ACTING

SYLLABUS SPECIFICATION **PREMIERE – GRADE 8**

Performance **Arts Awards**

Acting

Syllabus Specification

Premiere to Grade 8

RSL Awarding the **Contemporary Arts**

Acknowledgements

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www.rslawards.com

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Introduction

Welcome to the RSL Performance Arts Awards syllabus in Acting
This syllabus guide is designed to give teachers, learners and candidates practical information on the graded qualifications in Acting run by RSL Awards.

This syllabus guide covers the following qualifications
- Graded qualifications in Acting: Premiere to Grade 8

Period of operation
This syllabus specification covers graded qualifications in Acting, from February 2021.

The Value of RSL Qualifications

Performance Arts Awards (PAA) are part of RSL Awards. With a reputation for excellence, RSL is committed to providing high quality education and training through its syllabuses, examinations, music and resources. RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement.

PAA graded examinations in Performance are tailor-made to support and encourage learners of all levels and abilities, and are accessible to learners from all countries and cultures. Having effective skills in communication and performance can boost confidence, increase employability skills, and have a hugely positive impact on a learner's future life and career.

Candidates taking a PAA examination will not only gain practical performance and communication skills but are also encouraged to reflect on their performance and the rehearsal process, developing their understanding of the material and the creative choices made.

PAA encourages creativity; the performance material is chosen by the teacher or candidate(s), allowing creative freedom and the opportunity for learners to study material of particular interest to them or from their own culture.

Recognition, Regulation and UCAS:

All PAA graded exams are recognised and regulated by the Office of Qualifications and Examinations Regulation (OFQUAL).

March 2021:
Please note that UCAS is currently assessing PAA Acting for UCAS point allocation. We will be updating this as soon as possible. Please contact **info@rslawards.com** for further information.

Safeguarding including Health & Safety

RSL takes the safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. For more details of these please see here: **www. rslawards.com/about-us/safeguarding**

Qualification Structure

PAA graded qualifications in Performance consists of a range of both practical and knowledge-based tasks which are based on detailed requirements outlined in the relevant syllabus.

Requirements for each grade are set out in detail in the Unit Specifications. The Learning Outcomes and Assessment Criteria for each unit require skills, knowledge, and understanding of the syllabus requirements to be demonstrated at the grade entered.

Candidate Access and Registration

Access and registration
The qualifications:
- are available to everyone who is capable of reaching the required standards
- are free from any barriers that restrict access and progression
- offer equal opportunities for all who wish to access them

Entry requirements
These qualifications are open to everyone who is capable of reaching the required standard; there are no entry requirements. However, candidates should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications. At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Age groups
These qualifications are suitable for candidates in the under 16, 16+, 16–18 and 19+ age groups.

Exam entry
Candidates may enter for a PAA Acting Video Exam at any time of the year. For further details on PAA Acting Face-to-Face and Live Video exam dates, all current fees, and to enter for a PAA graded qualification visit the RSL website at: **rslawards.com**

Candidates may enter for the exam as follows:
- One candidate
- Two candidates
- Three candidates

All candidates are individually assessed.

Recommended prior learning (RPL)
Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

Progression – where the qualifications could lead
Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress, and enable learners to develop the necessary techniques to gain entry to Further Education and Higher Education courses. In addition, industry professionals are confident that candidates achieving the highest level of graded qualifications will have developed the skills necessary to enhance employment opportunities in other areas, as a result of increased confidence, communication and presentation skills.

Total Qualification Time Allocations for all PAA Graded Acting Examinations

Qualification title	QAN	Guided Learning Hours	Total Qualification Time	Credit Value
RSL Entry Level Award in Performance: Premiere (Entry 2)	603/7121/3	8	30	3
RSL Entry Level Award in Performance: Debut (Entry 3)	603/7135/3	10	40	4
RSL Level 1 Award in Performance: Grade 1	603/7134/1	12	60	6
RSL Level 1 Award in Performance: Grade 2	603/7136/5	16	80	8
RSL Level 1 Award in Performance: Grade 3	603/7137/7	18	100	10
RSL Level 2 Award in Performance: Grade 4	603/7138/9	20	130	13
RSL Level 2 Award in Performance: Grade 5	603/7139/0	24	150	15
RSL Level 3 Certificate in Performance: Grade 6	603/7140/7	26	170	17
RSL Level 3 Certificate in Performance: Grade 7	603/7141/9	30	190	19
RSL Level 3 Certificate in Performance: Grade 8	603/7142/0	40	240	24

Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a range of practical tasks underpinning the technical and performance assessment.
Unit Format	Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

Expectations of Knowledge, Skills and Understanding

The graded examination system is based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps.

Successful learning is characterised by a mastery of the fundamental skills demanded in each grade. Learners will be able to complete practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate skills, knowledge and understanding relevant to the grade. These skills set a firm platform for further technical and creative development by the learner.

Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

Examination Levels / Recommended Ages for PAA Examinations

PAA Acting examinations are offered at four levels, in line with the Regulated Qualifications Framework (RQF).

Although RSL imposes no minimum or maximum age limit, it is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age	RQF Level
Premiere	4–5 years	Entry Level 2
Debut	5–6 years	Entry Level 3
Grade 1	7–8 years	Level 1
Grade 2	9–10 years	Level 1
Grade 3	11–12 years	Level 1
Grade 4	13–14 years	Level 2
Grade 5	15–16 years	Level 2
Grade 6	16+	Level 3
Grade 7	16+	Level 3
Grade 8	16+	Level 3

Further Information and Contact Details

Complaints and appeals

RSL's policy on complaints, enquiries and appeals for graded examinations is available at:
https://www.rslawards.com/about-us/policies-regulations/

Equal opportunities

RSL's Equal opportunities policy can be found at:
https://www.rslawards.com/about-us/policies-regulations/

Contacts for help and support

All correspondence should be directed to:

RSL
Harlequin House
7 High Street
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Middlesex
TW11 8EE

or info@rslawards.com

Unit specifications

Aims, Broad Objectives and Assessment Methodology

The aim of the PAA Acting qualification is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and a flexible approach to the development of skills, knowledge, and understanding required for acting.

