

PERFORMANCE ARTS

Syllabus specifications
for graded exams

Face-to-face and
digital exam formats
from September 2023



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Welcome

Welcome to Trinity College London's syllabus specifications for Performance Arts graded exams, containing details of Initial to Grade 8 exams. These qualifications are designed for candidates who want to explore a variety of performance arts. The exams provide candidates with the opportunity to create contemporary theatre that reflects their personality, interests or culture using performance skills that they have already or to explore new ones. These might include, for example, spoken word performances including comedy routines, poetry or acting, physical theatre, dance, puppetry or mime. These exams also give candidates the platform to explore and showcase the opportunities provided by recorded media, so, for example, candidates could screen and talk about a film they have made. Furthermore, candidates can explore complementary performance skills such as costume-making, lighting, set and sound design.

Candidates can take these exams as solo performers, or in pairs or groups. We do not prescribe the content of the performance tasks in the exams, which allows teachers and candidates to choose material they have a particular interest in or that complement their studies and/or teaching. These exams present candidates with practical, creative tasks that prepare them for situations in both education and the workplace, enabling them to develop invaluable 21st century skills in communication, creativity, and to build confidence.

These specifications outline the core information that teachers and candidates need to prepare and enter for the exams. Further guidance and support resources are available at trinitycollege.com/performance-arts

HOW TO ENTER FOR THE PERFORMANCE ARTS EXAMS

The Performance Arts exams have been designed to support teaching, learning and assessment through both face-to-face and digital mediums, offering even more choice in how the qualifications can be achieved. This flexibility means that candidates can:

- ▶ Choose their preferred assessment medium and get feedback from a performance specialist.
- ▶ Enter for exams individually when they are ready
- ▶ Access exams in a location convenient to them, particularly if they do not live near a physical centre
- ▶ Develop their skills through preparing and responding to tasks with a progression framework

Both mediums have the same academic rigour, and candidates who pass receive a certificate. Solo and pair candidates at Grades 6-8 receive UCAS points.

For details on how to enter for face-to-face and digital exams go to trinitycollege.com/drama-entry

ABOUT TRINITY COLLEGE LONDON

Trinity College London, established in 1872, is a leading internationally recognised awarding organisation (exam board), publisher and independent education charity. 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 people progress. We 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 which is innovative, personal and authentic.

WHY CHOOSE TRINITY?

Teachers and students choose Trinity because:

- ▶ We understand the transformative power of performance
- ▶ Our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ We aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ We encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ Our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ Our qualifications are accessible to candidates of all ages and from all cultures
- ▶ Our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement.

We hope you enjoy exploring the opportunities these qualifications present and we wish you every success.

The Trinity team

Introduction to Trinity's 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). The English language requirements become more demanding as the grades advance. CEFR level B2 is suggested from Grade 3, and B2 to 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.

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	<ul style="list-style-type: none"> ▶ The ability to explain what you mean in a clear and concise way ▶ To act upon key information/ instructions 	<p>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.</p> <p>Through the reflection task, candidates develop their skills in listening and responding articulately, as well as self-analysis.</p>
Creativity	<ul style="list-style-type: none"> ▶ 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 	<p>The performance-based tasks support candidates in building their creativity as they realise material for performance, making interpretive choices.</p>
Working under pressure and to deadlines	<ul style="list-style-type: none"> ▶ The ability to manage the workload that comes with deadlines 	<p>The challenge of preparing thoroughly for the exam is an excellent measure of this skill area.</p>
Organisation skills	<ul style="list-style-type: none"> ▶ 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 	<p>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.</p>
Critical thinking skills	<ul style="list-style-type: none"> ▶ The ability to analyse material and deconstruct it to understand how its specific impact is achieved through language and meaning 	<p>Through rehearsing and preparing for the tasks, candidates hone their critical thinking and analytical skills.</p>
Confidence	<ul style="list-style-type: none"> ▶ Belief in one's own ability to successfully complete a task 	<p>The experience of preparing for both performance and the exam itself can build candidates' belief in themselves and their own abilities.</p>
Teamwork	<ul style="list-style-type: none"> ▶ The ability to work well with people from different disciplines, backgrounds and expertise to accomplish a task or goal 	<p>This collaborative skill is demonstrated throughout the pair and group exams.</p>

Recognition and progression routes

RECOGNITION AND UCAS POINTS

Trinity College London is 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 tasks.

REGULATED TITLES AND QUALIFICATION NUMBERS FOR PERFORMANCE ARTS EXAMS

Title – Solo exams

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

Title – Pair exams

Title – Pair exams	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
Grade 2: TCL Level 1 Award in Graded Examination in Performance Arts (Pair) (Grade 2)	603/5048/9
Grade 3: TCL Level 1 Award in Graded Examination in Performance Arts (Pair) (Grade 3)	603/5049/0
Grade 4: TCL Level 2 Certificate in Graded Examination in Performance Arts (Pair) (Grade 4)	603/5050/7
Grade 5: TCL Level 2 Certificate in Graded Examination in Performance Arts (Pair) (Grade 5)	603/5051/7
Grade 6: TCL Level 3 Certificate in Graded Examination in Performance Arts (Pair) (Grade 6)	603/5062/3
Grade 7: TCL Level 3 Certificate in Graded Examination in Performance Arts (Pair) (Grade 7)	603/5063/5
Grade 8: TCL Level 3 Certificate in Graded Examination in Performance Arts (Pair) (Grade 8)	603/5064/7

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	Musical Theatre
6	6	LTCL
5	4/5	/ / / / / / / / / / / / / /
4		ATCL
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

Introduction to exam tasks

In the following pages there are tables outlining each task that candidates must prepare for each grade, the maximum time for each task and how many marks can be achieved.

The following are the assessment areas on which the tasks are built. For further details of the expectations for each grade, please refer to the assessment criteria for each level.

Technical skills	<ul style="list-style-type: none">▶ The use of the chosen skill, eg poetry speaking, singing; the playing of a musical instrument; the use of body, eg mime, dance. How the skill is used to convey meaning▶ How effectively information about the contributory skill is communicated
Engagement with the material	<ul style="list-style-type: none">▶ The candidate's understanding of the material and the skills used. How well the candidate has prepared in relation to their performances, bringing skills and material together in a performance programme▶ In solo and pair exams, how well the candidate can articulate their understanding of the material, and their ability to reflect upon the rehearsal processes and their performance▶ Their ability to reflect on the skills used in performance and, at the highest grades, the effectiveness of their performance
Performance & audience awareness	<ul style="list-style-type: none">▶ The extent to which the candidate uses their skills and the material to engage the audience▶ The candidate's overall audience awareness during the performances▶ The ability to prepare and deliver a cohesive range of material in an increasingly secure, confident and creative manner with active and energetic purpose to entertain and engage an audience

LEARNING OUTCOMES, ASSESSMENT CRITERIA AND ATTAINMENT DESCRIPTORS

Learning outcomes, assessment criteria and attainment descriptors are included for every grade and provide information on the following:

Assessment criteria describes the standards to be met and what is expected from a candidate during the exam. The assessment criteria are listed in each grade section of this document.

Attainment descriptors are split into Distinction, Merit, Pass and Below Pass and describe the level of skill a candidate would need to meet to be awarded a particular result in the exam. The attainment descriptors are listed in each grade section of this document.

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 for all exams in this document are listed on the next page.

The examiner will lead the exam and take responsibility for keeping to time, but the candidate must make sure the prepared tasks are presented within the time limit, that they bring in to the exam room all required materials, and that they take responsibility for the set up and removal of equipment within the time provided.

ORDER OF EXAM TASKS

In the exam, candidates must work through their tasks in the order in which they are listed in the syllabus.

WHAT TO PROVIDE IN THE EXAMS

The candidate should provide the examiner with the following – (as a hard copy for face-to-face exams or uploaded to the submission platform with the exam video for digital exams):

- ▶ A programme detailing the pieces being performed and the skills being demonstrated during each piece.
- ▶ Copies of the texts, where relevant, (not handwritten) of prepared performance pieces set out in the original published format. Where a piece has been edited for the candidate's performance, the edits should be clearly marked in the text provided.
- ▶ Any material used for or to illustrate the performance or presentation the candidate is giving, eg film, PowerPoint, photographs.
- ▶ For Performance Arts in Production exams: a programme providing details of what is being performed, who is in the cast and the roles they are playing 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.
- ▶ For Performance Arts (Group) exams: a list of who is in the group and the roles they are playing.

Learning outcomes

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-Grade 1	<ul style="list-style-type: none">▶ Create and give a performance that demonstrates performance skills at a basic level▶ Create and give a talk about a contributory skill at a basic level (where relevant)▶ Reflect at a basic level on the material and skills used in the performances
Grades 2-3	<ul style="list-style-type: none">▶ Create and sustain a performance that demonstrates performance skills showing some technical proficiency▶ Create and give a talk about a contributory skill that shows some understanding (where relevant)▶ Reflect on the material and skills used in the performances
Grades 4-5	<ul style="list-style-type: none">▶ Create and sustain a performance that demonstrates a performance skill showing technical proficiency▶ 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)▶ Reflect on the material and skills used in the performances
Grades 6-7	<ul style="list-style-type: none">▶ Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills, showing technical proficiency and some imaginative choices of interpretation▶ Create and give a talk about a contributory skill that shows a confident level of understanding and that demonstrates its value in performance▶ Reflect on the material and skills used in the performances
Grade 8	<ul style="list-style-type: none">▶ Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills showing technical accomplishment and some persuasive choices of interpretation▶ Create and give talks about two contributory skills that show a thorough understanding and that demonstrate their value in performance▶ Reflect on the material and skills used in the performances

PERFORMANCE ARTS (GROUP) & PERFORMANCE ARTS IN PRODUCTION

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

Initial-Grade 1	<ul style="list-style-type: none">▶ Create and give a performance that demonstrates performance skills at a basic level▶ Create and give a talk about a contributory skill at a basic level (where relevant)
Grades 2-3	<ul style="list-style-type: none">▶ Create and sustain a performance that demonstrates performance skills showing some technical proficiency▶ Create and give a talk about a contributory skill that shows some understanding (where relevant)
Grades 4-5	<ul style="list-style-type: none">▶ Create and sustain a performance that demonstrates a performance skill showing technical proficiency▶ Create and give a talk about contributory skills that show a competent level of understanding and that demonstrate their value in performance (where relevant)
Grades 6-7	<ul style="list-style-type: none">▶ Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills showing technical proficiency and some imaginative choices of interpretation▶ Create and give a talk about contributory skills that show a confident level of understanding and that demonstrate their value in performance (where relevant)
Grade 8	<ul style="list-style-type: none">▶ Create and sustain an imaginative, continuous performance sequence that demonstrates performance skills showing technical accomplishment and some persuasive choices of interpretation▶ Create and give talks about contributory skills that show a thorough understanding and that demonstrate their value in performance (where relevant)

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 digital 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 Section 17 Exam guidance: Contributory skills tasks for further details.

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.

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>	<ul style="list-style-type: none"> For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA
During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using defined skills accurately ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material ▶ 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
<ul style="list-style-type: none"> ▶ Demonstrate a competent performance with a basic awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented by the candidate was clear and accurate most of the time and there was evidence of creativity. ▶ The candidate demonstrated a clear understanding of the material and the skills used in the performance. ▶ The presentation of the contributory skill was clear throughout. ▶ There was some awareness of audience and competence in delivering a performance. ▶ The candidate reflected on the work, communicating a clear understanding of the material and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented by the candidate was clear and accurate most of the time and there was some evidence of creativity. ▶ The candidate demonstrated a reasonably secure understanding of the material and the skills used in the performance. ▶ The presentation of the contributory skill was clear most of the time. ▶ There was a basic awareness of audience. ▶ The candidate reflected on the work, communicating a reasonably secure understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented by the candidate was clear and accurate some of the time. ▶ The candidate demonstrated some understanding of the material and the skills used in the performance. ▶ The presentation of the contributory skill was clear some of the time. ▶ There was a basic awareness of audience and some competence in delivering a performance. ▶ The candidate reflected on the work, communicating some understanding of the material and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented by the candidate was hesitant and lacked clarity and/or accuracy. ▶ The candidate demonstrated little or no understanding of the material and the skills used in the performance. ▶ The presentation of the contributory skill showed little or no understanding or preparation. ▶ There was little or no awareness of audience. ▶ The candidate communicated little or no understanding of the material and the skills used in the reflection.

