

# **The LAMDA Graded Examinations in Performance: Devising Drama (Solo/Duologue)**

**From 1 September 2009**

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Syllabus Specifications for Graded Examinations in Performance Version 2  
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## **About LAMDA Examinations**

LAMDA began offering speech and drama examinations to the public in the 1880s. Since then, these examinations have been refined and developed into a comprehensive system of performance evaluation by experts in education, acting and communication.

In addition to being the largest Speech and Drama awarding body in the United Kingdom, LAMDA Examinations has a reputation for excellence worldwide.

Our mission is to:

- improve standards in communication through the spoken word
- foster an appreciation of literature, poetry and drama
- acknowledge levels of achievement
- support the creative, intellectual and social development of the individual as a whole.

Our challenge is to recognise achievement in communication and performance and to support the development of self-esteem of children, young people and adults across the globe.

Dawn Postans  
Head of Examinations

## **About this syllabus booklet**

This syllabus document outlines all the specifications for LAMDA Communication examinations. It is designed for use by teachers, learners, parents and anyone involved in the preparation of learners for LAMDA examinations.

## **Publications and Materials**

The following documents are also available from LAMDA Examinations. Most can be downloaded from our website [www.lamda.org.uk/exams](http://www.lamda.org.uk/exams)

- Syllabus Specifications for Performance Examinations (From 1 September 2009)
- Syllabus Specifications for Graded Examinations in Musical Theatre (From 1 December 2007)
- Syllabus Specifications for PCertLAM (From 1 September 2008)
- Syllabus Specifications for Diploma Qualifications (From 1 September 2008)
- Guide for Centres and Teachers
- Examination Timings
- Entry Forms
- Fee List
- Public Centre Date List
- Publications and Merchandise order form
- Association of LAMDA Teachers leaflet
- VoiceOver: our twice-yearly magazine.

LAMDA Examinations offers an extensive range of educational support materials for teachers and centres who work with our examinations. Please refer to our website [www.lamda.org.uk](http://www.lamda.org.uk) for further details or request a Publications and Merchandise List.

In addition LAMDA Examinations operates a regional programme of workshops and seminars for teachers. For further information, please contact us.

## **Office of the Qualifications and Examinations Regulator (Ofqual)**

LAMDA Examinations has been accredited as an awarding organisation by Ofqual, the Office of the Qualifications and Examinations Regulator in England, and the corresponding regulatory authorities in Wales (DELLS) and Northern Ireland (CCEA). Ofqual was launched in April 2010 as the new regulator for qualifications, examinations and assessments.

The LAMDA qualifications below are accredited, ensuring transparency, consistency and fairness. They are part of the Qualifications and Credit Framework (QCF) and equate with other accredited QCF qualifications.

### **The Qualifications and Credit Framework (QCF)**

The Qualifications and Credit Framework (QCF) is a credit-based qualifications framework, allowing a unit-based approach to building qualifications. All vocational qualifications will be placed on the framework by 2013.

### **LAMDA Accredited Qualifications**

Entry 3: Graded Examinations in Communication: Speaking Verse and Prose

Level 1: Graded Examinations in Communication: Speaking Verse and Prose

Level 2: Graded Examinations in Communication: Speaking Verse and Prose

Level 3: Graded Examinations in Communication: Speaking Verse and Prose

Entry 3: Graded Examinations in Communication: Reading for Performance

Level 1: Graded Examinations in Communication: Reading for Performance

Level 2: Graded Examinations in Communication: Reading for Performance

Level 3: Graded Examinations in Communication: Reading for Performance

Entry 3: Graded Examinations in Communication: Using Spoken English

Level 1: Graded Examinations in Communication: Using Spoken English

Level 2: Graded Examinations in Communication: Using Spoken English

Level 3: Graded Examinations in Communication: Speaking in Public

Entry 3: Graded Examinations in Performance: Acting (Solo/Duologue)

Level 1: Graded Examinations in Performance: Acting (Solo/Duologue/Combined)

Level 2: Graded Examinations in Performance: Acting (Solo/Duologue/Combined)

Level 3: Graded Examinations in Performance: Acting (Solo/Duologue)

Entry 3: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Level 1: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Level 2: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Level 3: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Entry 3: Graded Examinations in Performance: Miming (Solo/Duologue)

Level 1: Graded Examinations in Performance: Miming (Solo/Duologue)

Level 2: Graded Examinations in Performance: Miming (Solo/Duologue)

Level 3: Graded Examinations in Performance: Miming (Solo/Duologue)

Entry 3: Graded Examinations in Musical Theatre (Solo/Duo)

Level 1: Graded Examinations in Musical Theatre (Solo/Duo)

Level 2: Graded Examinations in Musical Theatre (Solo/Duo)

Level 3: Graded Examinations in Musical Theatre (Solo/Duo)

Level 3: The LAMDA Certificate in Speech and Drama: Performance Studies (PCertLAM)

Level 5: The LAMDA Diploma in Communication, Speech and Drama Education (LSDE)

Presently LAMDA Level 3 Certificates in Communication and Performance and the PCertLAM are recognised within the UCAS tariff for UK university entrance.

QCF Level	LAMDA Grade	Qualification
Entry level	Entry3	Award
Level 1	Grade 1	Award
	Grade 2	Award
	Grade 3	Award
Level 2	Grade 4	Award
	Grade 5	Award
Level 3	Grade 6	Certificate
	Grade 7	Certificate
	Grade 8	Certificate

Further information is available on the National Database of Accredited Qualifications website: [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)

LAMDA accredited qualifications are approved for use on publicly funded courses of study. For further information on funding please either contact your Local Education Authority (LEA) or the Young People's Learning Agency (YPLA) for 16-19 funding arrangements or the Skills Funding Agency (SFA) for post-19 funding arrangements. The latter two bodies have emerged from the Learning and Skills Council (LSC).

Further information is also available on the Ofqual website: [www.ofqual.gov.uk](http://www.ofqual.gov.uk), the Young People's Learning Agency (YPLA) website [www.ypla.gov.uk](http://www.ypla.gov.uk) and the Skills Funding Agency (SFA) website [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk)

### **A note on Language**

English is used and explicitly expressed in all LAMDA Examinations specifications/syllabi and assessment materials. Examinations are conducted in English. The language used in all specifications/syllabi, assessment materials and during practical assessment is explicit, plain, free from bias and appropriate to the examination.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh or Irish (Gaeilge) languages.

### **The Diploma Catalogue**

LAMDA'S accredited qualifications at Levels 1, 2 and 3 feature in the Diploma Catalogue in the UK. They are accredited as either Additional or Specialist Learning within Diplomas.

### **Additional and Specialist Learning (ASL)**

Additional and Specialist Learning (ASL) provides learners with greater breadth (Additional Learning) and depth (Specialist Learning) of study and enables them to tailor their personal programmes to their own interests and aspirations. For learners: the subjects you choose as part of the Additional and Specialist Learning offer the opportunity to study a particular topic in more depth or to study something different that widens your experience. Additional and Specialist Learning will broaden your horizons and help to open up different opportunities in future study and employment.

Sourced from [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## **The role of Component Awarding Bodies (CABs) in the Diploma**

In the UK the role of Component Awarding Bodies (CABs) in 2009 is to support centres and consortia in understanding the operational arrangements and Diploma processes in relation to the CAB's qualifications that contribute to the overall Diploma award.

