

REGULATIONS

- 1** Teachers and candidates should refer to the 'General Notes and Regulations' printed in each individual subject area throughout the specifications.
- 2** The submission of an entry is accepted as evidence that the candidate agrees to the regulations laid down in the specifications.
- 3** Candidates may enter for more than one subject at one examination session, but must state this on the entry form. Candidates may not enter for more than one grade or diploma in the same subject at one examination session unless written permission is obtained from the Head of Examinations. Candidates may not enter for the same grade in both solo and duologue/combined examinations. Candidates may not enter for more than one group examination of the same subject and grade.
- 4** Candidates who fail an examination may not proceed to a higher grade in that subject in the same session.
- 5** Entries from candidates who are visually impaired must be accompanied by a covering letter requesting that arrangements be made for a Braille sight-reading test, where required.
- 6** Entries from dyslexic candidates who require access to special arrangements for sight-reading must be accompanied by written evidence from a fully qualified and chartered educational psychologist or specialist teacher who holds one of the qualifications listed in the LAMDA Customer Service Statement.
- 7** Candidates must be in attendance and ready for their examination at least fifteen minutes prior to the stated time of the examination.
- 8** The Academy reserves the right to decline or cancel any entry and return the fee. The Academy does not guarantee to examine at any Centre where the number of candidates is insufficient to warrant it. Fees will be returned in such cases.
- 9** The Academy reserves the right to decline an entry if the candidate is below the minimum age set in the syllabus.
- 10** The Academy reserves the right not to examine a candidate if they have a possibly contagious illness, such as chicken pox.
- 11** The Academy cannot guarantee to grant requests for specific dates and times, although every effort will be made to do so.
- 12** No unauthorised person will be allowed to be present during any examination.
- 13** The Academy reserves the right to return entries received after the closing date.
- 14** Examination appointments vacated by candidates who are sick, or those withdrawing for other reasons, cannot be taken by other candidates.
- 15** Should a candidate be prevented from attending an examination after their entry has been processed, LAMDA should receive notice in writing, detailing the circumstances and enclosing the report form, within ten working days of the examination date. Under circumstances such as illness, injury or recent bereavement, the Academy will consider refunding half the fee in the form of a Transfer Credit Voucher (TCV). Transfer Credit Vouchers are non-transferable and valid for one year only. For re-entry, candidates must complete an entry form, enclosing their voucher and fee balance.
- 16** Fees cannot be returned except under regulations 8, 9 or 13.
- 17** The Academy issues medals in materials other than precious metal. The words 'Bronze', 'Silver', and 'Gold' are used by the Academy purely as an academic standard for the medal examinations. The Academy reserves the right to change the style and presentation of all awards.
- 18** The decisions of the awarding body (LAMDA) are final.

PURPOSE OF THE QUALIFICATION

LAMDA examinations in *Devised Performance* are designed to develop the skills necessary to devise a dramatic performance and present it to an audience.

These examinations also provide candidates with the opportunity to develop skills which support the delivery of dramatic text. For this reason, these examinations complement *Graded Examinations in Drama: Acting (Solo, Duologue and Combined)*.

Candidates who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Knowledge of dramatic structure and the devising process.

BROAD OBJECTIVES OF THE QUALIFICATION**1 Interpretative skills**

Candidates are required:

- To devise a character and situation within a defined dramatic shape and structure
- To suspend disbelief by focusing on the immediacy of a character and situation in order to create a credible sense of reality.

2 Technical skills

Candidates are required:

- To build skills in voice, diction and movement in order to realise the specifics of character and situation.

3 Knowledge of dramatic structure and the devising process

Candidates are required:

- To understand how to create, shape and structure drama.

STRUCTURE

The specification is divided into four distinct levels, in line with the National Qualifications Framework.

Entry Level	Entry
Level 1 Foundation	Grades 1, 2, 3
Level 2 Intermediate	Grades 4, 5
Level 3 Advanced	Grades 6, 7, 8

Graded Examinations in Drama: Devised Performance are offered in the following formats:

- *Solo* (one candidate) – where the candidate performs alone
- *Duologue* (two candidates) – where the candidates perform together

Learning outcomes and assessment criteria are set at each level, often covering a range of grades (e.g. level 1 covers grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because:

- The set requirements and/or topics for scenes increase in technical difficulty as the grades progress
- The knowledge required for the set discussion increases in technical difficulty as the grades progress.

GENERAL NOTES AND REGULATIONS

- 1 Both candidates in a *Duologue* examination must be entered at the same grade level.
- 2 Candidates may not enter for both *Solo* and *Duologue* examinations at the same grade level in the one examination session.
- 3 Candidates may not enter for both *Solo* and *Duologue* examinations at different grade levels in the one examination session.
- 4 *Duologue* partners may not interchange with other candidates. Substitution will only be allowed under exceptional circumstances.
- 5 Scenes may be presented in the order of the candidate's choice.
- 6 Candidates may use recorded music and/or sound effects but must provide their own sound equipment. No unauthorised person will be allowed to be present during the examination and therefore candidates must operate their own sound equipment.
- 7 Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves, canes etc. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
- 8 Any time taken for changes and the setting or striking of props must be included in the time of the scene.
- 9 The examiner reserves the right to halt scenes that exceed the stipulated time allowance.
- 10 Hairstyles must not obscure the face and shoes must not hinder movement. Suitable shoes must be worn for all scenes unless the character portrayed is bare-foot. Nudity is not permitted.
- 11 *Duologue* candidates will be assessed through open discussion with both candidates in the Knowledge section of each examination.