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>	<ul style="list-style-type: none"> For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> Perform using defined skills accurately Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> Demonstrate understanding of the performance art and material Demonstrate the ability to express own ideas about the meaning of the work and the skills used 	Engagement with the performance art
<ul style="list-style-type: none"> Demonstrate some confidence in delivering a performance with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear, accurate and creative throughout.
 - ▶ The candidate demonstrated a clear understanding of the material and the skills used in the performance.
 - ▶ 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 reflected on the work with some confidence, communicating a clear understanding of the material and the skills used.
-

- Merit**
- ▶ The work presented by the candidate was clear, accurate and creative most of the time.
 - ▶ The candidate demonstrated a reasonably secure understanding of the material and the skills used in the performance.
 - ▶ 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 reflected on the work, communicating a reasonable understanding of the material and the skills used.
-

- Pass**
- ▶ The work presented by the candidate was clear, accurate and creative some of the time.
 - ▶ The candidate demonstrated some understanding of the material and the skills used in the performance.
 - ▶ 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 reflected on the work, communicating some understanding of the material and the skills used.
-

- Below Pass**
- ▶ The work presented by the candidate was hesitant and lacked clarity and/or accuracy with little evidence of preparation.
 - ▶ The candidate demonstrated a limited understanding of the material and the skills used in the performance.
 - ▶ The presentation of the contributory skill showed little understanding or preparation.
 - ▶ There was little or no awareness of audience.
 - ▶ The candidate communicated a limited understanding of the material and the skills used in the reflection.

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>	<ul style="list-style-type: none"> For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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 from those used in task 1) A demonstration of ONE contributory performance skill. <p>(<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> Perform using accurate and defined skills Demonstrate some technical proficiency in presenting the defined skills Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> Demonstrate understanding of the performance art and material 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
<ul style="list-style-type: none"> Demonstrate a confident performance communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear, accurate and creative throughout, with some technical competence.
 - ▶ The candidate demonstrated a good level of understanding of the material and the skills used in the performance.
 - ▶ 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 reflected on the work with confidence, communicating a good level of understanding of the material and the skills used.
-

- Merit**
- ▶ The work presented by the candidate was clear, accurate and creative most of the time, with some technical competence.
 - ▶ The candidate demonstrated a reasonable understanding of the material and the skills used in the performance.
 - ▶ 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 reflected on the work with some confidence, communicating a reasonable understanding of the material and the skills used.
-

- Pass**
- ▶ The work presented by the candidate was clear, accurate and creative some of the time, with some developing technical competence.
 - ▶ The candidate demonstrated some understanding of the material and the skills used in the performance.
 - ▶ 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 reflected on the work with some confidence, communicating some understanding of the material and the skills used.
-

- Below Pass**
- ▶ The work presented by the candidate was hesitant and lacked clarity and/or accuracy, and technical competence.
 - ▶ The candidate demonstrated a limited understanding of the material and the skills used in the performance.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience.
 - ▶ The candidate communicated a limited understanding of the material and the skills used.

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>	<ul style="list-style-type: none"> For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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 from those used in task 1) A demonstration of ONE contributory performance skill. <p>(<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> The contributory performance skill should be related to the performance in task 1. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> Perform using accurate and defined skills Demonstrate some technical proficiency in presenting the defined skills Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> Demonstrate understanding of the performance art and material and some choices of interpretation 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
<ul style="list-style-type: none"> Demonstrate a confident performance, communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy within the space.
 - ▶ The candidate demonstrated a secure understanding of the material and the skills used in the performance.
 - ▶ 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, delivering a performance with an appearance of ease throughout.
 - ▶ The candidate reflected on the work with confidence, communicating a secure understanding of the material and the skills used.
-
- Merit**
- ▶ The work presented by the candidate was clear and creative most of the time and there was some good use of performance skills demonstrated with some technical accuracy within the space.
 - ▶ The candidate demonstrated a good level of understanding of the material and the skills used in the performance.
 - ▶ The presentation of the contributory skill was confident, with the candidate's ideas clearly expressed.
 - ▶ There was a good awareness of audience, communicating meaning with an appearance of ease and confidence most of the time.
 - ▶ The candidate reflected on the work with some confidence, communicating a good level of understanding of the material and the skills used.
-
- Pass**
- ▶ The work presented by the candidate was clear and creative some of the time and there was some good use of performance skills with some developing technical accuracy.
 - ▶ The candidate demonstrated a reasonable understanding of the material and skills used in the performance.
 - ▶ 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 reflected on the work with some confidence, demonstrating a reasonable understanding of the material and the skills used.
-
- Below Pass**
- ▶ The work presented by the candidate 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 within the space.
 - ▶ The candidate demonstrated a limited understanding of the material and the skills used in the performance.
 - ▶ 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 communicated a limited understanding of the material in the reflection and the skills used.

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>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	40
<p>Task 2: Performance/Contributory skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> ▶ A continuous performance sequence demonstrating TWO performance skills, one of which should be different from those demonstrated in task 1 ▶ A demonstration of ONE contributory performance skill. <p>(<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative. ▶ The contributory performance skill should be related to the performance in task 1. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce a performance that conveys character, mood, theme or narrative ▶ Demonstrate technical proficiency in delivering the defined skills ▶ Where relevant, use some confident presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material and clear choices of interpretation ▶ 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 ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, secure and accurate performance, communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate 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.
 - ▶ The candidate demonstrated a secure understanding of the material, technique and the skills used in the performance.
 - ▶ The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity throughout.
 - ▶ There was an ability to engage the audience, communicating meaning with an appearance of ease throughout.
 - ▶ The candidate was able to reflect on the work with confidence, communicating a secure understanding of the material, technique and the skills used.
-

- Merit**
- ▶ The work presented by the candidate was clear and accurate, had a sense of fluency most of the time and there was some good use of performance skills within the space, 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.
 - ▶ The candidate demonstrated a good level of understanding of the material, technique and the skills used in the performance.
 - ▶ The presentation of the contributory skill evidenced some secure preparation, with the candidate's ideas expressed with clarity most of the time.
 - ▶ There was an ability to engage the audience, communicating meaning, with an appearance of ease and confidence most of the time.
 - ▶ The candidate reflected on the work with some confidence communicating a good level of understanding of the material, technique and the skills used.
-

- Pass**
- ▶ The work presented by the candidate was clear and accurate, had a sense of fluency some of the time and there was some use of performance skills within the space. There were some clear choices of interpretation and there was a linking thread of character, mood, theme or narrative.
 - ▶ The candidate demonstrated a reasonable understanding of the material, technique and the skills used in the performance.
 - ▶ The presentation of the contributory skill evidenced some preparation, with some of the candidate's ideas expressed with clarity.
 - ▶ There was an awareness of audience, communicating meaning, and with an appearance of ease and confidence some of the time.
 - ▶ The candidate was able to reflect on the work, communicating a reasonable understanding of the material and the skills used.
-

- Below Pass**
- ▶ The work presented by the candidate lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space. There was little sense of a linking thread of character, mood, theme or narrative.
 - ▶ The candidate demonstrated a limited understanding of the material, technique and the skills used in the performance.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was a limited awareness of audience and/or there was a lack of confidence in delivering a performance.
 - ▶ The candidate was unable to reflect on the work with confidence, communicating limited understanding of the material, technique and the skills used.

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. (<i>maximum time: 7 minutes</i>)</p>	<ul style="list-style-type: none"> Character, mood, theme or narrative should be clear in the performance. For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	40
<p>Task 2: Performance/Contributory skill</p> <p>The candidate gives ONE of the following:</p> <ul style="list-style-type: none"> A continuous performance sequence demonstrating TWO performance skills, one of which should be different from those demonstrated in task 1 A demonstration of ONE contributory performance skill. <p>(<i>maximum time: 7 minutes</i>)</p>	<ul style="list-style-type: none"> The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative. The contributory performance skill should be related to the performance in task 1. Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> Perform using accurate and defined skills to produce an imaginative performance that conveys character, mood, theme or narrative Where relevant, use confident presentation skills to demonstrate a contributory performance skill Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> Demonstrate understanding of the performance art and material, and clear choices of interpretation 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 Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> Demonstrate a confident, sustained and accurate performance Demonstrate ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear and accurate and had a sense of fluency throughout. Expressive performance skills were used within the space and with 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 candidate demonstrated a mature understanding of the material, technique and the skills used in 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 an appearance of ease, delivering a secure and accurate performance throughout.
 - ▶ The candidate reflected on the work with confidence, communicating a mature understanding of the material, technique and the skills used.
-
- Merit**
- ▶ The work presented by the candidate was clear, accurate and had a sense of fluency most of the time. Expressive performance skills were used within the space 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 candidate demonstrated a secure understanding of the material, technique and the skills used in 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 an appearance of ease delivering a secure and accurate performance most of the time.
 - ▶ The candidate reflected on the work with some confidence, communicating a secure understanding of the material, technique and the skills used.
-
- Pass**
- ▶ The work presented by the candidate was clear, accurate and had a sense of fluency some of the time. Some expressive performance skills were used within the space 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 candidate demonstrated a good level of understanding of the material, technique and the skills: within the space used in 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 an appearance of ease and confidence, delivering a secure and accurate performance some of the time.
 - ▶ The candidate reflected on the work, communicating a good level of understanding of the material, technique and the skills used.
-
- Below Pass**
- ▶ The work presented by the candidate lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space. There was little sense of a linking thread of character, mood, theme or narrative.
 - ▶ The candidate demonstrated a limited understanding of the material, technique and the skills used in the performance.
 - ▶ 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 was unable to reflect on the work with confidence, communicating a limited understanding of the material, technique and the skills used.

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. (<i>maximum time: 9 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	50
<p>Task 2: Contributory skill</p> <p>The candidate gives a demonstration of ONE contributory performance skill. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for this task, see Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 5 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce an imaginative performance that conveys character, mood, theme or narrative ▶ Use confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, and clear and creative choices of interpretation ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate understanding of the contributory skill and its value to the performance given ▶ Demonstrate the ability to organise and express own ideas, with clear rationale ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, sustained and accurate performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate demonstrated a synthesis of wide-ranging and integrated performance skills and material used accurately within the space and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure connection to the material throughout. Creativity was shown in the design and realisation of the performance.
 - ▶ The candidate demonstrated a mature understanding of the material, technique and the skills used in 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 with an appearance of ease, delivering a secure and accurate performance throughout.
 - ▶ The candidate reflected on the work in a thoughtful and considered way, communicating a mature understanding of the material, technique and the skills used.
-
- Merit**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills and material used accurately and imaginatively within the space to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure connection to the material most of the time. Creativity was shown in the design and realisation of the performance.
 - ▶ The candidate demonstrated some mature understanding of the material, technique and the skills used in 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 with an appearance of ease, delivering a secure and accurate performance most of the time.
 - ▶ The candidate reflected on the work with some maturity, communicating a secure understanding of the material, technique and the skills used.
-
- Pass**
- ▶ The work presented by the candidate demonstrated a range of integrated performance skills used accurately and with some imagination within the space 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 candidate demonstrated a secure understanding of the material, technique and the skills used in 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 and an appearance of ease, delivering a secure and accurate performance some of the time.
 - ▶ The candidate reflected on the work, communicating a secure understanding of the material, technique and the skills used.
-
- Below Pass**
- ▶ The work presented by the candidate, while demonstrating some skills within the space, 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 candidate demonstrated a limited understanding of the material, technique and the skills used in the performance.
 - ▶ 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 was unable to reflect on the work in any depth, communicating a limited understanding of the material, technique and the skills used.

