

DIGITAL GRADES: PERFORMANCE ARTS

Syllabus specifications for
solo, pair and group exams
from November 2020



KEEP UP TO DATE

Please check trinitycollege.com/digital-drama-grades to make sure you are using the current version of the syllabus specifications and for the latest information about our digital graded exams.

Trinity accepts entries for its exams on the condition that candidates conform to the requirements of the appropriate syllabus. Any amendments to the requirements will be published and advertised via our website.

DIGITAL GRADES: PERFORMANCE ARTS

**Syllabus specifications for
solo, pair and group exams
from November 2020**

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ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

Welcome

Welcome to Trinity College London's syllabus specifications for Performance Arts digital graded exams, containing details of exams from Initial to Grade 8.

The digital graded exams enable candidates to record their performance at a place and time of their choice and then submit the video recording via our online platform to be assessed by our expert examiners. The exams have the same academic rigour as our face-to-face exams, and candidates gain full recognition for their achievements, with the same certificate and UCAS points awarded as for the face-to-face exams.

Designed for digital

Responsive to a changing world, these exams have been designed to support teaching, learning and assessment through a digital medium.

Your performance, your choice

Sitting alongside our face-to-face graded exams, digital exams provide even more choice and flexibility in how a regulated graded qualification can be achieved.

Digital support content

Comprehensive online resources provide support to candidates and teachers throughout their digital exam journey.

IMPORTANT INFORMATION

1. 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)

The internet – to access any stimulus material required, eg sight-reading, and to upload your complete exam including the supporting documentation

2. Reflective response: For all solo and pair grades, candidates give an impromptu response to set questions in the reflection task. The set questions and guidance for the reflection task are on pages 85–91 Before you begin filming your exam you should ensure you have made a note of these questions to refer to as you undertake this task.
3. All performances must be submitted as one continual performance (this includes all pieces and the reflective response). Start the recording before your first piece, and do not stop or pause the video until you have completed all parts of the assessment. Any evidence of editing will result in a syllabus infringement and your exam will not be assessed.
4. You can be given assistance to film your performance and another person can be present to operate your backing tracks (if applicable).
5. Audio and video must be recorded simultaneously and no pre- or post-production techniques should be applied to the video.
6. Filming options are available for pair exams and also for solo exams where an additional performer is involved. Further information about this is on page 92.
7. You may not enter the same performance video for the same exam more than once, unless Trinity requires you to resubmit your video (eg for technical reasons). You may not share your performance video on social media, or use it for any other exam entries, either with Trinity College London or any other exam board.

Please refer to page 96 for details on the process of preparing for and submitting your digital graded exam for assessment, including details of what information to upload with your video.

Introduction to Trinity's digital graded Performance Arts exams

OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded Performance Arts exams are designed to support candidates to develop a range of transferable 21st century skills that can have a positive impact in both education and the workplace. The exams assess the following skills through a range of contexts:

- Performance
- Planning and preparation
- Verbal and non-verbal communication
- Interpersonal
- Critical thinking and problem-solving
- Research and reflection

Furthermore, by working towards these exams, a range of other skills not assessed directly are developed that are highly valued by schools and employers: self-motivation, ability to learn and adjust, working to deadlines, organisational skills and flexibility.

LEVELS OF THE QUALIFICATIONS

Each exam is assigned a level in accordance with the Regulated Qualifications Framework (RQF) in England and Northern Ireland. These levels are:

RQF level	Grade(s)	Level
Entry level	Initial	Initial
Level 1	Grades 1-3	Foundation
Level 2	Grades 4-5	Intermediate
Level 3	Grades 6-8	Advanced

ATTAINMENT BANDS

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

Marks received	Attainment level
85 or more	Distinction
75-84	Merit
65-74	Pass
64 and below	Below Pass

WHO THE QUALIFICATIONS ARE FOR

Although there is a natural progression through Trinity's Performance Arts grades from Initial to Grade 8 and then on to the diplomas, candidates may enter at any level. There is no requirement to have passed lower grades before entering an exam. There is no upper age limit, but the following age ranges are provided as guidance and show the minimum age advised for each stage.

Grade(s)/exam level	Age of candidate
Initial	5 years and over
Grade 1	7 years and over
Grades 2-3	8 years and over
Grades 4-5	12 years and over
Grades 6-8	16 years and over

Trinity is committed to making its exams accessible to all, and each candidate is treated individually when considering how assessments can be adapted for those with special needs. Find out more at trinitycollege.com/drama-csn

ENGLISH LANGUAGE EXPECTATIONS FOR DRAMA EXAMS

Trinity's graded Performance Arts exams are conducted in English. They assess how candidates use language as a tool for communicating and performing in particular contexts, rather than assessing the fluency of the language itself.

We recommend, particularly for those exams that involve a discussion with the examiner, that the candidates have a level of English language proficiency of at least B1 on the CEFR (Common European Framework of Reference for languages). As the exams are more demanding of language as the levels advance, CEFR level B2 is suggested from Grade 3, and C1 for Grades 6 and above. More information on the CEFR can be found at trinitycollege.com/CEFR-level-descriptors

Candidates' use of English must be intelligible to the examiner, although they are not required to conform linguistically to any particular model of pronunciation or usage.

HOW TO ENTER FOR AN EXAM

Guidance and details on how to enter all the qualifications covered in this document can be found at trinitycollege.com/drama-entry

Employability and learning skills

Employability skills – a key component of 21st century skills – can be defined as the transferable skills that can have a positive impact in education and the workplace. These key skills are integrated into these specifications to help learners develop on many levels.

SKILLS	MEANING	HOW TRINITY PERFORMANCE ARTS EXAMS SUPPORT THIS
Communication and interpersonal skills	The ability to explain what you mean in a clear and concise way To act upon key information/instructions	Candidates build their communication skills through the performance of material, working on vocal and physical skills that convey meaning, character and story to an audience. Through the reflection task, candidates develop their skills in listening and responding articulately, as well as self-analysis.
Creativity	The ability to apply knowledge from many different areas to solve a task The ability to develop creative responses to challenges and in doing so create original and imaginative solutions	The performance-based tasks support candidates in building their creativity as they realise material for performance, making interpretive choices.
Working under pressure and to deadlines	The ability to manage the workload that comes with deadlines	The challenge of the exam environment, the requirement to prepare thoroughly, together with the tasks that require candidates to respond quickly to new information are an excellent measure of this skill area.
Organisation skills	The ability to be organised and methodical The ability to plan work to meet deadlines and targets The ability to monitor progress of work to ensure deadlines are met	Being prepared and organised in the exam room is a key part of the assessment. Candidates are expected to research and prepare their performance pieces and take responsibility for the hard copy information and equipment required for the exam.
Critical thinking skills	The ability to analyse material and deconstruct it to understand how its specific impact is achieved through language and meaning	Through rehearsing and preparing for the performance-based tasks, candidates hone their critical thinking and analytical skills.
Confidence	Belief in one's own ability to successfully complete a task	The experience of preparing for both performance and the exam itself can build candidates' belief in themselves and their own abilities.
Teamwork	The ability to work well with people from different disciplines, backgrounds and expertise to accomplish a task or goal	This collaborative skill is demonstrated throughout the pair and group exams.

Recognition and progression routes

RECOGNITION AND UCAS POINTS

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.

All graded solo and pair qualifications are on the Regulated Qualifications Framework (RQF) and a list of the regulated titles and numbers for these qualifications is opposite. Group exams are unregulated because the examiner assesses the overall achievement of the group.

In the UK, Trinity's Grade 6-8 Performance Arts solo qualifications are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, 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.

TIMING OF THE EXAMS

The maximum time allowed for each exam component is the time available to the candidate to demonstrate the widest range of skills they can, and candidates are advised to make full use of this.

The exams are designed to allow sufficient time for setting up and presenting all sections.

REGULATED TITLES AND QUALIFICATION NUMBERS FOR PERFORMANCE ARTS EXAMS

Title – Solo exams

Title	Qualification number
Initial: TCL Entry Level Award in Graded Examination in Performance Arts (Entry 3) (Solo) (Initial)	603/4970/0

Grade 1: TCL Level 1 Award in Graded Examination in Performance Arts (Solo) (Grade 1)	501/1964/3
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Grade 2: TCL Level 1 Award in Graded Examination in Performance Arts (Solo) (Grade 2)	501/1962/X
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Grade 3: TCL Level 1 Award in Graded Examination in Performance Arts (Solo) (Grade 3)	501/1963/1
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Grade 4: TCL Level 2 Certificate in Graded Examination in Performance Arts (Solo) (Grade 4)	501/1965/5
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Grade 5: TCL Level 2 Certificate in Graded Examination in Performance Arts (Solo) (Grade 5)	501/1966/7
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Grade 6: TCL Level 3 Certificate in Graded Examination in Performance Arts (Solo) (Grade 6)	501/2065/7
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Grade 7: TCL Level 3 Certificate in Graded Examination in Performance Arts (Solo) (Grade 7)	501/2067/0
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Grade 8: TCL Level 3 Certificate in Graded Examination in Performance Arts (Solo) (Grade 8)	501/2069/4
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Title – Pair exams

Title	Qualification number
Initial: TCL Entry Level Award in Graded Examination in Performance Arts (Entry 3) (Pair) (Initial)	603/4971/2

Grade 1: TCL Level 1 Award in Graded Examination in Performance Arts (Pair) (Grade 1)	603/5047/7
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Grade 2: TCL Level 1 Award in Graded Examination in Performance Arts (Pair) (Grade 2)	603/5048/9
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Grade 3: TCL Level 1 Award in Graded Examination in Performance Arts (Pair) (Grade 3)	603/5049/0
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Grade 4: TCL Level 2 Certificate in Graded Examination in Performance Arts (Pair) (Grade 4)	603/5050/7
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Grade 5: TCL Level 2 Certificate in Graded Examination in Performance Arts (Pair) (Grade 5)	603/5051/7
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Grade 6: TCL Level 3 Certificate in Graded Examination in Performance Arts (Pair) (Grade 6)	603/5062/3
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Grade 7: TCL Level 3 Certificate in Graded Examination in Performance Arts (Pair) (Grade 7)	603/5063/5
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Grade 8: TCL Level 3 Certificate in Graded Examination in Performance Arts (Pair) (Grade 8)	603/5064/7
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DURATION OF STUDY (TOTAL QUALIFICATION TIME)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will depend on each individual's, or group's, level of experience and ability.

Level of regulated qualification	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
Initial	8	32	40
Grade 1	12	48	60
Grade 2	18	62	80
Grade 3	18	82	100
Grade 4	24	106	130
Grade 5	24	126	150
Grade 6	30	140	170
Grade 7	30	160	190
Grade 8	48	202	250

QUALIFICATION ACHIEVEMENT LEVELS FOR EXAMS

RQF* Level	EQF** Level	Performance Arts
3	4	Grade 8
		Grade 7
		Grade 6
2	3	Grade 5
		Grade 4
		Grade 3
1	2	Grade 2
		Grade 1
Entry Level 3	1	Initial

WHERE THE QUALIFICATIONS COULD LEAD

The Trinity exams in Performance Arts offer progression routes towards:

Diplomas in performing or teaching offered by Trinity or other awarding organisations

Courses in performance or literature at further and higher education institutions

Employment as a result of increased performance, presentation and communication skills

* Regulated Qualifications Framework

** European Qualifications Framework

Learning outcomes: Solo, Pairs, Groups and Performance Arts in Production

Learning outcomes describe the learning that a candidate will expect to undertake while preparing for the exam and the skills/abilities they should be able to demonstrate because of this learning. The learning outcomes are listed below.

PERFORMANCE ARTS (SOLO AND PAIRS)

On successful completion of this exam, candidates will be able to:

Initial and Grade 1	<p>Create and give a performance that demonstrates performance skills at a basic level</p> <p>Create and give a talk about a contributory skill at a basic level (where relevant)</p> <p>Respond appropriately to set questions on prepared material including demonstrating a basic ability to discuss the skills used</p>
Grade 2 and Grade 3	<p>Create and sustain a performance that demonstrates performance skills showing some technical proficiency</p> <p>Create and give a talk about a contributory skill that shows some understanding (where relevant)</p> <p>Respond appropriately to set questions on prepared material including demonstrating understanding of the skills used</p>
Grade 4 and Grade 5	<p>Create and sustain a performance that demonstrates a performance skill showing technical proficiency</p> <p>Create and give a talk about a contributory skill that shows a competent level of understanding and that demonstrates its value in performance (where relevant)</p> <p>Respond appropriately to set questions on prepared material including demonstrating a competent level of understanding of the skills used and their value to performance</p>
Grade 6 and Grade 7	<p>Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills, showing technical proficiency and some imaginative choices of interpretation</p> <p>Create and give a talk about a contributory skill that shows a confident level of understanding and that demonstrates its value in performance</p> <p>Respond appropriately to set questions on prepared material including demonstrating a confident understanding of the skills used and their value to performance</p>
Grade 8	<p>Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills showing technical accomplishment and some persuasive choices of interpretation</p> <p>Create and give talks about two contributory skills that show a thorough understanding and that demonstrate their value in performance</p> <p>Respond appropriately to set questions on prepared material including demonstrating an in-depth understanding of the skills used and their value to performance</p>

PERFORMANCE ARTS (GROUP) & PERFORMANCE ARTS IN PRODUCTION

On successful completion of this exam, candidates will be able to:

Initial and Grade 1	<p>Create and give a performance that demonstrates performance skills at a basic level</p> <p>Create and give a talk about a contributory skill at a basic level (where relevant)</p>
Grade 2 and Grade 3	<p>Create and sustain a performance that demonstrates performance skills showing some technical proficiency</p> <p>Create and give a talk about a contributory skill that shows some understanding (where relevant)</p>
Grade 4 and Grade 5	<p>Create and sustain a performance that demonstrates a performance skill showing technical proficiency</p> <p>Create and give a talk about contributory skills that show a competent level of understanding and that demonstrate their value in performance (where relevant)</p>
Grade 6 and Grade 7	<p>Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills showing technical proficiency and some imaginative choices of interpretation</p> <p>Create and give a talk about contributory skills that show a confident level of understanding and that demonstrate their value in performance (where relevant)</p>
Grade 8	<p>Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills showing technical accomplishment and some persuasive choices of interpretation</p> <p>Create and give talks about contributory skills that show a thorough understanding and that demonstrate their value in performance (where relevant)</p>

Performance Arts skills

The following is a list of examples of performance and contributory (technical) skills that could be offered for examination. Please note that these are indicative suggestions only and this is not an exhaustive list of the skills that can be used.

PERFORMANCE SKILLS

Perform a poem, prose or verse extract from memory – including non-traditional rhythmic forms, eg beatbox, slam poetry, rap, spoken word

Perform a piece of mask work

Play a musical instrument*

Perform an extract from a play from memory (published or own writing)

Perform a song (this can be a rock or pop song or from musical theatre)*

Perform a dance piece, eg traditional/folk, ceremonial, jazz, hip-hop*

Perform a comedy stand-up routine

Perform a magic act

Perform a piece of physical theatre from memory (eg mime, clowning, verbal and non-verbal, movement to music)*

Perform a piece of puppetry

Perform a sequence of stage combat (this should be performed with a partner), eg fencing, hand to hand, martial arts (examiner discretion will be used to stop the exam if it seems unsafe – the teacher should check with the public centre representative to ensure that this can be accommodated in terms of space and safety)

A performance achieved through the use of recorded media (*only one piece of recorded media may be used within the exam*)

CONTRIBUTORY SKILLS

(All presentations for the contributory skills task should be made with a commentary)

A demonstration of character facial/body make-up in the form of an illustration of your work with commentary or a live demonstration of your technique

A presentation of costume design(s) (this can be illustrations or actual costume(s))

A presentation of a stage prop(s) (this can be illustrations or actual prop(s))

A presentation of a stage mask(s) (this can be illustrations or actual mask(s))

A presentation of a stage puppet(s) (this can be illustrations or actual puppet(s))

A presentation of a piece of recorded media with commentary

A presentation about an original composition of the candidate, eg a poem, song, choreography

A presentation of a marked-up script or storyboard on a piece of work directed by the candidate with commentary (eg a scene from a contemporary or classical play or pop video)

A presentation of a set or lighting design

A technical production of a screen or audio performance featuring the listening or viewing of the piece of work (*only one piece of recorded media may be used within the exam*)

A presentation of a sound design or soundscape

***Please note:** In Performance Arts (Solo) exams where an additional performer is taking part, or in Performance Arts (Pair) exams, two video recording options are available: candidates can perform together in the same location or they can use a video-conferencing (VC) application (eg Teams or Zoom), to record themselves performing together. However, due to timing difficulties caused by differing internet connections, a VC application can only be used to record a submission if there is no music involved in the performance. Additionally, if candidates intend to sing together (without music) watch the video in advance of submitting it for assessment to check there is no detrimental effect to the performance. See page 92 for further details.