A Component Awarding Body (CAB) offers the constituent qualifications that contribute to the Diploma including the Additional and Specialist Learning (ASL). CABs will register and support centres in delivering these constituent qualifications.

CABs support centres on administration surrounding the CAB's own qualifications in the ways outlined below, once the centre has been registered by the CAB for delivery of the qualification(s) in question. It does this by:

- a. Helping centres understand what they need to do to secure the assessment and award of a qualification. This will include communicating to the centres the administrative tasks leading up to the award of the qualification and the results being entered onto the diploma aggregation service (DAS).
- b. Externally quality assuring the centre and its data submissions to ensure validity, accuracy, completeness and timeliness. This includes verifying the learner details referenced by the unique learner number (ULN), as far as they refer to the CAB.
- c. Supplying results data to the diploma aggregation service (DAS) within 10 days of qualifications being awarded in accordance with agreed service levels and commercial terms.
- d. Verifying the relevant prior achievement of Diploma learners for the constituent qualifications they offer and updating DAS within 10 days of verifying a prior learning request.
- e. Investigating cases of missing results with centres, where the learner and their qualification are known on DAS and to the CAB.
- f. Working with centres and relevant DABs to ensure DAS holds all relevant constituent qualification results for learners receiving a Diploma award.
- g. Clarifying the timescales and requirements for enquiries or appeals, and handling them.

CABs will provide advice, guidance and support to centres on the above topics through their normal channels of support.

CABs will also support centres on curriculum-related issues, including providing guidance in curriculum planning and ensuring standards.

### **Personal, Learning and Thinking Skills**

The Personal, Learning and Thinking Skills (PLTS) provide a framework for describing qualities and skills needed for success in learning and life.

The framework comprises 6 groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

The framework supports young people in their learning across the curriculum, allowing them to learn to develop and to transfer skills across a range of contexts.

The LAMDA Graded Examinations offer a range of opportunities for learners to develop personal, learning and thinking skills.

### **Independent Enquiry**

- Present opportunities for individual research at each level (in the study of language and literature in Speaking Verse and Prose, Reading for Performance and Acting)
- Present opportunities for presentation of personal interests (Speaking in Public and Using Spoken English).

### **Creative Thinking**

- Present opportunities for learners to understand, interpret and communicate the words of a poet, author or playwright
- Present opportunities for learners to stage and to develop the presentation of a text or series of texts/ themes
- In Devising Drama and Miming – to allow learners to devise a scene or prepare a mime
- In Using Spoken English and Speaking in Public – to provide an opportunity for them to plan the content of material for its presentation.

### **Reflective Learning**

- Present opportunities to reflect on learners' work (their own and / or that of others if taught in a group)
- Present opportunities for individual research at an appropriate level
- Help learners to develop the ability to make choices and talk about their decisions
- In Acting, Miming, Devising Drama exams – to help learners to think about staging and relationships between characters (real or imaginary).

### **Team-Working (Group exams/Duos)**

- Provide opportunities for interaction – listening to others and developing respect
- Provide opportunities to share responsibilities and plan collaboratively
- Provide opportunities to work with others and to develop an appreciation of group rhythm and timing.

### **Self-Management**

- Develop self-confidence
- Develop communication and general conversation skills
- Present opportunities for learners to improve concentration skills: by memorising words, by movement and by refining performance by practice
- Improve technical skills over time: vocal projection, modulation and clarity of diction
- Help learners to develop a sense of occasion.

### **Effective Participation**

- Provide a channel for enthusiastic response
- Provide a mechanism to encourage the development of practical communication skills
- Provide a pathway of staged progression in a variety of disciplines
- Provide the opportunity to be linked to an international organisation with recognised standards.

## **Graded Examinations: Joint Qualifications in Communication or Performance**

The LAMDA Graded Examinations: Joint Qualifications in Communication or Performance recognise and reward by credit accumulation learners who successfully achieve 3 constituent parts of any of the levels shown below within the timeframe of 24 months from the date of the first examination. The level of the qualification will be determined by the lowest grade accumulated. Learners wishing to claim one of these awards should contact LAMDA Examinations.

### **The LAMDA Graded Examinations: Joint Qualification in Communication Level 1**

Learners must achieve Grade 1 or Grade 2 or Grade 3 in the following:

- Speaking Verse and Prose
- Using Spoken English
- Reading for Performance.

### **The LAMDA Graded Examinations: Joint Qualification in Communication Level 2**

Learners must achieve Grade 4 or Grade 5 in the following:

- Speaking Verse and Prose
- Using Spoken English
- Reading for Performance.

### **The LAMDA Graded Examinations: Joint Qualification in Communication Level 3**

Learners must achieve Grade 6 or Grade 7 or Grade 8 in the following:

- Speaking Verse and Prose
- Speaking in Public
- Reading for Performance.

### **The LAMDA Graded Examinations: Joint Qualification in Performance Level 1**

Learners must achieve Grade 1 or Grade 2 or Grade 3 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer.

### **The LAMDA Graded Examinations: Joint Qualification in Performance Level 2**

Learners must achieve Grade 4 or Grade 5 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer.

### **The LAMDA Graded Examinations: Joint Qualification in Performance Level 3**

Learners must achieve Grade 6 or Grade 7 or Grade 8 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer.

## **Reasonable Adjustments**

LAMDA Examinations offers open access to all examinations, irrespective of ethnicity, nationality, gender, religion, sexual orientation, disability, creed or marital status.

LAMDA Examinations will comply with the terms of all relevant UK legislation, including the Disability Discrimination Act, with regard to access arrangements and reasonable adjustments to the examination process.

Such adjustments must be agreed before an examination to enable learners who might not otherwise be able to do so to demonstrate their attainment or competence.

Learners, Teachers and/or Centres on behalf of learners with particular needs, may apply for reasonable adjustments to be made to examination requirements by marking the learner entry form and submitting the entry with an 'Application for Reasonable Adjustment Form'.

Examination Entry forms provide space for teachers and/or learners to bring to LAMDA Examinations attention any special circumstances or needs which the learner wishes to be considered. The learner will still be examined against standard criteria. The examination procedure or the environment may be adjusted to accommodate the specified circumstances.

In granting reasonable adjustments to the examination, cases will be judged on an individual basis.

Adjustments to the examination must not give the learner an unfair advantage over other learners.

Adjustments to the examination must not compromise the integrity of the examination or reduce its reliability or validity.

Learners, Teachers and/or Centres on behalf of learners may contact LAMDA Examinations directly if they wish to discuss specific reasonable adjustments for their learners, prior to submitting the entry and application form.

Learners requiring access to a Braille text for examinations that require a sight-reading should submit their Application for Reasonable Adjustment 8 weeks before the examination session to allow for a Braille document to be produced.

All public examination centres have wheelchair access.

## Special Considerations

A Special Consideration is a consideration given following a period of assessment for the learner who:

- was prepared and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near the time of assessment
- misses part of the assessment due to circumstance outside their control (i.e. Fire alarm).

Examples of Special Considerations

- Terminal Illness
- Recent bereavement of member of immediate family
- Incapacity
- Recent traumatic experience
- Flare up of severe congenital illness such as epilepsy, diabetes or asthma.