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>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ One section of the performance (a maximum of 4 minutes) may be performed with another performer. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for this task, see Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative ▶ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material and some persuasive choices of interpretation ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate an integrated, emotionally and physically sustained performance ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an integrated, emotionally and physically sustained performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate demonstrated a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control within the space 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.
 - ▶ The candidate demonstrated a comprehensive understanding of the material, technique and the skills used in the performance.
 - ▶ There was an assured ability to engage the audience with an appearance of ease and authority, delivering a secure and accurate performance throughout.
 - ▶ The candidate reflected on the work with confidence and maturity, communicating an in-depth understanding of the material, technique and the skills used.
-
- Merit**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills used accurately, imaginatively and with control within the space 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.
 - ▶ The candidate demonstrated some in-depth understanding of the material, technique and the skills used in the performance.
 - ▶ 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 with an appearance of ease, delivering a secure and accurate performance most of the time.
 - ▶ The candidate reflected on the work with confidence and maturity, communicating some in-depth understanding of the material, technique and the skills used.
-
- Pass**
- ▶ The work presented by the candidate demonstrated a range of integrated performance skills used accurately and with imagination within the space 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.
 - ▶ The candidate demonstrated a secure understanding of the material, technique and the skills used in the performance.
 - ▶ 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 with an appearance of ease, delivering a secure and accurate performance some of the time.
 - ▶ The candidate reflected on the work with some confidence, communicating a secure understanding of the material, technique and the skills used.
-
- Below Pass**
- ▶ The work presented by the candidate, while showing some skills within the space, 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.
 - ▶ The candidate demonstrated a limited understanding of the material, technique and the skills used in the performance.
 - ▶ The presentation of the contributory skill was lacking in preparation, clarity and imagination.
 - ▶ There was little evidence of preparation, a lack of confidence in communicating with the audience and/or in delivering a performance with a sense of ownership.
 - ▶ The candidate was unable to reflect on the work in any depth, communicating a limited understanding of the material, technique and the skills used.

GRADE 8

EXAM DURATION

25 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>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ One section of the performance (a maximum of 4 minutes) may be performed with another performer. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	40
<p>Task 2: Contributory skill</p> <p>The candidate gives demonstrations of TWO contributory performance skills. (<i>maximum time: 9 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skills should be related to the performance in task 1. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for this task, see Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidate demonstrates their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative ▶ Use a range of confident and fluent presentation skills to demonstrate contributory performance skills ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, independent interpretation and a sense of ownership ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skills to the performance ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a sustained, coherent and fluent performance of depth and originality ▶ Demonstrate a confident ability to engage the audience with authority, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate demonstrated a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively within the space to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and original connection to the material and a total sense of ownership. The programme demonstrated a high level of personal investment.
 - ▶ The candidate demonstrated a comprehensive and insightful understanding of the material, technique, and the skills used in the performance.
 - ▶ 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 an assured ability to engage the audience fully, delivering a secure and accurate performance with authority throughout.
 - ▶ The candidate reflected on the work with confidence and maturity communicating a comprehensive and insightful understanding of the material, technique and the skills used.
-
- Merit**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills used accurately and imaginatively within the space 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 candidate demonstrated an in-depth understanding of the material, technique and the skills used in the performance.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.
 - ▶ There was an assured ability to engage the audience, delivering a secure and accurate performance with authority most of the time.
 - ▶ The candidate reflected on the work with confidence and some maturity, communicating an in-depth understanding of the material, technique and the skills used.
-
- Pass**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills used accurately within the space to convey character, mood, theme or narrative some of the time. There were some clear and original choices of interpretation and some sense of ownership. Creativity was shown in the design and realisation of the performance.
 - ▶ The candidate demonstrated some in-depth understanding of the material, technique and the skills used in 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 authority some of the time.
 - ▶ The candidate reflected on the work confidently, communicating some in-depth understanding of the material, technique and the skills used.
-
- Below Pass**
- ▶ The work presented by the candidate, 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, creativity or evidence of a linking thread of character, mood, theme or narrative
 - ▶ The candidate demonstrated limited understanding of the material, technique and the skills used in performance.
 - ▶ The presentation of the contributory skills showed limited preparation, clarity and/or imagination.
 - ▶ The programme lacked coherence. There was a lack of ability to communicate with the audience and/or perform a programme with a sense of ownership.
 - ▶ The candidate was unable to reflect on the work in any depth, communicating a limited understanding of the material, technique and the skills used.

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

Face-to-face exams: plus 5 minutes for examiner's report writing

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>	<ul style="list-style-type: none"> ▶ Both candidates should demonstrate the skill. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> ▶ 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA
During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using defined skills accurately ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material ▶ 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
<ul style="list-style-type: none"> ▶ Demonstrate a competent shared performance with a basic awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented by the candidate was clear and accurate most of the time and there was evidence of creativity. There was some imaginative use of performance skills within the space and some secure communication between the candidates. ▶ The candidate demonstrated a clear understanding of the material, the skills used in the performance and of how the characters relate to each other. ▶ The presentation of the contributory skill was clear throughout. ▶ There was some awareness of audience and competence in delivering a shared performance. ▶ The candidate reflected on the work, communicating a clear understanding of the material and the skills used.
Merit	<ul style="list-style-type: none"> ▶ The work presented by the candidate was clear and accurate most of the time and there was some evidence of creativity. There was some use of performance skills within the space and some secure communication between the candidates. ▶ The candidate demonstrated a reasonably secure understanding of the material and the skills used in the performance. ▶ 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. ▶ The candidate reflected on the work, communicating a reasonably secure understanding of the material and the skills used.
Pass	<ul style="list-style-type: none"> ▶ The work presented by the candidate was clear and accurate some of the time. There was some use of performance skills within the space and moments of communication between the candidates. ▶ The candidate demonstrated some understanding of the material and the skills used in the performance. ▶ The presentation of the contributory skill was clear some of the time. ▶ There was a basic awareness of audience. ▶ The candidate reflected on the work, communicating some understanding of the material and the skills used.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented by the candidate was hesitant and lacked clarity and/or accuracy. There was little/or no attempt to use performance skills within the space and limited communication between the candidates. ▶ The candidate demonstrated little or no understanding of the material and the skills used in the performance. ▶ The presentation of the contributory skill showed little or no understanding or preparation. ▶ There was little or no awareness of audience. ▶ The candidate communicated little or no understanding of the material and the skills used in the reflection.

GRADE 1

EXAM DURATION

10 minutes

Face-to-face exams: plus 5 minutes for examiner's report writing

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a performance demonstrating ONE performance skill. (<i>maximum time: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Both candidates should demonstrate the skill ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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: 3 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using defined skills accurately ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art, material and of how the candidates work with each other ▶ Demonstrate the ability to express own ideas about the meaning of the work and the skills used 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate some confidence in delivering a shared performance with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear, accurate and creative throughout. There was good use of performance skills within the space and secure communication between the candidates.
 - ▶ The candidate demonstrated a clear understanding of the material, the skills used in the performance and of how candidates work with each other.
 - ▶ 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 reflected on the work with some confidence, communicating a clear understanding of the material, the skills used and of how the candidates work with each other.
-
- Merit**
- ▶ The work presented by the candidate was clear, accurate and creative most of the time. There was some good use of performance skills within the space and some secure communication between the candidates.
 - ▶ The candidate demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 reflected on the work, communicating a reasonable understanding of the material, the skills used and of how the candidates work with each other.
-
- Pass**
- ▶ The work presented by the candidate was clear, accurate and creative some of the time. There was some use of performance skills within the space and moments of communication between the candidates.
 - ▶ The candidate demonstrated some understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 reflected on the work, communicating some understanding of the material, the skills used and of how the candidates work with each other.
-
- Below Pass**
- ▶ The work presented by the candidate was hesitant, lacked clarity and/or accuracy, with little evidence of preparation. There was little or no attempt to use performance skills and little or no communication between the candidates.
 - ▶ The candidate demonstrated limited understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill showed little understanding or preparation.
 - ▶ There was little or no awareness of audience.
 - ▶ The candidate communicated a limited understanding of the material and the skills used in the reflection and of how the candidates work with each other.

GRADE 2

EXAM DURATION

12 minutes

Face-to-face exams: plus 5 minutes for examiner's report writing

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>	<ul style="list-style-type: none"> ▶ Both candidates should demonstrate both skills. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> ▶ 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills ▶ Demonstrate some technical proficiency in presenting the defined skills ▶ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art, material and of how the candidates work with each other ▶ 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
<ul style="list-style-type: none"> ▶ Demonstrate a confident shared performance communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear, accurate and creative throughout, with some technical competence. There was good use of performance skills within the space and an efficient communication between the candidates.
 - ▶ The candidate demonstrated a good level of understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 reflected on the work with confidence, communicating a good level of understanding of the material, the skills used and of how the candidates work with each other.
-
- Merit**
- ▶ The work presented by the candidate was clear, accurate and creative most of the time, with some technical competence. There was some good use of performance skills within the space and some efficient communication between the candidates.
 - ▶ The candidate demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 reflected on the work with some confidence, communicating a reasonable understanding of the material, the skills used and of how the candidates work with to each other.
-
- Pass**
- ▶ The work presented by the candidate was clear, accurate and creative some of the time, with some developing technical competence. There was some use of performance skills within the space and moments of efficient communication between the candidates.
 - ▶ The candidate demonstrated some understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 reflected on the work with some confidence, communicating some understanding of the material, the skills used and of how the candidates work with to each other.
-
- Below Pass**
- ▶ The work presented by the candidate was hesitant, lacked clarity and/or accuracy, and/or technical competence with little evidence of preparation. There was little use of performance skills within the space and little or no communication between the candidates.
 - ▶ The candidates demonstrated a limited understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience.
 - ▶ The candidate communicated a limited understanding of the material and the skills used in the reflection and of how candidates work with each other.

GRADE 3

EXAM DURATION

14 minutes

Face-to-face exams: plus 5 minutes for examiner's report writing

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>	<ul style="list-style-type: none"> ▶ Both candidates should demonstrate both skills. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> ▶ 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection.</p> <p><i>(maximum time: 4 minutes)</i></p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills ▶ Demonstrate some technical proficiency in presenting the defined skills ▶ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material and some choices of interpretation ▶ 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
<ul style="list-style-type: none"> ▶ Demonstrate a confident shared performance, communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy within the space. There was a confident communication between the candidates.
 - ▶ The candidate demonstrated a secure understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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, delivering a shared performance with an appearance of ease throughout.
 - ▶ The candidate reflected on the work with confidence, communicating a secure understanding of the material, the skills used and of how the candidates work with each other.
-
- Merit**
- ▶ The work presented by the candidate was clear and creative most of the time and there was some good use of performance skills demonstrated with some technical accuracy within the space. There was some confident communication between the candidates.
 - ▶ The candidate demonstrated a good level of understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill was confident, with the candidate's ideas clearly expressed.
 - ▶ There was a good awareness of audience, communicating meaning with an appearance of ease and confidence most of the time.
 - ▶ The candidate reflected on the work, with some confidence, communicating a good level of understanding of the material, the skills used and of how the candidates work with each other.
-
- Pass**
- ▶ The work presented by the candidate was clear and creative some of the time and there was some use of performance skills with some developing technical accuracy within the space. There were moments of confident communication between the candidates.
 - ▶ The candidate demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 reflected on the work with some confidence, communicating a reasonable understanding of the material, the skills used and of how the candidates work with each other.
-
- Below Pass**
- ▶ The work presented by the candidate 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 within the space and there was little communication between the candidates.
 - ▶ The candidate demonstrated a limited understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 communicated a limited understanding of the material in the reflection, the skills used and of how the candidates work with each other.