ENTRY LEVEL

Entry Level is offered by LAMDA as an introduction to *Graded Examinations in Drama: Devised Performance*. Entry Level is not accredited by the Qualifications and Curriculum Authority.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Devise a scene that reveals a place and situation
- Engage with the place and situation.

Technique

Candidates should be able to:

- Communicate with sufficient audibility for the performance space
- Communicate with sufficient clarity in order to be understood
- Reveal an awareness of the performance space.

Knowledge

Candidates should be able to describe the place/situation that they have created.

AMPLIFICATION OF THE LEARNING OUTCOMES

Revealing a place and situation – revealing the physical aspects of where the scene takes place

Engage – involvement with the place/situation that has been created

Sufficient audibility – utilising sufficient breath and resonance so that the sound can be heard by the examiner

Sufficient clarity – articulating sufficiently, without losing the sense or flow, in order to be understood by the examiner

Performance space – the area in which the candidate performs

LEVEL DESCRIPTION

Candidates will typically be able to devise a scene that clarifies place and situation. They will perform audibly and clearly, with some confidence, and a sense of enthusiasm and enjoyment. Their use of the performance space will be appropriate to the stimulus and situation.

TOTAL TIME ALLOWANCE

Solo – 10 minutes

Duologue – 15 minutes

EXAMINATION CONTENT

Entry

Minimum age: 8 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising set in one of the following places:

- At the theme park
- At the zoo
- At the shops

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

2 Knowledge

The candidate(s) must discuss the scene with the examiner. The candidate(s) will be asked:

- Why did you choose this place?
- What does this place look like?

The examiner may ask other related questions in order to gain further clarification.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
Total	100

Pass 50 Merit 65 Distinction 80

LEVEL 1: FOUNDATION

Level 1 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Devise a scene with a character and situation
- Devise a scene with a clear structure
- Engage with the character and situation.

Technique

Candidates should be able to:

- Communicate with appropriate audibility/clarity for character and space
- Utilise the performance space appropriately
- Reveal character through body language.

Knowledge

Candidates should be able to discuss dramatic structure with the examiner.

AMPLIFICATION OF THE LEARNING OUTCOMES

Structure – utilising a beginning, middle and an end

Engage – involvement with the character and situation that has been created

Responding to other characters – reacting off another character's words or actions, whether real or imaginary

Appropriate audibility and clarity – utilising sufficient breath, resonance and clarity of diction appropriate to the size of the space and the requirements of the scene

Performance space – the area in which the candidate performs

Body language – communicating some of the character's thoughts and feelings non-verbally

LEVEL DESCRIPTION

Candidates will typically be able to apply their knowledge, understanding and skills to produce a thoughtful performance, based on creative engagement with the stimulus and careful preparation. Scenes will possess a clear and organised dramatic structure which will shape the performance. Candidates will speak audibly and clearly with a sense of spontaneity. Their apt use of body and space will complement their vocal performance.

TOTAL TIME ALLOWANCE FOR EACH GRADE

Solo – 15 minutes

Duologue – 20 minutes

EXAMINATION CONTENT

Grade 1

Minimum age: 9 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on one of the following events:

- The birthday
- The prize-giving
- The picnic

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising using one of the following objects as inspiration:

- A bottle of water
- An umbrella
- A paint brush

The candidate(s) must bring the object with them into the examination room.

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

3 Knowledge

The candidate(s) must discuss the scenes with the examiner. The candidate(s) will be asked:

- Why did you choose this event/object?
- Where was the beginning, middle and end within your scene(s)?
- How does your character change during the scene(s)?

The examiner may ask other related questions in order to gain further clarification.

Grade 2

Minimum age: 10 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on one of the following dramatic events:

- The storm
- The visitor
- The festival

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising using one of the following objects as inspiration:

- A map
- A walking stick
- A cup and saucer

The candidate(s) must bring the object with them into the examination room.

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

3 Knowledge

The candidate(s) must discuss the scenes with the examiner. The candidate(s) will be asked:

- Why did you choose this event/object?
- Where was the beginning, middle and end within your scene(s)?
- How does your character change during the scene(s)?

The examiner may ask other related questions in order to gain further clarification.

Grade 3

Minimum age: 11 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on one of the following characters:

- The doctor
- The astronaut
- The chef

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising using one of the following objects as inspiration:

- A key
- A magnifying glass
- A ticket (any type)

The candidate(s) must bring the object with them into the examination room.

The title must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

3 Knowledge

The candidate(s) must discuss the scenes with the examiner. The candidate(s) will be asked:

- Why did you choose this character/object?
- Where was the beginning, middle and end within your scene(s)?
- How does your character change during the scene(s)?

The examiner may ask other related questions in order to gain further clarification.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
Total	100

Pass 50 Merit 65 Distinction 80

LEVEL 2: INTERMEDIATE

Level 2 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Devise and structure scenes with believable characters
- Devise a detailed world around characters
- Create a relationship with other characters, real or imaginary, when and where appropriate
- Engage with the imaginary.

Technique

Candidates should be able to:

- Sustain the thought and vocal power through to the end of a phrase
- Build character through the whole body
- Utilise the performance space, appropriate to character and situation.

Knowledge

Candidates should be able to discuss how they prepared their scene with the examiner.