LAMDA Examinations would expect provision and arrangement in place to enable the learner in circumstances to complete assessment and thereby achieve the qualification/unit. Only when this is unsuccessful should an application for special considerations be made. All applications for special considerations will be made on a case by case basis. Special considerations must be submitted to LAMDA Examinations in writing, detailing the circumstances and enclosing the examination report form, within 10 working days following the examination date.

A learner who is prevented by illness or other circumstances beyond his or her control from participating in an examination will, on production of evidence from a medical practitioner and/or employer to support the claim, be allowed to retake it at no additional cost at the next scheduled opportunity. LAMDA Examinations will only consider making aegrotat awards for examinations that do not require assessment of practical competence.

If the application is successful the learner's performance will be reviewed in the light of the available evidence

It is important to note it will not be possible to apply special considerations in instances where assessment requires the demonstration of practical competence or where the criteria have to be fully met.

In these circumstances where the assessments are demand assessments (Practical, Oral presentations, Performance- based) LAMDA Examinations will offer the learners affected the opportunity to take the assessment again at a later date. If this is decided by LAMDA Examinations as the most appropriate action it will award a full or part Transfer Credit Voucher (TCV) refunding the fee to the learner(s) in question. A TCV is non transferable and valid for one year only. For re-entry learners must complete an entry form, enclosing their vouchers and fee balance.

## Regulations for All Examinations

- 1 Teachers and learners should refer to the 'General Notes and Regulations' printed in each individual subject area throughout the specifications.
- 2 Learner registration is accepted as evidence that the learner agrees to the regulations laid down in the specifications.
- 3 Learners may enter for more than one subject at one examination session, but must state this on the entry form. Learners 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. Learners may not enter for the same grade in both solo and duologue examinations. Learners may not enter for more than one group examination of the same subject and grade.
- 4 Learners must be in attendance and ready for their examination at least 15 minutes prior to the stated time of the examination.
- 5 LAMDA Examinations reserves the right to decline or cancel any entry and return the fee. LAMDA Examinations does not guarantee to examine at any Centre where the number of learners is insufficient to warrant it. Fees will be returned in such cases.
- 6 LAMDA Examinations reserves the right not to examine a learner if they have a possibly contagious illness, such as chicken pox.
- 7 LAMDA Examinations cannot grant requests for specific dates and times.
- 8 No unauthorised person will be allowed to be present during any examination.
- 9 LAMDA Examinations reserves the right to return entries received after the closing date.
- 10 Examination appointments vacated by learners who are sick, or those withdrawing for other reasons, cannot be taken by other learners.
- 11 Should a learner be prevented from attending an examination after their entry has been processed, LAMDA Examinations should receive notice in writing, detailing the circumstances and enclosing the report form, within 10 working days of the examination date. Under circumstances such as illness, injury or recent bereavement, LAMDA Examinations 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, learners must complete an entry form, enclosing their voucher and fee balance.
- 12 Fees cannot be returned except under regulations 5, 6, or 9.
- 13 LAMDA Examinations issue medals in materials other than precious metal. The words 'Bronze', 'Silver' and 'Gold' are used by LAMDA Examinations purely as an academic standard for the medal examinations. LAMDA Examinations reserves the right to change the style and presentation of all awards.
- 14 The decisions of the awarding body (LAMDA Examinations) are final.

## **Graded Examinations in Performance: Devising Drama (Solo or Duologue)**

### ***Purpose of the Qualification***

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

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

Learners 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***

The learner will be 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***

The learner will be 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***

The learner will be required:

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

### ***Structure***

The specification is divided into four levels, in line with the Qualifications and Credit Framework.

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

*Graded Examinations in Performance: Devising Drama* are offered in the following formats:

- *Solo* (one learner) – where the learner performs alone
- *Duologue* (two learners) – where the learners 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 learners in a Duologue examination must be entered at the same grade level.
  - 2 Learners may not enter for both Solo and Duologue examinations at the same grade level in the one examination session.
  - 3 Learners 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 learners. Substitution will only be allowed under exceptional circumstances.
  - 5 Scenes may be presented in the order of the learner's choice.
  - 6 Learners 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 learners 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 barefoot. Nudity is not permitted.
  - 11 Duologue learners will be assessed through open discussion with both learners in the Knowledge section of each examination.
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## **Entry Level**

### ***Learning Outcomes***

#### *Interpretation*

The learner will be able to:

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

#### *Technique*

The learner will be able to:

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

#### *Knowledge*

- 6 The learner will 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* – using 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 learner performs

### ***Level Descriptor***

Learners will 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*

#### 1 Interpretation and Technique

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

- in a theme park
- in a classroom
- in a farmyard.

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 learner(s) will discuss the scene with the examiner and answer questions on the following:

- the reasons(s) for choosing the place or situation that has been created
- the physical aspects of the place that has been created.

## **Marking Scheme**

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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### **Level 1**

#### **Learning Outcomes**

##### *Interpretation*

The learner will be able to:

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

##### *Technique*

The learner will be able to:

- 4 Communicate with appropriate audibility/clarity for character and space
- 5 Use the performance space appropriately
- 6 Reveal character through body language.

##### *Knowledge*

- 7 The learner will be able to discuss dramatic structure with the examiner.

## ***Amplification of the Learning Outcomes***

*Structure* – using a beginning, middle and an end

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

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

*Appropriate audibility and clarity* – using 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 learner performs

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

## ***Level Descriptor***

Learners will 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. Learners 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***

#### **1 Interpretation and Technique**

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

- the party
- the performance
- 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 learner(s) will present a prepared scene of their own devising using one of the following objects as inspiration:

- a mobile phone
- an umbrella
- a ring.

The learner(s) will bring the object with them into the examination room and use it in the scene. 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 learner(s) will discuss the scenes with the examiner and will:

- give the reason(s) for choosing the event or object
- identify the beginning, middle and end within the scene(s).

## Grade 2

### 1 Interpretation and Technique

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

- the visitor
- the discovery
- the rescue.

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 learner(s) will present a prepared scene of their own devising using one of the following objects as inspiration:

- a map
- a watch
- a key.

The learner(s) will bring the object with them into the examination room, and use it in the scene. 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 learner(s) will discuss the scenes with the examiner and will:

- give the reasons(s) for choosing the event/object
- identify the beginning, middle and end within the scene(s)
- describe how the character changed during the scene(s).

## Grade 3

### 1 Interpretation and Technique

The learner(s) will present a prepared scene of their own devising based on one of the occupations listed in List A linked to one of the characteristics listed in List B.

## List A

The teacher  
The television presenter  
The chef

## List B

Forgetfulness  
Anger  
Greed

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 learner(s) will present a prepared scene of their own devising using one of the following objects as inspiration:

- a photograph
- a wallet
- a letter.

The learner(s) will bring the object with them into the examination room and use it in the scene. 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 learner(s) will discuss the scenes with the examiner and will:

- give the reason(s) for choosing the 'character', 'occupation', 'characteristics' and 'object'
- identify the beginning, middle and end within the scene(s)
- describe how the character(s) changed during the scene(s).

## **Marking Scheme**

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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## **Level 2**

### **Learning Outcomes**

#### *Interpretation*

The learner will be able to:

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

## *Technique*

The learner will be able to:

- 5 Demonstrate clarity of diction, appropriate to the character and situation
- 6 Sustain the thought and vocal power through to the end of a phrase
- 7 Build character through the whole body
- 8 Use the performance space appropriate to character and situation.