GRADE 4

EXAM DURATION

16 minutes

Face-to-face exams: plus 5 minutes for examiner's report writing

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>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ Both candidates should demonstrate both skills. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	40
<p>Task 2: Performance/Contributory skill</p> <p>The candidates give ONE of the following:</p> <ul style="list-style-type: none"> ▶ A continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 ▶ A demonstration of ONE contributory performance skill. <p><i>(maximum time: 6 minutes)</i></p>	<ul style="list-style-type: none"> ▶ The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative. ▶ The contributory performance skill should be related to the performance in task 1. ▶ Both candidates should demonstrate all the performance skills required 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection.</p> <p><i>(maximum time: 4 minutes)</i></p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce a performance that conveys character, mood, theme or narrative ▶ Demonstrate technical proficiency in delivering the defined skills ▶ Where relevant, use some confident presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material and some choices of interpretation and of how the candidates work with each other ▶ 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 ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, secure and accurate shared performance, communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear and accurate, had a sense of fluency throughout and there was some expressive use of performance skills within the space, 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.
 - ▶ The candidate demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced secure preparation, with the candidate's ideas expressed with clarity throughout.
 - ▶ There was an ability to engage the audience, communicating meaning with a sense of spontaneity, delivering a secure and accurate shared performance throughout.
 - ▶ The candidate reflected on the work with confidence, communicating a secure understanding of the material, technique, the skills used and of how the candidates work with each other.
-

- Merit**
- ▶ The work presented by the candidate was clear and accurate, had a sense of fluency most of the time and there was some good use of performance skills within the space, demonstrated with some technical accuracy. There were 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.
 - ▶ The candidate demonstrated a good level of understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced some secure preparation, with the candidate's ideas expressed with clarity most of the time.
 - ▶ There was an ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time.
 - ▶ The candidate reflected on the work with some confidence, communicating a good level of understanding of the material, technique, the skills used and of how the candidates work with each other.
-

- Pass**
- ▶ The work presented by the candidate was clear and accurate, had a sense of fluency some of the time and there was some use of performance skills within the space with some clear choices of interpretation. There was a linking thread of character, mood, theme or narrative and moments of good communication and rapport between the candidates.
 - ▶ The candidate demonstrated a reasonable understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced some preparation, with some of the candidate's ideas expressed with 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 reflected on the work, communicating a reasonable understanding of the material, technique, the skills used and of how the candidates work with each other.
-

- Below Pass**
- ▶ The work presented by the candidate lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space and little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.
 - ▶ The candidate demonstrated a limited understanding of the material, technique, the skills used in the performance and of how candidates work with each other.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.
 - ▶ The candidate was unable to reflect on the work with confidence, communicating limited understanding of the material, technique, the skills used and of how the candidates work with each other.

GRADE 5

EXAM DURATION

18 minutes

Face-to-face exams: plus 5 minutes for examiner's report writing

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: 7 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ Both candidates should demonstrate both skills. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	40
<p>Task 2: Performance/Contributory skill</p> <p>The candidates give ONE of the following from memory:</p> <ul style="list-style-type: none"> ▶ A continuous performance sequence demonstrating TWO performance skills, one of which should be different to those demonstrated in task 1 ▶ A demonstration of ONE contributory performance skill. <p>(<i>maximum time: 7 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ The performance should either be related to or provide a contrast to the performance in task 1 in either character, mood, theme or narrative. ▶ The contributory performance skill should be related to the performance in task 1. ▶ Both candidates should demonstrate all 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 4 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce an imaginative performance that conveys character, mood, theme or narrative ▶ Where relevant, use confident presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, and clear choices of interpretation, and of how the candidates work with each other ▶ 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 ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, sustained and accurate shared performance ▶ Demonstrate ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate was clear and accurate and had a sense of fluency throughout. Expressive performance skills were used within the space and with 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 candidate demonstrated a mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 an appearance of ease, delivering a secure and accurate shared performance throughout.
 - ▶ The candidate reflected on the work with confidence, communicating a mature understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Merit**
- ▶ The work presented by the candidate was clear, accurate and had a sense of fluency most of the time. Expressive performance skills were used within the space 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 candidate demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 an appearance of ease, delivering a secure and accurate shared performance most of the time.
 - ▶ The candidate reflected on the work with some confidence, communicating a secure understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Pass**
- ▶ The work presented by the candidate was clear, accurate and had a sense of fluency some of the time. Some expressive performance skills were used within the space 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 were moments of convincing communication and rapport between the candidates.
 - ▶ The candidate demonstrated a good level of understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 an appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.
 - ▶ The candidate reflected on the work, communicating a good level of understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Below Pass**
- ▶ The work presented by the candidate lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.
 - ▶ The candidate demonstrated limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 was unable to reflect on the work with confidence, communicating a limited understanding of the material, technique, the skills used and of how the candidates work with each other.

GRADE 6

EXAM DURATION

20 minutes

Face-to-face exams: plus 8 minutes for examiner's report writing

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (maximum time: 9 minutes)</p>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ Both candidates should demonstrate all the skills. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	50
<p>Task 2: Contributory skill</p> <p>The candidates give a demonstration of ONE contributory performance skill. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for this task, see Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (maximum time: 5 minutes)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce an imaginative performance that conveys character, mood, theme or narrative ▶ Use confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, and clear and creative choices of interpretation, and of how the candidates work with each other ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate understanding of the contributory skill and its value to the performance given ▶ Demonstrate the ability to organise and express own ideas, with clear rationale ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, sustained and accurate shared performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate demonstrated a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively within the space and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure 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 candidate demonstrated a mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 with an appearance of ease and assurance, delivering a secure and accurate shared performance throughout.
 - ▶ The candidate reflected on the work in a thoughtful and considered way, communicating a mature understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Merit**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills and material used accurately and within the space to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure 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 candidate demonstrated some mature understanding of the material, technique, the skills used in the performance and of how candidates work with each other.
 - ▶ 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 with an appearance of ease, delivering a secure and accurate shared performance most of the time.
 - ▶ The candidate reflected on the work with some maturity, communicating a secure understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Pass**
- ▶ The work presented by the candidate demonstrated a range of integrated performance skills used accurately and with some imagination within the space 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 candidate demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 and an appearance of ease, delivering a secure and accurate shared performance some of the time.
 - ▶ The candidate reflected on the work, communicating a secure understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Below Pass**
- ▶ The work presented by the candidate, while showing some skills within the space 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 candidate demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 shared performance with a sense of ownership.
 - ▶ The candidate was unable to reflect on the work in any depth, communicating a limited understanding of the material, technique, the skills used and of how the candidates work with each other.

GRADE 7

EXAM DURATION

23 minutes

Face-to-face exams: plus 8 minutes for examiner's report writing

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>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ Both candidates should demonstrate all the skills. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	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>	<ul style="list-style-type: none"> ▶ The contributory performance skill should be related to the performance in task 1. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for this task, see Section 17: Exam guidance: Contributory skills tasks. 	30
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (<i>maximum time: 6 minutes</i>)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative ▶ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, some persuasive choices of interpretation, and of how the candidates work with each other ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an integrated, emotionally and physically sustained shared performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

**ATTAINMENT DESCRIPTORS**

- Distinction**
- ▶ The work presented by the candidate demonstrated a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control within the space 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.
 - ▶ The candidate demonstrated a comprehensive understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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, with an appearance of ease and authority, delivering a secure and accurate shared performance throughout.
 - ▶ The candidate reflected on the work with confidence and maturity, communicating an in-depth understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Merit**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills used accurately, imaginatively and with control within the space 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 candidate demonstrated some in-depth understanding of the material, technique the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 with an appearance of ease, delivering a secure and accurate shared performance throughout.
 - ▶ The candidate reflected on the work with confidence and maturity, communicating some in-depth understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Pass**
- ▶ The work presented by the candidate demonstrated a range of integrated performance skills used accurately and with imagination within the space 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 with an appearance of ease, delivering a secure and accurate shared performance some of the time.
 - ▶ The candidate reflected on the work with some confidence and maturity, communicating a secure understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Below Pass**
- ▶ The work presented by the candidate, while showing some skills within the space, 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 candidate demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the characters relate to each other in performance.
 - ▶ The presentation of the contributory skill was lacking in preparation, clarity and imagination.
 - ▶ There was little evidence of preparation, a lack of confidence in communicating with the audience and/or in delivering a performance with a sense of ownership.
 - ▶ The candidate was unable to reflect on the work in any depth, communicating a limited understanding of the material, technique, the skills used and of how the candidates work with each other.

GRADE 8

EXAM DURATION

25 minutes

Face-to-face exams: plus 8 minutes for examiner's report writing

EXAM REQUIREMENTS	FURTHER INFORMATION	MARKS
<p>Task 1: Performance</p> <p>The candidates give a continuous performance sequence demonstrating THREE performance skills. (maximum time: 10 minutes)</p>	<ul style="list-style-type: none"> ▶ Character, mood, theme or narrative should be clear in the performance. ▶ Both candidates should demonstrate all the skills required. ▶ For full details on how to prepare for this task, see Section 16: Exam guidance: Performance tasks. 	40
<p>Task 2: Contributory skill</p> <p>The candidates give demonstrations of TWO contributory performance skills. (maximum time: 9 minutes)</p>	<ul style="list-style-type: none"> ▶ The contributory performance skills should be related to the performance in task 1. ▶ Both candidates should demonstrate both contributory skills. ▶ Where appropriate, another person can be used for demonstration purposes, eg to model a costume or make-up application. ▶ For full details on how to prepare for this task, see Section 17: Exam guidance: Contributory skills tasks. 	40
<p>Task 3: Reflection</p> <p>The candidates demonstrate their knowledge and understanding of the performance material, skills and processes through a prepared reflection. (maximum time: 6 minutes)</p>	<ul style="list-style-type: none"> ▶ For full details on how to prepare for this task and the set questions, see Sections 12-14: Reflection task. 	20

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative ▶ Use a range of confident and fluent presentation skills to demonstrate contributory performance skills ▶ Demonstrate technical accomplishment in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, independent interpretation and a sense of ownership ▶ Demonstrate the ability to discuss the skills used, reflecting on own performance with maturity ▶ Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skills to the performance ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a sustained, coherent and fluent shared performance of depth and originality ▶ Demonstrate a confident ability to engage the audience with authority and communicating meaning 	Performance & audience awareness



ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidate demonstrated a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively within the space to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and original 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.
 - ▶ The candidate demonstrated a comprehensive and insightful understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 an assured ability to engage the audience fully, delivering a secure and accurate shared performance with authority throughout.
 - ▶ The candidate reflected on the work with confidence and maturity, communicating a comprehensive and insightful understanding of the material, technique, the skills used and of how the characters relate to each other.
-
- Merit**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills used accurately and imaginatively within the space 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.
 - ▶ The candidate demonstrated an in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.
 - ▶ There was an assured ability to engage the audience, delivering a secure and accurate shared performance with authority most of the time.
 - ▶ The candidate reflected on the work with confidence and some maturity, communicating an in-depth understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Pass**
- ▶ The work presented by the candidate demonstrated a wide range of integrated performance skills used accurately within the space to convey character, mood, theme or narrative some of the time. There were some clear and original 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.
 - ▶ The candidate demonstrated some in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 shared performance with authority some of the time.
 - ▶ The candidate reflected on the work confidently, communicating some in-depth understanding of the material, technique, the skills used and of how the candidates work with each other.
-
- Below Pass**
- ▶ The work presented by the candidate, while showing some skills within the space, 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.
 - ▶ The candidate demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skills showed limited preparation, clarity and imagination.
 - ▶ The programme lacked coherence. There was a lack of ability to communicate with the audience and/or perform a programme with a sense of ownership.
 - ▶ The candidate was unable to reflect on the work in any depth, communicating a limited understanding of the material, technique, the skills used and of how the candidates work with each other.