AMPLIFICATION OF THE LEARNING OUTCOMES

Believable characters – transforming into a true-to-life character

Engaging with the imaginary – involvement with the character, situation and world of the drama; focusing on each moment of the drama

Relationships with other characters – revealing how the character thinks and feels about other people in the scene, whether real or imaginary: reacting off other character's words or actions

Sustaining thought and vocal power – keeping breath, sound and thought focused until the end of the phrase so that the voice does not fade away

Performance space – the area in which the candidate performs

LEVEL DESCRIPTION

Candidates will typically be able to demonstrate a sound understanding of how to plan and prepare a scene of their own devising. Effective preparation will be evident in presentation, leading to a secure performance with a sense of spontaneity. The performance will be imaginative with reasonably consistent application of developing technical skills. Use of voice, body and space will be effectively combined to communicate the scene and engage the audience.

TOTAL TIME ALLOWANCE FOR EACH GRADE

Solo – 20 minutes

Duologue – 25 minutes

EXAMINATION CONTENT

Grade 4

Minimum age: 12 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on one of the following phrases:

- Behind the blue door
- When the clock strikes twelve
- Beneath the surface

The title of the scene must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on an extraordinary occurrence in an everyday situation. The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must discuss the scenes with the examiner. The candidate(s) will be asked:

- Why did you choose this particular phrase?
- How did you plan the scenes?
- How did you decide on your staging within the scenes?

The examiner may ask other related questions in order to gain further clarification.

Grade 5

Minimum age: 13 years

1 Interpretation and Technique

Solo candidates must present a prepared scene of their own devising using one of the characters from List A and one of the situations from List B.

Duologue candidates must present a prepared scene of their own devising using two of the characters from List A and one of the situations from List B.

List A

The sports fanatic
The hypochondriac
The pop star

List B

Air travel
Restaurant dining
Farming

The title of the scene must be announced prior to the performance.

Solo and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared dramatic scene of their own devising which includes some music (live or recorded) and/or sound effects (live or recorded). Technical equipment must be provided and operated by the candidate(s). *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must discuss the scenes with the examiner. The candidate(s) will be asked:

- Why did you choose this particular character and situation?
- How did you plan the scenes?
- How did you decide on your staging within the scenes?
- How did the music/sound effects aid the development of the scene?

The examiner may ask other related questions in order to gain further clarification.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<i>Total</i>	100

Pass 50 Merit 65 Distinction 80

LEVEL 3: ADVANCED

Level 3 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Devise and inhabit a character and situation
- Play character objectives
- Sustain imaginative engagement
- Structure scenes to reveal a progression of mood and/or thought.

Technique

Candidates should be able to demonstrate practical ability in:

- Physical and vocal freedom
- Physical and vocal flexibility.

Knowledge

Candidates should be able to discuss the devising process and characterisation with the examiner.

AMPLIFICATION OF THE LEARNING OUTCOMES

Creating and inhabiting character – transforming into another person: creating the illusion of spontaneity as if the character's thoughts and emotions are being expressed for the very first time

Playing objectives – clarifying what the character wants, desires or needs e.g. the character needs to secure a financial loan from a friend: playing different tactics to achieve this 'want' e.g. to plead, to coax, to wheedle, to threaten, to blackmail, to entice

Sustaining imaginative engagement – maintaining involvement with the character, situation and/or world of the scene: maintaining focus on each moment of the scene

Progression of mood and thought – revealing changes in the way the character thinks and/or feels throughout the scene

Physical and vocal freedom – releasing physically and vocally in order to relax into the performance; utilising breath support and a free vocal tone

Physical and vocal flexibility – transforming physically and vocally according to the character, situation and/or style of the created scene

LEVEL DESCRIPTION

Candidates will typically be able to integrate their knowledge and skills consciously. There will be a sense of ownership and self-awareness resulting in a sensitive performance. Presentation will be grounded in thorough and relevant preparation and planning. Candidates will sustain imaginative engagement and combine physical and vocal flexibility to support and inform characterisation in order to engage the audience wholeheartedly.

TOTAL TIME ALLOWANCE FOR EACH GRADE

Grades 6 and 7

Solo – 20 minutes

Duologue – 25 minutes

Grade 8

Solo – 25 minutes

Duologue – 30 minutes

EXAMINATION CONTENT

Grade 6

Minimum age: 14 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based around one of the five senses – sight, touch, hearing, taste or smell. The candidate(s) may choose to include music (live or recorded) and/or sound effects (live or recorded) but must provide and operate their own sound equipment. The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising depicting a character who uses persuasion in a variety of ways to achieve their chosen objective. The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must be able to discuss the devising process with the examiner. The candidate(s) must be able to describe the process for developing a scene and creating detailed characterisations for performance.

Grade 7

Minimum age: 15 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based around one of the four elements – Earth, Air, Fire or Water. The candidate(s) may choose to include music (live or recorded) and/or sound effects (live or recorded) but must provide and operate their own sound equipment. The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising depicting a character who challenges another character in a variety of ways to achieve their chosen objective. The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must be able to discuss the devising process with the examiner. The candidate(s) must be able to describe the process for developing a scene and creating detailed characterisations for performance.

Grade 8

Minimum age: 16 years

1 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on an historical event, a myth or legend. The candidate(s) may choose to include music (live or recorded) and/or sound effects (live or recorded). The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of four minutes but not exceed five minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared scene of their own devising based on a topical issue. The title of the scene must be announced prior to the performance. *Solo* and *Duologue* scenes must be a minimum of four minutes but not exceed five minutes in performance time.