## *Knowledge*

- 9 The learner will be able to describe how he/she prepared the scene.

## ***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

*Relationships with other characters* – revealing how the character thinks and feels about other people in the scene, whether real or imaginary: reacting to other characters' 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 learner performs

## ***Level Descriptor***

Learners will 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 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*

#### 1 Interpretation and Technique

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

- beyond the horizon
- when the clock strikes twelve
- at the bottom of the garden.

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 learner(s) will 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 learner(s) will discuss the scenes with the examiner. The learner(s) will answer questions on the following:

- the reason(s) for choosing the specific phrase
- how to plan and prepare the devised scenes
- the reason(s) for the decisions on staging within the scenes.

*Grade 5*

1 Interpretation and Technique

*Solo* The learner(s) will present a prepared scene of their own devising using one of the people from List A and one of the situations from List B.

*Duologue* The learner(s) will present a prepared scene of their own devising using two of the people from List A and one of the situations from List B.

List A

The politician  
The hypochondriac  
The celebrity

List B

At the airport  
At an interview  
At a ceremony

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

3 Knowledge

The learner(s) will discuss the scenes with the examiner. The learner(s) will answer questions on the following:

- the reason(s) for choosing the specific character(s) and situation
- how to plan and prepare the devised scenes
- the reason(s) for the decisions on staging within the scenes
- how the music and/or sound effects aided the development of the scene.

## **Marking Scheme**

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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### **Level 3**

#### **Learning Outcomes**

##### *Interpretation*

The learner will be able to:

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

##### *Technique*

The learner will be able to demonstrate practical ability in:

5. Physical and vocal characterisation
6. Physical and vocal flexibility
7. Physical and vocal freedom
8. Articulative flexibility.

##### *Knowledge*

The learner will be able to describe:

- 9 The devising process
- 10 Characterisation
- 11 The use of music and sound effects in a scene.

#### **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

*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; using 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 Descriptor**

Learners will 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. Learners 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*

#### 1 Interpretation and Technique

The learner(s) will present a prepared scene of their own devising based around one of the five senses – sight, touch, hearing, taste or smell. The learner(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 learner(s) will present a prepared scene of their own devising depicting a character other than themselves 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 learner(s) will discuss the devising process with the examiner. The learner(s) will answer questions on the following:

- steps in the devising process
- characterisation including physical descriptions, objectives, changes of mood and reactions to characters and events
- the use of music and sound effects to help develop atmosphere in a devised drama.

#### *Grade 7*

#### 1 Interpretation and Technique

The learner(s) will present a prepared scene of their own devising based around one of the elements – Earth, Air, Fire, Water or Wood. The learner(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 learner(s) will present a prepared scene of their own devising depicting a character other than themselves 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 learner(s) will discuss the devising process with the examiner. The learner(s) will answer questions on the following:

- steps in the devising process
- characterisation including physical descriptions, objectives, changes of mood and reactions to characters and events
- the use of music and sound effects to help develop atmosphere in a devised drama
- how tension between devised characters can build an effective climax in a scene.

### Grade 8

1 Interpretation and Technique

The learner(s) will present a prepared scene of their own devising based on an historical event, a myth or legend. The learner(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 learner(s) will 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 learner(s) will discuss the devising process with the examiner. The learner(s) will answer questions on the following:

- steps in the devising process
- characterisation including physical descriptions, objectives, changes of mood and reactions to characters and events
- the use of music and sound effects to help develop atmosphere in a devised drama
- the selection of the myth, legend or historical event
- how a sense of a style and period can be conveyed.

### Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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## **Entry Level**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

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

#### ***Knowledge***

The learner will be able to:

6. Describe the place and situation that they have created

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Plan and act out a simple scene which indicates a place and a situation
- 2.1 Demonstrate the ability to concentrate and focus on the performance some of the time
- 2.2 Demonstrate the ability to show some involvement with the place and situation that has been created

The learner can:

- 3.1 Perform the prepared scene of their own devising with some appropriate audibility in the performance space
- 4.1 Speak with some clarity of diction in order to be understood
- 5.1 Communicate the meaning of the devised scene through some appropriate movement and adequate use of the performance space

The learner can:

- 6.1 Give a brief description of the place that they have created
- 6.2 Give a brief description of the situation that they have created
- 6.3 Indicate basic reasons for the choices made in the selection of the place or situation

## Entry Level

### Assessment Criteria:

#### **Merit** ***Interpretation***

The learner can:

- 1.1 Plan and act out a scene which reveals a place and a situation
- 2.1 Demonstrate the ability to concentrate and focus on the performance most of the time
- 2.2 Demonstrate the ability to show involvement with the place and situation that has been created most of the time

#### ***Technique***

The learner can:

- 3.1 Perform the prepared scene of their own devising with audibility in the performance space most of the time
- 4.1 Speak with clarity of diction in order to be understood most of the time
- 5.1 Communicate the meaning of the devised scene through appropriate movement and sound use of the performance space

#### ***Knowledge***

The learner can:

- 6.1 Give a sound description of the place that they have created
- 6.2 Give a sound description of the situation that they have created
- 6.3 Give sound reasons for the choices made in the selection of the place and situation

### Distinction

The learner can:

- 1.1 Plan and act out a comprehensive scene which reveals and develops a place and a situation
- 2.1 Demonstrate the ability to concentrate and focus on the performance consistently
- 2.2 Demonstrate the ability to show total involvement with the place and situation that has been created

The learner can:

- 3.1 Perform the prepared scene of their own devising with appropriate and confident audibility in the performance space
- 4.1 Speak with clarity and coherence appropriate for the devised material
- 5.1 Communicate the meaning of the devised scene through consistently appropriate movement and informed use of the performance space

The learner can:

- 6.1 Give a detailed description of the place that they have created
- 6.2 Give a detailed description of the situation that they have created
- 6.3 Give detailed reasons for the choices made in the selection of the place and situation

## Level 1: Grade 1

### Learning Outcomes

#### *Interpretation*

The learner will be able to:

1. Devise a scene with a character and situation
2. Devise a scene with a clear structure
3. Engage with the character and situation

#### *Technique*

4. Communicate with appropriate audibility/clarity for character and space
5. Use the performance space appropriately
6. Reveal character through body language

#### *Knowledge*

The learner will be able to:

7. Discuss dramatic structure

### Assessment Criteria:

#### Pass

The learner can:

- 1.1 Create 2 simple scenes which clarify character and situation some of the time
- 2.1 Create 2 simple scenes with some sense of structure
- 3.1 Demonstrate the ability to concentrate and focus on both devised performances some of the time
- 3.2 Demonstrate the ability to show some involvement with the characters presented in both devised scenes
- 3.3 Demonstrate the ability to show some involvement with the situations presented in both devised scenes
- 4.1 Perform the 2 scenes of their own devising with some appropriate audibility in the performance space
- 4.2 Perform the 2 scenes of their own devising with some appropriate audibility for the characters portrayed
- 4.3 Speak with some clarity of diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with some appropriate use of the performance space
- 6.1 Communicate the personal characteristics of both characters through some appropriate movements
- 7.1 Identify the beginning, middle and end of both scenes
- 7.2 Indicate reasons for the choices made in the selection of both the 'event' and the 'object'