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

Task 1: Performance/Contributory skill

The candidates give ONE of the following:

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

(maximum time: 8 minutes)

FURTHER INFORMATION

- ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.
- ▶ 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.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Perform using defined skills accurately
- ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill
- ▶ Demonstrate understanding of the performance art and material
- ▶ Demonstrate a competent shared performance with a basic awareness of audience

Technical skills

Engagement with the performance art

Performance & audience awareness

**ATTAINMENT DESCRIPTORS**

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

GRADE 1

EXAM DURATION

10 minutes

EXAM REQUIREMENTS

Task 1: Performance/Contributory skill

The candidates give ONE of the following:

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

(maximum time: 10 minutes)

FURTHER INFORMATION

- ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.
- ▶ 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.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Perform using defined skills accurately
- ▶ Where relevant, use simple presentation skills to demonstrate a contributory performance skill
- ▶ Demonstrate understanding of the performance art and material
- ▶ Demonstrate some confidence in delivering a shared performance with an awareness of audience

Technical skills

Engagement with the performance art

Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates was clear, accurate and creative throughout. There was good use of performance skills within the space. There was a secure communication between the candidates.
 - ▶ The candidates demonstrated a clear understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.
-
- Merit**
- ▶ The work presented by the candidates was clear, accurate and creative most of the time. There was some good use of performance skills within the space. There was some secure communication between the candidates.
 - ▶ The candidates demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.
-
- Pass**
- ▶ The work presented by the candidates was clear, accurate and creative some of the time. There was some use of performance skills within the space. There were moments of communication between the candidates.
 - ▶ The candidates demonstrated some understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.
-
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked clarity and/or accuracy, technical competence and little evidence of preparation. There was little use of performance skills within the space. There was little or no communication between the candidates.
 - ▶ The candidates demonstrated little or no understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill showed little understanding or preparation.
 - ▶ There was little or no awareness of audience.

GRADE 2

EXAM DURATION

12 minutes

EXAM REQUIREMENTS

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)

FURTHER INFORMATION

- ▶ 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.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills ▶ Demonstrate some technical proficiency in presenting the defined skills ▶ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material ▶ Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident shared performance communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates was clear, accurate and creative throughout, with some technical competence. There was good use of performance skills within the space and efficient communication between the candidates.
 - ▶ The candidates demonstrated a good level of understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.
-
- Merit**
- ▶ The work presented by the candidates was clear, accurate and creative most of the time, with some technical competence. There was some good use of performance skills within the space and some efficient communication between the candidates.
 - ▶ The candidates demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.
-
- Pass**
- ▶ The work presented by the candidates was clear, accurate and creative some of the time, with some developing technical competence. There was some use of performance skills within the space and moments of efficient communication between the candidates.
 - ▶ The candidates demonstrated some understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.
-
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked clarity and/or accuracy, and technical competence. There was little use of performance skills within the space and little evidence of preparation. There was little or no communication between the candidates.
 - ▶ The candidates demonstrated a limited understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience.

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>(maximum time: 14 minutes)</p>	<ul style="list-style-type: none"> ▶ 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. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills ▶ Demonstrate some technical proficiency in presenting the defined skills ▶ Where relevant, use clear presentation skills to demonstrate a contributory performance skill 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material and some choices of interpretation ▶ Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident shared performance, communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates was clear and creative throughout and there was some expressive use of performance skills demonstrated with technical accuracy within the space. There was a confident communication between the candidates.
 - ▶ The candidates demonstrated a secure understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill was confident and coherent, with the candidates' ideas clearly expressed.
 - ▶ There was a confident ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease throughout.
-
- Merit**
- ▶ The work presented by the candidates was clear and creative most of the time and there was some expressive use of performance skills demonstrated with some technical accuracy within the space. There was some confident communication between the candidates.
 - ▶ The candidates demonstrated a good level of understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill was confident, with the candidates' 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.
-
- Pass**
- ▶ The work presented by the candidates was clear and creative some of the time and there was some use of performance skills with some developing technical accuracy within the space. There were moments of confident communication between the candidates.
 - ▶ The candidates demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill showed evidence of some good preparation, with the candidates' 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.
-
- Below Pass**
- ▶ The work presented by the candidates 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 within the space and there was little communication between the candidates.
 - ▶ The candidates demonstrated a limited understanding of the material, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.

GRADE 4

EXAM DURATION

16 minutes

EXAM REQUIREMENTS

Task 1: Performance/Contributory skill

The candidates give ONE of the following from memory:

- ▶ 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.

(maximum time: 16 minutes)

FURTHER INFORMATION

- ▶ Narrative, mood, character or theme should be clear in the performance.
- ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.
- ▶ The contributory performance skills should be related to the performance.
- ▶ Not all group members have to take part in the demonstration of the contributory skills.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Perform using accurate and defined skills to produce a performance that conveys character, mood, theme or narrative
 - ▶ Demonstrate technical proficiency in delivering the defined skills
 - ▶ Where relevant, use some confident presentation skills to demonstrate a contributory performance skill
-
- ▶ Demonstrate understanding of the performance art and material and some choices of interpretation
 - ▶ Where relevant, demonstrate the ability to discuss the contribution of the contributory performance skill to the performance
 - ▶ Demonstrate creative choices in the design and realisation of the performance

Technical skills

Engagement with the performance art

- ▶ Demonstrate a confident, secure and accurate shared performance, communicating meaning with an awareness of audience

Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates was clear and accurate, had a sense of fluency throughout and there was an expressive use of performance skills within the space 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.
 - ▶ The candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced secure preparation, with the candidates' ideas expressed with clarity throughout.
 - ▶ There was an ability to engage the audience, communicating meaning delivering a shared performance with an appearance of ease and confidence throughout.

- Merit**
- ▶ The work presented by the candidates was clear and accurate, had a sense of fluency most of the time and there was some good use of performance skills within the space, demonstrated with some technical accuracy. There were 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.
 - ▶ The candidates demonstrated a good level of understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced some secure preparation, with the candidates' ideas expressed with clarity most of the time.
 - ▶ There was an ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time.

- Pass**
- ▶ The work presented by the candidates was clear and accurate, had a sense of fluency some of the time and there was some use of performance skills within the space with some clear choices of interpretation. There was a linking thread of character, mood, theme or narrative and moments of good communication and rapport between the candidates.
 - ▶ The candidates demonstrated a reasonable understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced some preparation, with some of the candidates' ideas expressed with clarity.
 - ▶ There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time.

- Below Pass**
- ▶ The work presented by the candidates lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space and little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.
 - ▶ The candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skill was lacking in clarity and preparation in its presentation.
 - ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.

GRADE 5

EXAM DURATION

18 minutes

EXAM REQUIREMENTS

Task 1: Performance/Contributory skill

The candidates give ONE of the following from memory:

- ▶ 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.

(maximum time: 18 minutes)

FURTHER INFORMATION

- ▶ Narrative, mood, character or theme should be clear in the performance.
- ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.
- ▶ The contributory performance skills should be related to the performance.
- ▶ Not all group members have to take part in the demonstration of the contributory skills.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Perform using accurate and defined skills to produce an imaginative performance that conveys character, mood, theme or narrative
- ▶ Where relevant, use confident presentation skills to demonstrate a contributory performance skill
- ▶ Demonstrate technical proficiency in delivering the defined skills

Technical skills

- ▶ Demonstrate understanding of the performance art and material, clear choices of interpretation, and of how the candidates work with each other
- ▶ Where relevant, demonstrate the ability to discuss the value of the contributory performance skill to the performance
- ▶ Demonstrate creative choices in the design and realisation of the performance

Engagement with the performance art

- ▶ Demonstrate a confident, sustained and accurate shared performance
- ▶ Demonstrate ability to engage the audience, communicating meaning

Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates was clear and accurate and had a sense of fluency throughout. Expressive performance skills were used within the space and with control to convey character, mood, theme or narrative. 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 candidates demonstrated a mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced secure preparation, with the candidates' ideas expressed with security, clarity and imagination throughout.
 - ▶ There was a confident ability to engage the audience, communicating meaning with an appearance of ease, delivering a secure and accurate shared performance throughout.
-
- Merit**
- ▶ The work presented by the candidates was clear, accurate and had a sense of fluency most of the time. Expressive performance skills were used within the space with control to convey character, mood, theme or narrative. 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced preparation, with the candidates' ideas expressed with clarity and imagination most of the time.
 - ▶ There was a confident ability to engage the audience, communicating meaning with an appearance of ease, delivering a secure and accurate shared performance most of the time.
-
- Pass**
- ▶ The work presented by the candidates was clear, accurate and had a sense of fluency some of the time. Some expressive performance skills were used within the space with control to convey character, mood, theme or narrative. 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 demonstrated a good level of understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced preparation, with the candidates' ideas expressed with some clarity and imagination some of the time.
 - ▶ The candidates engaged the audience, communicating meaning with an appearance of ease and confidence, delivering a secure and accurate shared performance some of the time.
-
- Below Pass**
- ▶ The work presented by the candidates lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates.
 - ▶ The candidates demonstrated limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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.

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> <ul style="list-style-type: none"> ▶ A performance or performance sequence demonstrating FIVE performance skills and a demonstration of ONE contributory performance skill ▶ A performance or performance sequence demonstrating FOUR performance skills and demonstrations of TWO contributory performance skills. <p><i>(maximum time: 20 minutes)</i></p>	<ul style="list-style-type: none"> ▶ Narrative, mood, character or theme should be clear in the performance. ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills. ▶ The contributory performance skills should be related to the performance. ▶ The performance sequence should flow uninterrupted from one piece to another – a small amount of extra material can be used to link the pieces. ▶ Not all group members have to take part in the demonstration of the contributory skills. ▶ For full details on how to prepare for these tasks, see Section 16: Exam guidance: Performance tasks and Section 17: Exam guidance: Contributory skills tasks. 	100

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce an imaginative performance that conveys character, mood, theme or narrative ▶ Use confident and fluent presentation skills to demonstrate a contributory performance skill ▶ Demonstrate technical proficiency in delivering the defined skills 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, and clear and creative choices of interpretation, and of how the candidates work with each other ▶ Demonstrate the ability to organise and express own ideas, with clear rationale, including the value of the contributory performance skill to the performance ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, sustained and accurate shared performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates demonstrated a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively within the space and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure 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 candidates demonstrated a mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 with an appearance of ease and assurance, delivering a secure and accurate shared performance throughout.
-
- Merit**
- ▶ The work presented by the candidates demonstrated a wide range of integrated performance skills and material used accurately and imaginatively within the space to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure 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 candidates demonstrated some mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 with an appearance of ease, delivering a secure and accurate shared performance most of the time.
-
- Pass**
- ▶ The work presented by the candidates demonstrated a range of integrated performance skills used accurately and with some imagination within the space 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 and an appearance of ease, delivering a secure and accurate shared performance some of the time.
-
- Below Pass**
- ▶ The work presented by the candidates, while showing some skills within the space, 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 candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 shared performance with a sense of ownership.

GRADE 7

EXAM DURATION

23 minutes

EXAM REQUIREMENTS

Task 1: Performance/Contributory skill

The candidates give ONE of the following from memory:

- ▶ 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.

(maximum time: 23 minutes)

FURTHER INFORMATION

- ▶ Narrative, mood, character or theme should be clear in the performance.
- ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.
- ▶ The contributory performance skill(s) should be related to the performance.
- ▶ The performance sequence should flow uninterrupted from one piece to another – a small amount of extra material can be used to link the pieces.
- ▶ Not all group members have to take part in the demonstration of the contributory skills.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative
- ▶ Use a range of confident and fluent presentation skills to demonstrate a contributory performance skill(s)
- ▶ Demonstrate technical accomplishment in delivering the defined skills

Technical skills

- ▶ Demonstrate understanding of the performance art and material, some persuasive choices of interpretation, and of how the candidates work with each other
- ▶ Demonstrate the ability to organise and express own ideas, with clear rationale including the value of the contributory performance skill(s) to the performance
- ▶ Demonstrate creative choices in the design and realisation of the performance

Engagement with the performance art

- ▶ Demonstrate an integrated, emotionally and physically sustained shared performance
- ▶ Demonstrate a confident ability to engage the audience, communicating meaning

Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates demonstrated a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control within the space 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.
 - ▶ The candidates demonstrated a comprehensive understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skill evidenced substantial preparation and research and was delivered fluently and with confidence throughout.
 - ▶ There was an assured ability to engage the audience, with an appearance of ease and authority, delivering a secure and accurate shared performance throughout.
-
- Merit**
- ▶ The work presented by the candidates demonstrated a wide range of integrated performance skills used accurately, imaginatively and with control within the space 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 candidates demonstrated some in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skill evidenced a high level of preparation, and the candidates' ideas were expressed with confidence, clarity and imagination most of the time.
 - ▶ There was a confident ability to engage the audience with an appearance of ease, delivering a secure and accurate shared performance most of the time.
-
- Pass**
- ▶ The work presented by the candidates demonstrated a range of integrated performance skills used accurately and with imagination within the space 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skill evidenced a secure level of preparation with the candidates' ideas expressed with clarity and imagination throughout.
 - ▶ There was a confident ability to engage audience with an appearance of ease, delivering a secure and accurate shared performance some of the time.
-
- Below Pass**
- ▶ The work presented by the candidates, while showing some skills within the space, 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 candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other in performance.
 - ▶ 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 with the audience.