These qualifications assess a range of interpretative skills, technical skills, and knowledge and understanding through the following components:
- Practical assessment – performance of chosen piece(s)
- Knowledge and Understanding – responding to questions relevant to the material presented

Learning Outcomes

A 'Learning Outcome' is a statement of what has been demonstrated as a result of successful completion of the assessment criteria.

The following are the broad Learning Outcomes which apply to all graded Acting examinations, along with the relevant exam section. The Assessment Criteria, repertoire, technical challenges and knowledge requirements are set at each grade, and increase in difficulty as the grades progress:

Premiere candidates:

Learning Outcome	Exam Section
Learning Outcome 1: perform the chosen material, demonstrating an understanding of the content and meaning	Performance Piece
Learning Outcome 2: use vocal skills in response to the material being presented	Performance Piece
Learning Outcome 3: use face and body in response to the material being presented	Performance Piece

Debut to Grade 8 candidates:

Learning Outcome	Exam Section
Learning Outcome 1: perform from memory, demonstrating an understanding of the content and meaning of the chosen material	Performance Piece(s)
Learning Outcome 2: use vocal skills in response to the material being presented	Performance Piece(s)
Learning Outcome 3: use face and body in response to the material being presented	Performance Piece(s)
Learning Outcome 4: demonstrate an understanding of the chosen material, including content, context and role (as appropriate) and rehearsal process (Grades 5–8 only)	Knowledge and Understanding

Candidates may enter for the exam as follows:
- One candidate
- Two candidates
- Three candidates

Estimated examination timings

Premiere
- One candidate: 5 minutes
- Two candidates: 6 minutes
- Three candidates: 7 minutes

Debut
- One candidate: 10 minutes
- Two candidates: 12 minutes
- Three candidates: 14 minutes

Grade 1
- One candidate: 13 minutes
- Two candidates: 15–20 minutes
- Three candidates: 20–25 minutes

Grade 2
- One candidate: 14 minutes
- Two candidates: 17–20 minutes
- Three candidates: 25–30 minutes

Grade 3
- One candidate: 15 minutes
- Two candidates: 18–23 minutes
- Three candidates: 25–35 minutes

Grade 4
- One candidate: 18 minutes
- Two candidates: 25–30 minutes
- Three candidates: 35–40 minutes

Grade 5
- One candidate: 20 minutes
- Two candidates: 30–35 minutes
- Three candidates: 35–45 minutes

Grade 6:
- One candidate: 25 minutes
- Two candidates: 35–40 minutes
- Three candidates: 40–50 minutes

Grade 7
- One candidate: 25 minutes
- Two candidates: 35–45 minutes
- Three candidates: 45–55 minutes

Grade 8
- One candidate: 30 minutes
- Two candidates: 40–50 minutes
- Three candidates: 50–60 minutes

Examination Formats

There are three types of examination formats offered:
- Face-to-Face examination (schools/venues only)
- Live Video examination (schools/venues only)
- Recorded Video examination

Face-to-Face Examination process

1. Face-to-Face exams are only offered to schools/venues. Applications from individuals will not be accepted.
2. PAA operates a minimum fee policy for Face-to-Face exams. Schools should ensure that there are enough candidates scheduled to meet this fee before applying. All current fees can be found by visiting https://www.rslawards.com/paa/
3. The examiner will come to your school/venue. The Principal (or equivalent) is required to meet with the examiner 30 minutes before the start of the first exam to discuss any absences or changes to the day.
4. The examiner will call the principal two days before the exam, to introduce themselves and confirm the information on the schedule.
5. The candidate(s) are assessed by one examiner, although there may be another examiner present, for training or monitoring purposes.
6. Venues must provide examiners with an adequate table, chair, lighting and access to drinking water or refreshments.
7. Venues must provide an appropriate space to conduct the examinations.
8. Copies of all exam pieces must be provided when booking an exam, or as soon after as possible.
9. A member of staff must be on hand outside the exam room, to support the organisation of candidates, to chaperone candidates when waiting outside and once the exam is completed.

Registration

To register for a PAA Acting Exam, please use the relevant online form, either for schools/venues (all formats) or for independent candidates (recorded video exams only).

Both forms can be found here:
https://www.rslawards.com/paa/paa-video-exams/paa-online-entry/

Live Video Examination (LVE) process

Overview

Live Video Exams are intended to give candidates an experience that resembles face-to-face exams as closely as possible.

LVE are venue-based and therefore entire days similar to face-to-face exams can take place. This can include multiple venues in different geographic locations on the same day.

Live Video Exams are conducted via online video conference using Zoom, between the candidates at the exam venue and the examiner based at another location. For full details on how to book RSL Live Video Exams, please see https://www.rslawards.com/paa/graded-exams/acting/

Recorded Video Examination process

For RSL video exams to be valid, there are a number of rules that must be adhered to. It is important that candidates and teachers read Procedure Guide carefully before applying for a recorded video exam.

As an overview, the following conditions apply, irrespective of whether scenes are performed as a solo, in twos, or in threes.

- All scenes must be performed and filmed in one continuous take. No editing is permitted.
- The Procedure Guide for RSL Recorded Video Acting Exams, along with filming and technical guidelines, can be downloaded from here:
  https://www.rslawards.com/paa/graded-exams/acting
  Candidates and teachers should read the guidance in full, to ensure they have the best chance of submitting a video that we can accept for submission.
- Filming and technical guidelines can be found here:
  https://www.rslawards.com/rockschool/video-exams/
- Knowledge and Understanding:
  - This should follow the performance continuously ie, the camera should not be stopped. Candidates present their prepared response(s) to the chosen questions (the number of which is dependent upon the grade) to the camera.
  - For exams with two or three candidates, present responses in the order of the candidate's number.
  - If note cards are used they must be handheld, and not be positioned out of camera shot.
- To register for a PAA Recorded Video Acting Exam, please use the relevant online form, either for schools/venues or for independent candidates. Both forms can be found here:
  https://www.rslawards.com/paa/paa-video-exams/paa-online-entry/

General notes for all Acting examinations:

- Copies of all exam piece must be provided in advance, at the point of booking the exam, or as soon after as possible.
- Candidates entering in groups of two or three must wear their allocated candidate number on the front of their clothing.
- **Introductions:**
  - Each candidate should introduce themselves by stating their name at the start of the exam.