## **Level 1: Grade 1**

### **Assessment Criteria:**

#### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create 2 scenes which clarify character and situation most of the time
- 2.1 Create 2 scenes with an appropriate structure
- 3.1 Demonstrate the ability to concentrate and focus on both devised performances most of the time
- 3.2 Demonstrate the ability to show complete involvement with the character in one of the 2 devised scenes and some involvement with the character in the second scene
- 3.3 Demonstrate the ability to show complete involvement with the situation in one of the 2 devised scenes and some involvement in the second scene

##### ***Technique***

The learner can:

- 4.1 Perform the 2 scenes of their own devising with appropriate audibility in the performance space most of the time
- 4.2 Perform the 2 scenes of their own devising with appropriate audibility for the characters portrayed most of the time
- 4.3 Speak with mostly clear diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with sound use of the performance space most of the time
- 6.1 Communicate the personal characteristics of both characters through appropriate movements most of the time

#### **Distinction**

The learner can:

- 1.1 Create 2 comprehensive scenes which totally clarify character and situation
- 2.1 Create 2 comprehensive scenes with a clearly defined structure
- 3.1 Demonstrate the ability to sustain concentration and focus throughout both devised performances
- 3.2 Demonstrate the ability to show complete involvement with the characters of both devised scenes
- 3.3 Demonstrate the ability to show complete involvement with the situation in both devised scenes
- 4.1 Perform the 2 scenes of their own devising with confident and controlled audibility in the performance space
- 4.2 Perform the 2 scenes of their own devising with confident and controlled audibility for the characters portrayed
- 4.3 Sustain clarity of diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with confident and informed use of the performance space
- 6.1 Communicate the personal characteristics of both characters through sustained, appropriate movements

## ***Knowledge***

The learner can:

- 7.1 Identify and develop the beginning, middle and end of both scenes
- 7.2 Give sound reasons for the choices made in the selection of both the 'event' and the 'object'

The learner can:

- 7.1 Give a detailed description of the beginning, middle and end of both scenes
- 7.2 Give detailed reasons for the choices made in the selection of both the 'event' and the 'object'

## Level 1: Grade 2

### Learning Outcomes

#### *Interpretation*

The learner will be able to:

1. Devise a scene with a character and situation
2. Devise a scene with a clear structure
3. Engage with the character and situation

#### *Technique*

The learner will be able to:

4. Communicate with appropriate audibility/clarity for character and space
5. Use the performance space appropriately
6. Reveal character through body language

#### *Knowledge*

The learner will be able to:

7. Discuss dramatic structure

### Assessment Criteria:

#### Pass

The learner can:

- 1.1 Create 2 simple scenes which clarify character and situation some of the time
- 2.1 Create 2 simple scenes with some sense of structure
- 3.1 Demonstrate the ability to concentrate and focus on both devised performances some of the time
- 3.2 Demonstrate the ability to show some involvement with the characters presented in both devised scenes
- 3.3 Demonstrate the ability to show some involvement with the situations presented in both devised scenes

The learner can:

- 4.1 Perform the 2 scenes of their own devising with some appropriate audibility in the performance space
- 4.2 Perform the 2 scenes of their own devising with some appropriate audibility for the characters portrayed
- 4.3 Speak with some clarity of diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with some appropriate use of the performance space
- 6.1 Communicate the personal characteristics of both characters through some appropriate movements

*The learner can:*

- 7.1 Identify the beginning, middle and end of both scenes
- 7.2 Indicate reasons for the choices made in the selection of both the 'event' and the 'object'
- 7.3 Give a brief description of any changes of mood the characters may have had during the scenes

## **Level 1: Grade 2**

### **Assessment Criteria:**

#### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create 2 scenes which clarify character and situation most of the time
- 2.1 Create 2 scenes with an appropriate structure
- 3.1 Demonstrate the ability to concentrate and focus on both devised performances most of the time
- 3.2 Demonstrate the ability to show complete involvement with the character in one of the 2 devised scenes and adequate involvement with the character in the second scene
- 3.3 Demonstrate the ability to show complete involvement with the situation in one of the 2 devised scenes and adequate involvement in the second scene

##### ***Technique***

The learner can:

- 4.1 Perform the 2 scenes of their own devising with appropriate audibility in the performance space most of the time
- 4.2 Perform the 2 scenes of their own devising with appropriate audibility for the characters portrayed most of the time
- 4.3 Speak with mostly clear diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with sound use of the performance space most of the time
- 6.1 Communicate the personal characteristics of both characters through appropriate movements, most of the time

#### **Distinction**

The learner can:

- 1.1 Create 2 comprehensive scenes which totally clarify character and situation
  - 2.1 Create 2 comprehensive scenes with a clearly defined structure
  - 3.1 Demonstrate the ability to sustain concentration and focus throughout both devised performances
  - 3.2 Demonstrate the ability to show complete involvement with the characters of both devised scenes
  - 3.3 Demonstrate the ability to show complete involvement with the situation in both devised scenes
- The learner can:
- 4.1 Perform the 2 scenes of their own devising with confident and controlled audibility in the performance space
  - 4.2 Perform the 2 scenes of their own devising with confident and controlled audibility for the characters portrayed
  - 4.3 Sustain clarity of diction throughout both devised scenes
  - 5.1 Communicate the meaning of both devised scenes with confident and informed use of the performance space
  - 6.1 Communicate the personal characteristics of both characters through sustained, appropriate movements

## ***Knowledge***

The learner can:

- 7.1 Identify and develop the beginning, middle and end of both scenes
- 7.2 Give sound reasons for the choices made in the selection of both the 'event' and the 'object'
- 7.3 Give a description of any changes of mood the characters may have had during the scenes

The learner can:

- 7.1 Give a detailed description of the beginning, middle and end of both scenes
- 7.2 Give detailed reasons for the choices made in the selection of both the 'event' and the 'object'
- 7.3 Give a detailed description of any changes of mood the characters may have had during the scenes

## **Level 1: Grade 3**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

1. Devise a scene with a character and situation
2. Devise a scene with a clear structure
3. Engage with the character and situation

#### ***Technique***

The learner will be able to:

4. Communicate with appropriate audibility/clarity for character and space
5. Use the performance space appropriately
6. Reveal character through body language

#### ***Knowledge***

The learner will be able to:

7. Discuss dramatic structure

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Create 2 simple scenes which clarify character and situation some of the time
- 2.1 Create 2 simple scenes with some sense of structure
- 3.1 Demonstrate the ability to concentrate and focus on both devised performances some of the time
- 3.2 Demonstrate the ability to show some involvement with the characters presented in both devised scenes
- 3.3 Demonstrate the ability to show some involvement with the situations presented in both devised scenes

The learner can:

- 4.1 Perform 2 scenes of their own devising with some appropriate audibility in the performance space
- 4.2 Perform 2 scenes of their own devising with some appropriate audibility for the characters portrayed
- 4.3 Speak with some clarity of diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with some appropriate use of the performance space
- 6.1 Communicate the personal characteristics of both characters through some appropriate movements

The learner can:

- 7.1 Identify the beginning, middle and end of both scenes
- 7.2 Indicate reasons for the choices made in the selection of the 'occupation', 'characteristics' and the 'object'
- 7.3 Give a brief description of any changes of mood the characters may have had during the scenes