GRADE 8

EXAM DURATION

25 minutes

EXAM REQUIREMENTS

Task 1: Performance/Contributory skill

The candidates give ONE of the following from memory:

- ▶ 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.

(maximum time: 25 minutes)

FURTHER INFORMATION

- ▶ Narrative, mood, character or theme should be clear in the performance.
- ▶ All group members should take part in the performance, although they don't all have to demonstrate all the performance skills.
- ▶ The contributory performance skills should be related to the performance.
- ▶ The performance sequence should flow uninterrupted from one piece to another – a small amount of extra material can be used to link the pieces.
- ▶ Not all group members have to take part in the demonstration of the contributory skills.
- ▶ For full details on how to prepare for these tasks, see **Section 16: Exam guidance: Performance tasks** and **Section 17: Exam guidance: Contributory skills tasks**.

MARKS

100

ASSESSMENT CRITERIA

During the exam, the candidates will:

- ▶ Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative
- ▶ Use a range of confident and fluent presentation skills to demonstrate contributory performance skills
- ▶ Demonstrate technical accomplishment in delivering the defined skills

Technical skills

- ▶ Demonstrate understanding of the performance art and material, independent interpretation, a sense of ownership and of how the candidates work with each other
- ▶ Demonstrate the ability to organise and express own ideas with clear rationale, including the value of the contributory performance skills to the performance
- ▶ Demonstrate creative choices in the design and realisation of the performance

Engagement with the performance art

- ▶ Demonstrate a sustained, coherent and fluent shared performance of depth and originality
- ▶ Demonstrate a confident ability to engage the audience with authority and communicating meaning

Performance & audience awareness

ATTAINMENT DESCRIPTORS

- Distinction**
- ▶ The work presented by the candidates demonstrated a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively within the space to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and original 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.
 - ▶ The candidates demonstrated a comprehensive and insightful understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ 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 an assured ability to engage the audience fully, delivering a secure and accurate shared performance with authority throughout.
-
- Merit**
- ▶ The work presented by the candidates demonstrated a wide range of integrated performance skills used accurately and imaginatively within the space, 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.
 - ▶ The candidates demonstrated an in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skills showed substantial evidence of preparation and research and were delivered fluently and with confidence.
 - ▶ There was an assured ability to engage the audience, delivering a secure and accurate shared performance with authority most of the time.
-
- Pass**
- ▶ The work presented by the candidates demonstrated a wide range of integrated performance skills used accurately within the space to convey character, mood, theme or narrative some of the time. There were some clear and original 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.
 - ▶ The candidates demonstrated some in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The contributory skills showed a good level of preparation, and the candidates' ideas were expressed with confidence and imagination throughout.
 - ▶ There was a confident ability to engage the audience, delivering a secure and accurate shared performance with authority some of the time.
-
- Below Pass**
- ▶ The work presented by the candidates, while showing some skills within the space, 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.
 - ▶ The candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other.
 - ▶ The presentation of the contributory skills showed limited preparation, clarity and imagination.
 - ▶ The programme lacked coherence. There was a lack of ability to communicate with the audience and/or perform a programme with a sense of ownership.

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 performance, writes feedback and assigns marks for the selected performance elements using the appropriate assessment areas and criteria (see above and the following pages for details). 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 in **Section 8: Performance Arts (Solo)**. 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 provide the examiner with a programme providing details of what is being performed and the skills demonstrated, who is in the cast and the roles they are playing – 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:

<ul style="list-style-type: none">▶ Perform using defined skills accurately▶ (Pathway 1) Demonstrate some ability to use basic staging elements such as lighting, sound, costume, props and set	Technical skills
<ul style="list-style-type: none">▶ Demonstrate understanding of the performance art and material	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate a competent shared performance with a basic awareness of audience	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

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

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

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 by the candidates was clear and accurate some of the time. There was some use of performance skills within the space. There were moments of communication between the candidates. The candidates demonstrated some understanding of the material and the skills used in the performance. There was a basic awareness of audience.

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 by the candidates was hesitant and lacked clarity and/or accuracy. There was little or no attempt to use performance skills within the space, and there was limited communication between the candidates. The candidates demonstrated little or no understanding of the material and the skills used in the performance. There was little or no awareness of audience.

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:

<ul style="list-style-type: none">▶ Perform using defined skills accurately▶ (Pathway 1) Demonstrate the ability to use basic staging elements such as lighting, sound, costume, props and set to support narrative	Technical skills
<ul style="list-style-type: none">▶ Demonstrate understanding of the performance art and material	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate some confidence in delivering a shared performance with an awareness of audience	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

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

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 by the candidates was clear, accurate and creative most of the time. There was some good use of performance skills within the space. There was some secure communication between the candidates. The candidates demonstrated a reasonable understanding of the material, the skills used in the performance and of how the candidates work with each other. There was an awareness of audience and confidence in delivering a shared performance most of the time.

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 by the candidates was clear, accurate and creative some of the time. There was use of performance skills within the space. There were moments of communication between the candidates. The candidates demonstrated some understanding of the material, the skills used in the performance and of how the candidates work with each other. There was an awareness of audience and confidence in delivering a shared performance some of the time.

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 by the candidates was hesitant and lacked clarity and/or accuracy and technical competence. There was little use of performance skills within the space. There was little or no communication between the candidates. The candidates demonstrated little or no understanding of the material, the skills used in the performance and of how the candidates work with each other. There was little or no awareness of audience.

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:

<ul style="list-style-type: none">▶ Perform using accurate and defined skills▶ 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
<ul style="list-style-type: none">▶ Demonstrate understanding of the performance art and material	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate a confident shared performance communicating meaning with an awareness of audience	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

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

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

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 by the candidates was clear, accurate and creative some of the time, with some developing technical competence. There was some use of performance skills within the space and moments of efficient communication between the candidates. The candidates demonstrated some understanding of the material, the skills used in the performance and of how the candidates work with each other. There was an awareness of audience and confidence in delivering a shared performance some of the time.

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 by the candidates was hesitant and lacked clarity and/or accuracy, and technical competence. There was little use of performance skills within the space and little or no communication between the candidates. The candidates demonstrated a limited understanding of the material, the skills used in the performance and of how the candidates work with each other.

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:

<ul style="list-style-type: none">▶ Perform using accurate and defined skills▶ 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
<ul style="list-style-type: none">▶ Demonstrate understanding of the performance art and material and some choices of interpretation	Engagement with the performance art
<ul style="list-style-type: none">▶ Demonstrate a confident shared performance, communicating meaning with an awareness of audience	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

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

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

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

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 by the candidates 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 within the space. There was little communication between the candidates. The candidates demonstrated a limited understanding of the material, the skills used in the performance and of how the candidates work with each other. There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance.

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:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce a 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
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, some choices of interpretation and of how the candidates work with each other ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, secure and accurate shared performance, communicating meaning with an awareness of audience 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented by the candidates was clear and accurate, had a sense of fluency throughout and there was an expressive use of performance skills within the space 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 clear linking thread of character, mood, theme or narrative, and a good communication and rapport between the candidates. The candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was an ability to engage the audience, communicating meaning delivering a shared performance with an appearance of ease throughout.

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 by the candidates was clear and accurate, had a sense of fluency most of the time and there was some good use of performance skills within the space, demonstrated with some technical accuracy. There was a clear linking thread of character, mood, theme or narrative, and some creativity shown in the design and realisation of the performance. There was some good communication and rapport between the candidates. The candidates demonstrated a good level of understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was an ability to engage the audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence most of the time.

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 by the candidates was clear and accurate, had a sense of fluency some of the time and there was some use of performance skills within the space. There were some clear choices of interpretation. There was a linking thread of character, mood, theme or narrative, and moments of good communication and rapport between the candidates. The candidates demonstrated a reasonable understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was an awareness of audience, communicating meaning, delivering a shared performance with an appearance of ease and confidence some of the time.

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 by the candidates lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space and little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates. The candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was limited awareness of audience and/or there was a lack of confidence in delivering a shared performance.

Pathway 1

While some costumes, make-up or personal props had been created or 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:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce an imaginative performance ▶ 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 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, clear choices of interpretation and of how the candidates work with each other ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, sustained and accurate shared performance ▶ Demonstrate ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented by the candidates was clear and accurate and had a sense of fluency throughout. Expressive performance skills were used with some effect within the space and with control to convey character, mood, theme or narrative. 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 candidates demonstrated a mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience, communicating meaning and an appearance of ease, delivering a secure and accurate shared performance throughout.

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**Pathways 1 and 2**

The work presented by the candidates was clear, accurate and had a sense of fluency most of the time. Expressive performance skills were used within the space with control to convey character, mood, theme or narrative. 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience, communicating meaning with an appearance of ease, delivering a secure and accurate shared performance most of the time.

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 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.

Pass**Pathways 1 and 2**

The work presented by the candidates was clear, accurate and had a sense of fluency some of the time. Some expressive performance skills were used within the space with control to convey character, mood, theme or narrative. 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 demonstrated a good level of understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. 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.

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 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.

Below Pass**Pathways 1 and 2**

The work presented by the candidates lacked clarity and/or accuracy, showing little evidence of preparation. There was little or no proficiency shown in the demonstration of the performance skills within the space. There was little sense of a linking thread of character, mood, theme or narrative. There was limited communication between the candidates. The candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was limited ability to engage the audience and/or there was a lack of confidence in delivering a shared performance.

Pathway 1

While some costumes, make-up and personal props had been created or 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.

GRADE 6

MINIMUM EXAM DURATION

20 minutes

MINIMUM NUMBER OF PERFORMANCE SKILLS

5

ASSESSMENT CRITERIA

During the exam, the candidates will:

<ul style="list-style-type: none"> ▶ Perform using accurate and defined skills to produce an imaginative performance ▶ Demonstrate technical proficiency in delivering the defined skills ▶ (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 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, clear and creative choices of interpretation, and of how the candidates work with each other ▶ Demonstrate creative choices in the design and realisation of the performance 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a confident, sustained and accurate shared performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented by the candidates demonstrated a synthesis of wide-ranging and integrated performance skills and material used accurately, creatively within the space and with control to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure 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 candidates demonstrated a mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience with an appearance of ease and assurance, delivering a secure and accurate shared performance throughout.

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 by the candidates demonstrated a wide range of integrated performance skills and material used accurately and imaginatively within the space to convey character, mood, theme or narrative. There were clear and creative choices of interpretation with a secure 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 candidates demonstrated some mature understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience with an appearance of ease, delivering a secure and accurate shared performance most of the time.

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 by the candidates demonstrated a range of integrated performance skills used accurately and with some imagination within the space 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was some confidence in engaging the audience and the appearance of ease, delivering a secure and accurate shared performance some of the time.

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 by the candidates, 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 candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a lack of confidence in communicating with the audience and/or in delivering a shared performance with a sense of ownership.

Pathway 1

While some costumes, make-up or personal props had been created or 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:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce a structured, accurate performance that conveys character, mood, theme or narrative ▶ 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 the style of the production 	Technical skills
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, some persuasive choices of interpretation, and of how the candidates work with each other 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate an integrated, emotionally and physically sustained shared performance ▶ Demonstrate a confident ability to engage the audience, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented by the candidates demonstrated a synthesis of wide-ranging and integrated performance skills used accurately, imaginatively and with control within the space 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. The candidates demonstrated a comprehensive understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was an assured ability to engage the audience, with an appearance of ease and authority, delivering a secure and accurate shared performance throughout.