Exam requirements, assessment criteria and attainment descriptors: Performance Arts (Solo)

These qualifications are designed for learners who, through solo performance want to engage with a variety of performance-based skills which includes, but is not confined to mime, improvisation, dance, costume-making, and puppetry. In these exams, candidates demonstrate their skills in the imaginative, innovative and creative exploration and integration of different performance forms and materials. Candidates additionally demonstrate their understanding through a reflection, designed to explore a candidate's knowledge of their performance skills and material and key performance processes in relation to the work they have presented. For further guidance on the tasks see pages 84-92.

INITIAL

EXAM DURATION

8 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a performance demonstrating ONE performance skill. (<i>maximum time: 2 minutes</i>)</p>	<p>Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this should be different to the one used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 2 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work and the skills presented. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	<p>Guidance for the reflection task is on page 85. The set questions are on page 86.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using defined skills accurately to produce a performance</p> <p>Where relevant, use simple presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate some evidence of preparation</p> <p>Demonstrate the ability to express own ideas about the meaning of the work</p> <p>Demonstrate the ability to discuss the skills used</p>	Engagement with the performance art
<p>Demonstrate an awareness of audience</p>	Communication with the audience
<p>Demonstrate basic competence in delivering a performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and accurate most of the time and there was evidence of creativity.</p> <p>The presentation of the contributory skill was clear throughout.</p> <p>There was some awareness of audience and competence in delivering a performance.</p> <p>There was a clear understanding of the material shown when reflecting on the work and the skills used.</p>
Merit	<p>The work presented was clear and accurate most of the time and there was some evidence of creativity.</p> <p>The presentation of the contributory skill was clear most of the time.</p> <p>There was a basic awareness of audience and some competence in delivering a performance.</p> <p>There was a reasonably secure understanding of the material shown when reflecting on the work and the skills used.</p>
Pass	<p>The work presented was clear and accurate some of the time.</p> <p>The presentation of the contributory skill was clear some of the time.</p> <p>There was a basic awareness of audience.</p> <p>There was some understanding of the material shown when reflecting on the work and the skills used.</p>
Below Pass	<p>The work presented was hesitant and lacked clarity and/or accuracy.</p> <p>The presentation of the contributory skill showed little or no understanding or preparation.</p> <p>There was little or no awareness of audience.</p> <p>There was a very limited understanding of the material shown when reflecting on the work and the skills used.</p>

GRADE 1

EXAM DURATION

10 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a performance demonstrating ONE performance skill. (<i>maximum time: 3 minutes</i>)</p>	Guidance for the performance task is on pages 84-85.	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this should be different to the one used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 3 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work and the skills presented. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	Guidance for the reflection task is on page 85. The set questions are on page 86.	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using defined skills accurately to produce the performance</p> <p>Where relevant, use simple presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of preparation</p> <p>Demonstrate the ability to express own ideas about the meaning of the work and the skills used</p>	Engagement with the performance art
<p>Demonstrate an awareness of audience</p>	Communication with the audience
<p>Demonstrate some confidence in delivering a performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear, accurate and creative throughout.</p> <p>The presentation of the contributory skill was clear throughout.</p> <p>There was a consistent awareness of audience and a good level of confidence in delivering a performance throughout.</p> <p>The candidate was able to reflect with some confidence on the work, demonstrating a clear understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear, accurate and creative most of the time.</p> <p>The presentation of the contributory skill was clear most of the time.</p> <p>There was an awareness of audience and confidence in delivering a performance most of the time.</p> <p>The candidate was able to reflect well on the work, demonstrating a reasonable understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear, accurate and creative some of the time.</p> <p>The presentation of the contributory skill was clear some of the time.</p> <p>There was an awareness of audience and confidence in delivering a performance some of the time.</p> <p>The candidate was able to reflect on the work, demonstrating some understanding of the material and the skills used.</p>
Below Pass	<p>The work presented was hesitant and lacked clarity and/or accuracy with little evidence of preparation.</p> <p>The presentation of the contributory skill showed little understanding or preparation.</p> <p>There was little or no awareness of audience.</p> <p>There was a limited understanding of the material shown when reflecting on the work and the skills used.</p>

GRADE 2

EXAM DURATION

12 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a performance or performances demonstrating TWO performance skills. (<i>maximum time: 5 minutes</i>)</p>	Guidance for the performance task is on pages 84-85.	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 3 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work and the skills presented. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	Guidance for the reflection task is on page 85. The set questions are on page 86.	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

Perform using and sustaining defined skills to produce an accurate performance Demonstrate some technical proficiency in presenting the defined skills Where relevant, use clear presentation skills to demonstrate a contributory performance skill	Technical skills
Demonstrate evidence of preparation Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance	Engagement with the performance art
Demonstrate an awareness of audience	Communication with the audience
Demonstrate confidence in delivering a performance	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented was clear, accurate and creative throughout, with some technical competence. The presentation of the contributory skill was clear throughout. There was a consistent awareness of audience and a good level of confidence in delivering a performance throughout. The candidate was able to reflect with confidence on the work, demonstrating a good level of understanding of the material and the skills used.

Merit The work presented was clear, accurate and creative most of the time, with some technical competence. The presentation of the contributory skill was clear most of the time. There was an awareness of audience and confidence in delivering a performance most of the time. The candidate was able to reflect with some confidence on the work, demonstrating a reasonable understanding of the material and the skills used.

Pass The work presented was clear, accurate and creative most of the time, with some developing technical competence. The presentation of the contributory skill was clear some of the time. There was an awareness of audience and confidence in delivering a performance some of the time. The candidate was able to reflect with some confidence on the work, demonstrating some understanding of the material and the skills used.

Below Pass The work presented was hesitant and lacked clarity and/or accuracy, and technical competence. The contributory skill was lacking in clarity and preparation in its presentation. There was limited awareness of audience. The candidate demonstrated a limited understanding of the material and the skills used and/or a reluctance/inability to reflect on the discussion topics.

GRADE 3

EXAM DURATION

14 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating TWO performance skills. (<i>maximum time: 6 minutes</i>)</p>	<p>Guidance for the performance task is on pages 84-85.</p>	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 4 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work and the skills presented and their preparation. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	<p>Guidance for the reflection task is on page 85. The set questions are on page 86.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using and sustaining defined skills to produce an accurate performance</p> <p>Demonstrate some technical proficiency in presenting the defined skills</p> <p>Where relevant, use clear presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of careful preparation and some choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience</p>	Communication with the audience
<p>Demonstrate confidence in delivering a performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction

The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy.

The presentation of the contributory skill was confident and coherent, with the candidate's ideas clearly expressed.

There was a confident ability to engage the audience, communicating meaning throughout, delivering a performance with an appearance of ease.

The candidate was able to reflect with confidence on the work, demonstrating a secure understanding of the material and the skills used.

Merit

The work presented was clear and creative most of the time and there was some good use of performance skills demonstrated with some technical accuracy.

The presentation of the contributory skill was confident, with the candidate's ideas clearly expressed.

There was a good awareness of audience, communicating meaning, delivering a performance with an appearance of ease and confidence most of the time.

The candidate was able to reflect with some confidence on the work, demonstrating a good level of understanding of the material and the skills used.

Pass

The work presented was clear and creative some of the time and there was some good use of performance skills with some developing technical accuracy.

The presentation of the contributory skill showed evidence of some good preparation, with the candidate's ideas expressed with some clarity.

There was an awareness of audience, communicating meaning, delivering a performance with an appearance of ease and confidence some of the time.

The candidate was able to reflect with some confidence on the work, demonstrating a reasonable understanding of the material and the skills used.

Below Pass

The work presented was hesitant and lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills.

The contributory skill was lacking in clarity and preparation in its presentation.

There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance.

The candidate demonstrated a limited understanding of the material and the skills used and/or a reluctance or inability to reflect on the discussion topics.

GRADE 4

EXAM DURATION

16 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating TWO performance skills. (<i>maximum time: 6 minutes</i>)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <p>A continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1</p> <p>A demonstration of ONE contributory performance skill (<i>maximum time: 6 minutes</i>)</p>	<p>The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative.</p> <p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work and the skills presented and their preparation. (<i>maximum time: 4 minutes</i>)</p>	<p>Guidance for the reflection task is on page 85.</p> <p>The set questions are on page 86.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using and sustaining defined skills to produce an accurate performance that conveys character, mood, theme or narrative</p> <p>Demonstrate technical proficiency in delivering the defined skills</p> <p>Where relevant, use some confident presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the contribution of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver and sustain a secure and accurate performance with some sense of spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of character, mood, theme or narrative, and creativity in the design and realisation of the performance.</p> <p>The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity throughout.</p> <p>There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate performance throughout.</p> <p>The candidate was able to reflect with confidence on the work, demonstrating a secure understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of character, mood, theme or narrative, and some creativity was shown in the design and realisation of the performance.</p> <p>The presentation of the contributory skill evidenced some secure preparation, with the candidate's ideas expressed with clarity most of the time.</p> <p>There was an ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate performance most of the time.</p> <p>The candidate was able to reflect with confidence on the work, demonstrating a good level of understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation and there was a linking thread of character, mood, theme or narrative.</p> <p>The presentation of the contributory skill evidenced some preparation, with some of the candidate's ideas expressed with clarity.</p> <p>There was an awareness of audience, communicating meaning, and some appearance of ease and confidence, delivering a secure and accurate performance some of the time.</p> <p>The candidate was able to reflect on the work, demonstrating a reasonable understanding of the material and the skills used.</p>
Below Pass	<p>The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of character, mood, theme or narrative.</p> <p>The contributory skill was lacking in clarity and preparation in its presentation.</p> <p>There was limited awareness of audience and/or there was a lack of confidence in delivering a performance.</p> <p>The candidate demonstrated little ability to reflect with understanding on the work presented.</p>

GRADE 5

EXAM DURATION

18 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating TWO performance skills. (maximum time: 7 minutes)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidate gives ONE of the following:</p> <p>A continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1</p> <p>A demonstration of ONE contributory performance skill (maximum time: 7 minutes)</p>	<p>The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative.</p> <p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work and the skills presented, their preparation and alternative approaches. (maximum time: 4 minutes)</p>	<p>Guidance for the reflection task is on page 85.</p> <p>The set questions are on pages 87.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using and sustaining defined skills to produce an accurate and imaginative performance that conveys character, mood, theme or narrative</p> <p>Where relevant, use confident presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical proficiency in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work and, where relevant, the value of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver and sustain a secure, accurate and engaging performance with spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented was clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance.

The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with security, clarity and imagination throughout.

There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate performance throughout.

The candidate was able to reflect with confidence on the work, demonstrating a mature understanding of the material and the skills used.

Merit The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme or narrative, and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance.

The presentation of the contributory skill evidenced preparation, with the candidate's ideas expressed with clarity and imagination most of the time.

There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate performance most of the time.

The candidate was able to reflect with some confidence on the work, demonstrating a secure understanding of the material and the skills used.

Pass The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme or narrative, and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance.

The presentation of the contributory skill evidenced preparation, with the candidate's ideas expressed with some clarity and imagination some of the time.

The candidate engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate performance some of the time.

The candidate was able to reflect on the work, demonstrating a good level of understanding of the material and the skills used.

Below Pass The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of character, mood, theme or narrative.

The contributory skill was lacking in clarity and preparation in its presentation.

There was limited ability to engage the audience and/or there was a lack of confidence in delivering a performance.

The candidate demonstrated little ability to reflect with understanding on the work presented.

GRADE 6

EXAM DURATION

20 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating THREE performance skills. (maximum time: 9 minutes)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p>	50
<p>Task 2: Contributory Skill</p> <p>The candidate gives a demonstration of ONE contributory performance skill. (maximum time: 6 minutes)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the contributory skill option is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work, the skills presented, their preparation, the specific challenges involved with the skills used and the use of safe rehearsal and performance practices. (maximum time: 5 minutes)</p>	<p>Guidance for the reflection task is on page 85. The set questions are on page 87.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using and sustaining defined skills to produce an imaginative and accurate performance that conveys character, mood, theme or narrative</p> <p>Use confident and fluent presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical proficiency in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear and creative choices of interpretation</p> <p>Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity</p> <p>Demonstrate understanding of the contributory skill and its value to the performance given</p> <p>Demonstrate the ability to organise and express own ideas, with clear rationale</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver an emotionally sustained performance with accuracy and spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance. The presentation of the contributory skill evidenced thorough preparation, with the candidate's ideas expressed with confidence, clarity and imagination throughout. There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate performance throughout. The candidate was able to reflect in a thoughtful and considered way on the work, demonstrating a mature understanding of the material and the skills used.

Merit The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance. The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity and imagination most of the time. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate performance most of the time. The candidate was able to reflect with some maturity on the work, demonstrating a secure understanding of the material and the skills used.

Pass The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme or narrative. There were some clear and creative choices of interpretation and creativity was shown in the design and realisation of the performance. The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity and imagination some of the time. There was some confidence in engaging the audience with the appearance of ease, delivering a secure and accurate performance some of the time. The candidate was able to reflect on the work, demonstrating a secure understanding of the material and the skills used.

Below Pass The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or evidence of a linking thread of character, mood, theme or narrative. The presentation of the contributory skill was lacking in preparation, clarity and imagination. There was a lack of confidence in communicating with the audience and/or in delivering a performance with a sense of ownership. The candidate demonstrated limited understanding of the material and the skills used, lacking opinion and detailed knowledge.

GRADE 7

EXAM DURATION

23 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating THREE performance skills. (<i>maximum time: 10 minutes</i>)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>One section of the performance (a maximum of 4 minutes) may be performed with another performer.</p> <p>Guidance for the performance task is on pages 84-85.</p>	50
<p>Task 2: Contributory Skill</p> <p>The candidate gives a demonstration of ONE contributory performance skill. (<i>maximum time: 7 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the contributory skill option is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work, the skills presented, their preparation, personal interpretation and alternative approaches, and the use of safe rehearsal and performance practices. (<i>maximum time: 5-6 minutes</i>)</p>	<p>Guidance for the reflection task is on page 85. The set questions are on page 87.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative</p> <p>Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical accomplishment in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and some persuasive choices of interpretation</p> <p>Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity</p> <p>Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating a performance with dramatic impact and authority</p>	Communication with the audience
<p>Deliver an integrated, emotionally sustained and engaging performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme or narrative. There were bold and original choices of interpretation and the performance demonstrated a high level of personal investment in its design and realisation.</p> <p>The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout.</p> <p>There was an assured, confident ability to engage the audience, and a sense of spontaneity and authority, delivering a secure and accurate performance throughout.</p> <p>The candidate was able to reflect confidently and with maturity on the work, demonstrating an in-depth and intelligent understanding of the material and the skills used.</p>
Merit	<p>The work presented a wide range of integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation, and creativity was shown in the design and realisation of the performance.</p> <p>The contributory skill evidenced a high level of preparation, and the candidate's ideas were expressed with confidence, clarity and imagination most of the time.</p> <p>There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate performance throughout.</p> <p>The candidate was able to reflect confidently on the work, demonstrating a full understanding of the material and the skills used.</p>
Pass	<p>The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance.</p> <p>The presentation of the contributory skill evidenced a secure level of preparation, with the candidate's ideas expressed with clarity and imagination throughout.</p> <p>There was a confident ability to engage the audience, delivering a secure and accurate performance most of the time.</p> <p>The candidate was able to reflect confidently on the work, demonstrating a secure understanding of the material and the skills used.</p>
Below Pass	<p>The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and little sense of a linking thread of character, mood, theme or narrative.</p> <p>The presentation of the contributory skill was lacking in preparation, clarity and imagination.</p> <p>There was little evidence of control and/or preparation and limited ability to communicate and engage the audience.</p> <p>The candidate demonstrated limited understanding of the material and the skills used, lacking knowledge, depth of opinion and detail.</p>

GRADE 8

EXAM DURATION

26 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidate gives a continuous performance sequence demonstrating THREE performance skills. (<i>maximum time: 10 minutes</i>)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>One section of the performance (a maximum of 4 minutes) may be performed with another performer.</p> <p>Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Contributory Skill</p> <p>The candidate gives demonstrations of TWO contributory performance skills. (<i>maximum time: 9 minutes</i>)</p>	<p>The contributory performance skills should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the contributory skill task is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidate gives an impromptu response to set questions, reflecting on the work, the skills presented, their preparation, personal interpretation and alternative approaches, and the use of safe rehearsal and performance practices. (<i>maximum time: 6-7 minutes</i>)</p>	<p>Guidance for the reflection task is on page 85.</p> <p>The set questions are on page 87.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<p>Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative</p> <p>Use a range of confident and fluent presentation skills to demonstrate contributory performance skills</p> <p>Demonstrate technical accomplishment in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership</p> <p>Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity</p> <p>Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skills to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience fully, communicating a performance with authority</p>	Communication with the audience
<p>Demonstrate the ability to deliver a sustained, coherent and fluent performance of depth and originality</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction

The work presented a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material and a total sense of ownership. The programme demonstrated a high level of personal investment.

The contributory skills showed substantial evidence of preparation and research and were delivered with accomplishment and with a secure connection to the subject matter.