## **Level 1: Grade 3**

### **Assessment Criteria:**

#### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create 2 scenes which clarify character and situation most of the time
- 2.1 Create 2 scenes with an appropriate structure
- 3.1 Demonstrate the ability to concentrate and focus on both devised performances most of the time
- 3.2 Demonstrate the ability to show complete involvement with the character in one of the 2 devised scenes and some involvement with the character in the second scene
- 3.3 Demonstrate the ability to show complete involvement with the situation in one of the 2 devised scenes and some involvement in the second scene

##### ***Technique***

The learner can:

- 4.1 Perform the 2 scenes of their own devising with appropriate audibility in the performance space most of the time
- 4.2 Perform the 2 scenes of their own devising with appropriate audibility for the characters portrayed most of the time
- 4.3 Speak with mostly clear diction throughout both devised scenes
- 5.1 Communicate the meaning of both devised scenes with sound use of the performance space most of the time
- 6.1 Communicate the personal characteristics of both characters through appropriate movements, most of the time

#### **Distinction**

The learner can:

- 1.1 Create 2 comprehensive scenes which totally clarify character and situation
  - 2.1 Create 2 comprehensive scenes with a clearly defined structure
  - 3.1 Demonstrate the ability to sustain concentration and focus throughout both devised performances
  - 3.2 Demonstrate the ability to show complete involvement with the characters of both devised scenes
  - 3.3 Demonstrate the ability to show complete involvement with the situation in both devised scenes
- The learner can:
- 4.1 Perform the 2 scenes of their own devising with confident and controlled audibility in the performance space
  - 4.2 Perform the 2 scenes of their own devising with confident and controlled audibility for the characters portrayed
  - 4.3 Sustain clarity of diction throughout both devised scenes
  - 5.1 Communicate the meaning of both devised scenes with confident and informed use of the performance space
  - 6.1 Communicate the personal characteristics of both characters through sustained, appropriate movements

## ***Knowledge***

The learner can:

- 7.1 Identify and develop the beginning, middle and end of both scenes
- 7.2 Give sound reasons for the choices made in the selection of the 'occupation', 'characteristics' and the 'object'
- 7.3 Give a description of any changes of mood the characters may have had during the scenes

The learner can:

- 7.1 Give a detailed description of the beginning, middle and end of both scenes
- 7.2 Give detailed reasons for the choices made in the selection of the 'occupation', 'characteristics' and the 'object'
- 7.3 Give a detailed description of any changes of mood the characters may have had during the scenes

## **Level 2: Grade 4**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

5. Demonstrate clarity of diction, appropriate to the character and situation
6. Sustain the thought through to the end of a phrase
7. Sustain the vocal power through to the end of a phrase
8. Build character through the whole body
9. Use the performance space, appropriate to character and situation

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Create and develop 2 scenes with some sense of structure and characters with some convincing characteristics
- 1.2 Indicate some sense of reality in both scenes presented
- 2.1 Create and demonstrate some sense of the place and period in which the characters live
- 3.1 Demonstrate some awareness of other characters, real or imaginary, in both scenes presented
- 3.2 React in an appropriate way to some of the words, actions or attitudes of both characters, real or imaginary, in both scenes presented
- 4.1 Reveal some understanding of the imaginary situations and characters presented in both scenes
- 5.1 Speak with some clarity of diction in the presentation of the devised scenes
- 6.1 Communicate thoughts adequately, through to the ends of some phrases
- 7.1 Maintain vocal power adequately through to the ends of some phrases
- 8.1 Communicate some of the personal characteristics of both characters through appropriate stance, movements, gesture and facial expression
- 9.1 Communicate the meaning of both characterisations and their situations with some appropriate use of the performance space

## ***Knowledge***

The learner will be able to:

10. Describe how they prepared their scene(s)

The learner can:

- 10.1 Give a brief description of the steps taken in planning and preparing the devised scenes
- 10.2 Give a brief description of the staging of both scenes and indicate the rationale behind it

## **Level 2: Grade 4**

### **Assessment Criteria:**

#### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create and develop 2 scenes with an appropriate structure and characters with mostly convincing characteristics
- 1.2 Create a sense of reality most of the time in both scenes presented
- 2.1 Create and demonstrate a secure sense of the place and period in which the characters live
- 3.1 Demonstrate an awareness of other characters, real or imaginary, in both scenes presented, for most of the time
- 3.2 React in an appropriate way to most of the words, actions or attitudes of other characters, real or imaginary, in both scenes presented
- 4.1 Reveal a sound understanding of the imaginary situations and characters presented in both scenes

##### ***Technique***

The learner can:

- 5.1 Speak with clarity of diction throughout most of both devised scenes
- 6.1 Maintain thoughts through to the ends of most phrases
- 7.1 Maintain vocal power through to the ends of most phrases
- 8.1 Communicate most of the personal characteristics of both characters through appropriate stance, movements, gesture and facial expression
- 9.1 Communicate the meaning of both characterisations and their situations with sound use of the performance space most of the time

#### **Distinction**

The learner can:

- 1.1 Create and develop 2 scenes with a detailed structure and characters with completely convincing and believable characteristics
- 1.2 Create a total sense of reality in both scenes presented
- 2.1 Create and sustain a total sense of the place and period in which the characters live
- 3.1 Sustain a complete awareness of other characters, real or imaginary, in both scenes presented
- 3.2 React in an appropriate way to all the words, actions or attitudes of other characters, real or imaginary, in both scenes presented
- 4.1 Reveal a total understanding of the imaginary situations and characters presented in both scenes

The learner can:

- 5.1 Sustain clarity of diction throughout both devised scenes
- 6.1 Sustain thoughts through to the ends of all phrases
- 7.1 Sustain vocal power through to the ends of all phrases
- 8.1 Communicate all the personal characteristics of both characters through appropriate stance, movements, gesture and facial expression
- 9.1 Communicate the meaning of both characterisations and their situations with confident, informed and creative use of the performance space

### ***Knowledge***

The learner can:

- 10.1 Give a sound description of the steps taken in planning and preparing the devised scenes
- 10.2 Give a sound description of the rationale behind the selection of the 'phrase' to act as a stimulus in the development of the scene
- 10.3 Give a description of the staging of both scenes and outline the rationale behind it

The learner can:

- 10.1 Give a detailed description of the steps taken in planning and preparing the devised scenes
- 10.2 Give a detailed description of the rationale behind the selection of the 'phrase' to act as a stimulus in the development of the scene
- 10.3 Give a detailed description of the staging of both scenes and outline the rationale behind it

## **Level 2: Grade 5**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

5. Demonstrate clarity of diction, appropriate to the character and situation
6. Sustain the thought through to the end of a phrase
7. Sustain the vocal power through to the end of a phrase
8. Build character through the whole body
9. Use the performance space, appropriate to character and situation

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Create and develop 2 scenes with some sense of structure and characters with some convincing characteristics
- 1.2 Indicate some sense of reality in both scenes presented
- 2.1 Create and demonstrate some sense of the place and period in which the characters live
- 3.1 Demonstrate some awareness of other characters, real or imaginary, in both scenes presented
- 3.2 React in an appropriate way to some of the words, actions or attitudes of other characters, real or imaginary, in both scenes presented
- 4.1 Reveal some understanding of the imaginary situations and characters presented in both scenes