- Candidates should introduce the scene, stating the title, author and character(s), prior to the performance. Candidates taking Grades 1–8 should also briefly outline the context of the scene. For exams with two or three candidates, the introduction(s) may be shared as desired. Introductions should be no more than 30 seconds in duration. Note that the purpose of introductions is to assist the smooth-running of the exam, and introductions are not assessed.
- Grade 6–8 candidates should read the entire text of any play from which a scene has been chosen, in preparation for the Knowledge and Understanding component of the exam.
- The candidate(s) must play only one character in the chosen scene(s).
- Scenes from TV shows, serials, sit-coms, etc are not permitted.
- Scenes must be performed in English. Any published translation of a non-English text is permitted.
- Prompting:
  - The examiner will be ready to prompt a candidate if at all necessary, using the copy of the scene provided by the entrant in advance of the exam.
  - For Premiere candidates only, one prompt and/or minor hesitancy is accepted and will not impact the candidate's final mark. Multiple prompts or excessive hesitancies will result in the mark being impacted. If prompting is required by grades Debut-8 candidates, the degree at which the mark is impacted will depend on the number of prompts and/or, lapses in fluency (see Grade Descriptors for more details).
  - Candidates may be asked to restart the scene, but only if prompting is required within the first few lines, and at the discretion of the examiner.
- Costume must not be worn, and a change of clothes is not permitted, although long skirts may be worn over clothing if required for period scenes. Nudity is not permitted.
- Small handheld props are permitted. If a mobile phone is used as a prop it must be switched off.
- For the Knowledge and Understanding component, candidates must not read their prepared responses to the chosen questions, however, note cards may be used as a prompt if required. If note cards are used for Recorded Video exams they must be handheld, and not be positioned out of camera shot.
- No unauthorised person will be allowed in the examination room during an examination.

Choosing Scenes and Original Scenes

PAA encourages creativity and does not make any compulsory recommendations for material selection. However, the following may help teachers and candidates when selecting scenes:

- Each scene must adhere to the required duration for the relevant grade and the number of candidates.
- Teachers should ensure that the content is suitable for the individual age and overall maturity of the candidate(s).
- Scenes should be selected carefully to ensure that they provide suitable opportunity for candidates to demonstrate the relevant assessment criteria.
- Candidates are reminded that if a chosen piece does not meet these requirements this may impact on the level of achievement possible within the examination.

- The second scene (Grades 1–8) and third scene (Grades 7–8) should provide a contrast in either theme, character, mood, setting or style (although not necessarily all of these).
- Monologues:
  - Solo candidates may choose to perform a soliloquy, or a monologue involving another character or characters. If you choose the latter, you should perform solo, directing your speech to the imagined character(s) as appropriate.
  - If a chosen monologue is a direct address to the audience, candidates may either perform the monologue to a wider imagined audience, or directly to the examiner/camera.
- When choosing scenes for two or three candidates, care must be taken to ensure that each candidate has a similar proportion of involvement in the scene. There should also, as much as possible, be a similar balance of dialogue. However, for Grades 1 to 8, the weight of dialogue between the scenes could be considered, i.e., if there is less dialogue for one candidate in one scene, there should be more dialogue for that candidate in the next scene.
- The content of the scenes must demonstrate a comparable level of technical and interpretative demand to those suggested in the PAA online catalogue of suitable material at each level.
- Use of accent/dialect: It is not a requirement to use accents/dialect, however, candidates should ensure that their vocal interpretation reflects the character, situation and the author's intention.
- To further encourage creativity, candidates have the option of performing an original scene, devised and written by the candidate(s), for their final piece (Grades 1–8). If this option is chosen, the scene **must be scripted**, and the above recommendations considered carefully.
- Published scenes may be edited if necessary, and dialogue spoken by other characters edited out, however the overall meaning of the scene must be maintained. Adding your own dialogue to scenes from published plays is not permitted.
- When adapting a scene from a novel, it is permissible to add dialogue, providing that the overall meaning, character, and style of the scene are maintained. For example, within the narrative there may be a description of a character's thoughts or feelings, which may be adapted into dialogue.
- When adapting a scene from a novel, it is advisable to consider the overall structure, including how it begins and ends, and each character's journey through the scene.
- Although it is not mandatory for candidates taking grades Premiere to 5 to read the whole play or novel from which the scene has been taken, it is important that they have an awareness of the context of the scene. Grade 6–8 candidates should, however, read the entire text of the play from which the scene has been taken.

The PAA online catalogue of suitable material can be found here https://www.rslawards.com/paa/graded-exams/acting/ along with further support information, including tips for adapting scenes from novels or planning original scenes.

Knowledge and Understanding

For the final component of the examination, the candidate(s) must prepare and present a response to questions based on the performed scenes.

Candidates must select the appropriate number of questions (dependent on the grade) from the list provided, and prepare their response(s) to the questions.

- **For Face-to-Face and Live Video Exams**, the examiner will ask each candidate to present their prepared responses.
- **For Recorded Video Exams:** Facing directly to camera, each candidate should announce their chosen question followed by presenting their prepared response to each question.

Assessment, Marking and attainment bands

All candidates, whether entering for their exam as a solo, or in twos or threes, are assessed individually by the examiner, and receive an individual mark and (on passing their exam) certificate. The examiner will award marks in line with the published assessment criteria for the relevant grade taken, full details of which can be found later in this document, within the Content Specifications for each grade.