There was a seemingly effortless and assured ability to engage the audience fully, delivering a secure and accurate performance of spontaneity and authority throughout.

The candidate was able to reflect confidently and with maturity on the work, demonstrating a comprehensive and insightful understanding of the material and the skills used.

Merit

The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme or narrative most of the time. There were some clear and creative choices of interpretation and a sense of originality and ownership in the design and realisation of the programme.

The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.

There was an assured, confident ability to engage the audience fully, delivering a secure and accurate performance with spontaneity and authority most of the time.

The candidate was able to reflect confidently and with some maturity on the work, demonstrating an in-depth understanding of the material and the skills used.

Pass

The work presented a wide range of integrated performance skills used accurately to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance.

The contributory skills showed a good level of preparation, and the candidate's ideas were expressed with confidence and imagination throughout.

There was a confident ability to engage the audience, delivering a secure and accurate performance with some spontaneity and authority.

The candidate was able to reflect confidently and with some maturity on the work, demonstrating some in-depth understanding of the material and the skills used.

Below Pass

The work presented, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership, or evidence of a linking thread of character, mood, theme or narrative.

The presentation of the contributory skills showed limited preparation, clarity and imagination

The performance did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership.

The candidate showed limited understanding of the material and the skills used, lacking depth of opinion and subject knowledge.

Exam requirements, assessment criteria and attainment descriptors: Performance Arts (Pair)

These qualifications are designed for learners who want to engage with a variety of performance-based skills which includes, but is not confined to mime, improvisation, dance, costume-making, and puppetry while working with another performer. In these exams, candidates demonstrate their skills in the imaginative, innovative and creative exploration and integration of different performance forms and materials. Candidates additionally demonstrate their understanding through a reflection. The reflection is designed to explore a candidate's knowledge of their performance skills, material and certain key performance processes in relation to the performance work they have presented. Each candidate will receive marks and feedback on their performance and, if successful, a certificate.

INITIAL

EXAM DURATION

8 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a performance demonstrating ONE performance skill. (<i>maximum time: 2 minutes</i>)</p>	<p>Both candidates should demonstrate the skill. Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this should be different to the one used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 2 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1. Both candidates should demonstrate the performance skill or take part in the demonstration. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. Guidance for the performance option is on pages 84-85. Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work and the skills presented. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	<p>Guidance for the reflection task is on pages 85 and 88. The set questions are on page 88.</p>	20

ASSESSMENT CRITERIA**During the exam, the candidates will:**

Perform using defined skills accurately to produce a performance Where relevant, use simple presentation skills to demonstrate a contributory performance skill	Technical skills
Demonstrate some evidence of preparation Demonstrate the ability to express own ideas about the meaning of the work Demonstrate the ability to discuss the skills used	Engagement with the performance art
Demonstrate an awareness of audience	Communication with the audience
Demonstrate basic competence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction	The work presented was clear and accurate most of the time and there was evidence of creativity. There was some secure communication between the candidates. The presentation of the contributory skill was clear throughout. There was some awareness of audience and competence in delivering a shared performance. There was a clear understanding of the material shown when reflecting on the work.
Merit	The work presented was clear and accurate most of the time and there was some evidence of creativity. There was some secure communication between the candidates. The presentation of the contributory skill was clear most of the time. There was a basic awareness of audience and some competence in delivering a shared performance. There was a reasonably secure understanding of the material shown when reflecting on the work.
Pass	The work presented was clear and accurate some of the time. There were moments of communication between the candidates. The presentation of the contributory skill was clear some of the time. There was a basic awareness of audience. There was some understanding of the material shown when reflecting on the work.
Below Pass	The work presented was hesitant and lacked clarity and/or accuracy, and there was limited communication between the candidates. The presentation of the contributory skill showed little or no understanding or preparation. There was little or no awareness of audience. There was a very limited understanding of the material shown when reflecting on the work.

GRADE 1

EXAM DURATION

10 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a performance demonstrating ONE performance skill.</p> <p><i>(maximum time: 3 minutes)</i></p>	<p>Both candidates should demonstrate the skill</p> <p>Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <p>A performance demonstrating ONE performance skill (this should be different to the one used in task 1)</p> <p>A demonstration of ONE contributory performance skill</p> <p><i>(maximum time: 3 minutes)</i></p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Both candidates should demonstrate the performance skill or take part in the demonstration.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work and the skills presented. At this level a teacher or care-giver can ask the candidate the questions.</p> <p><i>(maximum time: 3-4 minutes)</i></p>	<p>Guidance for the reflection task is on pages 85 and 88.</p> <p>The set questions are on page 88.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using defined skills accurately to produce the performance</p> <p>Where relevant, use simple presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of preparation</p> <p>Demonstrate the ability to express own ideas about the meaning of the work and the skills used</p>	Engagement with the performance art
<p>Demonstrate an awareness of audience</p>	Communication with the audience
<p>Demonstrate some confidence in delivering a shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented was clear, accurate and creative throughout. There was a secure communication between the candidates.

The presentation of the contributory skill was clear throughout.

There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout.

The candidate was able to reflect with some confidence on the work, demonstrating a clear understanding of the material and the skills used.

Merit The work presented was clear, accurate and creative most of the time. There was some secure communication between the candidates.

The presentation of the contributory skill was clear most of the time.

There was an awareness of audience and confidence in delivering a shared performance most of the time.

The candidate was able to reflect well on the work, demonstrating a reasonable understanding of the material.

Pass The work presented was clear, accurate and creative some of the time. There were moments of communication between the candidates.

The presentation of the contributory skill was clear some of the time.

There was an awareness of audience and confidence in delivering a shared performance some of the time.

The candidate was able to reflect on the work, demonstrating some understanding of the material.

Below Pass The work presented was hesitant and lacked clarity and/or accuracy with little evidence of preparation. There was little or no communication between the candidates.

The presentation of the contributory skill showed little understanding or preparation.

There was little or no awareness of audience.

There was a limited understanding of the material shown when reflecting on the work.

GRADE 2

EXAM DURATION

12 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a performance or performances demonstrating TWO performance skills. (<i>maximum time: 5 minutes</i>)</p>	<p>Both candidates should demonstrate both skills. Guidance for the performance task is on pages 84-85.</p>	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 3 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1. Both candidates should demonstrate the performance skills or take part in the demonstration. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. Guidance for the performance option is on pages 84-85. Guidance for the contributory skill option is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work and the skills presented. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	<p>Guidance for the reflection task is on pages 85 and 88. The set questions are on page 88.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate performance</p> <p>Demonstrate some technical proficiency in presenting the defined skills</p> <p>Where relevant, use clear presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of preparation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance</p>	Engagement with the performance art
<p>Demonstrate an awareness of audience</p>	Communication with the audience
<p>Demonstrate confidence in delivering a shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented was clear, accurate and creative throughout, with some technical competence. There was an efficient communication between the candidates.
The presentation of the contributory skill was clear throughout.
There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout.
The candidate was able to reflect with confidence on the work, demonstrating a good level of understanding of the material.

Merit The work presented was clear, accurate and creative most of the time, with some technical competence. There was some efficient communication between the candidates.
The presentation of the contributory skill was clear most of the time.
There was an awareness of audience and confidence in delivering a shared performance most of the time.
The candidate was able to reflect with some confidence on the work, demonstrating a reasonable understanding of the material.

Pass The work presented was clear, accurate and creative most of the time, with some developing technical competence. There were moments of efficient communication between the candidates.
The presentation of the contributory skill was clear some of the time.
There was an awareness of audience and confidence in delivering a shared performance some of the time.
The candidate was able to reflect with some confidence on the work, demonstrating some understanding of the material.

Below Pass The work presented was hesitant and lacked clarity and/or accuracy, and technical competence. There was little or no communication between the candidates.
The contributory skill was lacking in clarity and preparation in its presentation.
There was limited awareness of audience.
There was a limited understanding of the material and/or a reluctance or inability to reflect on the discussion topics.

GRADE 3

EXAM DURATION

14 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating TWO performance skills. (<i>maximum time: 6 minutes</i>)</p>	<p>Both candidates should demonstrate both skills.</p> <p>Guidance for the performance task is on pages 84-85.</p>	50
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> A performance demonstrating ONE performance skill (this can be the same or different to those used in task 1) A demonstration of ONE contributory performance skill <p>(<i>maximum time: 4 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Both candidates should demonstrate the performance skill or take part in the demonstration.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work, the skills presented and their preparation. At this level a teacher or care-giver can ask the candidate the questions. (<i>maximum time: 3-4 minutes</i>)</p>	<p>Guidance for the reflection task is on pages 85 and 88.</p> <p>The set questions are on page 89.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate performance</p> <p>Demonstrate some technical proficiency in presenting the defined skills</p> <p>Where relevant, use clear presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of careful preparation and some choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience</p>	Communication with the audience
<p>Demonstrate confidence in delivering a shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was a confident communication between the candidates.

The presentation of the contributory skill was confident and coherent, with the candidate's ideas clearly expressed.

There was a confident ability to engage the audience, communicating meaning throughout, delivering a shared performance with an appearance of ease.

The candidate was able to reflect with confidence on the work, demonstrating a secure understanding of the material.

Merit The work presented was clear and creative most of the time and there was some good use of performance skills demonstrated with some technical accuracy. There was some confident communication between the candidates.

The presentation of the contributory skill was confident, with the candidate's ideas clearly expressed.

There was a good awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time.

The candidate was able to reflect with some confidence on the work, demonstrating a good level of understanding of the material.

Pass The work presented was clear and creative some of the time and there was some good use of performance skills with some developing technical accuracy. There were moments of confident communication between the candidates.

The presentation of the contributory skill showed evidence of some good preparation, with the candidate's ideas expressed with some clarity.

There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time.

The candidate was able to reflect with some confidence on the work, demonstrating a reasonable understanding of the material.

Below Pass The work presented was hesitant and lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills and there was little communication between the candidates.

The contributory skill was lacking in clarity and preparation in its presentation.

There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance.

There was a limited understanding of the material and/or a reluctance or inability to reflect on the discussion topics.

GRADE 4

EXAM DURATION

16 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating TWO performance skills.</p> <p><i>(maximum time: 6 minutes)</i></p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p> <p>Both candidates should demonstrate both skills.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <p>A continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1</p> <p>A demonstration of ONE contributory performance skill</p> <p><i>(maximum time: 6 minutes)</i></p>	<p>The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative.</p> <p>The contributory performance skill should be related to the performance in task 1.</p> <p>Both candidates should demonstrate all the performance skills required or take part in the demonstration.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work, the skills presented and their preparation.</p> <p><i>(maximum time: 4 minutes)</i></p>	<p>Guidance for the reflection task is on pages 85 and 89.</p> <p>The set questions are on page 89.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate performance that conveys character, mood, theme or narrative</p> <p>Demonstrate technical proficiency in delivering the defined skills</p> <p>Where relevant, use some confident presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the contribution of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver and sustain a secure and accurate shared performance with some sense of spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of character, mood, theme or narrative, and creativity in the design and realisation of the performance. There was a good communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity throughout.</p> <p>There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance throughout.</p> <p>The candidate was able to reflect with confidence on the work, demonstrating a secure understanding of the material.</p>
Merit	<p>The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of character, mood, theme or narrative, and some creativity was shown in the design and realisation of the performance. There was some good communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced some secure preparation, with the candidate's ideas expressed with clarity most of the time.</p> <p>There was an ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance most of the time.</p> <p>The candidate was able to reflect with some confidence on the work, demonstrating a good level of understanding of the material.</p>
Pass	<p>The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation and there was a linking thread of character, mood, theme or narrative. There were moments of good communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced some preparation, with some of the candidate's ideas expressed with clarity.</p> <p>There was an awareness of audience, communicating meaning, and some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.</p> <p>The candidate was able to reflect on the work, demonstrating a reasonable understanding of the material.</p>
Below Pass	<p>The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.</p> <p>The contributory skill was lacking in clarity and preparation in its presentation.</p> <p>There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.</p> <p>The candidate demonstrated little ability to reflect with understanding on the work presented.</p>

GRADE 5

EXAM DURATION

18 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating TWO performance skills.</p> <p><i>(maximum time: 7 minutes)</i></p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Both candidates should demonstrate both skills.</p> <p>Guidance for the performance task is on pages 84-85.</p>	40
<p>Task 2: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <p>A continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1</p> <p>A demonstration of ONE contributory performance skill</p> <p><i>(maximum time: 7 minutes)</i></p>	<p>The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative.</p> <p>The contributory performance skill should be related to the performance in task 1.</p> <p>Both candidates should demonstrate all the performance skills or take part in the demonstration.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work, the skills presented, their preparation and alternative approaches.</p> <p><i>(maximum time: 4 minutes)</i></p>	<p>Guidance for the reflection task is on pages 85 and 89.</p> <p>The set questions are on page 90.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate and imaginative performance that conveys character, mood, theme or narrative</p> <p>Where relevant, use confident presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical proficiency in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas about the meaning of the work and, where relevant, the value of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver and sustain a secure, accurate and engaging shared performance with spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction

The work presented was clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance. There was convincing communication and rapport between the candidates.

The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with security, clarity and imagination throughout.

There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance throughout.

The candidate was able to reflect with confidence on the work, demonstrating a mature understanding of the material.

Merit

The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme or narrative, and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance. There was some convincing communication and rapport between the candidates.

The presentation of the contributory skill evidenced preparation, with the candidate's ideas expressed with clarity and imagination most of the time.

There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance most of the time.

The candidate was able to reflect with some confidence on the work, demonstrating a secure understanding of the material.

Pass

The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme or narrative, and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance. There were moments of convincing communication and rapport between the candidates.

The presentation of the contributory skill evidenced preparation, with the candidate's ideas expressed with some clarity and imagination some of the time.

The candidate engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.

The candidate was able to reflect on the work, demonstrating a good level of understanding of the material.

Below Pass

The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.

The contributory skill was lacking in clarity and preparation in its presentation.

There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance.

The candidate demonstrated little ability to reflect with understanding on the work presented.

GRADE 6

EXAM DURATION

20 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (At the start of this task both candidates should state their full name on camera). (maximum time: 9 minutes)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p> <p>Both candidates should demonstrate all the skills.</p>	50
<p>Task 2: Contributory Skill</p> <p>The candidates give a demonstration of ONE contributory performance skill. (maximum time: 6 minutes)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the contributory skill task is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work, the skills presented, their preparation, the specific challenges involved with the skills used and the use of safe rehearsal and performance practices. (maximum time: 5 minutes)</p>	<p>Guidance for the reflection task is on pages 85 and 90.</p> <p>The set questions are on page 90.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an imaginative and accurate performance that conveys character, mood, theme or narrative</p> <p>Use confident and fluent presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical proficiency in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear and creative choices of interpretation</p> <p>Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity</p> <p>Demonstrate understanding of the contributory skill and its value to the performance given</p> <p>Demonstrate the ability to organise and express own ideas, with clear rationale</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver an emotionally sustained shared performance with accuracy and spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction

The work presented a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance and there was an accomplished and seemingly natural communication between the candidates. The presentation of the contributory skill evidenced thorough preparation, with the candidate's ideas expressed with confidence, clarity and imagination throughout. There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate shared performance throughout. The candidate was able to reflect in a thoughtful and considered way on the work, demonstrating a mature understanding of the material.

Merit

The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance and there was some accomplished and seemingly natural communication between the candidates. The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity and imagination most of the time. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidate was able to reflect with some maturity on the work, demonstrating a secure understanding of the material.

Pass

The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme or narrative. There were some clear and creative choices of interpretation and creativity was shown in the design and realisation of the performance. There were moments of accomplished communication between the candidates. The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity and imagination some of the time. There was some confidence in engaging the audience with the appearance of ease, delivering a secure and accurate shared performance some of the time. The candidate was able to reflect on the work, demonstrating a secure understanding of the material.

Below Pass

The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or evidence of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates. The presentation of the contributory skill was lacking in preparation, clarity and imagination. There was either a lack of confidence in communicating with the audience and/or in delivering a shared performance with a sense of ownership. The candidate demonstrated limited understanding of the material, lacking opinion and detailed knowledge.

GRADE 7

EXAM DURATION

23 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (<i>maximum time: 10 minutes</i>)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p> <p>Both candidates should demonstrate all the skills.</p>	50
<p>Task 2: Contributory Skill</p> <p>The candidates give a demonstration of ONE contributory performance skill. (<i>maximum time: 7 minutes</i>)</p>	<p>The contributory performance skill should be related to the performance in task 1.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the contributory skill task is on page 92.</p>	30
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work, the skills presented, their preparation, personal interpretation and alternative approaches, and the use of safe rehearsal and performance practices. (<i>maximum time: 5-6 minutes</i>)</p>	<p>Guidance for the reflection task is on pages 85 and 90.</p> <p>The set questions are on page 91.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative</p> <p>Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical accomplishment in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and some persuasive choices of interpretation</p> <p>Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity</p> <p>Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating a performance with dramatic impact and authority</p>	Communication with the audience
<p>Deliver an integrated, emotionally sustained and engaging shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme or narrative. There were bold and original choices of interpretation and the performance demonstrated a high level of personal investment in its design and realisation. There was a skilful and seemingly natural communication between the candidates.