The learner can:

- 5.1 Speak with some clarity of diction in the presentation of the devised scenes
- 6.1 Communicate thoughts adequately, through to the ends of some phrases
- 7.1 Maintain vocal power through to the ends of some phrases
- 8.1 Communicate some of the personal characteristics of both characters through appropriate stance, movements, gesture and facial expression
- 9.1 Communicate the meaning of both characterisations and their situations with some appropriate use of the performance space

## ***Knowledge***

The learner will be able to:

10. Describe how they prepared their scene(s)

The learner can:

- 10.1 Give a brief description of the steps taken in planning and preparing the devised scenes
- 10.2 Give a brief description of the rationale behind the selection of the 'character' and 'situation' to act as a stimulus in the development of the scene
- 10.3 Give a brief description of the staging of both scenes and indicate the rationale behind it
- 10.4 Give a brief description of how the music or sound effects support the development of the second scene

## **Level 2: Grade 5**

### **Assessment Criteria:**

#### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create and develop 2 scenes with an appropriate structure and characters with mostly convincing characteristics
- 1.2 Create a sense of reality most of the time in both scenes presented
- 2.1 Create and demonstrate a secure sense of the place and period in which the characters live
- 3.1 Demonstrate an awareness of other characters, real or imaginary, in both scenes presented, for most of the time
- 3.2 React in an appropriate way to most of the words, actions or attitudes of other characters, real or imaginary, in both scenes presented
- 4.1 Reveal a sound understanding of the imaginary situations and characters presented in both scenes

##### ***Technique***

The learner can:

- 5.1 Speak with clarity of diction, throughout most of both devised scenes
- 6.1 Communicate thoughts adequately through to the ends of most phrases
- 7.1 Maintain adequate vocal power through to the ends of most phrases
- 8.1 Communicate most of the personal characteristics of both characters through appropriate stance, movements, gesture and facial expression
- 9.1 Communicate the meaning of both characterisations and their situations with sound use of the performance space most of the time

#### **Distinction**

The learner can:

- 1.1 Create and develop 2 scenes with a detailed structure and characters with completely convincing and believable characteristics
- 1.2 Create a total sense of reality in both scenes presented
- 2.1 Create and sustain a total sense of the place and period in which the characters live
- 3.1 Sustain a complete awareness of other characters, real or imaginary, in both scenes presented
- 3.2 React in an appropriate way to all the words, actions or attitudes of other characters, real or imaginary, in both scenes presented
- 4.1 Reveal a total understanding of the imaginary situations and characters presented in both scenes

The learner can:

- 5.1 Sustain clarity of diction throughout both devised scenes
- 6.1 Sustain thoughts through to the ends of all phrases
- 7.1 Sustain vocal power through to the ends of all phrases
- 8.1 Communicate all the personal characteristics of both characters through appropriate stance, movements, gesture and facial expression
- 9.1 Communicate the meaning of both characterisations and their situations with confident, informed and creative use of the performance space

## ***Knowledge***

The learner can:

- 10.1 Give a sound description of the steps taken in planning and preparing the devised scenes
- 10.2 Give a sound description of the rationale behind the selection of the 'character' and 'situation' to act as a stimulus in the development of the scene
- 10.3 Give a description of the staging of both scenes and outline the rationale behind it
- 10.4 Give a description of how the use of music or sound effects support the development of the second scene

The learner can:

- 10.1 Give a detailed description of the steps taken in planning and preparing the devised scenes
- 10.2 Give a detailed description of the rationale behind the selection of the 'character' and 'situation' to act as a stimulus in the development of the scene
- 10.3 Give a detailed description of the staging of both scenes and outline the rationale behind it
- 10.4 Give a detailed description of how the use of music and sound effects support the development of the second scene

### **Level 3: Grade 6**

#### **Learning outcomes**

##### ***Interpretation***

The learner will be able to:

1. Devise and inhabit a character and situation
2. Communicate character objectives
3. Sustain imaginative engagement
4. Structure scenes to reveal a progression of mood and/or thought

##### ***Technique***

The learners will be able to:

5. Demonstrate practical ability in physical and vocal characterisation
6. Demonstrate practical ability in physical and vocal flexibility
7. Demonstrate practical ability in physical and vocal freedom
8. Demonstrate articulative flexibility

#### **Assessment Criteria:** **Pass**

The learner can:

- 1.1 Create and present a scene which indicates a sense of place and situation
- 1.2 Respond with some emotion to the characters presented in the devised scenes
- 1.3 Demonstrate an illusion of some spontaneity, creating moments of believability
- 2.1 Communicate some understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish a focus on some moments of the drama presented in the devised scenes
- 3.2 Establish some involvement with each character portrayed
- 3.3 Establish some involvement with the situations in which the characters portrayed find themselves
- 3.4 Establish some involvement in the world of the dramas presented
- 4.1 Create and plan scenes with some changes in the mood and thought of both the overall scene and the characters within it
- 5.1 Reveal a basic physical response to the demands of the characters presented in the devised scenes
- 5.2 Reveal a basic vocal response to the demands of the characters presented in the devised scenes
- 6.1 Respond physically to some of the different demands of contrasting characterisations
- 6.2 Respond vocally to some of the different demands of contrasting characterisations
- 7.1 Project the performances by using adequate breath support and vocal freedom some of the time
- 8.1 Speak with some clarity of diction in the presentation of the devised performances

## ***Knowledge***

The learner will be able to:

9. Describe the devising process
10. Describe characterisation
11. Describe the use of music and sound effects to build atmosphere in a scene

The learner can:

- 9.1 Give a brief outline of the steps taken in selecting and developing a scene for performance
- 9.2 Give a brief outline of the steps taken in creating a character
- 9.3 Give a brief outline of the steps taken to develop the specific characters observed in the devised scenes and state their effectiveness
- 10.1 Give a brief physical description of each character performed and their specific roles in the devised scenes presented
- 10.2 State briefly the objectives of each character in the devised scenes presented
- 10.3 State any changes of mood and reactions to characters and events in the characterisations presented
- 11.1 Give a brief analysis of how the use of music and sound effects can help create atmosphere in a devised drama

**Level 3: Grade 6**

**Assessment Criteria:**

**Merit**

***Interpretation***

The learner can:

- 1.1 Create and present a scene which shows a sense of place and situation
- 1.2 Respond emotionally to the characters presented in the devised scenes
- 1.3 Demonstrate an illusion of spontaneity which makes the scenes believable
- 2.1 Communicate a sound understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish and develop a focus throughout much of the drama presented in the devised scenes
- 3.2 Establish and develop an involvement with each character portrayed
- 3.3 Establish and develop an involvement with the situations in which each character finds themselves
- 3.4 Establish and develop an involvement in the world of the dramas presented
- 4.1 Create and plan scenes with appropriate changes in the mood and thought of both the overall scene and the characters within it

**Distinction**

The learner can:

- 1.1 Create and present a detailed scene which communicates a total awareness of place and situation
- 1.2 Present a complete emotional awareness and sustained response to the characters in the devised scenes
- 1.3 Present a complete illusion of total spontaneity – as if the scenes are 3-dimensional performances
- 2.1 Consistently communicate a complete understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish and maintain a focus on each moment of the drama presented in the devised scenes
- 3.2 Establish and sustain a complete involvement with each character portrayed
- 3.3 Establish and sustain a complete involvement with the situations in which each character finds themselves
- 3.4 Establish and sustain a complete involvement in the world of the dramas presented
- 4.1 Create and plan scenes with a well structured progression of appropriate changes in the mood and thought of both the overall scene and the characters within it