3 Knowledge

The candidate(s) must be able to discuss the devising process with the examiner. The candidate(s) must be able to describe the process for developing a scene and creating detailed characterisations for performance.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<i>Total</i>	100

Pass 50 Merit 65 Distinction 80

GRADED EXAMINATIONS IN DRAMA: DEvised PERFORMANCE		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
ENTRY LEVEL Entry	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates a scene which reveals and develops a place and situation ■ Focuses on the performance consistently 	<ul style="list-style-type: none"> ■ Communicates with audibility appropriate for the performance space ■ Communicates with clarity appropriate for the chosen material ■ Reveals a confident awareness of the performance space 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about the scene
	32-40	32-40	16-20
Merit 65-79	<ul style="list-style-type: none"> ■ Creates a scene which reveals a place and situation ■ Focuses on the performance most of the time 	<ul style="list-style-type: none"> ■ Communicates with audibility ■ Communicates with clarity ■ Reveals an awareness of the performance space 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about the scene
	26-31	26-31	13-15
Pass 50-64	<ul style="list-style-type: none"> ■ Creates a scene which indicates a place and situation ■ Focuses on the performance some of the time 	<ul style="list-style-type: none"> ■ Demonstrates sufficient audibility for the performance space ■ Communicates with sufficient clarity in order to be understood ■ Reveals some awareness of the performance space 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about the scene
	20-25	20-25	10-12
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates a scene which does not indicate a place and situation ■ Demonstrates limited focus and concentration 	<ul style="list-style-type: none"> ■ Demonstrates insufficient audibility for the performance space ■ Demonstrates insufficient clarity for the performance space ■ Unaware of the performance space 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about the scene
	0-19	0-19	0-9

GRADED EXAMINATIONS IN DRAMA: DEVISED PERFORMANCE		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
LEVEL 1 Grades 1, 2 & 3	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Structures scenes clearly ■ Creates scenes with clearly defined characters and detailed situations ■ Focuses and engages with character and situation wholeheartedly 	<ul style="list-style-type: none"> ■ Clarifies character and situation through use of appropriate audibility/clarity ■ Utilises the performance space confidently ■ Adapts body language to reveal specific thoughts and moods of the characters 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about dramatic structure
Merit 65-79	<ul style="list-style-type: none"> ■ Structures scenes ■ Creates scenes which clarify character and situation most of the time ■ Focuses and engages with character and situation most of the time 	<ul style="list-style-type: none"> ■ Communicates with appropriate audibility/clarity for character and space ■ Utilises the performance space well ■ Reveals character through body language 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about dramatic structure
Pass 50-64	<ul style="list-style-type: none"> ■ Creates scenes with some sense of structure ■ Creates scenes which clarify character and situation some of the time ■ Focuses and engages with character and situation some of the time 	<ul style="list-style-type: none"> ■ Communicates with sufficient audibility/clarity for character and space ■ Utilises the performance space satisfactorily ■ Utilises some body language to indicate character 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about dramatic structure
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates scenes without structure ■ Creates scenes which do not clarify character and situation ■ Demonstrates limited focus and engagement with character and situation 	<ul style="list-style-type: none"> ■ Utilises insufficient audibility/clarity for character and space ■ Limits use of the performance space ■ Utilises body language inappropriately 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about dramatic structure

GRADED EXAMINATIONS IN DRAMA: DEvised PERFORMANCE		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
LEVEL 2 Grades 4 & 5	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates believable characters ■ Creates a detailed world around the characters ■ Clarifies specific relationships with other characters, real or imaginary, when and where appropriate ■ Reveals the drama moment-by-moment, as if for the very first time 	<ul style="list-style-type: none"> ■ Sustains thoughts and vocal power through to the ends of all phrases ■ Builds character through the whole body ■ Utilises the performance space, appropriate to character and situation 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about planning and preparing a scene for performance
Merit 65-79	<ul style="list-style-type: none"> ■ Creates believable characters most of the time ■ Creates a world around the characters ■ Conveys relationships with other characters, real or imaginary, when and where appropriate ■ Engages with the imaginary most of the time 	<ul style="list-style-type: none"> ■ Sustains thoughts through to the ends of most phrases ■ Builds character through most of the body ■ Utilises the performance space, appropriate to character and situation most of the time 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about planning and preparing a scene for performance
Pass 50-64	<ul style="list-style-type: none"> ■ Creates believable characters some of the time ■ Creates a basic world around the characters ■ Reveals an awareness of other characters in the space, real or imaginary, when and where appropriate ■ Engages with the imaginary some of the time 	<ul style="list-style-type: none"> ■ Sustains thoughts through to the ends of some phrases ■ Builds character through some of the body ■ Utilises the performance space, appropriate to character and situation some of the time 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about planning and preparing a scene for performance
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates limited characters, situations and relationships ■ Demonstrates limited engagement with the imaginary 	<ul style="list-style-type: none"> ■ Does not sustain thoughts through to the ends of phrases ■ Demonstrates insufficient physicalisation of character ■ Utilises the performance space inappropriately for character and situation 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about planning and preparing a scene for performance