The exams are marked out of 100. The attainment bands are as follows:

Marks received	Attainment level
85 and above	Distinction
65–84	Merit
50–64	Pass
0–49	Unclassified

Examination Content, Assessment Criteria and Grade Descriptors

The PAA Acting exam content is designed to encourage learners to develop vocal, physical and interpretative skills in dramatic performance. Candidates perform their chosen material (all grades) followed by communicating their ideas in response to specific questions relevant to the performance (grades Debut–8 only). Performance pieces are chosen by the candidate or teacher.

PAA has an online catalogue of suitable material at each level. Please see:
https://www.rslawards.com/paa/graded-exams/acting/

ENTRY LEVEL

PREMIERE | CONTENT

Candidates may enter for the exam as follows:
- One candidate (Total Examination Time: 5 minutes)
- Two candidates (Total Examination Time: 6 minutes)
- Three candidates (Total Examination Time: 7 minutes)

Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/scenes, or a scene adapted from dialogue in a published novel.

The candidate(s) should introduce their scene, stating the title, author and character prior to the performance.

- For solo candidates, the scene should be a minimum of 1 minute and no more than 2 minutes
- For two candidates, the scene should be a minimum of 2 minutes and no more than 3 minutes
- For three candidates, the scene should be a minimum of 2 ½ minutes and no more than 3 ½ minutes

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

PREMIERE | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform the chosen material, demonstrating an understanding of the content and meaning	1.1 Perform a scene with a general sense of fluency 1.2 Demonstrate an understanding of the meaning of the words	Performance Piece
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and clearly	Performance Piece
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression and movement appropriate to character and meaning	Performance Piece

DEBUT | CONTENT

Candidates may enter for the exam as follows:
- One candidate (Total Examination Time: 10 minutes)
- Two candidates (Total Examination Time: 12 minutes)
- Three candidates (Total Examination Time: 14 minutes)

Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/scenes, or a scene adapted from dialogue in a published novel.

- For solo candidates, the scene should be a minimum of 1 minute and no more than 2 minutes
- For two candidates, the scene should be a minimum of 2 minutes and no more than 3 minutes
- For three candidates, the scene should be a minimum of 2 ½ minutes and no more than 3 ½ minutes

The candidate(s) should introduce their scene, stating the title, author and character(s) prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge & Understanding

The candidate(s) will prepare and present a response to questions based on the performed scene.
Each candidate should select **one** question from the following, and prepare a response to their chosen question. The total time taken to present the response should be a minimum of 30 seconds, and not exceed 1 minute, per candidate.

Question 1: Describe what your character looks like.
Question 2: Describe what costume your character might be wearing.

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

DEBUT | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning	1.1 Perform one scene with a sense of fluency. 1.2 Demonstrate an understanding of the character and the meaning of the words	Performance Piece
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly	Performance Piece
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression and movement appropriate to the character and meaning	Performance Piece
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	4.1 Communicate an understanding of the appearance of the character portrayed in the scene	Knowledge and Understanding

ENTRY LEVEL (PREMIERE/DEBUT) | GRADE DESCRIPTORS

PREMIERE

Distinction (85 marks and above)	Character and meaning were demonstrated throughout, or almost throughout, the scene. Speech was intelligible, and there was sustained use of facial expression and movement appropriate to character and mood.
Merit (65–84 marks)	Character and meaning were demonstrated securely for the majority of the scene. Speech was mostly intelligible, and there was generally secure use of facial expression movement appropriate to character and mood. There may have been minor lapses in fluency evident.
Pass (50–64 marks)	Character and meaning were demonstrated for some of the scene. Speech was intelligible in part, although may have been limited. There may have been lapses in fluency evident. There was some evidence of facial expression and movement appropriate to character and mood.
Unclassified (0–49 marks)	The candidate demonstrated limited or no evidence of an understanding of character. Intelligibility was not evident, or was very limited. There was limited or no evidence of facial expression and movement appropriate to character and mood. There may have been significant lapses in fluency evident.

DEBUT

Distinction (85 marks and above)	Character and meaning were demonstrated throughout, or almost throughout, the scene. Speech was audible and intelligible, and there was sustained use of facial expression and movement appropriate to character and mood. The candidate will also have described the appearance of their character in detail and with confidence.
Merit (65–84 marks)	Character and meaning were demonstrated securely for the majority of the scene. Speech was mostly audible and intelligible, and there was generally secure use of facial expression movement appropriate to character and mood. There may have been very minor lapses in fluency evident. The candidate will have given a generally secure description of the appearance of their character.
Pass (50–64 marks)	Character and meaning were demonstrated for some of the scene, although there may have been hesitancies and/or lapses in fluency evident. Speech was intelligible in part, although may have been limited. There was some evidence of facial expression and movement appropriate to character and mood. The candidate will have communicated some understanding of their character's appearance.
Unclassified (0–49 marks)	The candidate demonstrated limited or no evidence of an understanding of character. Intelligibility was not evident, or was very limited. There may have been significant lapses in fluency evident. There was limited or no evidence of facial expression and movement appropriate to character and mood. There will have been little or no evidence of an understanding of the character's appearance.

ENTRY LEVEL | WEIGHTING

PREMIERE

Exam Section	Learning Outcome	Maximum marks
Scene 1	LO1	40
	LO2	30
	LO3	30

DEBUT

Exam Section	Learning Outcome	Maximum marks
Scene 1	LO1	30
	LO2	30
	LO3	30
Knowledge and Understanding	LO4	10

LEVEL 1

GRADE 1 | CONTENT

Every candidate must perform in **two** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 13 minutes)
  - Scene 1 and Scene 2 performed solo
- **Two candidates:** (Total Examination Time: 15–20 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must be a duologue.
  - The other scene (either Scene 1 or Scene 2) may be a duologue or may consist of one monologue each
- **Three candidates:** (Total Examination Time: 20–25 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must include all three candidates.
  - The other scene (either Scene 1 or Scene 2) may include all three candidates or may consist of one monologue each

Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/ scenes, or a scene adapted from dialogue in a published novel.