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 by the candidates demonstrated a wide range of integrated performance skills used accurately, imaginatively and with control within the space 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 candidates demonstrated some in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience with an appearance of ease, delivering a secure and accurate shared performance most of the time.

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 the 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 by the candidates demonstrated a range of integrated performance skills used accurately and with imagination within the space 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 candidates demonstrated a secure understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience with an appearance of ease, delivering a secure and accurate shared performance most of the time.

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 by the candidates, while showing some skills within the space, 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 candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the characters relate to each other. There was little evidence of control and/or preparation and limited ability to communicate with the audience.

Pathway 1

While some costumes, make-up or personal props had been created or 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:

<ul style="list-style-type: none"> ▶ Perform using and sustaining defined skills to produce an imaginative and cohesive performance that conveys character, mood, theme or narrative ▶ 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
<ul style="list-style-type: none"> ▶ Demonstrate understanding of the performance art and material, independent interpretation, and of how the candidates work with each other 	Engagement with the performance art
<ul style="list-style-type: none"> ▶ Demonstrate a sustained, coherent and fluent shared performance of depth and originality ▶ Demonstrate a confident ability to engage the audience with authority, communicating meaning 	Performance & audience awareness

ATTAINMENT DESCRIPTORS

Distinction Pathways 1 and 2

The work presented by the candidates demonstrated a complete synthesis of wide-ranging and integrated performance skills used accurately and creatively within the space to convey character, mood, theme or narrative throughout. There were clear and creative choices of interpretation, an imaginative and original 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. The candidates demonstrated a comprehensive and insightful understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was an assured ability to engage the audience fully, delivering a secure and accurate shared performance with authority throughout.

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 by the candidates demonstrated a wide range of integrated performance skills used accurately and imaginatively within the space 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. The candidates demonstrated an in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was an assured ability to engage the audience, delivering a secure and accurate shared performance with authority most of the time.

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 by the candidates demonstrated a wide range of integrated performance skills used accurately within the space to convey character, mood, theme or narrative some of the time. There were some clear and original 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. The candidates demonstrated some in-depth understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. There was a confident ability to engage the audience, delivering a secure and accurate shared performance with some authority.

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 of the production with clarity.

Below Pass**Pathways 1 and 2**

The work presented by the candidates, while showing some skills within the space, 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, little sense of a linking thread of character, mood, theme or narrative and/or an ineffective rapport between the candidates. The candidates demonstrated a limited understanding of the material, technique, the skills used in the performance and of how the candidates work with each other. The performance did not engage well, lacking coherence. There was a lack of ability to communicate with the audience and/or perform a programme with a sense of ownership.

Pathway 1

While some costumes, make-up or personal props had been created or 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.

Reflection task

Guidance and set questions – solo and pair

Candidates reflect on their performances, giving prepared responses to set questions.

INTRODUCTION

The objective of the reflection task is to explore candidates' knowledge about the pieces they have performed and performance and rehearsal processes. Candidates are assessed in increasing depth on their understanding of their performance skills and the content and meaning of their performance material. At higher grades this assessment includes candidates' knowledge of how performance processes contribute to audience engagement, and their ability to reflect on own performance capabilities with maturity.

When preparing the reflection for either digital or face-to-face exams, candidates should keep in mind that this is an opportunity to express their acquired knowledge and understanding of their chosen pieces and therefore their responses should be an authentically, personal reflection, rather than delivering a memorised answer.

WHAT CANDIDATES NEED TO DO

The questions the candidates should prepare for are listed below and are divided into those required for face-to-face exams and those required for digital exams. Candidates are not permitted to use notes: however, in digital exams they are permitted to have a list of the questions for reference when a teacher/caregiver/another student is not asking the questions.

Note on timings: while responses might vary in length, candidates should aim to make full use of the total time allocated for the task.

Reflection task in face-to-face exams

The examiner selects and asks the relevant number of questions.

In a live face-to-face exam (where the examiner is in the exam room with the candidate), the examiner will select a specified number of questions (see the guidance below for details of how many questions will be asked from the list for each grade) to ask the candidate. The examiner will decide during the exam which of the questions to ask and therefore the candidate should have prepared responses to all the questions in relation to their performance pieces. The examiner may ask the questions in relation to specific performance pieces or ask the question generally in relation to all the pieces. The questions will be asked in a conversational manner

and at Initial and Grades 1-3, the examiner will always begin by asking the candidate what their favourite piece was and why. At this level, there may also be some additional prompt questions to encourage response. For example, the examiner might ask the candidate how they practised their pieces. The candidate tells them how they practised their story but forgets to mention how they practised their song. Therefore, the examiner would prompt about the song. At all levels, the examiner may reword questions slightly to facilitate a response from the candidate. For example, instead of 'How did you show the audience the story/characters/themes in your performance?', they might say 'How did you show the audience the themes in your dance performance?'

INITIAL

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidate question 1 from the list below. They will then select **TWO** further questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidates question 1 from the list below. They will then select **ONE** further question from the following list for **EACH** candidate to respond to **INDIVIDUALLY**.

THE QUESTIONS

Topics covered: meaning, skills

-
1. Which part of your performance was your favourite to perform? Why is it your favourite?
(All candidates are asked this question)

 2. How did you practise your pieces?

 3. Why did you choose the skill(s) you demonstrated?

 4. What is your performance about?

 5. What are the important things to remember when performing (related to the performance skills you demonstrated)?

 6. (Pair exams only) How did you work on your skills together and taking turns when practising?

GRADE 1

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidate question 1 from the list below. They will then select **TWO** further questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidates question 1 from the list below. They will then select **ONE** further question from the following list for EACH candidate to respond to INDIVIDUALLY.

THE QUESTIONS

Topics covered: meaning, skills

-
1. Which part of your performance was your favourite to perform? Why is it your favourite?
(All candidates are asked this question)

 2. How did you practise your pieces?

 3. Why did you choose the skills you demonstrated? Did you try any other skills?

 4. Are there any other skills you would like to learn now? If so, what would they be?

 5. What are the important things to remember when performing? (related to the skills you demonstrated).

 6. *(Pair exams only)* How did you work on your skills together and taking turns when practising?

GRADE 2

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidate question 1 from the list below. They will then select **TWO** further questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidates question 1 from the list below. They will then select **ONE** further question from the following list for EACH candidate to respond to INDIVIDUALLY.

THE QUESTIONS

Topics covered: meaning, skills

-
1. Which part of your performance was your favourite to perform? Why is it your favourite?
(All candidates are asked this question)

 2. How does your contributory skill support your performance? *(if presented)*

 3. Which skill did you have to practise the most for your performance? Why?

 4. Are there other skills you would like to learn now? If so, what would they be?

 5. How did you show the audience the story/character/themes in your performance?

 6. *(Pair exams only)* What was the most important moment in your performance and why?

GRADE 3

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidate question 1 from the list below. They will then select **TWO** further questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **THREE** questions in total. They will begin the task by asking the candidates question 1 from the list below. They will then select **ONE** further question from the following list for **EACH** candidate to respond to **INDIVIDUALLY**.

THE QUESTIONS

Topics covered: meaning, skills, preparation

-
1. Which piece was your favourite to perform? Why is it your favourite? *(All candidates are asked this question)*
 2. How does your contributory skill support your performance? *(if a contributory skill is offered in your exam)*
 3. How did you integrate your performance skills into your performance sequence?
 4. How did you show the audience the story/characters/themes in your performance?
 5. How did you decide what skill to focus on?
 6. *(Pair exams only)* How did you work together to create the performance sequence?

GRADE 4

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **FOUR** questions in total; **ONE** question from the following list for **EACH** candidate to respond to **INDIVIDUALLY** and **TWO** questions for the candidates to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: skills, preparation, content

-
1. What was challenging about the skills you have performed?
 2. How did you integrate your performance skills into your performance sequence?
 3. *(Pair exams only)* How did you both work together to create a performance sequence/contributory demonstration?
 4. Talk about the content of your performance sequence and how you created it.
 5. How did you use your performance skills to create the mood/atmosphere in your performance?
 6. What makes your performance skills interesting to you? *(for pairs – do you both find the same skill interesting?)*

GRADE 5

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **FOUR** questions in total; ONE question from the following list for EACH candidate to respond to INDIVIDUALLY and TWO questions for the candidates to respond to JOINTLY.

THE QUESTIONS

Topics covered: skills, preparation, content, alternative approaches

1. What was challenging about the skills you performed?

2. How did you use your performance skills to create the mood/atmosphere in your performance?

3. What are the key moments in your performance? How did you use your skills to illustrate these?

4. How else could you have performed your chosen skills? Describe an alternative scenario.

5. (*If selected in task 2*) What research did you do to find out more about your contributory skill?

6. (*Pair exams only*) Why do you think it is beneficial to work in pairs for your chosen performance skills and what are the challenges?

GRADE 6

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **FOUR** questions in total; ONE question from the following list for EACH candidate to respond to INDIVIDUALLY and TWO questions for the candidates to respond to JOINTLY.

THE QUESTIONS

Topics covered: skills, preparation, content, challenges, safe rehearsal practice

1. How were the challenges of sustaining the chosen skill through the performance sequence?

2. How did you decide on your staging for your performance sequence?

3. What research did you do for your contributory skill demonstration?

4. What did you do in preparation and rehearsal to help create a safe and productive performance environment?

5. (*Pair exams only*) What were the challenges and opportunities that you discovered through working with a partner when preparing your performance pieces?

6. Talk about some of the contrasts between the skills and content of your performance sequence.

7. How did the characters/themes/narrative or mood evolve through the performance?

GRADE 7

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **FOUR** questions in total; ONE question from the following list for EACH candidate to respond to INDIVIDUALLY and TWO questions for the candidates to respond to JOINTLY.

THE QUESTIONS

Topics covered: skills, preparation, content, challenges, safe rehearsal practice, personal interpretation, alternative approaches

-
1. Talk about how you used your skills in the context of the performance sequence.

 2. Describe the context/narrative/themes of your performance sequence.

 3. What was interesting to you about the contributory skill and how did you research it?

 4. What would be an alternative approach to the performance?

 5. How does the space you work in inform your performance and the connection with the audience?

 6. What choices did you explore in relation to your interpretation of your pieces?

GRADE 8

Number of questions to be asked:

Solo exams: the examiner asks **THREE** questions from the following list for the candidate to respond to.

Pair exams: the examiner asks **FOUR** questions in total; ONE question from the following list for EACH candidate to respond to INDIVIDUALLY and TWO questions for the candidates to respond to JOINTLY.

THE QUESTIONS

Topics covered: skills, preparation, programme selection, content, challenges, safe rehearsal practice, personal interpretation, alternative approaches

-
1. How did you decide on the specific skills to focus on and did you explore them in a traditional or alternative way?

 2. What drew you to the contributory skills? How did you research them?

 3. How do you maintain the narrative through the chosen skill?

 4. Describe the rehearsal process you employed; how did you ensure safe practice?

 5. What have you learned about your own (*and your partner's – pair exams only*) strengths and limitations during the preparation and execution of your performances?

 6. If you had to change or adapt anything in the performance sequence, what would it be and why?

 7. (*Pair exams only*) Talk about your approach to developing the performance sequence: was it a separate process or did you work with each other throughout?

Reflection task in digital exams

The candidate(s) selects and responds to the relevant number of questions in relation to their prepared performance pieces.

In a digital exam (where the candidate films their performance and reflection and uploads the video for marking), the candidate is instructed to answer a certain number of questions. The questions are split into assessment sections and the candidate must answer at least one question from each section with the remainder of the questions coming from any of the sections. The candidate should respond to the questions by announcing each question in turn followed by their response. Alternatively, a teacher/caregiver/another student (on or off camera) can ask the candidate the questions to facilitate their response.

At Initial and Grades 1-3, the facilitator can also ask a prompt question to encourage response. For example, the facilitator might ask the candidate how they practised their pieces. The candidate tells them how they practised their song but forgets to mention how they practised their poem. Candidates can use a clock to assist in keeping track of time.