GRADED EXAMINATIONS IN DRAMA: DEVISED PERFORMANCE		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
LEVEL 3 Grades 6, 7 & 8	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates a believable, three-dimensional performance ■ Communicates character intention and objective consistently ■ Structures scenes to reveal a progression of mood and/or thought 	<ul style="list-style-type: none"> ■ Sustains a supported and free vocal tone ■ Demonstrates vocal and physical flexibility in response to character, situation and/or style 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about the devising process ■ Clarifies in detail the process required to create a character for performance
Merit 65-79	<ul style="list-style-type: none"> ■ Creates a believable performance ■ Communicates character intention and objective most of the time ■ Creates a progression of mood and/or thought 	<ul style="list-style-type: none"> ■ Utilises a supported and free vocal tone consistently ■ Demonstrates consistent vocal and physical flexibility in response to character, situation and/or style 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about the devising process ■ Explains the process required to create a character for performance
Pass 50-64	<ul style="list-style-type: none"> ■ Creates moments of believability ■ Communicates character intention and objective some of the time ■ Indicates a progression of mood and/or thought 	<ul style="list-style-type: none"> ■ Demonstrates some vocal freedom ■ Demonstrates some vocal and physical flexibility in response to character, situation and/or style 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about the devising process ■ Articulates some of the process required to create a character for performance
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates limited characters, situations and relationships ■ Demonstrates character intention and objective insufficiently ■ Demonstrates limited development of mood and/or thought 	<ul style="list-style-type: none"> ■ Demonstrates insufficient vocal freedom ■ Demonstrates insufficient vocal and physical flexibility 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about the devising process ■ Demonstrates limited knowledge of the process required to create a character for performance

PURPOSE OF THE QUALIFICATION

LAMDA examinations in *Mime* are designed to develop the skills necessary to create a performance using non-verbal techniques.

These examinations also provide candidates with the opportunity to develop skills which support the delivery of dramatic text. For this reason, these examinations complement Graded Examinations in Drama: Acting (Solo, Duologue and Combined).

Candidates who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Knowledge of the performance process.

BROAD OBJECTIVES OF THE QUALIFICATION**1 Interpretative skills**

Candidates are required:

- To communicate an activity, situation and/or character non-verbally
- To suspend disbelief by focusing on the immediacy of an activity, situation and/or character in order to create a credible sense of reality.

2 Technical skills

Candidates are required:

- To build physical awareness, control, precision, flexibility and co-ordination in order to clarify an activity, situation and/or character non-verbally.

3 Knowledge of the performance process

Candidates are required:

- To understand how to create, shape and structure mimes and mime scenes.

STRUCTURE

The specification is divided into four distinct levels, in line with the National Qualifications Framework.

Entry Level	Entry
Level 1 Foundation	Grades 1, 2, 3
Level 2 Intermediate	Grades 4, 5
Level 3 Advanced	Grades 6, 7, 8

Graded Examinations in Drama: Mime are offered in the following formats:

- *Solo* (one candidate) – where the candidate performs alone
- *Duologue* (two candidates) – where the candidates perform mimes individually but mime scenes together

Learning outcomes and assessment criteria are set at each level, often covering a range of grades (e.g. level 1 covers grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because:

- The set requirements and/or topics for mimes increase in technical difficulty as the grades progress
- The knowledge required for the set discussion increases in technical difficulty as the grades progress.

GENERAL NOTES AND REGULATIONS

- 1 Both candidates in a *Duologue* examination must be entered at the same grade level.
- 2 Candidates may not enter for both *Solo* and *Duologue* examinations at the same grade level in the one examination session.
- 3 Candidates may not enter for both *Solo* and *Duologue* examinations at different grade levels in the one examination session.
- 4 *Duologue* partners may not interchange with other candidates. Substitution will only be allowed under exceptional circumstances.
- 5 A mime scene has a context and a line of development from beginning to end. A mime concentrates on the action/reaction only.
- 6 Mimes and mime scenes may be presented in the order of the candidate's choice.
- 7 Candidates may use recorded music and/or sound effects but must provide their own sound equipment.
- 8 Clothing and footwear must be suitable for the work. Hairstyles must not obscure the face. Nudity is not permitted.
- 9 Words must not be mouthed by candidates.
- 10 The examiner reserves the right to halt mimes and mime scenes that exceed the stipulated time allowance.
- 11 *Duologue* candidates will be assessed through open discussion with both candidates in the Knowledge section of each examination.

ENTRY LEVEL

Entry Level is offered by LAMDA as an introduction to *Graded Examinations in Drama: Mime*. Entry Level is not accredited by the Qualifications and Curriculum Authority.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Create a mime scene which includes a sequence of activities
- Engage with each activity.

Technique

Candidates should be able to:

- Clarify each activity
- Reveal an awareness of the performance space.

Knowledge

Candidates should be able to describe the activities that they have created.

AMPLIFICATION OF THE LEARNING OUTCOMES

A mime scene – revealing a context and a line of development from beginning to end

A sequence of activities – creating a series of individual activities linked together by place and/or situation

Engage – involvement with each activity

Clarify – making movements sufficiently clear so that the activities can be understood by the examiner

Performance space – the area in which the candidate performs

LEVEL DESCRIPTION

Candidates will typically be able to create a scene that utilises a sequence of activities. Movement will be sufficiently clear and confident, and communicated with a sense of enthusiasm and enjoyment. Use of the performance space will be appropriate to the activity presented.

TOTAL TIME ALLOWANCE

Solo – 10 minutes

Duologue – 15 minutes

EXAMINATION CONTENT

Entry

Minimum age: 8 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime scene, which includes a sequence of activities, set at one of the following:

- Sports day
- The party
- The railway station

The title must be announced prior to the performance.

Duologue candidates must present the mime scene together.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

2 Knowledge

The candidate(s) must discuss their work with the examiner. The candidate(s) will be asked:

- Why did you choose this title?
- Describe the sequence of activities within your scene.