- For solo candidates, scenes should be a minimum of 1 ½ minute and no more than 2 minutes
- For two candidates, scenes should be a minimum of 2 minutes and no more than 2 ½ minutes
- For three candidates, scenes should be a minimum of 2 ½ minutes and no more than 3 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from any one of the following sources:

- a published play, screenplay or anthology of monologues/duologues/scenes
- a scene adapted from dialogue in a published novel
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge and Understanding

The candidate(s) will prepare and present a response to questions based on the performed scenes.

Candidates must select one question from List A, and one question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 3 minutes, per candidate.

List A: *Question 1:* Describe the location of Scene 1.
Question 2: In Scene 1, describe how your character is feeling.

List B: *Question 1:* Describe the location of Scene 2.
Question 2: In Scene 2, describe how your character is feeling.

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 1 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory, with fluency and a sense of the meaning of the dialogue 1.2 Demonstrate an awareness of the character and other characters in the space, as appropriate	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly 2.2 Demonstrate use of voice to convey character and meaning	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate the use of facial expression and movement appropriate to the character and situation	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	4.1 Communicate an understanding of the character's feelings and/or the location of the performed scenes	Knowledge and Understanding

GRADE 2 **|** CONTENT

Every candidate must perform in **two** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 14 minutes)
  - Scene 1 and Scene 2 performed solo
- **Two candidates:** (Total Examination Time: 17–20 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must be a duologue.
  - The other scene (either Scene 1 or Scene 2) may be a duologue or may consist of one monologue each
- **Three candidates:** (Total Examination Time: 25–30 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must include all three candidates.
  - The other scene (either Scene 1 or Scene 2) may include all three candidates or may consist of one monologue each

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Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/ scenes, or a scene adapted from dialogue in a published novel.

- For solo candidates, scenes should be a minimum of 1 ½ minutes and no more than 2 ½ minutes
- For two candidates, scenes should be a minimum of 2 ½ minutes and no more than 3 minutes
- For three candidates, scenes should be a minimum of 3 minutes and no more than 3 ½ minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from any one of the following sources:

- a published play, screenplay or anthology of monologues/duologues/scenes
- a scene adapted from dialogue in a published novel
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge and Understanding

The candidate(s) will prepare and present a response to questions based on the performed scenes.

Candidates must select **one** question from List A, and **one** question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 3 minutes, per candidate.

List A: *Question 1:* Describe what is happening in Scene 1.
Question 2: In Scene 1, describe your character's feelings.

List B: *Question 1:* Describe what is happening in Scene 2.
Question 2: In Scene 2, describe your character's feelings.

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 2 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory, with fluency and an understanding of meaning and mood 1.2 Demonstrate an awareness of situation, character and other characters in the space, as appropriate	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly 2.2 Demonstrate use of voice to convey character, meaning and situation	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression and movement appropriate to the character and situation	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	4.1 Communicate an understanding of the character's feelings and/or what is happening in the scene	Knowledge and Understanding

GRADE 3 **|** CONTENT

Every candidate must perform in **two** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 15 minutes)
  - Scene 1 and Scene 2 performed solo
- **Two candidates:** (Total Examination Time: 18–23 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must be a duologue.
  - The other scene (either Scene 1 or Scene 2) may be a duologue **or** may consist of one monologue each
- **Three candidates:** (Total Examination Time: 25–35 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must include all three candidates.
  - The other scene (either Scene 1 or Scene 2) may include all three candidates **or** may consist of one monologue each

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Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/ scenes, or a scene adapted from dialogue in a published novel.

- For solo candidates, scenes should be a minimum of 2 minutes and no more than 3 minutes
- For two candidates, scenes should be a minimum of 2 ½ minutes and no more than 3 ½ minutes
- For three candidates, scenes should be a minimum of 3 minutes and no more than 4 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from any one of the following sources:

- a published play, screenplay or anthology of monologues/duologues/scenes
- a scene adapted from dialogue in a published novel
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge and Understanding

The candidate(s) will prepare and present a response to questions based on the performed scenes.
Candidates must select **one** question from List A, and **one** question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 3 minutes, per candidate.

List A: *Question 1:* In Scene 1, describe your character's feelings and explain why they feel that way.
       Question 2: Describe the location and what is happening in Scene 1.

List B: *Question 1:* In Scene 2, describe your character's feelings and explain why they feel that way.
       Question 2: Describe the location and what is happening in Scene 2.

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 3 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory, with fluency and an understanding of the meaning and mood 1.2 Demonstrate an understanding of situation, character and/or other characters in the space	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly 2.2 Demonstrate use of voice, including any appropriate variations in pace, pitch, and volume, to reflect the character and mood	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression and movement appropriate to the character and mood	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	4.2 Communicate an understanding of the character's feelings and/or the context of the performed scenes	Knowledge and Understanding

LEVEL 1 (GRADES 1–3) | GRADE DESCRIPTORS

Distinction (85 marks and above)	The assessment criteria for the relevant grade were demonstrated to an consistently high standard throughout, or almost throughout, the scenes. A full understanding of character and meaning was shown. Relevant vocal skills, face and movement effectively complemented the performance. In their response to the selected questions, the candidate demonstrated a full understanding of the chosen material
Merit (65–84 marks)	The assessment criteria for the relevant grade were demonstrated to a secure standard for the majority of the scenes. An assured understanding of character and meaning was evident for the majority of the time. There may have been very minor lapses in fluency evident. Relevant vocal skills, face and movement complemented the performance most of the time. In their response to the selected questions, the candidate demonstrated a generally secure understanding of the chosen material
Pass (50–64 marks)	The assessment criteria for the relevant grade were demonstrated to an acceptable standard for the some of the scenes. Some understanding of character and meaning was evident. There may have been lapses in fluency evident. Some use of relevant vocal skills, face and movement to complemented the performance. There may have been evidence of more secure skills, but these were not sustained. In their response to the selected questions, the candidate demonstrated a generally sound understanding of the chosen material, which may have lacked detail.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority of the scenes. There may have been little or no understanding of character and meaning evident, and limited or no use of relevant vocal skills, face and movement to complemented the performance. There may have been significant lapses in fluency evident. The candidate's response to the selected questions was very limited or was not attempted.

