p>One of the performance pieces may be the candidate's original writing – another performer may be involved in one of the pieces</p>	80	20 minutes

PERFORMING TEXT (SOLO)

INITIAL

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Tells or acts out all or part of an original, traditional or contemporary (written after 1979) story either from memory, or in the candidate's own words (accuracy of recall is not tested in this task)	40	Tasks 1-2 4 minutes
2. Performs a poem from memory*	40	

GRADE 1

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a poem or a passage of prose from memory	40	Tasks 1-2 6 minutes
2. Delivers a prepared reading of a passage of prose or a poem	40	

GRADE 2

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a poem or a passage of prose from memory	30	Tasks 1-2 6 minutes
2. Delivers a prepared reading of a poem or a contrasting passage of prose	30	

GRADE 3

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a poem from memory	20	Tasks 1-3 8 minutes
2. Performs a poem or a passage of prose from memory, contrasting in content and style with task 1	20	
3. Delivers a prepared reading of a passage of prose or a news item as if for TV or radio	20	

GRADE 4

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a poem or an extract from a poem from memory	20	Tasks 1-3 9 minutes
2. Performs a passage of prose containing direct speech from memory	20	
3. Delivers a prepared reading from a magazine or newspaper of a report or article on a sporting or cultural event	20	

GRADE 5

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a poem from memory	20	Tasks 1-3 11 minutes
2. Performs a passage of prose containing direct speech from at least two characters, from memory	20	
3. Delivers a prepared reading of a passage of romantic, historical or science fiction	20	

GRADE 6

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs a poem or an extract from a poem written before 1700 from memory	20	Tasks 1-3 12 minutes
2. Delivers all or part of a persuasive speech or public address, originally given by a significant historic or living figure, from memory	20	
3. Performs a passage of humorous verse or prose from memory	20	

GRADE 7

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs from memory EITHER a sonnet OR a piece of original writing	20	Tasks 1-4 18 minutes
2. Performs a passage of humorous prose from an 18th or 19th century novel from memory	20	
3. Performs a passage written for political, religious or ceremonial purposes from memory	20	
4. Delivers a prepared reading of a description of a person, place or event	20	

GRADE 8

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
<p>1. Performs from memory a linked continuous programme of four contrasting performance pieces, of which three should be different literary forms from the following list:</p> <ul style="list-style-type: none"> ▶ A passage of prose ▶ A poem or an extract from a poem (lyric, narrative or satirical) ▶ Language/speech written for political, religious or ceremonial purposes ▶ An extract from a play <p>One of the performance pieces may be the candidate's original writing – another performer may be involved in one of the pieces</p>	80	20 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_Speech&Drama_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) listing each of your performance pieces and the order you are performing them in
- ▶ Copies (not handwritten) of the texts 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 is used to decide on the final mark that the candidate will receive.

	Initial	Grades 1-3
Distinction (85-100 marks)	Work that demonstrates an imaginative response to the text, conveyed with enthusiasm and some spontaneity. Meaning will be communicated clearly, mainly accurately and expressively. There will be some awareness of an audience. Understanding and a sense of personal interest will be evident in conversation.	Work that demonstrates sustained delivery, some sense of spontaneity and a conscious awareness of an audience. There will be evident command of appropriate technical skills, and a keen awareness of the performance demands and the meaning and quality of the chosen material.
Merit (75-84 marks)	Work that demonstrates a good level of understanding, audibility and vocal clarity, delivered with some confidence and fluency. Pace, pitch and volume may lack sufficient variation and purpose at times to fully sustain an effective performance.	Work of some originality with a thoughtful and fluent response to the performance demands of the chosen material. A good level of audibility and clarity, enhanced by suitable variations in dynamics, pace and pitch.
Pass (65-74 marks)	Work that demonstrates a degree of purposeful preparation and some ability to engage an audience. The skills required to invest the material with expressiveness and variety may be limited, but basic audibility and some understanding will be evident.	Work that demonstrates understanding and learning of the text. Although the range of performance skills may be somewhat limited, there will be basic audibility and clarity and some imaginative response to the chosen material.
Below Pass (0-64 marks)	Work in which vocal skills are inadequate to convey meaning effectively. The performance will lack audibility, clarity and/or fluency. Meaning may also be unclear and there may be an apparent reluctance to engage in conversation.	Work that shows significant limitations in performing, learning and understanding. There may be evidence of inadequate preparation and an inability to relate to the chosen material.

	Grades 4-5	Grades 6-8
Distinction (85-100 marks)	Work that demonstrates a secure, accurate and sustained response to the chosen material. A sense of spontaneity and personal involvement will be achieved through the employment of a wide range of performance skills that engage an audience effectively.	Work that achieves richness and a sense of total performance through a synthesis of advanced performance skills at a level of sustained excellence. Sophistication of interpretation will be demonstrated through a sense of originality and a wholly independent response to the material performed.
Merit (75-84 marks)	Work that demonstrates a considerable level of control of the material and a relatively wide range of performance skills. There will be appropriate establishment of mood and character and a level of sensitivity to the needs of an audience.	Work that demonstrates understanding through a mature and imaginative commitment to the material. This will result in a performance of some complexity, using a wide range of advanced performance skills effectively.
Pass (65-74 marks)	Work that demonstrates a reasonable control of the chosen material and a range of appropriate performance skills. There will be some attempt to engage an audience and convey a sense of personal involvement in the ideas communicated.	Work that demonstrates some evidence of mature understanding presented with an element of identification with the material. Performance skills are integrated and used with some assurance.
Below Pass (0-64 marks)	Work that may show lack of preparation and control of performance skills (even though some may be evident). At best, the performance may be sporadic in its attempt to communicate effectively.	Work in which some skills may be evident, but they are insufficiently integrated or contain significant lapses in technical achievement. There may be inadequate preparation and inappropriate response to the material.

Speech and Drama and Performing Text 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