The examiner may ask other related questions in order to gain further clarification.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<i>Total</i>	100

Pass 50 Merit 65 Distinction 80

LEVEL 1: FOUNDATION

Level 1 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Create a mime which focuses on the hands, feet and/or face
- Create a mime scene that reveals a place and situation
- Engage with the place and situation.

Technique

Candidates should be able to:

- Utilise precise hand, foot and/or face movements
- Utilise the performance space appropriately.

Knowledge

Candidates should be able to discuss the details of each activity with the examiner.

AMPLIFICATION OF THE LEARNING OUTCOMES

A mime – revealing an action/reaction

A mime scene – revealing a context and a line of development from beginning to end

Revealing a place and situation – revealing the physical aspects of where the scene takes place

Engage – involvement with the place and situation

Precise – clear and accurate

Performance space – the area in which the candidate performs

LEVEL DESCRIPTION

Candidates will typically be able to apply their knowledge, understanding and skills to produce a thoughtful performance, based on creative engagement and careful preparation. Movement of the hands, feet and face will be precise. Mime scenes will possess a clear and organised dramatic structure. Apt use of the space will complement the performance.

TOTAL TIME ALLOWANCE FOR EACH GRADE

Solo – 10 minutes

Duologue – 15 minutes

EXAMINATION CONTENT

Grade 1

Minimum age: 9 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime using one of the following titles:

- Opening a parcel
- Painting a picture
- Picking fruit

The title must be announced prior to the performance.

Mimes must be a minimum of 30 seconds but not exceed one minute.

Duologue candidates must present their mimes individually.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene using one of the following titles:

- At the pet shop
- At the market
- In the music lesson

The title must be announced prior to the performance.

Duologue candidates must present the mime scene together.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

3 Knowledge

The candidate(s) must discuss their work with the examiner. The candidate(s) will be asked:

- Why did you choose these titles?
- In the prepared mime, how did your chosen object feel to the touch?

The examiner may ask other related questions in order to gain further clarification.

Grade 2

Minimum age: 10 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime using one of the following titles:

- Walking on hot sand
- Walking through deep mud
- Walking on a slippery floor

The title must be announced prior to the performance.

Mimes must be a minimum of 30 seconds but not exceed one minute.

Duologue candidates must present their mimes individually.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene using one of the following titles:

- In the crowded café
- In the P.E. lesson
- On the riverbank

The title must be announced prior to the performance.

Duologue candidates must present the mime scene together.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

3 Knowledge

The candidate(s) must discuss their work with the examiner. The candidate(s) will be asked:

- Why did you choose these titles?
- How did you feel when you were moving on your chosen surface?

The examiner may ask other related questions in order to gain further clarification.

Grade 3

Minimum age: 11 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime using one of the following titles:

- Smelling something curious
- Looking in the mirror
- Eating spicy food

The title must be announced prior to the performance.

Mimes must be a minimum of 30 seconds but not exceed one minute.

Duologue candidates must present their mimes individually.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene using one of the following titles:

- Saturday morning
- The celebration
- An experiment

The title must be announced prior to the performance.

Duologue candidates must present the mime scene together.

Solo and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

3 Knowledge

The candidate(s) must discuss their work with the examiner. The candidate(s) will be asked:

- Why did you choose these titles?
- How did you feel when you smelt something curious, looked in the mirror or ate the food?

The examiner may ask other related questions in order to gain further clarification.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<i>Total</i>	100

Pass 50 Merit 65 Distinction 80

LEVEL 2: INTERMEDIATE

Level 2 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Create a believable character
- Create a relationship with other characters, real or imaginary, when and where appropriate
- Engage with the imaginary.

Technique

Candidates should be able to:

- Build character through the whole body
- Co-ordinate movement through the whole body
- Utilise the performance space, appropriate to character and situation.

Knowledge

Candidates should be able to discuss character and situation with the examiner.

AMPLIFICATION OF THE LEARNING OUTCOMES

Engaging with the imaginary – involvement with the character, situation and world of the mime scene; focusing on each moment

Relationships with other characters – revealing how the character thinks and feels about other people in the mime scene, whether real or imaginary: reacting off other character's words or actions

Co-ordinating movement – harmonising movement smoothly and efficiently between different parts of the body

Performance space – the area in which the candidate performs

LEVEL DESCRIPTION

Candidates will typically be able to demonstrate a sound understanding of how to create a character through mime. Effective preparation will be evident in presentation, leading to a secure performance with a sense of spontaneity. The performance will be imaginative with reasonably consistent application of developing technical skills. Movement will be clear and co-ordinated to communicate the activity/scene and engage the audience.

TOTAL TIME ALLOWANCE FOR EACH GRADE

Solo – 15 minutes

Duologue – 20 minutes

EXAMINATION CONTENT

Grade 4

Minimum age: 12 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime, depicting a character involved in a specific occupation. The title

of the mime must be announced prior to the performance. Mimes must be a minimum of one minute but not exceed two minutes. *Duologue* candidates must present their mimes individually.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene, depicting an episode and character from a story, book, film or play. The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must discuss their work with the examiner. The candidate(s) will be asked:

- What does the character look like?
- How does the character feel in the episode you created?
- Are there any changes in mood through the mime scene?

The examiner may ask other related questions in order to gain further clarification.

Grade 5

Minimum age: 13 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime, depicting an animal, bird or reptile. The title of the mime must be announced prior to the performance. Mimes must be a minimum of one minute but not exceed two minutes. *Duologue* candidates must present their mimes individually.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene, depicting a character of their own choice, who comes into contact with an imaginary person. The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together, each candidate creating their own imaginary person. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must discuss the prepared scene with the examiner. The candidate(s) will be asked:

- What qualities of the animal, bird or reptile were you trying to convey?
- How do their physical characteristics affect their movement?