LEVEL 1 (GRADES 1–3) | WEIGHTING

Exam Component	Learning Outcome	Maximum marks
Scene 1	LO1	15
	LO2	15
	LO3	15
Scene 2	LO1	15
	LO2	15
	LO3	15
Knowledge and Understanding	LO4	10

GRADE 4 | CONTENT

Every candidate must perform in **two** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 18 minutes)
  - Scene 1 and Scene 2 performed solo
- **Two candidates:** (Total Examination Time: 25–30 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must be a duologue.
  - The other scene (either Scene 1 or Scene 2) may be a duologue **or** may consist of one monologue each
- **Three candidates:** (Total Examination Time: 35–40 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must include all three candidates.
  - The other scene (either Scene 1 or Scene 2) may include all three candidates **or** may consist of one monologue each

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Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/ scenes, or a scene adapted from dialogue in a published novel.

- For solo candidates, scenes should be a minimum of 2 minutes and no more than 3 ½ minutes
- For two candidates, scenes should be a minimum of 3 minutes and no more than 4 minutes
- For three candidates, scenes should be a minimum of 4 minutes and no more than 5 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from any one of the following sources:

- a published play, screenplay or anthology of monologues/duologues/scenes
- a scene adapted from dialogue in a published novel
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of scene 1.
The scene should provide a contrast in either mood, character, style and/or historical period to that of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge and Understanding

The candidate(s) will prepare and present a response to questions based on the performed scenes.

Candidates must select **one** question from List A, and **one** question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 4 minutes, per candidate.

List A: *Question 1:*   In Scene 1, describe your character's feelings and reactions through the scene, and the reasons for them.
            Question 2:   In Scene 1, explain the reasons for your character's movement and gesture.

List B: *Question 1:*   In Scene 2, describe your character's feelings and reactions through the scene, and the reasons for them.
            Question 2:   In Scene 2, explain the reasons for your character's movement and gesture.

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 4 **|** ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory with fluency and with a sense of spontaneity. 1.2 Demonstrate an understanding of the character's thoughts and feelings. 1.3 Demonstrate an awareness of other characters and audience, as appropriate	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly 2.2 Demonstrate adequate breath control to support the vocal demands of the text 2.3 Demonstrate use of vocal skills to convey characterisation and mood	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression to reflect character and emotions 3.2 Demonstrate use of space, movement, and gesture appropriate to the character and situation	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	4.1 Communicate an understanding of the character's feelings and reactions, and/or movement and gesture	Knowledge and Understanding

GRADE 5 | CONTENT

Every candidate must perform in **two** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 20 minutes)
  - Scene 1 and Scene 2 performed solo
- **Two candidates:** (Total Examination Time: 30–35 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must be a duologue.
  - The other scene (either Scene 1 or Scene 2) may be a duologue **or** may consist of one monologue each
- **Three candidates:** (Total Examination Time: 35–45 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must include all three candidates.
  - The other scene (either Scene 1 or Scene 2) may include all three candidates **or** may consist of one monologue each

Scene 1

Perform a scene from a published play, screenplay, anthology of monologues/duologues/scenes, or a scene adapted from dialogue in a published novel.

- For solo candidates, scenes should be a minimum of 2 minutes and no more than 4 minutes
- For two candidates, scenes should be a minimum of 3½ minutes and no more than 4 ½ minutes
- For three candidates, scenes should be a minimum of 4 minutes and no more than 5 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from any one of the following sources:

- a published play, screenplay or anthology of monologues/duologues/scenes
- a scene adapted from dialogue in a published novel
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of scene 1.
The scene should provide a contrast in either mood, character, style and/or historical period to that of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge and Understanding

The candidate(s) will prepare and present a response to questions based on the performed scenes.

Candidates must select one question from List A, and one question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 4 minutes, per candidate.

List A: *Question 1:* In **Scene 1**, describe your character's overall objectives.
 Question 2: In rehearsals/preparation for Scene 1, what did you find most challenging and how did you meet that challenge?

List B: *Question 1:* In **Scene 2**, describe your character's overall objectives.
 Question 2: In rehearsals/preparation for Scene 2, what did you find most challenging and how did you meet that challenge?

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 5 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory and with a sense of spontaneity 1.2 Demonstrate an understanding of the character's thoughts, emotions and overall objectives 1.3 Demonstrate an understanding of place, period, other characters and audience, as appropriate	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly 2.2 Demonstrate adequate breath control to support the vocal demands of the text 2.3 Demonstrate use of vocal skills to convey characterisation, intention and mood	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression to reflect character, emotions and reactions 3.2 Communicate the physical characteristics of the character through appropriate movement, gesture, stance and use of space	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate) and rehearsal process (Grades 5–8 only)	4.1 Communicate an understanding of the character's overall objectives, and/or the rehearsal processes	Knowledge and Understanding

LEVEL 2 (GRADES 4–5) **|** GRADE DESCRIPTORS

Distinction (85 marks and above)	The assessment criteria for the relevant grade were demonstrated to a high standard throughout, or almost throughout, the scenes. A sustained and convincing response to the chosen material. Characterisation, mood, and a sense of spontaneity were conveyed consistently, through use of a wide range of relevant vocal and physical performance skills. The candidate demonstrated excellent understanding and awareness in response to the selected questions.
Merit (65–84 marks)	The assessment criteria for the relevant grade was demonstrated to a secure standard throughout or for the majority of the scenes. There may have been very minor lapses in fluency evident. A generally assured response to the chosen material. Characterisation, mood, and a sense of spontaneity were conveyed most of the time, through use of a range of relevant vocal and physical performance skills. The candidate demonstrated secure understanding and awareness in response to the selected questions.
Pass (50–64 marks)	The assessment criteria for the relevant grade were demonstrated to an acceptable standard for the some of the scenes. There may have been lapses in fluency evident. A generally sound response to the chosen material. Characterisation and mood were conveyed some of the time, through use of a relatively narrow range of vocal and physical performance skills. There may have been evidence of more secure skills, but these were not sustained. The candidate's response to the selected questions was sound, but may have lacked understanding and awareness.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority of the scenes. An understanding of the chosen material was not evident for the majority of the time. There may have been little or no evidence of characterisation and/or sense of spontaneity. There was limited or no evidence of relevant vocal and physical performance skills. There may have been significant lapses in fluency evident. The candidate's response to the selected questions was very limited or was not attempted.