The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout.

There was an assured, confident ability to engage the audience, and a sense of spontaneity and authority, delivering a secure and accurate shared performance throughout.

The candidate was able to reflect confidently and with maturity on the work, demonstrating an in-depth and intelligent understanding of the material.

Merit The work presented a wide range of integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation, and creativity was shown in the design and realisation of the performance. There was some skilful and natural communication between the candidates.

The contributory skill evidenced a high level of preparation, and the candidate's ideas were expressed with confidence, clarity and imagination most of the time.

There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance throughout.

The candidate was able to reflect confidently on the work, demonstrating a full understanding of the material.

Pass The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance. There were moments of skilful communication between the candidates.

The presentation of the contributory skill evidenced a secure level of preparation, with the candidate's ideas expressed with clarity and imagination throughout.

There was a confident ability to engage the audience, delivering a secure and accurate shared performance most of the time.

The candidate was able to reflect on the work, demonstrating a secure understanding of the material.

Below Pass The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and little sense of a linking thread of character, mood, theme or narrative. There was a limited rapport between the candidates.

The presentation of the contributory skill was lacking in preparation, clarity and imagination. There was little evidence of control and/or preparation and limited ability to communicate and engage the audience.

The candidate demonstrated limited understanding of the material, lacking knowledge, depth of opinion and detail.

GRADE 8

EXAM DURATION

26 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (<i>maximum time: 10 minutes</i>)</p>	<p>Character, mood, theme or narrative should be clear in the performance.</p> <p>Guidance for the performance task is on pages 84-85.</p> <p>Both candidates should demonstrate all the skills required.</p>	40
<p>Task 2: Contributory Skill</p> <p>The candidates give demonstrations of TWO contributory performance skills. (<i>maximum time: 9 minutes</i>)</p>	<p>The contributory performance skills should be related to the performance in task 1.</p> <p>Both candidates should demonstrate both contributory skills.</p> <p>Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application.</p> <p>Guidance for the contributory skill task is on page 92.</p>	40
<p>Task 3: Reflection</p> <p>The candidates give an impromptu response to set questions, reflecting on the work, the skills presented, their preparation, personal interpretation and alternative approaches, and the use of safe rehearsal and performance practices. (<i>maximum time: 6-7 minutes</i>)</p>	<p>Guidance for the reflection task is on pages 85 and 90.</p> <p>The set questions are on page 91.</p>	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative</p> <p>Use a range of confident and fluent presentation skills to demonstrate contributory performance skills</p> <p>Demonstrate technical accomplishment in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership</p> <p>Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity</p> <p>Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skills to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience fully, communicating a performance with authority</p>	Communication with the audience
<p>Demonstrate the ability to deliver a sustained, coherent and fluent shared performance of depth and originality</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material and a total sense of ownership. The performance demonstrated a high level of personal investment and there was an excellent rapport and seemingly natural communication between the candidates.</p> <p>The contributory skills showed substantial evidence of preparation and research and were delivered with accomplishment and with a secure connection to the subject matter.</p> <p>There was a seemingly effortless and assured ability to engage the audience fully, delivering a secure and accurate shared performance of spontaneity and authority throughout.</p> <p>The candidate was able to reflect confidently and with maturity on the work, demonstrating a comprehensive and insightful understanding of the material.</p>
Merit	<p>The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme or narrative most of the time. There were some clear and creative choices of interpretation, a sense of originality and ownership in the design and realisation of the performance, and there was some excellent rapport and seemingly natural communication between the candidates.</p> <p>The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.</p> <p>There was an assured, confident ability to engage the audience fully, delivering a secure and accurate shared performance with spontaneity and authority most of the time.</p> <p>The candidate was able to reflect confidently and with some maturity on the work, demonstrating an in-depth understanding of the material.</p>
Pass	<p>The work presented a wide range of integrated performance skills used accurately to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance and there were moments of excellent rapport and natural communication between the candidates.</p> <p>The contributory skills showed a good level of preparation, and the candidate's ideas were expressed with confidence and imagination throughout.</p> <p>There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some spontaneity and authority.</p> <p>The candidate was able to reflect confidently on the work, demonstrating some in-depth understanding of the material.</p>
Below Pass	<p>The work presented, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership, or evidence of a linking thread of character, mood, theme or narrative. There was limited creativity and/or an ineffective rapport between the candidates.</p> <p>The presentation of the contributory skills showed limited preparation, clarity and imagination. The performance did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership.</p> <p>The candidate showed little knowledge of the material, lacking depth of opinion and detailed knowledge.</p>

Exam requirements, assessment criteria and attainment descriptors: Performance Arts (Group)

The Performance Arts (Group) exams are designed to reflect the fact that people often participate in the performing arts alongside others and that their interaction with other performers as well as with an audience is a skill in itself. Working collaboratively in these exams, candidates demonstrate their skills in the imaginative, innovative and creative exploration and integration of different performance forms and materials. The minimum number of candidates in a group is 3. There is no maximum number.

INITIAL

EXAM DURATION

8 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating TWO performance skills A performance demonstrating ONE performance skill and a demonstration of ONE contributory performance skill <p><i>(maximum time: 8 minutes)</i></p>	<p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skill should be related to the performance.</p> <p>Not all group members have to take part in the demonstration of the contributory skill.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using defined skills accurately to produce a performance</p> <p>Where relevant, use simple presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate some evidence of preparation</p>	Engagement with the performance art
<p>Demonstrate an awareness of audience</p>	Communication with the audience
<p>Demonstrate basic competence in delivering a shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and accurate most of the time and there was evidence of creativity. There was some secure communication between the candidates.</p> <p>The presentation of the contributory skill was clear throughout.</p> <p>There was some awareness of audience and competence in delivering a shared performance.</p> <p>The candidates demonstrated a clear understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear and accurate most of the time and there was some evidence of creativity. There was some secure communication between the candidates.</p> <p>The presentation of the contributory skill was clear most of the time.</p> <p>There was a basic awareness of audience and some competence in delivering a shared performance.</p> <p>The candidates demonstrated a reasonably secure understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear and accurate some of the time. There were moments of communication between the candidates.</p> <p>The presentation of the contributory skill was clear some of the time.</p> <p>There was a basic awareness of audience.</p> <p>The candidates demonstrated some understanding of the material and the skills used.</p>
Below Pass	<p>The work presented was hesitant and lacked clarity and/or accuracy, and there was limited communication between the candidates.</p> <p>The presentation of the contributory skill showed little or no understanding or preparation.</p> <p>There was little or no awareness of audience.</p> <p>There was a very limited understanding of the material and the skills used.</p>

GRADE 1

EXAM DURATION

10 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating TWO performance skills A performance demonstrating ONE performance skill and a demonstration of ONE contributory performance skill <p><i>(maximum time: 10 minutes)</i></p>	<p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skill should be related to the performance.</p> <p>Not all group members have to take part in the demonstration of the contributory skill.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using defined skills accurately to produce a performance</p> <p>Where relevant, use simple presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of preparation</p>	Engagement with the performance art
<p>Demonstrate an awareness of audience</p>	Communication with the audience
<p>Demonstrate some confidence in delivering a shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear, accurate and creative throughout. There was a secure communication between the candidates.</p> <p>Where relevant, the presentation of the contributory skill was clear throughout.</p> <p>There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout.</p> <p>The candidates demonstrated a clear understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear, accurate and creative most of the time. There was some secure communication between the candidates.</p> <p>The presentation of the contributory skill was clear most of the time.</p> <p>There was an awareness of audience and confidence in delivering a shared performance most of the time.</p> <p>The candidates demonstrated a reasonable understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear, accurate and creative some of the time. There were moments of communication between the candidates.</p> <p>The presentation of the contributory skill was clear some of the time.</p> <p>There was an awareness of audience and confidence in delivering a shared performance some of the time.</p> <p>The candidates demonstrated some understanding of the material and the skills used.</p>
Below Pass	<p>The work presented was hesitant and lacked clarity and/or accuracy with little evidence of preparation. There was little or no communication between the candidates.</p> <p>The presentation of the contributory skill showed little understanding or preparation.</p> <p>There was little or no awareness of audience.</p> <p>The candidates demonstrated a very limited understanding of the material and the skills used.</p>

GRADE 2

EXAM DURATION

12 minutes

EXAM REQUIREMENTS

FURTHER INFORMATION

MARKS

Task 1: Performance/Contributory Skill

The candidates give ONE of the following:

A performance or performance sequence demonstrating THREE performance skills

A performance or performance sequence demonstrating TWO performance skills and a demonstration of ONE contributory performance skill

(maximum time: 12 minutes)

All group members should take part in the performance, although they don't all have to demonstrate all the performance skills required.

The contributory performance skill should be related to the performance.

Not all group members have to take part in the demonstration of the contributory skill.

Guidance for the performance option is on pages 84-85.

Guidance for the contributory skill option is on page 92.

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce an accurate performance

Demonstrate some technical proficiency in presenting the defined skills

Where relevant, use clear presentation skills to demonstrate a contributory performance skill

Technical skills

Demonstrate evidence of preparation

Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance

Engagement with the performance art

Demonstrate an awareness of audience

Communication with the audience

Demonstrate confidence in delivering a shared performance

Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear, accurate and creative throughout, with some technical competence. There was an efficient communication between the candidates.</p> <p>The presentation of the contributory skill was clear throughout.</p> <p>There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout.</p> <p>The candidates demonstrated a good level of understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear, accurate and creative most of the time, with some technical competence. There was some efficient communication between the candidates.</p> <p>The presentation of the contributory skill was clear most of the time.</p> <p>There was an awareness of audience and confidence in delivering a shared performance most of the time.</p> <p>The candidates demonstrated a reasonable understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear, accurate and creative most of the time, with some developing technical competence. There were moments of efficient communication between the candidates.</p> <p>The presentation of the contributory skill was clear some of the time.</p> <p>There was an awareness of audience and confidence in delivering a shared performance some of the time.</p> <p>The candidates demonstrated some understanding of the material and the skills used.</p>
Below Pass	<p>The work presented was hesitant and lacked clarity and/or accuracy, and technical competence. There was little or no communication between the candidates.</p> <p>The contributory skill was lacking in clarity and preparation in its presentation.</p> <p>There was limited awareness of audience.</p> <p>The candidates demonstrated a limited understanding of the material and the skills used.</p>

GRADE 3

EXAM DURATION

14 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating THREE performance skills A performance or performance sequence demonstrating TWO performance skills and a demonstration of ONE contributory performance skill <p><i>(maximum time: 14 minutes)</i></p>	<p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills required.</p> <p>The contributory performance skill should be related to the performance.</p> <p>Not all group members have to take part in the demonstration of the contributory skill.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate performance</p> <p>Demonstrate some technical proficiency in presenting the defined skills</p> <p>Where relevant, use clear presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of careful preparation and some choices of interpretation</p> <p>Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience</p>	Communication with the audience
<p>Demonstrate confidence in delivering a shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was a confident communication between the candidates.</p> <p>The presentation of the contributory skill was confident and coherent, with the candidates' ideas clearly expressed.</p> <p>There was a confident ability to engage the audience, communicating meaning throughout, delivering a shared performance with an appearance of ease.</p> <p>The candidates demonstrated a secure understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. There was some confident communication between the candidates.</p> <p>The presentation of the contributory skill was confident, with the candidates' ideas clearly expressed.</p> <p>There was a good awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time.</p> <p>The candidates demonstrated a good level of understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear and creative some of the time and there was some good use of performance skills with some developing accuracy. There were moments of confident communication between the candidates.</p> <p>The presentation of the contributory skill showed evidence of some good preparation, with the candidates' ideas expressed with some clarity.</p> <p>There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time.</p> <p>The candidates demonstrated a reasonable understanding of the material and the skills used.</p>
Below Pass	<p>The work presented was hesitant and lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little communication between the candidates.</p> <p>The contributory skill was lacking in clarity and preparation in its presentation.</p> <p>There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance.</p> <p>The candidates demonstrated a limited understanding of the material and the skills used.</p>

GRADE 4

EXAM DURATION

16 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating FOUR performance skills A performance or performance sequence demonstrating THREE performance skills and a demonstration of ONE contributory performance skill A performance or performance sequence demonstrating TWO performance skills and demonstrations of TWO contributory performance skills <p><i>(maximum time: 16 minutes)</i></p>	<p>Narrative, mood, character or theme should be clear in the performance.</p> <p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skills should be related to the performance.</p> <p>Not all group members have to take part in the demonstration of the contributory skills.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate performance that convey character, mood, theme or narrative</p> <p>Demonstrate technical proficiency in delivering the defined skills</p> <p>Where relevant, use some confident presentation skills to demonstrate a contributory performance skill</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear choices of interpretation</p> <p>Where relevant, demonstrate the ability to discuss the contribution of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver and sustain a secure and accurate shared performance with some sense of spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There were imaginative choices of interpretation. There was a clear linking thread of character, mood, theme or narrative, and creativity in the design and realisation of the performance. There was a good communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced secure preparation, with the candidates' ideas expressed with clarity throughout.</p> <p>There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance throughout.</p> <p>The candidates demonstrated a secure understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was a clear linking thread of character, mood, theme or narrative, and some creativity was shown in the design and realisation of the performance. There was some good communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced some secure preparation, with the candidates' ideas expressed with clarity most of the time.</p> <p>There was an ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance most of the time.</p> <p>The candidates demonstrated a good level of understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation and there was a linking thread of character, mood, theme or narrative. There were moments of good communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced some preparation, with some of the candidates' ideas expressed with clarity.</p> <p>There was an awareness of audience, communicating meaning, and some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.</p> <p>The candidates demonstrated a reasonable understanding of the material and the skills used.</p>
Below Pass	<p>The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.</p> <p>The contributory skill was lacking in clarity and preparation in its presentation.</p> <p>There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.</p> <p>The candidates demonstrated limited understanding of the work and the skills used.</p>

GRADE 5

EXAM DURATION

18 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating FOUR performance skills A performance or performance sequence demonstrating THREE performance skills and a demonstration of ONE contributory performance skill A performance or performance sequence demonstrating TWO performance skills and demonstrations of TWO contributory performance skills <p><i>(maximum time: 18 minutes)</i></p>	<p>Narrative, mood, character or theme should be clear in the performance.</p> <p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skills should be related to the performance.</p> <p>Not all group members have to take part in the demonstration of the contributory skills.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an accurate and imaginative performance that conveys character, mood, theme or narrative</p> <p>Where relevant, use confident presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical proficiency in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear choices of interpretation</p> <p>Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver and sustain a secure, accurate and engaging shared performance with spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented was clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control to convey character, mood, theme or narrative and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance. There was convincing communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced secure preparation, with the candidates' ideas expressed with security, clarity and imagination throughout.</p> <p>There was a confident ability to engage the audience, communicating meaning and a sense of spontaneity, delivering a secure and accurate shared performance throughout.</p> <p>The candidates demonstrated a mature understanding of the material and the skills used.</p>
Merit	<p>The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control to convey character, mood, theme or narrative, and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance. There was some convincing communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced preparation, with the candidates' ideas expressed with clarity and imagination most of the time.</p> <p>There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance most of the time.</p> <p>The candidates demonstrated a secure understanding of the material and the skills used.</p>
Pass	<p>The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills to convey character, mood, theme or narrative, and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance. There were moments of convincing communication and rapport between the candidates.</p> <p>The presentation of the contributory skill evidenced preparation, with the candidates' ideas expressed with some clarity and imagination some of the time.</p> <p>The candidates engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.</p> <p>The candidates demonstrated a good level of understanding of the material and the skills used.</p>
Below Pass	<p>The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.</p> <p>The contributory skill was lacking in clarity and preparation in its presentation.</p> <p>There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance.</p> <p>The candidates demonstrated limited understanding of the work and the skills used.</p>

GRADE 6

EXAM DURATION

20 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <p>A performance or performance sequence demonstrating FIVE performance skills and a demonstration of ONE contributory performance skill</p> <p>A performance or performance sequence demonstrating FOUR performance skills and demonstrations of TWO contributory performance skills</p> <p>(maximum time: 20 minutes)</p>	<p>Narrative, mood, character or theme should be clear in the performance.</p> <p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skills should be related to the performance.</p> <p>The performance sequence should flow uninterrupted from one piece to another – a small amount of extra material can be used to link the pieces.</p> <p>Not all group members have to take part in the demonstration of the contributory skills.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an imaginative and accurate performance that conveys character, mood, theme or narrative</p> <p>Use confident and fluent presentation skills to demonstrate a contributory performance skill</p> <p>Demonstrate technical proficiency in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear and creative choices of interpretation</p> <p>Demonstrate the ability to organise and express own ideas, with clear rationale, including the value of the contributory performance skill to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver an emotionally sustained shared performance with accuracy and spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction The work presented a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance and there was an accomplished and seemingly natural communication between the candidates. The presentation of the contributory skill evidenced thorough preparation, with the candidates' ideas expressed with confidence, clarity and imagination throughout. There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate shared performance throughout. The candidates demonstrated a mature understanding of the material and the skills used.