Candidates can have a list of the questions to refer to. They must not read out their responses from pre-written notes. Candidates should approach the reflection as if it is a one-to-one conversation with somebody who has just watched their work, and address their responses to the camera.

INITIAL

Number of questions to be responded to:

Solo exams: answer **THREE** questions, at least **ONE** from each section.

Pair exams: answer **THREE** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and **ONE** question to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: meaning, skills

SECTION 1

1. Which part of your performance was your favourite to perform? Why is it your favourite?
2. Why did you choose the skill(s) you demonstrated?
3. What are the important things to remember when performing (related to the performance skills you demonstrated)?

SECTION 2

4. What is your performance about?
5. (*Pair exams only*) How did you work on skills together and taking turns when practising?
6. How did you practise your pieces?

GRADE 1

Number of questions to be responded to:

Solo exams: answer **THREE** questions, at least **ONE** from each section.

Pair exams: answer **THREE** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and one question to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: meaning, skills

SECTION 1

1. Which part of your performance was your favourite to perform? Why is it your favourite?
2. Why did you choose the skill(s) you demonstrated? Did you try any other skills?
3. What are the important things to remember when performing (related to your performance)?

SECTION 2

4. Are there other skills you would like to learn now? If so, what would they be?
5. (*Pair exams only*) How did you work on your skills together and taking turns when practising?
6. How did you practise your pieces?

GRADE 2

Number of questions to be responded to:

Solo exams: answer **THREE** questions, ONE from each section.

Pair exams: answer **THREE** questions, at least ONE from each section. Select ONE different question EACH to respond to INDIVIDUALLY and ONE question to respond to JOINTLY.

THE QUESTIONS

Topics covered: meaning, skills

SECTION 1	SECTION 2	SECTION 3
<p>1. Which part of your performance was your favourite to perform? Why is it your favourite?</p> <p>2. How does your contributory skill support your performance? <i>(if a contributory skill is offered in your exam)</i></p>	<p>3. Which skills did you have to practise the most for your performance? Why?</p> <p>4. Are there other skills you would like to learn now? If so, what would they be?</p>	<p>5. How did you show the audience the story or characters or themes in your performance?</p> <p>6. <i>(Pair exams only)</i> What was the most important moment in your performance and why?</p>

GRADE 3

Number of questions to be responded to:

Solo exams: answer **THREE** questions, ONE from each section.

Pair exams: answer **THREE** questions, at least ONE from each section. Select ONE different question EACH to respond to INDIVIDUALLY and ONE question to respond to JOINTLY.

THE QUESTIONS

Topics covered: meaning, skills, preparation

SECTION 1	SECTION 2	SECTION 3
<p>1. Which was your favourite piece to perform? Why is it your favourite?</p> <p>2. How does your contributory skill support your performance <i>(if a contributory skill is offered in your exam)?</i></p>	<p>3. How did you integrate your performance skills into your performance sequence?</p> <p>4. How did you decide what skills to focus on? <i>(for pairs – did you both agree?)</i></p>	<p>5. How did you show the audience the story or character or themes in your performance?</p> <p>6. <i>(Pair exams only)</i> How did you work together to create the performance sequence?</p>

GRADE 4

Number of questions to be responded to:

Solo exams: answer **FOUR** questions, at least **ONE** from each section.

Pair exams: answer **FOUR** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and **TWO** questions to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: skills, preparation, content

SECTION 1	SECTION 2	SECTION 3
<ol style="list-style-type: none"> 1. What was challenging about the skills you have performed? 2. How did you integrate your performance skills into your performance sequence? 3. (<i>Pair exams only</i>) How did you both work together to create the performance sequence/contributory demonstration? 	<ol style="list-style-type: none"> 4. Talk about the content of your performance sequence and how you created it. 	<ol style="list-style-type: none"> 5. How did you use your performance skills to create the mood/atmosphere in your performance? 6. What makes your performance skills interesting to you? (<i>for pairs – do you both find the same skill interesting?</i>)

GRADE 5

Number of questions to be responded to:

Solo exams: answer **FOUR** questions, at least **ONE** from each section.

Pair exams: answer **FOUR** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and **TWO** questions to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: skills, preparation, content, alternative approaches

SECTION 1	SECTION 2	SECTION 3
<ol style="list-style-type: none"> 1. How did you use your performance skills to create the mood/atmosphere in your performance? 2. What was challenging about the skills you performed? 	<ol style="list-style-type: none"> 3. How else could you have performed your chosen skills? Describe an alternative scenario. (<i>Pairs – do you both agree, or have different thoughts?</i>) 	<ol style="list-style-type: none"> 4. (<i>If selected in task 2</i>) What research did you do to find out more about your contributory skill? 5. What are the key moments in your performance? How did you use your skills to illustrate these? 6. (<i>Pair exams only</i>) Why do you think it is beneficial to work in pairs and what are the challenges?

GRADE 6

Number of questions to be responded to:

Solo exams: answer **FOUR** questions, at least **ONE** from each section.

Pair exams: answer **FOUR** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and **TWO** questions to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: skills, preparation, content, challenges, safe rehearsal practice

SECTION 1	SECTION 2	SECTION 3
<ol style="list-style-type: none"> 1. What were the challenges of sustaining the chosen skills through the performance sequence? 2. How did you decide on your staging for your performance sequence? 	<ol style="list-style-type: none"> 3. What research did you do for your contributory skill demonstration? 4. (<i>Pair exams only</i>) What were the challenges and opportunities that you discovered through working with a partner when preparing your pieces? 	<ol style="list-style-type: none"> 5. What did you do in preparation and rehearsal to help create a safe and productive performance environment? 6. Talk about some of the contrasts between the skills and content of your performance sequence. 7. How did the characters OR themes OR narrative OR mood evolve through the performance?

GRADE 7

Number of questions to be responded to:

Solo exams: answer **FOUR** questions, at least **ONE** from each section.

Pair exams: answer **FOUR** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and **TWO** questions to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: skills, preparation, content, challenges and safe rehearsal practice, personal interpretation, alternative approaches

SECTION 1	SECTION 2	SECTION 3
<ol style="list-style-type: none"> 1. Were there any challenges in integrating the skills and realising them for the context within the performance sequence. How did you work on them in rehearsal? 2. Describe the context/narrative/themes of your performance sequence. 3. What was interesting to you about the contributory skill and how did you research it? 	<ol style="list-style-type: none"> 4. What would be an alternative approach to the performance? 5. (<i>Pair exams only</i>) What were the challenges and opportunities that you discovered through working with a partner when preparing your pieces? 	<ol style="list-style-type: none"> 6. How does the space you work in inform your performance and the connection with the audience? 7. What choices did you explore in relation to your interpretation of the pieces?

GRADE 8

Number of questions to be responded to:

Solo exams: answer **FOUR** questions, at least **ONE** from each section.

Pair exams: answer **FOUR** questions, at least **ONE** from each section. Select **ONE** different question **EACH** to respond to **INDIVIDUALLY** and **TWO** questions to respond to **JOINTLY**.

THE QUESTIONS

Topics covered: skills, preparation, programme selection, content, challenges, safe rehearsal practice, personal interpretation, alternative approaches

SECTION 1	SECTION 2	SECTION 3
<ol style="list-style-type: none"> 1. How did you decide on the specific skills to focus on and did you explore them in a traditional or alternative way? 2. How do you maintain the narrative through the chosen skills? 3. Describe the rehearsal process you employed; how did you ensure safe practice? 	<ol style="list-style-type: none"> 4. What drew you to the contributory skills, how did you research them? 5. What have you learned about your own (<i>and your partner's – pair exams only</i>) strengths and limitations during the preparation and execution of your performances? 	<ol style="list-style-type: none"> 6. If you had to change or adapt anything in the performance sequence, what would it be and why? 7. (<i>Pair exams only</i>) Talk about your approach to developing the performance sequence: was this a separate process or did you work with each other throughout?

Exam guidance

EXAM GUIDANCE: GENERAL

What to provide in the exams

The candidate should provide the examiner with the following – (as a hard copy for face-to-face exams or uploaded to the submission platform with the exam video for digital exams):

- ▶ A programme detailing the pieces being performed and the skills being demonstrated during each piece
- ▶ Copies of the texts (not handwritten) where relevant, of prepared performance pieces set out in the original published format. Where a piece has been edited for the candidate's performance, the edits should be clearly marked in the text provided.
- ▶ Any material used for or to illustrate the performance or presentation the candidate is giving, eg film, PowerPoint, photographs
- ▶ For Performance Arts in Production exams: a programme providing details of what is being performed, who is in the cast and the roles they are playing 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.
- ▶ For Performance Arts (Group) exams: a list of who is in the group and the roles they are playing

Pair digital 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> Glinda in <i>Wicked</i>

Facilitating digital exams

All grades

If preferred, a teacher or caregiver can assist the candidate and facilitate the smooth flow of the exam, by inviting the candidate to undertake each task. For example, the teacher/caregiver can say: 'Are you ready to perform your task 1 performance sequence?'

The teacher/caregiver can either be in view of the camera when they provide the facilitating instructions, or they can stay off-camera throughout.

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 give them the best opportunity to demonstrate the skills required.

Prompting/accuracy to the text

It should not be necessary to prompt during exams. If prompts are necessary marks awarded will reflect the accuracy of the performance.

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 and candidates will not receive marks for their use. If candidates wish to make use of them, they should ensure their use does not cause the exam to overrun.

Who is permitted in the exam room in face-to-face exams

Usually only the examiner and candidate(s) should be in the exam room during an exam. If the performance requires an additional performer, or technology to be operated, then another person is permitted in the room for that purpose and should leave after the task (or programme for continuous performance programmes) is complete (this should not be the teacher). Teachers should not be in the room during the exam and should not attempt to take responsibility for any setting up or clearing away of materials, props or set – this should be the responsibility of the candidate(s).

Role gender

Candidates can perform roles of any gender.

Use of microphones

In the exams, the candidates' own ability to perform audibly and clearly is assessed. For this reason, external microphones must not be used.

Audiences

For Performance Arts (Group), and Performance Arts in Production exams, the attendance of an audience is possible. However, an audience's presence must not cause the exam programme to overrun. In face-to-face exams, the examiner should be informed in advance of the exam day if there is to be an audience. If the exam is to take place at a public centre, the possibility of an audience attending should be discussed with the Trinity representative in advance in case there are logistical reasons why an audience should not be present.

For exams presented to an audience, the examiner should be provided with:

- ▶ A performance programme, which should include the order of items, the names of the candidates to be examined and details, if appropriate, of any performed items not to be examined
- ▶ A centrally positioned table so that the examiner can easily observe all that is presented and can write comfortably
- ▶ Sufficient light with which to see to write notes (if the light spillage from the performance area is insufficient, a reading lamp should be provided)
- ▶ A room or private area so the examiner can complete the exam report forms following the performance

EXAM GUIDANCE: PERFORMANCE TASKS

PLEASE NOTE: In alignment with Trinity's policies on Safeguarding, and Equality, Diversity and Inclusion, candidates must not use material in their performance tasks that supports discrimination or extremism, or could be perceived as an example of hate speech.

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 from 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 drum 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 bassline 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 **Section 17: Exam guidance: Contributory skills tasks.** For examples of programmes that could be offered, go to trinitycollege.com/drama-resources

DIGITAL EXAMS FILMING OPTIONS FOR ADDITIONAL PERFORMERS

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 ensuring that 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

EXAM GUIDANCE: 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 skills should be linked to one of their performances and be about something the candidate has made or done in relation to that performance eg a poster that advertises the performance, a lighting plot, a costume or make-up design. The expectation is for the candidate's own practical skill to be demonstrated. Candidates should avoid presenting an account of someone else's practice, although it is acceptable to mention how another practitioner might have influenced the candidate's own work. 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 remake 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 specific performance. 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 candidate's specific performance.

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 the 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.
- ▶ Real weapons must not be used in exams. Prop 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.

Performance arts resources

A wide range of resources to support teaching and learning is available at trinitycollege.com/drama-resources

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