LEVEL 2 (GRADES 4–5) **|** WEIGHTING

Exam Component	Learning Outcome	Maximum marks
Scene 1	LO1	15
	LO2	15
	LO3	15
Scene 2	LO1	15
	LO2	15
	LO3	15
Knowledge and Understanding	LO4	10

LEVEL 3

GRADE 6 | CONTENT

Every candidate must perform in **two** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 25 minutes)
  - Scene 1 and Scene 2 performed solo
- **Two candidates:** (Total Examination Time: 35–40 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must be a duologue.
  - The other scene (either Scene 1 or Scene 2) may be a duologue **or** may consist of one monologue each
- **Three candidates:** (Total Examination Time: 40–50 minutes)
  - One of the scenes (either Scene 1 or Scene 2) must include all three candidates.
  - The other scene (either Scene 1 or Scene 2) may include all three candidates **or** may consist of one monologue each

Scene 1

Perform a scene from a play written or published before 1990

- For solo candidates, scenes should be a minimum of 2 ½ minutes and no more than 4 minutes
- For two candidates, scenes should be a minimum of 4 minutes and no more than 5 minutes
- For three candidates, scenes should be a minimum of 5 minutes and no more than 6 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from either of the following sources:

- a play or screenplay written or published in 1990 or later
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of scene 1.

The scene should provide a contrast in either mood, character or style to that of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Knowledge and Understanding

The candidate will prepare and present a response to questions based on the performed scenes.

Candidates must select one question from List A, and one question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 3 minutes, and not exceed 5 minutes, per candidate.

List A: *Question 1:* In **Scene 1**, describe your character's objectives, feelings and reactions throughout the scene, including how these change or develop

Question 2: In rehearsals/preparation for Scene 1, what processes did you use to help develop an understanding of your character?

List B: *Question 1:* In **Scene 2**, describe your character's objectives, feelings and reactions throughout the scene, including how these change or develop

Question 2: In rehearsals/preparation for Scene 2 what processes did you use to help develop an understanding of your character?

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses to chosen questions.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 6 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory with a sense of spontaneity 1.2 Demonstrate an understanding of the character's emotions and objectives 1.3 Demonstrate an understanding of place, period, other characters and audience, as appropriate	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Speak audibly and intelligibly 2.2 Respond vocally to the technical demands of both texts and characterisations 2.3 Demonstrate use of vocal skills to convey subtleties of characterisation and mood	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression, to reflect characterisation and subtleties of mood 3.2 Communicate the physical characteristics of the character through appropriate movement, gesture, stance and use of space	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate) and rehearsal process (Grades 5–8 only)	4.1 Communicate an understanding of the scenes, characters portrayed, and rehearsal processes (as appropriate)	Knowledge and Understanding

GRADE 7 **|** CONTENT

Every candidate must perform in **three** scenes. Candidates may enter for the exam as follows:
- **One candidate:** (Total Examination Time: 25 minutes)
  – All three scenes performed solo
- **Two candidates:** (Total Examination Time: 35–45 minutes)
  – Two of the scenes must be duologues.
  – The other scene (either Scene 1, Scene 2 or Scene 3) may be a duologue **or** may consist of one monologue each
- **Three candidates:** (Total Examination Time: 45–55 minutes)
  – Two of the scenes must include all three candidates.
  – The other scene (either Scene 1, Scene 2 or Scene 3) may include all three candidates **or** may consist of one monologue each

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Scene 1

Perform a scene from a play written or published before 1900.

- For solo candidates, scenes should be a minimum of 2½ minutes and no more than 4 minutes
- For two candidates, scenes should be a minimum of 4 minutes and no more than 5 minutes
- For three candidates, scenes should be a minimum of 5 minutes and no more than 6 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from a play written or published in 1900 or later.

The duration parameters are the same as those of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 3

Perform a scene from **either one** of the following sources:
- a play or screenplay written or published in 1900 or later, which is different in either mood, character, period, or style to Scene 2.
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

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Knowledge and Understanding

The candidate will prepare and present a response to questions based on the performed scenes.

Candidates must select one question from List A, and one question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 3 minutes, and not exceed 5 minutes, per candidate.

List A: *Question 1:* Select either Scene 1 or Scene 2. Explain your character's role within the context of the entire play from which the scene was taken.

Question 2: Select either Scene 1 or Scene 2. Describe the historical period / context in which the author was writing, and how it influenced your performance or the rehearsal process.

List B: *Question 1:* Select any of the performed scenes. In rehearsals/preparation for that scene, explain what processes you used to help develop an understanding of your character and their objectives.

Question 2: Select any of the performed scenes and critique your performance, including something you felt went well and something you may do differently in future.

▪ **For Face-to-Face exams,** the examiner will ask each candidate to present their prepared responses to the chosen questions.

▪ **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 7 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform the chosen material from memory, demonstrating an understanding of the content and meaning	1.1 Perform three scenes from memory with a sense of spontaneity and a mature understanding of text and subtext. 1.2 Communicate an understanding of the character's objectives and intentions. 1.3 Communicate a mature understanding of place, period, other characters and audience, as appropriate.	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Respond vocally to the technical demands of all three texts and characterisations 2.2 Speak intelligibly and maintain adequate support of the voice 2.3 Demonstrate use of vocal skills to convey subtleties of characterisation and mood.	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression to convey subtleties of characterisation and mood. 3.2 Convey the physical characteristics of the characters portrayed, through appropriate movement, gesture, stance and use of space.	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate) and rehearsal process (Grades 5–8 only)	4.1 Communicate an understanding of the characters portrayed, author, context and rehearsal processes (as appropriate)	Knowledge and Understanding

GRADE 8 **|** CONTENT

Every candidate must perform in **three** scenes. Candidates may enter for the exam as follows:

- **One candidate:** (Total Examination Time: 30 minutes)
  - All three scenes performed solo
- **Two candidates:** (Total Examination Time: 40–50 minutes)
  - Two of the scenes must be duologues.
  - The other scene (either Scene 1, Scene 2 or Scene 3) may be a duologue or may consist of one monologue each
- **Three candidates:** (Total Examination Time: 50–60 minutes)
  - Two of the scenes must include all three candidates.
  - The other scene (either Scene 1, Scene 2 or Scene 3) may include all three candidates or may consist of one monologue each

Scene 1

Perform a scene from a play written or published before 1900.