Merit The work presented a wide range of integrated performance skills and material used accurately and creatively to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance and there was some accomplished and seemingly natural communication between the candidates. The presentation of the contributory skill evidenced secure preparation, with the candidates' ideas expressed with clarity and imagination most of the time. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.

Pass The work presented a range of integrated performance skills used accurately and with some imagination to convey character, mood, theme or narrative. There were some clear and creative choices of interpretation. Creativity was shown in the design and realisation of the performance and there were moments of accomplished communication between the candidates. The presentation of the contributory skill evidenced secure preparation, with the candidates' ideas expressed with clarity and imagination some of the time. There was some confidence in engaging the audience with the appearance of ease, delivering a secure and accurate shared performance some of the time. The candidates demonstrated a secure understanding of the material and the skills used.

Below Pass The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and/or evidence of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates. The presentation of the contributory skill was lacking in preparation, clarity and imagination. There was either a lack of confidence in communicating with the audience and/or in delivering a shared performance with a sense of ownership. The candidates demonstrated limited understanding of the material and the skills used.

GRADE 7

EXAM DURATION

23 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating FIVE performance skills and ONE contributory performance skill A performance or performance sequence demonstrating FOUR performance skills and TWO contributory performance skills <p><i>(maximum time: 23 minutes)</i></p>	<p>Narrative, mood, character or theme should be clear in the performance.</p> <p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skill(s) should be related to the performance.</p> <p>The performance sequence should flow uninterrupted from one piece to another – a small amount of extra material can be used to link the pieces.</p> <p>Not all group members have to take part in the demonstration of the contributory skills.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative</p> <p>Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill(s)</p> <p>Demonstrate technical accomplishment in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of careful preparation and some persuasive choices of interpretation</p> <p>Demonstrate an ability to organise and express own ideas, with clear rationale including the value of the contributory performance skill(s) to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating a performance with dramatic impact and authority</p>	Communication with the audience
<p>Deliver an integrated, emotionally sustained and engaging shared performance</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control to convey character, mood, theme or narrative. There were bold and original choices of interpretation and the programme demonstrated a high level of personal investment in its design and realisation. There was a skilful and seemingly natural communication between the candidates.</p> <p>The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout.</p> <p>There was an assured ability to engage the audience, and a sense of spontaneity and authority, delivering a secure and accurate shared performance throughout.</p> <p>The candidates demonstrated an in-depth and intelligent understanding of the material and the skills used.</p>
Merit	<p>The work presented a wide range of integrated performance skills used accurately and imaginatively with control to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation, and creativity was shown in the design and realisation of the performance. There was some skilful and natural communication between the candidates.</p> <p>The contributory skill evidenced a high level of preparation, and the candidates' ideas were expressed with confidence, clarity and imagination most of the time.</p> <p>There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time.</p> <p>The candidates demonstrated a full understanding of the material and the skills used.</p>
Pass	<p>The work presented a range of integrated performance skills used accurately and with imagination to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance. There were moments of skilful communication between the candidates.</p> <p>The presentation of the contributory skill evidenced a secure level of preparation with the candidates' ideas expressed with clarity and imagination throughout.</p> <p>There was a confident ability to engage the audience, delivering a secure and accurate shared performance most of the time.</p> <p>The candidates demonstrated a secure understanding of the material and the skills used.</p>
Below Pass	<p>The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation, limited creativity and little sense of a linking thread of character, mood, theme or narrative. There was a limited rapport between the candidates.</p> <p>The presentation of the contributory skill was lacking in preparation, clarity and imagination.</p> <p>There was little evidence of control and/or preparation and limited ability to communicate with the audience.</p> <p>The candidates demonstrated limited understanding of the material and the skills used.</p>

GRADE 8

EXAM DURATION

25 minutes

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance/Contributory Skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> A performance or performance sequence demonstrating FIVE performance skills and TWO contributory performance skills A performance or performance sequence demonstrating FOUR performance skills and THREE contributory performance skills <p>(maximum time: 25 minutes)</p>	<p>Narrative, mood, character or theme should be clear in the performance.</p> <p>All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.</p> <p>The contributory performance skills should be related to the performance.</p> <p>The performance sequence should flow uninterrupted from one piece to another – a small amount of extra material can be used to link the pieces.</p> <p>Not all group members have to take part in the demonstration of the contributory skills.</p> <p>Guidance for the performance option is on pages 84-85.</p> <p>Guidance for the contributory skill option is on page 92.</p>	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative</p> <p>Use a range of confident and fluent presentation skills to demonstrate contributory performance skills</p> <p>Demonstrate technical accomplishment in delivering the defined skills</p>	Technical skills
<p>Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership</p> <p>Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skills to the performance</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience fully, communicating a performance with authority</p>	Communication with the audience
<p>Demonstrate the ability to deliver a sustained, coherent and fluent shared performance of depth and originality</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction	<p>The work presented a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material and a total sense of ownership. The programme demonstrated a high level of personal investment and there was an excellent rapport and seemingly natural communication between the candidates.</p> <p>The contributory skills showed substantial evidence of preparation and research and were delivered with accomplishment and with a secure connection to the subject matter.</p> <p>There was a seemingly effortless and assured ability to engage the audience fully, delivering a secure and accurate shared performance of spontaneity and authority throughout.</p> <p>The candidates demonstrated a comprehensive and insightful understanding of the material and the skills used.</p>
Merit	<p>The work presented a wide range of integrated performance skills used accurately and imaginatively to convey character, mood, theme or narrative most of the time. There were some clear and creative choices of interpretation, a sense of originality and ownership in the design and realisation of the programme, and there was some excellent rapport and seemingly natural communication between the candidates.</p> <p>The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.</p> <p>There was an assured, confident ability to engage the audience fully, delivering a secure and accurate shared performance with spontaneity and authority most of the time.</p> <p>The candidates demonstrated an in-depth understanding of the material and the skills used.</p>
Pass	<p>The work presented a wide range of integrated performance skills used accurately to convey character, mood, theme or narrative. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance and there were moments of excellent rapport and natural communication between the candidates.</p> <p>The contributory skills showed a good level of preparation, and the candidates' ideas were expressed with confidence and imagination throughout.</p> <p>There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some spontaneity and authority.</p> <p>The candidates demonstrated some in-depth understanding of the material and the skills used.</p>
Below Pass	<p>The work presented, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality, ownership or evidence of a linking thread of character, mood, theme or narrative. There was limited creativity and/or an ineffective rapport between the candidates.</p> <p>The presentation of the contributory skills showed limited preparation, clarity and imagination. The performance did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership.</p> <p>The candidates showed limited understanding of the material and the skills used.</p>

Exam requirements, assessment criteria and attainment descriptors: Performance Arts in Production

The Performance Arts in Production exams are designed to allow schools, colleges and theatre groups to offer an entire production for assessment. Candidates taking part in any role (including backstage and technical) as part of a production, and who want feedback and recognition for their achievement from an industry professional, can be included.

Teachers can choose between two pathways, depending on their style of production and the resources used:

PERFORMANCE, DESIGN AND TECHNICAL (PATHWAY 1)

This option is for productions where all students, whether participating in backstage/technical/front of house or onstage elements including performance, costume, lighting, design and sound, will be assessed.

MARKING

ASSESSMENT AREA	MARKS
Group dynamic	20
Individual performances	20
Staging	20
Design (including set, props and costumes)	20
Technical (including lighting and sound)	20
Total	100

PERFORMANCE ONLY (PATHWAY 2)

This option is for productions where students are mainly focused on the performance. If some of the technical elements are led by students, then assessment of these can be included.

MARKING

ASSESSMENT AREA	MARKS
Group dynamic	20
Individual performances	20
Staging	20
Engagement with audience	20
Response to the material	20
Total	100

Please note that where professionals have created the technical elements, then the Performance Only option (pathway 2) should be selected.

GENERAL INFORMATION

Group size The minimum number of candidates in a group is 3. There is no maximum number.

Level of entry The entire production is entered at one grade.

Assessment method

A performance is submitted that is ready for public viewing (even if the intention is not to invite an audience). The examiner watches the recording, writes feedback and assigns marks for the selected performance elements using the appropriate assessment areas and criteria (see above and pages 66-83). The total mark assigned will reflect the level of achievement of the group as a whole.

INITIAL TO GRADE 8

EXAM DURATION

No maximum

EXAM REQUIREMENTS:

PERFORMANCE ARTS IN PRODUCTION

FURTHER INFORMATION

MAXIMUM MARKS

Task 1: Performance

The candidates present a performance/performance programme for assessment. The production should be planned and choices made in the staging as if it were intended for public performance – although the attendance of an audience is optional.

If the Performance, Design and Technical option is selected, then the production should feature design and technical elements such as lighting, set, costume, sound, make-up and props.

(See below for the minimum requirements by grade of performance skills and timings. There is no maximum time.)

The group members do not have to all demonstrate all of the performance skills required.

Grades 4-8: Narrative, mood, character or theme should be clear in the performance.

100

MINIMUM REQUIREMENTS BY GRADE

The following table provides details on the minimum duration (there is no maximum duration) and number of art forms to be included at each grade. For examples of art forms that could be entered, refer to the list of performance skills on page 11. This is not an exhaustive list, and candidates are free to include other performance art forms.

LEVEL	MINIMUM DURATION	MINIMUM NUMBER OF PERFORMANCE SKILLS
Initial	8 minutes	2
Grade 1	10 minutes	2
Grade 2	12 minutes	3
Grade 3	14 minutes	3
Grade 4	16 minutes	4
Grade 5	18 minutes	4
Grade 6	20 minutes	5
Grade 7	23 minutes	5
Grade 8	25 minutes	6

WHAT TO PROVIDE FOR THE EXAMINER

Candidates should upload with their video a programme providing details of what is being performed and the skills being demonstrated including details of those performing backstage roles. Where a candidate has produced a visual for the performance, eg a poster, an image of this should be included either in the programme or as a separate upload.

INITIAL

MINIMUM EXAM DURATION

8 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

2

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using defined skills accurately to produce a performance (Pathway 1) Demonstrate some ability to use basic staging elements such as lighting, sound, costume, props and set	Technical skills
Demonstrate some evidence of preparation	Engagement with the performance art
Demonstrate an awareness of audience	Communication with the audience
Demonstrate basic competence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was clear and accurate most of the time and there was evidence of creativity. There was some secure communication between the candidates. There was some awareness of audience and competence in delivering a shared performance. The candidates demonstrated a clear understanding of the material and the skills used.

Pathway 1

Basic costumes, make-up or personal props were created or sourced that helped convey the world of the production and the characters. Some effects (lighting/sound/set/FX) were used to provide a sense of the world of the production. An original programme, poster and/or other front of house elements may have been produced which provided some support for the production.

Merit Pathways 1 and 2

The work presented was clear and accurate most of the time and there was some evidence of creativity. There was some secure communication between the candidates. There was a basic awareness of audience and some competence in delivering a shared performance. The candidates demonstrated a reasonably secure understanding of the material and the skills used.

Pathway 1

Some basic costumes, make-up or personal props were created or sourced that were appropriate to the world of the production and the characters. Some effects (lighting/sound/set/FX) were used which provided some sense of the world of the production. A programme, poster and/or other front of house elements may have been produced which provided basic support for the production.

Pass Pathways 1 and 2

The work presented was clear and accurate some of the time. There were moments of communication between the candidates. There was a basic awareness of audience. The candidates demonstrated some understanding of the material and the skills used.

Pathway 1

Some costumes, make-up or personal props were used. Some effects (lighting/sound/set/FX) were used to provide a basic sense of the world of the production. A programme, poster and/or other front of house elements may have been produced which provided some basic support for the production.

Below Pass Pathways 1 and 2

The work presented was hesitant and lacked clarity and/or accuracy, and there was limited communication between the candidates. There was little or no awareness of audience. There was a very limited understanding of the material and the skills used.

Pathway 1

There was little or no attempt to use any staging elements such as costume, make-up or personal props.

GRADE 1

MINIMUM EXAM DURATION

10 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

2

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using defined skills accurately to produce a performance (Pathway 1) Demonstrate the ability to use basic staging elements such as lighting, sound, costume, props and set to support narrative	Technical skills
Demonstrate evidence of preparation	Engagement with the performance art
Demonstrate an awareness of audience	Communication with the audience
Demonstrate some confidence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented was clear, accurate and creative throughout. There was a secure communication between the candidates. There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. The candidates demonstrated a clear understanding of the material and the skills used.

Pathway 1

Some costumes, make-up or personal props were created or sourced and some effects (lighting/sound/set/FX) were used to provide some enhancement and to convey the world of the production. An original programme, poster and/or other front of house elements may have been produced which supported the production.

Merit

Pathways 1 and 2

The work presented was clear, accurate and creative most of the time. There was some secure communication between the candidates. There was an awareness of audience and confidence in delivering a shared performance most of the time. The candidates demonstrated a reasonable understanding of the material and the skills used.

Pathway 1

Some basic costumes, make-up or personal props were created or sourced that helped convey the world of the production. Some effects (lighting/sound/set/FX) were used to provide a sense of the world of the production. A programme, poster and/or other front of house elements may have been produced which provided some support for the production.

Pass

Pathways 1 and 2

The work presented was clear, accurate and creative some of the time. There were moments of communication between the candidates. There was an awareness of audience and confidence in delivering a shared performance some of the time. The candidates demonstrated some understanding of the material and the skills used.

Pathway 1

Some basic costumes, make-up or personal props were used. Some effects (lighting/sound/set/FX) were used which provided some sense of the world of the production. A programme, poster and/or other front of house elements may have been produced which provided some basic support for the production.

Below Pass

Pathways 1 and 2

The work presented was hesitant and lacked clarity and/or accuracy with little evidence of preparation. There was little or no communication between the candidates. There was little or no awareness of audience. There was a very limited understanding of the material and the skills used.

Pathway 1

There was little or no attempt to use any staging elements such as costume, make-up or personal props.

GRADE 2

MINIMUM EXAM DURATION

12 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

3

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce an accurate performance Demonstrate some technical proficiency in presenting the defined skills (Pathway 1) Demonstrate the ability to use staging elements such as lighting, sound, costume, props and set to support narrative	Technical skills
Demonstrate evidence of preparation	Engagement with the performance art
Demonstrate an awareness of audience	Communication with the audience
Demonstrate confidence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented was clear, accurate and creative throughout, with some technical competence. There was an efficient communication between the candidates. There was a consistent awareness of audience and a good level of confidence in delivering a shared performance throughout. The candidates demonstrated a good level of understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and were used to convey and enhance the world of the production and the characters. Some effects (lighting/sound/set/FX) were used which contributed to creating some sense of place and enhancement to the production. An original programme, poster and/or other front of house elements may have been produced which supported and enhanced the production.

Merit

Pathways 1 and 2

The work presented was clear, accurate and creative most of the time, with some technical competence. There was some efficient communication between the candidates. There was an awareness of audience and confidence in delivering a shared performance most of the time. The candidates demonstrated a reasonable understanding of the material and the skills used.

Pathway 1

Some costumes, make-up or personal props were created or sourced and some effects (lighting/sound/set/FX) were used to provide some enhancement and convey the world of the production. An original programme, poster and/or other front of house elements may have been produced which supported and provided some enhancement to the production.

Pass

Pathways 1 and 2

The work presented was clear, accurate and creative most of the time, with some developing technical competence. There were moments of efficient communication between the candidates. There was an awareness of audience and confidence in delivering a shared performance some of the time. The candidates demonstrated some understanding of the material and the skills used.

Pathway 1

Basic costumes, make-up or personal props were created or sourced that helped to convey the world of the production and the characters. Some effects (lighting/sound/set/FX) were used to provide a sense of the world of the production. An original programme, poster and/or other front of house elements may have been produced which supported the production.

Below Pass

Pathways 1 and 2

The work presented was hesitant and lacked clarity and/or accuracy, and technical competence. There was little or no communication between the candidates. There was limited awareness of audience. There was a limited understanding of the material and the skills used.

Pathway 1

There was little attempt to use any staging elements such as costume, make-up or personal props to enhance the production. While some lighting/sound/set/FX was used, it was operated ineffectively and gave no enhancement to the world of the production.

GRADE 3

MINIMUM EXAM DURATION

14 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

3

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce an accurate performance Demonstrate some technical proficiency in presenting the defined skills (Pathway 1) Demonstrate the ability to use staging elements such as lighting, sound, costume, props and set to support narrative and enhance the production	Technical skills
Demonstrate evidence of careful preparation and some choices of interpretation	Engagement with the performance art
Demonstrate the ability to engage an audience	Communication with the audience
Demonstrate confidence in delivering a shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction**Pathways 1 and 2**

The work presented was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There was a confident communication between the candidates. There was a confident ability to engage the audience, communicating meaning throughout, delivering a shared performance with an appearance of ease. The candidates demonstrated a secure understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating a good sense of character and setting. Some effects (lighting/sound/set/FX) were used which contributed to creating a good sense of place, mood and enhancement to the production. A programme, poster and/or other front of house elements may have been produced which provided some effective support and communication for the production.