- How did the imaginary person behave in the mime scene?
- How did your character react to this behaviour?

The examiner may ask other related questions in order to gain further clarification.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<i>Total</i>	100

Pass 50 Merit 65 Distinction 80

LEVEL 3: ADVANCED

Level 3 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LEARNING OUTCOMES

Interpretation

Candidates should be able to:

- Create and inhabit a character and situation
- Play character objectives
- Sustain imaginative engagement
- Structure scenes to reveal a progression of mood and/or thought.

Technique

Candidates should be able to demonstrate physical:

- Control
- Precision
- Flexibility
- Co-ordination.

Knowledge

Candidates should be able to discuss the performance demands with the examiner.

AMPLIFICATION OF THE LEARNING OUTCOMES

Creating and inhabiting character – transforming into another person: creating the illusion of spontaneity as if the character's thoughts and emotions are being expressed for the very first time

Playing objectives – clarifying what the character wants, desires or needs e.g. the character needs to secure a financial loan from a friend: playing different tactics to achieve this 'want' e.g. to plead, to coax, to wheedle, to threaten, to blackmail, to entice

Sustaining imaginative engagement – maintaining involvement with the character, situation and/or world of the scene: maintaining focus on each moment of the scene

Progression of mood and thought – revealing changes in the way the character thinks and/or feels throughout the scene

Control – regulating movement in order to communicate the activity or scene more effectively

Precision – utilising clear and accurate movements

Flexibility – transforming physically according to the character, situation, style and/or period of the created scene

Co-ordinating movement – harmonising movement smoothly and efficiently between different parts of the body

LEVEL DESCRIPTION

Candidates will typically be able to integrate their knowledge and skills consciously. There will be a sense of ownership and self-awareness resulting in a sensitive performance. Presentation will be grounded in thorough and relevant preparation and planning. Candidates will sustain imaginative engagement and combine physical control, precision and flexibility in order to engage the audience wholeheartedly.

TOTAL TIME ALLOWANCE FOR EACH GRADE

Grades 6 and 7

Solo – 20 minutes

Duologue – 25 minutes

Grade 8

Solo – 25 minutes

Duologue – 30 minutes

EXAMINATION CONTENT

Grade 6

Minimum age: 14 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime scene, depicting a dream sequence which incorporates the use of slow motion for at least 30 seconds. The title of the scene must be announced prior to the performance.

Duologue candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene, depicting a character of their own choice, who comes into conflict with an imaginary person. The title of the scene must be announced prior to the performance.

Duologue candidates must present the scene together, each candidate creating their own imaginary person. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must discuss the prepared scene with the examiner. The candidate(s) will be asked:

- What are the demands and difficulties of moving in slow motion?
- Why did you use slow motion at that particular point?
- What were you trying to highlight?

- How did the imaginary person behave in the mime scene?
- How did your character respond to this behaviour?
- How did you create and develop the conflict?

The examiner may ask other related questions in order to gain further clarification.

Grade 7

Minimum age: 15 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime scene, using a cultural or historical context. The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene, inspired by one of the following words:

- Blue
- Instinct
- Serendipity
- Power
- Cacophony
- Scent

The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Knowledge

The candidate(s) must discuss the prepared scene with the examiner. The candidate(s) will be asked:

- How did your chosen context affect how the character moved?
- What was the emotional mood of your scene?
- What feelings did this evoke in your character?

- How did you develop the scene from the chosen word stimulus?
- How did you interpret the chosen word stimulus?

The examiner may ask other related questions in order to gain further clarification.

Grade 8

Minimum age: 16 years

1 Interpretation and Technique

The candidate(s) must present a prepared mime scene, depicting the manners and movement of a period of their own choice. The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

2 Interpretation and Technique

The candidate(s) must present a prepared mime scene, exploring a humorous situation. The humour must arise from the situation itself, not just the character's reaction to the situation. The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

3 Interpretation and Technique

The candidate(s) must present a prepared mime scene, using a picture, poem or piece of music of the candidate's own choice as the stimulus. The candidate(s) must bring the stimulus with them into the examination room. Technical equipment must be provided and operated by the candidate(s). The title of the scene must be announced prior to the performance. *Duologue* candidates must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

4 Knowledge

The candidate(s) must be able to describe the process for balancing technique with emotional truth in mime.

MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
Total	100

Pass 50 Merit 65 Distinction 80

GRADED EXAMINATIONS IN DRAMA: MIME		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
ENTRY LEVEL Entry	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates a mime scene which clearly develops a sequence of activities ■ Focuses on the performance consistently 	<ul style="list-style-type: none"> ■ Clarifies each activity physically ■ Reveals a confident awareness of the performance space 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about the activities that have been created
Merit 65-79	<ul style="list-style-type: none"> ■ Creates a mime scene which develops a sequence of activities ■ Focuses on the performance most of the time 	<ul style="list-style-type: none"> ■ Clarifies most of the activities physically ■ Reveals an awareness of the performance space 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about the activities that have been created
Pass 50-64	<ul style="list-style-type: none"> ■ Creates a mime scene which includes a sequence of activities ■ Focuses on the performance some of the time 	<ul style="list-style-type: none"> ■ Clarifies some of the activities physically ■ Reveals some awareness of the performance space 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about the activities that have been created
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates a mime scene which does not include a sequence of activities ■ Demonstrates limited focus and concentration 	<ul style="list-style-type: none"> ■ Demonstrates limited physical clarity ■ Unaware of the performance space 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about the activities that have been created