- For solo candidates, scenes should be a minimum of 3 minutes and no more than 4 minutes
- For two candidates, scenes should be a minimum of 4 minutes and no more than 5 ½ minutes
- For three candidates, scenes should be a minimum of 5 minutes and no more than 7 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 2

Perform a scene from a play written or published in 1900 or later.

The duration parameters are the same as those of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

Scene 3

Perform a scene from **either one** of the following sources:

- a play or screenplay written or published in 1900 or later, which is different in either mood, character, period, or style to Scene 2.
- an original scene devised and scripted by the candidate(s)

The duration parameters are the same as those of Scene 1.

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

A copy of the scene must be submitted at the point of booking the exam, or as soon after as possible.

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Knowledge and Understanding

The candidate will prepare and present a response to questions based on the performed scenes.

Candidates must select **one** question from List A, and **one** question from List B. Candidates should prepare a response to their chosen questions. The total time taken to present both responses should be a minimum of 3 minutes, and not exceed 5 minutes, per candidate.

List A: *Question 1:* Select either Scene 1 or Scene 2. Explain how the writer's style, and the historical period in which the author was writing, influenced your performance or the rehearsal process.

Question 2: Select either Scene 1 or Scene 2. Explain your character's objective in the scene and their super-objective in the play from which the scene is taken.

List B: *Question 1:* Select any of the performed scenes. In rehearsals/preparation for that scene, explain what techniques or processes you used to help develop an understanding of your character and their objectives?

Question 2: Select any one of the performed scenes. Explain how a theatre practitioner influenced your performance in that scene or the rehearsal process for that scene.

- **For Face-to-Face exams**, the examiner will ask each candidate to present their prepared responses to the chosen questions.

- **For Video exams:** Facing directly to camera, candidates should announce their chosen questions followed by presenting their prepared responses to each question.

GRADE 8 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform the chosen material from memory, demonstrating an understanding of the content and meaning	1.1 Perform three scenes from memory with a sense of spontaneity, demonstrating a mature interpretation of text and awareness of subtext. 1.2 Maintain an understanding of character, objectives and intentions through the scene. 1.3 Communicate a mature understanding of the world of the character, including place, period, other characters and audience, as appropriate.	Performance Pieces
Learning Outcome 2: Use vocal skills in response to the material being presented	2.1 Respond vocally to the technical demands of all three texts and characterisations 2.2 Maintain adequate support of the voice through all phrases 2.3 Demonstrate use of vocal skills to convey subtleties of characterisation and mood.	Performance Pieces
Learning Outcome 3: Use face and body in response to the material being presented	3.1 Demonstrate use of facial expression to convey subtleties of characterisation and mood. 3.2 Convey and sustain the physical characterisations of the characters portrayed, through appropriate movement, gesture, stance and use of space.	Performance Pieces
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate) and rehearsal process (Grades 5–8 only)	4.1 Communicate a mature understanding of the characters portrayed, author, context and rehearsal processes (as appropriate)	Knowledge and Understanding

LEVEL 3 (GRADES 6–8) | GRADE DESCRIPTORS

Distinction (85 marks and above)	The assessment criteria for the relevant grade were demonstrated to an advanced standard throughout, or almost throughout, the scenes. A mature, sensitive and convincing interpretation of the chosen material was evident throughout. Characterisation, mood, and a sense of spontaneity were conveyed consistently, through use of a comprehensive range of relevant vocal and physical performance skills. The candidate's responses to the selected questions were consistently insightful and detailed.
Merit (65–84 marks)	The assessment criteria for the relevant grade were demonstrated to a secure standard overall. A mature interpretation of the chosen material was evident, although may not have been fully consistent. Characterisation, mood, and a sense of spontaneity were securely conveyed for the majority of the time, through use of a range of relevant vocal and physical performance skills. There may have been very minor lapses in fluency evident. The candidate responded in secure detail to the selected questions.
Pass (50–64 marks)	The assessment criteria for the relevant grade were demonstrated to an acceptable standard for the majority of the scenes. There may have been some evidence of more advanced skills, but these were not sustained. There may have been lapses in fluency evident. A mature interpretation of the material was evident some of the time. Characterisation, mood, and a sense of spontaneity were conveyed through use of vocal and physical performance skills at times, although these may have been limited. The candidate's response to the selected questions was sound, but may have lacked detail.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority of the scenes. A mature understanding of the chosen material was not evident for the majority of, or throughout, the performance. There may have been significant lapses in fluency evident. There may have been little or no evidence of characterisation and/or a sense of spontaneity. There was limited or no evidence of relevant vocal and physical performance skills. The candidate's response to the selected questions was very limited or was not attempted.

LEVEL 3 (GRADES 6–8) **|** WEIGHTING

GRADE 6

Exam Component	Learning Outcome	Maximum marks
Scene 1	LO1	15
	LO2	15
	LO3	15
Scene 2	LO1	15
	LO2	15
	LO3	15
Knowledge and Understanding	LO4	10

GRADE 7–8

Exam Component	Learning Outcome	Maximum marks
Scene 1	LO1	10
	LO2	10
	LO3	10
Scene 2	LO1	10
	LO2	10
	LO3	10
Scene 3	LO1	10
	LO2	10
	LO3	10
Knowledge and Understanding	LO4	10