Merit**Pathways 1 and 2**

The work presented was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy. There was some confident communication between the candidates. There was a good awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time. The candidates demonstrated a good level of understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating some sense of character and setting. Some effects (lighting/sound/set/FX) were used which contributed to creating some sense of place, mood and enhancement to the production. A programme, poster and/or other front of house elements may have been produced which provided some effective support and communication for the production.

Pass**Pathways 1 and 2**

The work presented was clear and creative some of the time and there was some good use of performance skills with some developing accuracy. There were moments of confident communication between the candidates. There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time. The candidates demonstrated a reasonable understanding of the material and the skills used.

Pathway 1

Some costumes, make-up or personal props were created or sourced and some effects (lighting/sound/set/FX) were used to provide some enhancement and convey the world of the production. An original programme, poster and/or other front of house elements may have been produced which supported and provided some enhancement to the production.

Below Pass**Pathways 1 and 2**

The work presented was hesitant and lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was little communication between the candidates. There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance. There was a limited understanding of the material and the skills used.

Pathway 1

There was little attempt to use any staging elements such as costume, make-up or personal props to enhance the production. While some lighting/sound/set/FX was used, it was operated ineffectively and gave no enhancement to the world of the production.

GRADE 4

MINIMUM EXAM DURATION

16 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

4

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce an accurate performance Demonstrate technical proficiency in delivering the defined skills (Pathway 1) Demonstrate effective use of a range of staging elements such as lighting, sound, costume, props and set to support narrative and enhance the production	Technical skills
Demonstrate evidence of careful preparation and clear choices of interpretation Demonstrate creative choices in the design and realisation of the performance	Engagement with the performance art
Demonstrate the ability to engage an audience, communicating meaning	Communication with the audience
Deliver and sustain a secure and accurate shared performance with some sense of spontaneity	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented was clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills demonstrated with technical accuracy. There were imaginative choices of interpretation. There was creativity in the design and realisation of the performance. There was a good communication and rapport between the candidates. There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance throughout. The candidates demonstrated a secure understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place and mood and the style of the production, and were mostly operated smoothly. A programme, poster and/or other front of house elements may have been produced which provided effective support and communicated some sense of the style of the production.

Merit Pathways 1 and 2

The work presented was clear and accurate, had a sense of fluency most of the time and there was some expressive use of performance skills, demonstrated with some technical accuracy. There were some clear choices of interpretation. There was some creativity shown in the design and realisation of the performance. There was some good communication and rapport between the candidates. There was an ability to engage the audience, communicating meaning, with a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a good level of understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting. Lighting/sound/set/FX were used which contributed to creating a good sense of place and mood of the world of the production and were mostly operated smoothly. A programme, poster and/or other front of house elements may have been produced which provided effective support and communication for the production.

Pass Pathways 1 and 2

The work presented was clear and accurate, had a sense of fluency some of the time and there was some expressive use of performance skills. There were some clear choices of interpretation. There were moments of good communication and rapport between the candidates. There was an awareness of audience, communicating meaning, and some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time. The candidates demonstrated a reasonable understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating some sense of character and setting. Lighting/sound/set/FX were used which contributed to creating a good sense of place and mood of the world of the production and were mostly operated smoothly some of the time. A programme, poster and/or other front of house elements may have been produced which provided some effective support and communication for the production.

Below Pass Pathways 1 and 2

The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was limited communication between the candidates. There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance. The candidates demonstrated limited understanding of the work and the skills used.

Pathway 1

While some costumes, make-up or personal props had been created/sourced, they provided little sense of character and setting. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play.

GRADE 5

MINIMUM EXAM DURATION

18 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

4

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce an accurate and imaginative performance	Technical skills
Demonstrate technical proficiency in delivering the defined skills	
(Pathway 1) Demonstrate effective use of a range of staging elements to communicate a sense of the style of the production	
Demonstrate evidence of careful preparation and clear choices of interpretation	Engagement with the performance art
Demonstrate creative choices in the design and realisation of the performance	
Demonstrate the ability to engage an audience, communicating meaning	Communication with the audience
Deliver and sustain a secure, accurate and engaging shared performance with spontaneity	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented was clear and accurate and had a sense of fluency throughout. Performance skills were used with some effect and control and there were some imaginative choices of interpretation. Creativity was shown in the design and realisation of the performance. There was convincing communication and rapport between the candidates. There was a confident ability to engage the audience, communicating meaning and a sense of spontaneity, delivering a secure and accurate shared performance throughout. The candidates demonstrated a mature understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating character, setting and style of the production with some clarity. Lighting/sound/set/FX were used which contributed to creating a very good sense of place, mood, and the style of the production and were operated smoothly. A programme, poster and/or other front of house elements may have been produced which provided effective support and communicated the style of the production with some clarity.

Merit	<p>Pathways 1 and 2</p> <p>The work presented was clear, accurate and had a sense of fluency most of the time. Performance skills were used with control and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance. There was some convincing communication and rapport between the candidates. There was a confident ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.</p> <p>Pathway 1</p> <p>Costumes, make-up or personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some good sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place, mood, and the style of the production and were mostly operated smoothly. A programme, poster and/or other front of house elements may have been produced which provided effective support and communicated a good sense of the style of the production.</p>
Pass	<p>Pathways 1 and 2</p> <p>The work presented was clear, accurate and had a sense of fluency some of the time. There was some expressive use of performance skills and there were some clear choices of interpretation. Creativity was shown in the design and realisation of the performance. There were moments of convincing communication and rapport between the candidates. The candidates engaged the audience, communicating meaning with some appearance of ease and confidence, delivering a secure and accurate shared performance some of the time. The candidates demonstrated a good level of understanding of the material and the skills used.</p> <p>Pathway 1</p> <p>Costumes, make-up or personal props were created or sourced and used to support the candidates in creating a very good sense of character and setting and communicated some sense of the style of the production. Lighting/sound/set/FX were used which contributed to creating a very good sense of place and mood, and some sense of the style of the production and were operated smoothly some of the time. A programme, poster and/or other front of house elements may have been produced which provided effective support and communicated some sense of the style of the production.</p>
Below Pass	<p>Pathways 1 and 2</p> <p>The work presented lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills. There was limited communication between the candidates. There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance. The candidates demonstrated limited understanding of the work and the skills used.</p> <p>Pathway 1</p> <p>While some costumes, make-up and personal props had been created/sourced, they provided little sense of character, setting and style. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play with little sense of place and mood conveyed.</p>

GRADE 6

MINIMUM EXAM DURATION

20 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

5

ASSESSMENT CRITERIA

During the exam, the candidates will:

<p>Perform using and sustaining defined skills to produce an imaginative and accurate performance</p> <p>Demonstrate technical proficiency in delivering the defined skills</p> <p>(Pathway 1) Demonstrate effective use of a range of staging elements that show some evidence of being designed and communicate the setting and the style of the production</p>	Technical skills
<p>Demonstrate evidence of careful preparation and clear and creative choices of interpretation</p> <p>Demonstrate creative choices in the design and realisation of the performance</p>	Engagement with the performance art
<p>Demonstrate the ability to engage an audience, communicating meaning</p>	Communication with the audience
<p>Deliver an emotionally sustained shared performance with accuracy and spontaneity</p>	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively and with control. There were clear and creative choices of interpretation with an authentic connection to the material throughout. Creativity was shown in the design and realisation of the performance and there was an accomplished and seemingly natural communication between the candidates. There was a confident ability to engage the audience and a sense of spontaneity and assurance, delivering a secure and accurate shared performance throughout. The candidates demonstrated a mature understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and provided effective support to the candidates in creating character, setting and the style of the production with clarity. Lighting/sound/set/FX showed some evidence of being designed and effectively contributed to creating a sense of place, mood and style of the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which provided effective support and communicated the style of the production with clarity.

Merit

Pathways 1 and 2

The work presented a wide range of integrated performance skills and material used accurately and creatively. There were clear and creative choices of interpretation with an authentic connection to the material most of the time. Creativity was shown in the design and realisation of the performance and there was some accomplished and seemingly natural communication between the candidates. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and provided effective support to the candidates in creating character, setting and the style of the production with clarity. Lighting/sound/set/FX effectively contributed to creating a sense of place, mood and style of the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which provided some effective support and communicated the style of the production with clarity.

Pass

Pathways 1 and 2

The work presented a range of integrated performance skills used accurately and with some imagination. There were some clear and creative choices of interpretation. Creativity was shown in the design and realisation of the performance and there were moments of accomplished communication between the candidates. There was some confidence in engaging the audience with the appearance of ease, delivering a secure and accurate shared performance some of the time. The candidates demonstrated a secure understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and provided some effective support to the candidates in creating character, setting and the style of the production with some clarity. Lighting/sound/set/FX showed some evidence of being designed and effectively contributed to creating a sense of place, mood and style of the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which provided some effective support and communicated the style of the production with some clarity.

Below Pass

Pathways 1 and 2

The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation and limited creativity. There was limited communication between the candidates. There was either a lack of confidence in communicating with the audience and/or in delivering a shared performance with a sense of ownership. The candidates demonstrated limited understanding of the material and the skills used.

Pathway 1

While some costumes, make-up or personal props had been created/sourced, they provided limited enhancement to the production. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play with little sense of place and mood conveyed.

GRADE 7

MINIMUM EXAM DURATION

23 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

5

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce a structured, accurate performance Demonstrate technical accomplishment in delivering the defined skills (Pathway 1) Demonstrate effective use of a range of integrated staging elements that show evidence of being designed and clearly communicate a sense of place, mood and style of the production	Technical skills
Demonstrate evidence of careful preparation and some persuasive choices of interpretation	Engagement with the performance art
Demonstrate the ability to engage an audience, communicating a performance with dramatic impact and authority	Communication with the audience
Deliver an integrated, emotionally sustained and engaging shared performance	Performance

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control. There were bold and original choices of interpretation and the programme demonstrated a high level of personal investment in its design and realisation. There was a skilful and seemingly natural communication between the candidates. There was an assured ability to engage the audience, and a sense of spontaneity and authority, delivering a secure and accurate shared performance throughout. The candidates demonstrated an in-depth and intelligent understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced as part of a design, and were effectively used to enhance the world of the production and the characters. Lighting/sound/set/FX showed evidence of design which enhanced the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which provided effective support and communicated the style and themes of the production with clarity.

Merit Pathways 1 and 2

The work presented a wide range of integrated performance skills used accurately and imaginatively with control. There were some clear and persuasive choices of interpretation, and creativity was shown in the design and realisation of the performance. There was some skilful and natural communication between the candidates. There was a confident ability to engage the audience and a sense of spontaneity, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a full understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and provided effective support to the candidates in creating character, setting and the style of the production with clarity. Lighting/sound/set/FX showed some evidence of being designed and effectively contributed to creating a sense of place, mood and style of the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which provided effective support and communicated the style of the production with clarity.

Pass Pathways 1 and 2

The work presented a range of integrated performance skills used accurately and with imagination. There were some clear and persuasive choices of interpretation. Creativity was shown in the design and realisation of the performance. There were moments of skilful communication between the candidates. There was a confident ability to engage the audience, delivering a secure and accurate shared performance most of the time. The candidates demonstrated a secure understanding of the material and the skills used.

Pathway 1

Costumes, make-up or personal props were created or sourced and used to support the candidates in creating character, setting and style of the production with some clarity. Lighting/sound/set/FX were used to contribute to creating a sense of place, mood and style of the production and were operated smoothly. Programme, poster and/or other front of house elements may have been produced which provided effective support and communicated the style of the production with some clarity.

Below Pass Pathways 1 and 2

The work presented, while showing some skills, was not sufficiently integrated and had limited range. There were few clear choices of interpretation and limited creativity. There was a limited rapport between the candidates. There was little evidence of control and/or preparation and limited ability to communicate with the audience. The candidates demonstrated limited understanding of the material and the skills used.

Pathway 1

While some costumes, make-up or personal props had been created/sourced, they provided limited enhancement to the production and there was little communication of character/setting/style. While some lighting/sound/set/FX was used, it was operated ineffectively and provided limited enhancement to the world of the play and there was little communication of place/mood/style.

GRADE 8

MINIMUM EXAM DURATION

25 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

6

ASSESSMENT CRITERIA

During the exam, the candidates will:

Perform using and sustaining defined skills to produce an imaginative and cohesive performance	
Demonstrate technical accomplishment in delivering the defined skills (Pathway 1) Make effective use of a range of integrated staging elements as part of a design to enhance the world of the production	Technical skills
Demonstrate evidence of a breadth of preparation, independent interpretation and a sense of ownership	Engagement with the performance art
Demonstrate the ability to engage an audience fully, communicating a performance with authority	Communication with the audience
Demonstrate the ability to deliver a sustained, coherent and fluent shared performance of depth and originality	Performance

ATTAINMENT DESCRIPTORS

Distinction

Pathways 1 and 2

The work presented a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively. There were clear and creative choices of interpretation, an imaginative and authentic connection to the material and a total sense of ownership. The programme demonstrated a high level of personal investment and there was an excellent rapport and seemingly natural communication between the candidates. There was a seemingly effortless and assured ability to engage the audience fully, delivering a secure and accurate shared performance of spontaneity and authority throughout. The candidates demonstrated a comprehensive and insightful understanding of the material and the skills used.

Pathway 1

Staging elements including, but not limited to, costumes, make-up or personal props were created or sourced as part of a cohesive design, and effectively used to significantly enhance the world of the production and the characters. Lighting, sound and set showed evidence of a cohesive design which enhanced the production and were executed and operated sympathetically with the performance. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which worked in synthesis with the staging and technical elements to support and communicate the production, its style and themes.

Merit	Pathways 1 and 2 The work presented a wide range of integrated performance skills used accurately and imaginatively. There were some clear and creative choices of interpretation, a sense of originality and ownership in the design and realisation of the programme, and there was some excellent rapport and seemingly natural communication between the candidates. There was an assured, confident ability to engage the audience fully, delivering a secure and accurate shared performance with spontaneity and authority most of the time. The candidates demonstrated an in-depth understanding of the material and the skills used.
	Pathway 1 Costumes, make-up or personal props were created or sourced as part of a cohesive design and were effectively used to enhance the world of the production and the characters. Lighting/sound/set/FX showed evidence of a cohesive design which enhanced the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced which provided effective support and communicated the style and themes of the production with clarity.
Pass	Pathways 1 and 2 The work presented a wide range of integrated performance skills used accurately. There were some clear and persuasive choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance and there were moments of excellent rapport and natural communication between the candidates. There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some spontaneity and authority. The candidates demonstrated some in-depth understanding of the material and the skills used.
	Pathway 1 Costumes, make-up or personal props were created or sourced as part of a design, and were effectively used to enhance the world of the production and the characters. Lighting/sound/set/FX showed evidence of design which enhanced the production and were operated smoothly. Marketing materials, which might include programme/poster/leaflet or other front of house elements, may have been produced and which provided effective support and communicated the style of the production with clarity.
Below Pass	Pathways 1 and 2 The work presented, while showing some skills, was not sufficiently integrated and had limited range. While some interpretive choices were made, there was little sense of originality and ownership. There was limited creativity and/or an ineffective rapport between the candidates. The performance did not engage well, lacking coherence. There was little evidence of control and/or preparation and limited ability to communicate and engage fully with the audience and little sense of ownership. The candidates showed limited understanding of the material and the skills used.
	Pathway 1 While some costumes, make-up or personal props had been created/sourced, they provided limited enhancement to the production and there was little communication of character/setting/style. While some lighting/sound/set/FX was used, there was little evidence of design, it was operated ineffectively and provided limited enhancement to the world of the play, and there was little communication of place/mood/style. Overall, any cohesiveness in design was lacking.

Exam guidance

GENERAL GUIDANCE

DURATION OF PIECES AND PERFORMANCE PROGRAMMES

When compiling their performance programmes, candidates may combine shorter and longer pieces to fit the time allowed. Candidates should ensure that their performances are of sufficient length to allow them the fullest opportunity to demonstrate the skills required.

DRESS CODE, COSTUME AND STAGING DEVICES

There is no set dress code for Trinity drama exams. Candidates should wear comfortable clothing that allows them to move in the appropriate way for their chosen pieces. Except for the Performance Arts in Production (pathway 1) exams, and unless costume is being used as a contributory skill, there is no requirement to use costumes, scenery, lighting, props or other staging devices. If candidates wish to make use of them, they should ensure their use does not cause the exam to overrun.

PROMPTING

It is not normally permissible for solo or pair candidates to have a prompter present in the exam room. Examiners will prompt where necessary. The mark awarded will reflect the extent to which prompting is required.