GRADED EXAMINATIONS IN DRAMA: MIME		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
LEVEL 1 Grades 1, 2 & 3	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates a mime which focuses on and defines hand, foot and/or face movements ■ Creates a mime scene which reveals and develops a place and situation ■ Engages with place and situation wholeheartedly 	<ul style="list-style-type: none"> ■ Utilises precise and co-ordinated hand, foot and/or face movements ■ Utilises the performance space confidently 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about the activities that have been created
	32-40	32-40	16-20
Merit 65-79	<ul style="list-style-type: none"> ■ Creates a mime which focuses on hand, foot and/or face movements ■ Creates a mime scene which reveals a place and situation ■ Engages with place and situation most of the time 	<ul style="list-style-type: none"> ■ Utilises clear hand, foot and/or face movements ■ Utilises the performance space well 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about the activities that have been created
	26-31	26-31	13-15
Pass 50-64	<ul style="list-style-type: none"> ■ Creates a mime which involves some hand, foot and/or face movements ■ Creates a mime scene which indicates a place and situation ■ Engages with place and situation some of the time 	<ul style="list-style-type: none"> ■ Utilises some clear hand, foot and/or face movements ■ Utilises the performance space satisfactorily 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about the activities that have been created
	20-25	20-25	10-12
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates a mime which has limited hand, foot and/or face movements ■ Creates a mime scene which does not indicate a place and situation 	<ul style="list-style-type: none"> ■ Demonstrates limited physical clarity of hand, foot and/or face movements ■ Limits use of the performance space 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about the activities that have been created
	0-19	0-19	0-9

GRADED EXAMINATIONS IN DRAMA: MIME		ASSESSMENT CRITERIA		The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)	
	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)		
LEVEL 2 Grades 4 & 5					
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates believable characters ■ Clarifies specific relationships with other characters, real or imaginary, when and where appropriate ■ Reveals the drama moment-by-moment, as if for the very first time 	<ul style="list-style-type: none"> ■ Builds character through the whole body ■ Demonstrates whole body co-ordination ■ Utilises the performance space, appropriate to character and situation 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about character and situation 	32-40	16-20
Merit 65-79	<ul style="list-style-type: none"> ■ Creates believable characters most of the time ■ Conveys relationships with other characters, real or imaginary, when and where appropriate ■ Engages with the imaginary most of the time 	<ul style="list-style-type: none"> ■ Builds character through most of the body ■ Co-ordinates movement most of the time ■ Utilises the performance space, appropriate to character and situation, most of the time 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about character and situation 	26-31	13-15
Pass 50-64	<ul style="list-style-type: none"> ■ Creates believable characters some of the time ■ Reveals an awareness of other characters in the space, real or imaginary, when and where appropriate ■ Engages with the imaginary some of the time 	<ul style="list-style-type: none"> ■ Builds character through some of the body ■ Co-ordinates movement some of the time ■ Utilises the performance space, appropriate to character and situation, some of the time 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about character and situation 	20-25	10-12
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates limited characters, situations and relationships ■ Demonstrates limited engagement with the imaginary 	<ul style="list-style-type: none"> ■ Demonstrates insufficient physicalisation of character ■ Demonstrates insufficient co-ordination ■ Utilises the performance space inappropriately for character and situation 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about character and situation 	0-19	0-9

GRADED EXAMINATIONS IN DRAMA: MIME		ASSESSMENT CRITERIA	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
LEVEL 3 Grades 6, 7 & 8	INTERPRETATION (40 marks)	TECHNIQUE (40 marks)	KNOWLEDGE (20 marks)
Distinction 80 +	<ul style="list-style-type: none"> ■ Creates a believable, three-dimensional performance ■ Communicates character intention and objective consistently ■ Structures scenes to reveal a progression of mood and/or thought 	<ul style="list-style-type: none"> ■ Demonstrates physical control, precision, flexibility and co-ordination 	<ul style="list-style-type: none"> ■ Responds in detail with knowledge and understanding to questions about the performance demands
	32-40	32-40	16-20
Merit 65-79	<ul style="list-style-type: none"> ■ Creates a believable performance ■ Communicates character intention and objective most of the time ■ Creates a progression of mood and/or thought 	<ul style="list-style-type: none"> ■ Demonstrates physical control, precision, flexibility and co-ordination most of the time 	<ul style="list-style-type: none"> ■ Responds with knowledge and understanding to questions about the performance demands
	26-31	26-31	13-15
Pass 50-64	<ul style="list-style-type: none"> ■ Creates moments of believability ■ Communicates character intention and objective some of the time ■ Indicates a progression of mood and/or thought 	<ul style="list-style-type: none"> ■ Demonstrates physical control, precision, flexibility and co-ordination some of the time 	<ul style="list-style-type: none"> ■ Responds with some knowledge and understanding to questions about the performance demands
	20-25	20-25	10-12
Below Pass 0-49	<ul style="list-style-type: none"> ■ Creates limited characters, situations and relationships ■ Demonstrates character intention and objective insufficiently ■ Demonstrates limited development of mood and/or thought 	<ul style="list-style-type: none"> ■ Demonstrates insufficient physical control, precision, flexibility and co-ordination 	<ul style="list-style-type: none"> ■ Responds with limited knowledge and understanding to questions about the performance demands
	0-19	0-19	0-9