ROLE GENDER

Candidates can perform male or female roles regardless of their gender identification.

PERFORMANCE TASKS

Performance Arts encompasses anything and everything that could be deemed 'performance', and as such it offers limitless opportunities.

Each of Trinity's qualifications is assessed in a different way, and the assessment criteria for each qualification provides information on this. What is the difference between offering a poem, for example, as part of your Speech and Drama exam and offering it for Performance Arts? Speech and Drama has a more literary approach, for example, at Grade 5 in the reflection task, questions may focus on **content, meaning, mood and context, and the impact of variations in vocal techniques and delivery**, whereas in the Performance Arts assessments at the same level, **there is a focus on the skills presented, the work, its preparation and alternative approaches**. It's a broader brief, where candidates are invited to elaborate on their performance skills and the choices made: it is a total *performance* with the poem at the heart of it and therefore, alongside the technical delivery of the text, the candidate's fullest interpretation of the poem to the audience will be assessed.

At Entry and Foundation levels (Initial, Grades 1-3)

candidates demonstrate performance skills, increasingly focusing on performing them with clarity and accuracy and demonstrating some awareness of audience.

At Intermediate level (Grades 4-5), candidates

focus on exploring how the skills and material can be linked together to create continuous and imaginative performance programmes that communicate meaning. For example, at **Grade 5 task 1: Performance: *The candidate gives a continuous performance sequence demonstrating TWO skills.*** The candidate may choose to sing 'Edelweiss' from *The Sound of Music*, moving seamlessly into an abstract dance piece, repeating the music, but this time moving to it rather than singing alongside it, creating a narrative link between the pieces and the skills.

Task 2: Performance/Contributory Skill, asks candidates to give one of the following:

a continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 OR a demonstration of ONE contributory performance skill. The candidate could go one of two ways, both of which would be complementary to their task 1 performance. They could look at the theme and mood of their task 1 performance, and connecting with that lyricism and longing for what the edelweiss stands for, create an accompanying programme that is also about longing and belonging. They could also sing 'Maybe This Time' from *Cabaret*, which moves into a ballet sequence to the music of 'Into My Arms' by Nick Cave. Or the candidate could explore working with the theme of ownership, and celebrating that as a contrasting theme singing, 'You Oughta Know' by Alanis Morissette, and include a drumming solo during the song. The candidate might sing as they play drums, or they might separate the skills thereby creating a 'drum break' during the song. This is providing a contrast in style, in energy and in mood.

At Advanced level (Grades 6-8), candidates continue

their development in creating performance programmes, that show individual and personal input and that engage the audience and have impact. Candidates should be aiming to present programmes that show a range of performance skills, the content of which is as varied as the performance skills. All pieces should have meaning, and this meaning will be communicated to the audience. The emphasis is on the performance programme and how the skill facilitates communication of meaning. Candidates are expected to perform with an increased level of technical competence and they should be presenting increasingly demanding material and an increasingly complex connection between pieces through their performance programmes. We are looking for separate

skills, equally illustrated, in each task, but which work together so as to make ONE full piece of work. This is a skill in itself and requires an imaginative, flexible approach to create an entire piece of work. For example, **Grade 7 task 1: Performance:** *The candidate gives a continuous performance sequence demonstrating THREE DIFFERENT performance skills.* A candidate might offer puppetry, acting and rap. The candidate starts the programme with a monologue. Halfway through the monologue they produce a puppet, dressed in the same way that the candidate is – the puppet is the candidate – and the candidate voices and moves the puppet, speaking the remainder of the monologue, perhaps changing the mood to something that is much darker in content. At the end of the monologue, in response to the last line, a rap baseline is played, which links to the content of that last line and they deliver a sequence which responds to and develops the subject matter.

For further information on the contributory skills task see page 92. For examples of programmes that could be offered, go to trinitycollege.com/drama-resources

REFLECTION TASK

Solo, Pair: Initial-Grade 8

Candidates reflect on the performances they have just given, giving impromptu responses to set questions. The questions are listed below.

TASK OBJECTIVE

In all solo and pair exams, candidates are given the opportunity to demonstrate knowledge and understanding of their performed pieces and relevant aspects of performance skills. The objective of the reflection task is to explore candidates' understanding of the pieces they have performed and, where appropriate, to encourage them to articulate their thoughts in such areas as meaning, context and character development. At higher levels, this could also include performance techniques, the processes of rehearsal, and their journey from choosing the material to their performance in the exam.

In the assessment, examiners are looking for evidence of: understanding of and accuracy on the given subjects/pieces/skills; ability to speak with confidence and, at higher grades, ability to speak with authority, assurance and depth; and evidence of a natural thought process rather than a prepared speech.

WHAT THE CANDIDATES NEED TO DO

The questions the candidates should respond to are listed below. The candidates can use notes to refer to during their response. However, this is not a performance – the candidate should not memorise, or have a scripted, word-for-word response to the questions. Any use of notes should support an immediate and reflective response to the performances they have just given. Once the candidates have completed their performances and any key skills tasks, they should move straight on to the

reflective response. For Initial to Grade 3, a teacher or care-giver can ask the candidates the questions during the recording to facilitate a response. The teacher or care-giver can provide one prompt per question if necessary, eg to re-word the question if a clarification is needed or to encourage a response. The objective of the task is for the candidates to have a thoughtful response to their performance work, as well as demonstrating insights and understanding of the material they have just performed. The candidates should aim to talk about two or more of their performed pieces rather than focusing on one piece only. Candidates should begin each section by reading out the question they are about to respond to. Guide times are provided for the responses and candidates can use a clock to assist in keeping to time.

Candidates should:

Approach the reflection as a one-to-one conversation with somebody who has just watched their work, this should be relaxed and spontaneous and addressed to the camera

Remember this is an opportunity to express their acquired knowledge and understanding of their chosen pieces and should be an authentically personal reflection

Candidates should avoid:

Reading responses from a written script. Short-form notes, with key words or phrases, can be used but reading throughout from a page or other device will limit a candidate's ability to engage with the task

Rehearsing and memorising a pre-written reflection; this will hinder a candidate's ability to reflect on the performance they have just given and limit their ability to engage with the task

SET QUESTIONS: SOLO EXAMS

Initial

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is 40 seconds to 1 minute. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate (or teacher/care-giver) chooses **TWO or THREE** of the following questions to respond to. *The teacher or care-giver can ask the candidate the questions on camera to facilitate the response if preferred:*

What did you enjoy about the performances you have just given?

What did you decide was the most important moment in either your task 1 or task 2 performance?

Choose **one** of your performances and talk about what happened in the story or to the character.

What piece did you have to practise most? Why?

Grade 1

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is 40 seconds to 1 minute. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate (or teacher/care-giver) chooses **TWO or THREE** of the following questions to respond to. *The teacher or care-giver can ask the candidate the questions on camera to facilitate the response if preferred:*

What did you enjoy about the performances you have just given?

Choose one of your performances and talk about what happened in the story or to the character. Did anything change?

What piece did you have to practise the most? Why?

How did you show the audience what your character felt when you were performing?

Grade 2

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is 40 seconds to 1 minute. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate (or teacher/care-giver) chooses **TWO or THREE** of the following questions to respond to. *The teacher or care-giver can ask the candidate the questions on camera to facilitate the response if preferred:*

What did you enjoy about the performances you have just given and the pieces/items you chose?

How were the characters or performed pieces different from each other? How did you show that to the audience?

Choose one of your performed pieces and talk about what makes the story or subject matter interesting to you.

How did you show the audience what your character felt when you were performing?

Which piece did you have to practise the most and why?

Grade 3

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is 40 seconds to 1 minute. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate (or teacher/care-giver) chooses **TWO or THREE** of the following questions to respond to. *The teacher or care-giver can ask the candidate the questions on camera to facilitate the response if preferred:*

How do you feel your performances went? What were you most pleased with?

Choose one of your pieces and talk about how the character's **or** narrator's feelings changed.

Choose one of your pieces and explain what makes the story **or** subject matter interesting to you.

Describe the imaginary surroundings in one of your pieces.

What did you consider to be the funniest or most dramatic moment in your pieces? What vocal or physical skills did you use to show that to the audience?

How were your performances different from each other? How did you show that to your imagined audience?

Grade 4

(Total time for the task: 4 minutes)

Guide length of response for each question is 50 seconds to 1 minute 15 seconds. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate chooses **THREE or FOUR** of the following questions to respond to:

How do you feel your performances went? What were you most pleased with?

Choose one of your pieces and talk about how the character's **or** narrator's feelings changed.

Describe the imaginary surroundings in one of your pieces.

Talk about how the skills you worked on preparing for today helped your performance.

What did you consider to be the funniest or most dramatic moment in your pieces? What vocal or physical skills did you use to show that to the audience?

How were your performances different from each other? How did you show that to your imagined audience?

Grade 5

(Total time for the task: 4 minutes)

Guide length of response for each question is 50 seconds to 1 minute 15 seconds. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate chooses **THREE or FOUR** of the following questions to respond to:

How successful do you think your performances were?
What went well?

How did the writing **or** musical style and language/
lyrics help you to create your characters?

How did you employ your voice or body to show
key moments **or** dramatic development in one of
your pieces?

What happens **either** before **or** after one of the
extracts from a piece you performed?

How did the skills that you worked on for your
performances affect your understanding of **either** a
performed piece **or** stagecraft in general?

Talk about the environment you imagined for one of
your pieces and how that influenced
your staging choices during your preparation.

Grade 6

(Total time for the task: 5 minutes)

Guide length of response for each question is 1 minute 15 seconds. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate chooses **FOUR** of the following questions to respond to:

Which of the performed pieces/demonstrations did
you find the most challenging and why?

How did you use your voice and/or body to show
the contrasting styles in your performance to
the audience?

Choose one of your extracts. How does it fit in to the
overall story/plot arc of the piece?

How did you decide on your staging for one of your
performed pieces? What other options did you try?

What new skills have you learned in your
preparation for today, and how did you apply them in
your performance?

Talk about the ways in which you can take
responsibility for a safe and effective performance.

Grade 7

(Total time for the task: a minimum of 5 and a maximum of 6 minutes)

Guide length of response for each question is 1 minute 15 seconds to 1 minute 30 seconds. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate chooses **FOUR** of the following questions to respond to:

Talk about the contrasts in the writers'/composers'
approach to communicating with an audience.

What choices did you make about the character's
motivation in one of your performed pieces?

Were there any challenges in combining vocal and
physical techniques to realise the style/genre in any of
the pieces you performed today? How did you work on
them in rehearsal?

How does the extract you performed in one of the
pieces fit in to the overall story/plot arc?

What skills have you developed most in preparation for
today? How did you apply them in your performance?

Talk about the process of staging your pieces,
your imagined surroundings and how you made
your decisions.

Grade 8

(Total time for the task: a minimum of 6 and a maximum of 7 minutes)

Guide length of response for each question is 1 minute 30 seconds to 1 minute 45 seconds. While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidate chooses **FOUR** of the following questions to respond to. They should include reference to **all** of their performed pieces:

Talk about how you chose your pieces for today's
performance, and how you balanced the contrasts in
mood and style.

How did your understanding of the writer, composer or
genre influence your interpretation and performance?

How does the extract you performed in one of the
pieces fit in to the overall story/plot arc of the piece?

What have you learned about your own strengths
and limitations during your preparation for
today's performance?

How have you developed your physical and vocal skills
during the preparation for today's performance?

How did you prepare yourself physically and
emotionally for your performance programme today?
What are the key points that you have learned to help
you sustain a performance?

SET QUESTIONS: PAIR EXAMS

FOUNDATION

In **Initial, Grades 1-3**: teachers should encourage the candidates to speak in a natural way, ensuring that both have a chance to speak alone as well as talking with one another for one of the questions. The teacher or care-giver can provide one prompt per question if necessary, eg to re-word the question if a clarification is needed or to encourage a response.

Initial

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is:

40 seconds to 1 minute for the question to be responded to individually

1-2 minutes for the question to be responded to jointly

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates (or teacher/care-giver) chooses ONE question for each candidate to respond to **individually**, and ONE question for them to respond to **jointly**. The candidates can ask each other the questions, or the teacher or care-giver can ask the candidate the questions (on camera or off-camera) to facilitate the response if preferred:

1. What did you enjoy about the performance you have given?
2. What did you have to practise the most? (eg the words, the movement, a particular moment.) Why?
3. Talk about what happened in the story, or to the character, in your performance piece.
4. How did you work on listening and taking turns when you were rehearsing?
5. What did you decide was the most important moment in your performance piece? Was it the same moment for both of you?

Grade 1

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is:

40 seconds to 1 minute for the question to be responded to individually

1-2 minutes for the question to be responded to jointly

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates (or teacher/care-giver) chooses ONE question for each candidate to respond to **individually**, and ONE question for them to respond to **jointly**. The candidates can ask each other the questions, or the teacher or care-giver can ask the candidate the questions (on camera or off-camera) to facilitate the response if preferred:

1. What did you enjoy about the performance/ performances you have given?
2. What did your character feel about the other character, and how did you show that to the audience?
3. Which element did you have to practise the most? (eg the words, the movement, a particular moment.) Why?
4. How did you work on listening and taking turns when you were practising?
5. What did you decide was the most important moment in your performance piece? Was it the same moment for both of you?

Grade 2

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is:

40 seconds to 1 minute for the question to be responded to individually

1-2 minutes for the question to be responded to jointly

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates (or teacher/care-giver) chooses ONE question for each candidate to respond to **individually**, and ONE question for them to respond to **jointly**. The candidates can ask each other the questions, or the teacher or care-giver can ask the candidate the questions (on camera or off-camera) to facilitate the response if preferred:

1. What did you enjoy about the performances you have just given and the material you chose?
2. How did your characters differ from one another, and how did you decide to show that to the imagined audience?
3. How did you work together on movement and staging when you were practising?
4. Choose one of your performed pieces and talk about what makes the story or subject matter interesting to you?
5. Which element did you have to practise the most? (eg the words, the movement, a particular moment.) Why?

Grade 3

(Total time for the task: a minimum of 3 and a maximum of 4 minutes)

Guide length of response for each question is:

40 seconds to 1 minute for the question to be responded to individually

1-2 minutes for the question to be responded to jointly

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates (or teacher/care-giver) chooses ONE question for each candidate to respond to **individually**, and ONE question for them to respond to **jointly**.

The candidates can ask each other the questions, or the teacher or care-giver can ask the candidate the questions (on camera or off-camera) to facilitate the response if preferred:

1. How do you feel your performances went? What were you most pleased with?
2. Choose one of your pieces and talk about how the character's feelings changed, or how the mood changed?
3. Choose one of your performed pieces and talk about what makes the story or subject matter interesting to you?
4. Talk about how you decided between you on your imaginary surroundings in one of your pieces. How did that help your performance?
5. What did you consider to be the funniest or most dramatic moment in your pieces? What skills did you use to show that to the audience?
6. How did you improve your team-work when you were working on your performance pieces?

INTERMEDIATE

In **Grades 4-5**: candidates should choose a different question each from section 1 and talk together on one topic in section 2. This should be in the form of a conversation or discussion rather than prepared answers.

Candidates should answer **one** question each individually from section 1. They should also engage in a conversation about **one** question from section 2 in order to reflect spontaneously on the performance they have just given.

Candidates should announce which questions they are addressing.

Grade 4

(Total time for the task: 4 minutes)

Guide length of response for each question is:

50 seconds to 1 minute 15 seconds for the question to be responded to individually

1 minute 45 seconds to 2 minutes 30 seconds for the question to be responded to jointly

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates choose ONE question from section 1 for each candidate to respond to **individually**, and ONE question from section 2 for them to respond to **jointly**. The candidates can ask each other the questions:

Section 1 – Choose one different question each:

1. Choose one of your pieces and talk about how your character's feelings changed, or how the mood of the piece developed.
2. Talk about how the skills you worked on preparing for today helped in your performance.
3. How did you decide together about the imaginary surroundings in one of your pieces and how did that help you?
4. How did you show the different styles in your performances to the imagined audience?

Section 2 – Talk together, taking it in turns to lead the conversation on one of the following:

1. How did you both feel about the performance you gave? (For example: *What were you most pleased with? Did everything go to plan?*)
2. Share your favourite comic or dramatic moment in your performance – how did you work on them in rehearsal? (If your ideas are different, talk about why that is.)
3. Why do you think it's beneficial to work in pairs?
4. Talk about how you developed your devised piece. (For example: *Did you have a starting point? Did your ideas change as you rehearsed? What were you most pleased with?*)

Grade 5

(Total time for the task: 4 minutes)

Guide length of response for each question is:

50 seconds to 1 minute 15 seconds for the question to be responded to individually

1 minute 45 seconds to 2 minutes 30 seconds for the question to be responded to jointly

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates choose ONE question from section 1 for each candidate to respond to **individually**, and ONE question from section 2 for them to respond to **jointly**. The candidates can ask each other the questions:

Section 1 – Choose **one** different question **each**:

1. Choose one of your pieces and talk about the skills you needed to work on to bring the piece to life for an audience. Did you notice an improvement over the rehearsal process?
2. Choose one of your pieces and talk about how the language, or lyrics or musical style helped you to create your character?
3. Choose one of your pieces and talk about what happens to your character either before or after the extract you performed.
4. Choose one of your pieces and talk about how the mood changes during the piece, and how you showed that to the audience.

Section 2 – Talk **together**, taking it in turns to lead the conversation on one of the following:

1. Talk about the imaginary environments for your pieces. *(For example: How did you create them? Did you do any research? Did you agree straight away, or try alternatives when you were rehearsing?)*
2. Talk about how you developed your devised piece. *(For example: Did you have a starting point? Did your ideas change as you rehearsed? What were you most pleased with?)*
3. Share your favourite comic or dramatic moment in your performance - what did you have to work on to emphasise it for the audience? *(If your ideas are different, talk about why that is.)*
4. Why do you think it's beneficial to work in pairs? Are there any challenges?

ADVANCED

In **Grades 6-8**: candidates should choose a different question each from section 1 and talk together on two topics in section 2. Section 2 should be in the form of a conversation or discussion rather than prepared answers.

Candidates should answer **one** question each individually from section 1. They should also jointly engage in a conversation on **two** questions from section 2, in order to reflect spontaneously on the performance they have just given. Candidates should announce which questions they are addressing.

Grade 6

(Total time for the task: 5 minutes)

Guide length of response for each question is:

1 minute to 1 minute 15 seconds per question

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates choose ONE question from section 1 for each candidate to respond to **individually**, and TWO questions from section 2 for them to respond to **jointly**. The candidates can ask each other the questions:

Section 1 – Choose **one** different question **each**:

1. What did you enjoy most about working on either your physical or vocal or contributory skill for today's performance? How do you think these skills will be useful to you for future drama work?
2. Which of the performed pieces/demonstrations did you find the most challenging and why?
3. Choose one of your extracts and describe how it fits into the overall story/plot arc of the piece.
4. Talk about the ways you worked on delivering a safe and effective performance during your preparation.

Section 2 – Talk **together**, taking it in turns to lead the conversation on one of the following:

1. Talk about how you staged your pieces and decided on your imagined environments when you were rehearsing. *(For example: Did you do any research? Did you do improvisations? What alternatives did you explore?)*
2. Talk about the process of working together for today's performance. *(For example: Your conversation could include thoughts on both benefits and challenges, how you developed team-work, any obstacles you overcame or what gave you the greatest sense of achievement.)*
3. Talk about the contrasts you noticed in the pieces you performed. How did you use the different styles of writing/music/skills to make these clear to an audience?
4. How did you approach the Improvised task? *(For example: What exercises or games help improve your skills and interaction? Does working in pairs help? Did you make immediate decisions about the stimulus? Is it easy to agree?)*

Grade 7

(Total time for the task: a minimum of 5 and a maximum of 6 minutes)

Guide length of response for each question is:

1 minute 15 seconds to 1 minute 30 seconds per question

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates choose ONE question from section 1 for each candidate to respond to **individually**, and TWO questions from section 2 for them to respond to **jointly**. The candidates can ask each other the questions:

Section 1 – Choose one different question each:

1. Were there any challenges in combining vocal or physical techniques to realise the style or genre of your pieces today? How did you work on them in rehearsal and overcome the challenges?
2. Choose one of your pieces and talk about how it fits into the overall story/plot arc in its original context. Did you adjust this for your own performance, and if so how?
3. Choose one of your pieces and talk about your character's motivations and describe what processes you explored in rehearsal to bring them to life.
4. Thinking about the performance you gave today, talk about the ways you sustained your energy and took responsibility for a safe and effective performance.

Section 2 – Talk together, taking it in turns to lead the conversation on one of the following:

1. Talk about the contrasts you noticed in the pieces you performed. Discuss how you used the different styles of writing/music/skills to make these clear to an audience.
2. How did you both approach the improvised/modified task. *(For example: What skills did you work on in preparation for the task? How did you work on interaction and trust? Did you make immediate decisions about the stimulus, did you adjust/refine your ideas?)*
3. Talk about the process of staging your pieces, and deciding on your imagined surroundings. *(For example: What alternatives did you explore? Did you need to compromise? Did you use improvisations? Did you do any research?)*
4. Reflect on the process of rehearsing together and building trust. *(For example: Your conversation could include how the performed pieces have changed over time, any games or exercises you worked on, what improvements you have noticed in your partner's performance as well as your own, what you are most proud of and how these skills could help your ongoing learning?)*

Grade 8

(Total time for the task: a minimum of 6 and a maximum of 7 minutes)

Guide length of response for each question is:

1 minute 30 seconds to 1 minute 45 seconds per question

While responses might vary in length, the candidate should aim to make full use of the total time allocated for the task.

The candidates choose ONE question from section 1 for each candidate to respond to **individually**, and TWO questions from section 2 for them to respond to **jointly**. The candidates can ask each other the questions:

Section 1 – Choose one question each:

1. How did your understanding of the writer, composer or genre influence your interpretation and performance?
2. Which of your performance pieces made the most demands on you vocally, physically or emotionally? How did you approach it in rehearsal and overcome the challenges?
3. Choose one of your pieces and talk about how it fits into the overall story/plot arc in its original context. Did you adjust this for your own performance, and if so how?
4. Talk about your approach to building a character. How do you work on body and voice, and describe any improvisations or drama exercises you use in rehearsal?

Section 2 – Talk together, taking it in turns to lead the conversation on one of the following:

1. Talk about how you selected your pieces for today's performance. *(For example: Your conversation could include how they contrast, how easy they were to relate to, what research you did and what messages you wanted to put over to the audience.)*
2. Talk about *either* the improvisation skills or the contributory skills you have developed during the preparation for today and say why you think they are useful. *(For example: Did you do exploratory workshops, are there warm-up exercises/games which help, did you do research or use technical support etc.)*
3. Reflect on the process of rehearsing together and building trust. *(For example: Your conversation could include how the performed pieces have changed over time, any games or exercises you worked on, what skills you have learned, what improvements you have noticed in your partner's performance as well as your own, what you are most proud of and how these skills could help your ongoing learning.)*
4. Talk about what you have learned about your own strengths and limitations during your preparation for today's performance? Are there any skills you would like to develop or challenges you would like to take on next?

CONTRIBUTORY SKILLS TASKS

The objective of the contributory skills task is to acknowledge those skills that support or contribute to performance. This task asks candidates to deliver a presentation that demonstrates their skills in this area and that also shows how the skills support their performance. Therefore, the contributory skill should be linked to one of their performances. Candidates can use visual/audio aids to illustrate their demonstration, such as the text of a poem or story they have written, an audio recording of some sound effects they have created, or a prop they used. They could also show an extract of a film they have made with commentary. Candidates will be asked to briefly introduce their demonstration, for example: 'I would like to tell you how I made these fairy wings that my character wore in the performance.' The candidate does not need to re-make the wings in front of the examiner, they could instead describe how they made them – the materials used, how the pieces were assembled, how the wings are attached to the body, etc. The aim is for the candidate to explain with some order, showing evidence of some preparation and expressing their ideas, presenting with increasing confidence as they move up the grades.

At **Intermediate level (Grades 4-5)**, candidates should be giving demonstrations that are well-prepared and that show a secure understanding of the skill they are presenting, its contribution to performance in general and to their own performance specifically. Some creative ideas should be evident in the presentation. As part of task 1, the candidate may have, for example, performed an abstract dance piece, so, in task 2, they might choose to present a storyboard with the dance moves clearly expressed, which shows the choreography, its connection with the music and with the storytelling. Again, candidates should clearly introduce their demonstration and ensure that they have thought carefully about the structure of the presentation, presenting information in a logical order and with a clear end to the presentation.

At **Advanced level (Grades 6-8)**, the demonstration of a contributory skill is a required task: at this advanced level, the candidate needs to demonstrate in-depth knowledge and understanding of their skills in their programme. The demonstration should show substantial evidence of preparation and research. For example, a candidate may have given a performance using a puppet. For the demonstration, they could show the puppet costume detail – all made by the candidate. Or they might show how they made the puppet itself. At this level, the candidate should consider:

How to effectively convey the information in relation to their contributory skill

How to engage the audience (examiner) with the subject matter of their presentation

How to convey the information in a way that is coherent and intelligible to someone who may not know very much about the subject matter/skill.

The demonstration should be clearly introduced, have an orderly structure, and demonstrate the candidate's in-depth knowledge of the subject matter, its value to performance in general and how it contributed to the performance the candidate gave specifically.

FILMING ADDITIONAL PERFORMERS AND PAIR EXAMS

Important: For pair exams, each candidate is required to wear a label. The label should have the letter A for candidate 1 and the letter B for candidate 2. The letter should be large enough to be clearly seen on the video. When uploading the video, the candidates are required to provide the following information on the online submission form:

Candidate name	Identification label	Role(s)
Angela Taylor	A	Juliet in <i>Romeo and Juliet</i> Elphaba in <i>Wicked</i>
Jessie Harper	B	Nurse in <i>Romeo and Juliet</i> Galinda in <i>Wicked</i>

In Performance Arts (Solo) exams where an additional performer is taking part, or in Performance Arts (Pair) exams, two video recording options are available: candidates can perform together in the same location (eg a school, studio or public centre); or candidates can use a video-conferencing (VC) application (eg Teams or Zoom), to record themselves performing together. However, due to timing difficulties caused by differing internet connections, a VC application can only be used to record a submission if there is no music involved in the performance. Additionally, if candidates intend to sing together (without music) this should be checked in advance of submitting the video for assessment to ensure there is no detrimental effect to the performance. For Performance Arts (Group) and Performance Arts in Production exams, all candidates should be filmed performing together in the same physical location.

For VC recording, it is not necessary for both performers to attempt to create the perception that they are facing each other during the performance. They can instead look at the audience (camera). Both candidates should ensure that they can be clearly seen by the camera. This includes ensuring that each candidate can be seen from head down to at least knee level to enable assessment of the candidates' use of body and space to create character and support the narrative.

The VC format Zoom focuses equally on both candidates for the duration of the performance. Therefore, both candidates need to be actively engaged throughout the piece; being clearly attentive, listening and responding to the offer from the other candidate and ensure performance energy has a physical root as well as vocal. Think carefully about the staging of the piece and where possible choose scenes that can be adapted to a VC format, eg scenes that don't require a lot of physical interaction. The following table acts as visual guidance on the formats of filming permitted for the exams available in these syllabus specifications:

VIDEO RECORDING OPTION

Exam type	Perform together in the same location (school, studio or public centre)	Perform together using VC application (eg Zoom or Teams)
Performance Arts (Solo) (<i>where an additional performer is taking part</i>)	✓	✓
Performance Arts (Pair)	✓	✓
Performance Arts (Group)	✓	X
Performance Arts in Production	✓	X

Health and safety

Candidates should have a knowledge of basic health and safety, and they may be asked about this in the discussion sections of the exam. This includes but is not limited to the following:

VOICE AND BODY

Ensure that the body and voice are properly warmed up before performance.

Performers should not undertake anything that is beyond their physical or vocal capabilities.

COSTUMES, MAKE-UP, PROPS

Any costumes should be tailored to the age and size of the performer and should not hinder movement unreasonably. All costumes should be either flame resistant or treated with a flame retardant.

Attention should be paid to hygiene issues when using make-up, for example by cleaning applicators. Make sure any make-up artist or designer is aware of any allergy/skin conditions the performer has and, when performers apply their own make-up, the performer should check the ingredients of the products.

The age, size and physical fitness of the individual should be taken into account when hand props are constructed and used. Props should be checked for rough edges, chips, loose material or other potential hazards before being used in order to prevent injury.

Performers should be given detailed handling instructions about the props and given time to familiarise themselves with their use.

Weapons should only be given to performers once it has been determined that they are knowledgeable in their safe and proper use. Whenever weapons are to be used in a performance, the scene should be carefully choreographed in order to minimise risks.

The storage and use of weapons must fully comply with safety and police regulations.

FACILITIES

Stage floors, rehearsal spaces, studios, etc should be kept clear, dry and free from splinters and nails, and all performers should be made familiar with the layout of any set and/or furniture.

Dance floors should always be sprung, and dancers should not be required to work on, for example, concrete rehearsal floors as this can cause injury. Dance floors should be regularly checked and properly maintained.

All passageways should be clear and clean, with all cables marked or covered and taped. All backstage areas and passageways should be lit adequately.

All possible steps should be taken to keep temperatures reasonably cool in hot weather and reasonably warm in cold weather and to ensure draughts are kept to a minimum. Rest and rehearsal areas should be at an acceptable ambient temperature.

Routes from backstage to the stage or set should be rehearsed so that performers know the safe route and are aware of any technical obstacles and areas of reduced lighting and masking (curtains, boards, flats, etc). Performers should take note of any changes in the set including changes to the floor surface and to the location of electric cables.

FIRE

Fire drills should be routinely scheduled, especially when someone is new to the environment.

Candidates should ensure they know the emergency drills, escape routes and assembly points.

General guidance and policies

SAFEGUARDING AND CHILD PROTECTION

Trinity is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

EQUAL OPPORTUNITIES

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

REASONABLE ADJUSTMENT

Trinity is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each candidate individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from trinitycollege.com/drama-csn. For enquiries please contact drama-csn@trinitycollege.com

DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see trinitycollege.com/data-protection for the most up-to-date information about Trinity's data protection procedures and policies.

CUSTOMER SERVICE

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at trinitycollege.com/customer-service

EXAM INFRINGEMENTS

All exam infringements will be referred directly to Trinity's central office by the examiner. Exam reports may be withheld until the outcome of any referral has been considered by Trinity. Depending on the severity of the infringement, marks may be deducted or, in extreme cases, the exam may be invalidated.

MALPRACTICE

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered centre status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

RESULTS REVIEW AND APPEALS PROCEDURE

Anyone who wishes to question their exam result should refer to trinitycollege.com/results-enquiry for full details of our results review and appeals process.

Summary of process and details of how to submit your exam for assessment

SUMMARY OF PROCESS

1. Prepare your performance pieces.
2. Ensure you have made a note of the questions required for the reflection. Further information about the reflection task is on pages 85-91
3. Film your performance of the pieces and your response to the reflection in one continuous take. Filming guidelines can be found at trinitycollege.com/drama-filming-guidance
4. Upload your complete exam, including the supporting files (see below for more information).

DETAILS OF HOW TO SUBMIT YOUR EXAM FOR ASSESSMENT

Please read the following closely before you make your submission to our online platform via trinitycollege.com/digital-drama-grades:

Full details of how to film your performance, what should be in shot and how to upload your files can be found at trinitycollege.com/digital-drama-grades

You can be given assistance to film your exam and another person can be present to operate your backing tracks (if applicable).

Play back your video to ensure that the sound and visual quality is sufficient for an examiner to mark it.

Ensure your video is one continuous recording of all your performance pieces, and your reflective response from start to finish, and you have not edited this into different sections or paused or stopped the video at any point. Only submit one take of your complete exam.

Audio and video must be recorded simultaneously and no pre- or post-production techniques should be applied.

Your files should be labelled with your name, subject and grade, for example, for solo exams: **ForenameSurname_PerformanceArts(Solo)_Grade4**, for pair exams: **ForenameSurname&ForenameSurname_Performance Arts (Pair)_Grade4**, for group exams: **Group Name_Performance Arts (Group)_Grade4**.

Do not delete your exam video until you have received your feedback and certificate, just in case there are any technical issues and you are required to resubmit.

You may not enter the same performance video for the same exam more than once, unless Trinity requires you to resubmit your video.

You may not share your performance video on social media, or use it for any other exam entries, either with Trinity College London or any other exam board.

WHAT TO PROVIDE WITH YOUR DRAMA EXAM VIDEO

Candidates are required to upload the following information with the video of their exam – **please note that your performances cannot be marked without this information.**

All exams

You will be asked to complete an online **submission form** which requires the following details:

The title and authors/composers of the pieces being performed

Pair exams

For a pair exam, the candidates are required to provide on the submission form the following information:

Candidate name: the full name of each candidate.

Identification label: This is a label that the candidate must wear. The label should have the letter A on it for candidate 1, and the letter B on it for candidate 2. The letter should be large enough to be clearly seen on the video.

Role(s): the name of the role(s) each candidate is performing

Candidate name	Identification label	Role(s)
Angela Taylor	A	Juliet in <i>Romeo and Juliet</i> Elphaba in <i>Wicked</i>
Jessie Harper	B	Nurse in <i>Romeo and Juliet</i> Galinda in <i>Wicked</i>

In **addition** to completing the submission form, candidates are required to upload the texts/scripts/scores of the performed pieces as follows (these should be uploaded as separate documents):

The **text of the performed pieces** set out in the published format and lineation – the script should also show where any edits have been made

The **script** of any devised pieces

For Grade 6-8 graded exams, the **score** of any songs being sung

Group exams and Performance Arts in Production

In **addition** to the submission form and the texts, for a group exam, a programme should be uploaded providing the names of the candidates and the roles they are performing for each piece.

Performance arts resources

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