### ***Technique***

The learner can:	The learner can:
5.1 Reveal an adequate physical response to the demands of the characters presented in all the devised scenes	5.1 Reveal a complete physical response to the demands of the characters presented in all the devised scenes
5.2 Reveal an adequate vocal response to the demands of the characters presented in all the devised scenes	5.2 Reveal a complete vocal response to the demands of the characters presented in all the devised scenes
6.1 Respond physically to most of the different demands of contrasting characterisations	6.1 Respond physically to all of the different demands of contrasting characterisations
6.2 Respond vocally to most of the different demands of contrasting characterisations	6.2 Respond vocally to all of the different demands of contrasting characterisations
7.1 Project the performances by using adequate breath support and vocal freedom most of the time	7.1 Project the performances by sustaining effective breath support and vocal freedom all the time
8.1 Speak with clarity of diction throughout most of the devised performances	8.1 Speak with clarity of diction throughout all the devised performances

### ***Knowledge***

The learner can:	The learner can:
9.1 Give a description of the steps taken in selecting a situation and developing a scene for performance	9.1 Give a detailed description of the steps taken in selecting a situation and developing a scene for performance
9.2 Give a description of the steps taken in creating a character	9.2 Give a detailed description of the steps taken in creating a character
9.3 Give a description of the steps taken to develop the specific characters observed in the devised scenes and analyse their effectiveness	9.3 Give a detailed description of the steps taken to develop the specific characters observed in the devised scenes and give a detailed analysis of their effectiveness
10.1 Give a sound physical description of each character performed and their specific roles in the devised scenes presented	10.1 Give a detailed physical description of each character performed and their specific roles in the devised scenes presented
10.2 Outline the objectives of each character in the devised scenes presented	10.2 Give a detailed analysis of the objectives of each character in the devised scenes presented
10.3 Outline any changes of mood and reactions to characters and events in the characterisations presented	10.3 Give a detailed analysis of any changes of mood and reactions to characters and events in the characterisations presented
11.1 Analyse how the use of music and sound effects can help create atmosphere in a devised drama	11.1 Give a detailed analysis of how the use of music and sound effects can help create atmosphere in a devised drama

### **Level 3: Grade 7**

#### **Learning Outcomes**

##### ***Interpretation***

The learner will be able to:

1. Devise and inhabit a character and situation
2. Communicate character objectives
3. Sustain imaginative engagement
4. Structure scenes to reveal a progression of mood and /or thought

##### ***Technique***

The learner will be able to:

5. Demonstrate practical ability in physical and vocal characterisation
6. Demonstrate practical ability in physical and vocal flexibility
7. Demonstrate practical ability in physical and vocal freedom
8. Demonstrate articulative flexibility

#### **Assessment Criteria:** **Pass**

The learner can:

- 1.1 Create and present a scene which indicates some sense of place and situation
- 1.2 Respond with some emotion to the characters presented in the devised scenes
- 1.3 Demonstrate an illusion of some spontaneity, creating moments of believability
- 2.1 Communicate some understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish a focus on some moments of the drama presented in the devised scenes
- 3.2 Establish some involvement with each character portrayed
- 3.3 Establish some involvement with the situations in which the characters portrayed find themselves
- 3.4 Establish some involvement in the world of the dramas presented
- 4.1 Create and plan scenes with some changes in the mood and thought of both the overall scene and the characters within it
- 5.1 Reveal a basic physical response to the demands of the characters presented in the devised scenes
- 5.2 Reveal a basic vocal response to the demands of the characters presented in the devised scenes
- 6.1 Respond physically to some of the different demands of contrasting characterisations
- 6.2 Respond vocally to some of the different demands of contrasting characterisations
- 7.1 Project the performances by using appropriate physical and vocal freedom some of the time
- 8.1 Speak with some clarity of diction in the presentation of the devised performances

## ***Knowledge***

The learner will be able to:

The learner can:

- |     |  |      |   |
|-----|--|------|---|
| 9.  | Describe the devising process  | 9.1  | Give a brief outline of the steps taken in selecting a situation and developing a scene for performance                                 |
|     |  | 9.2  | Give a brief outline of steps taken in creating a character   |
|     |  | 9.3  | Give a brief outline of the steps taken to develop the specific characters observed in the devised scenes and state their effectiveness |
| 10. | Describe characterisation  | 10.1 | Give a brief physical description of each character performed and their specific roles in the devised scenes presented                  |
|     |  | 10.2 | State briefly the objectives of each character in the devised scenes presented  |
|     |  | 10.3 | State any changes of mood and reactions to characters and events in the characterisations presented                                     |
|     |  | 10.4 | Give a brief description of how tension between devised characters can build an effective climax in a scene                             |
| 11. | Describe the use of music and sound effects to build atmosphere in a scene | 11.1 | Give a brief analysis of how the use of music and sound effects can help create atmosphere in a devised drama                           |

**Level 3: Grade 7**

**Assessment Criteria:**

**Merit**

***Interpretation***

The learner can:

- 1.1 Create and present a scene which shows a sense of place and situation
- 1.2 Respond emotionally to the characters presented in the devised scenes
- 1.3 Demonstrate an illusion of spontaneity which makes the scenes believable
- 2.1 Communicate a sound understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish and develop a focus throughout much of the drama presented in the devised scenes
- 3.2 Establish and develop an involvement with each character portrayed
- 3.3 Establish and develop an involvement with the situations in which each character finds themselves
- 3.4 Establish and develop an involvement in the world of the dramas presented
- 4.1 Create and plan scenes with appropriate changes in the mood and thought of both the overall scene and the characters within it

**Distinction**

The learner can:

- 1.1 Create and present a detailed scene which communicates a total awareness of place and situation
- 1.2 Present a complete emotional awareness and sustained response to the characters in the devised scenes
- 1.3 Present a complete illusion of total spontaneity – as if the scenes are 3-dimensional performances
- 2.1 Consistently communicate a complete understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish and maintain a focus on each moment of the drama presented in the devised scenes
- 3.2 Establish and sustain a complete involvement with each character portrayed
- 3.3 Establish and sustain a complete involvement with the situations in which each character finds themselves
- 3.4 Establish and sustain a complete involvement in the world of the dramas presented
- 4.1 Create and plan scenes with a well structured progression in the mood and thought of both the overall scene and the characters within it

### **Technique**

The learner can:

- 5.1 Reveal an adequate physical response to the demands of the characters presented in all the devised scenes
- 5.2 Reveal an adequate vocal response to the demands of the characters presented in all the devised scenes
- 6.1 Respond physically to most of the different demands of contrasting characterisations
- 6.2 Respond vocally to most of the different demands of contrasting characterisations
- 7.1 Project the performances by using adequate breath support and vocal freedom most of the time
- 8.1 Speak with clarity of diction throughout most of the devised performances

The learner can:

- 5.1 Reveal a complete physical response to the demands of the characters presented in all the devised scenes
- 5.2 Reveal a complete vocal response to the demands of the characters presented in all the devised scenes
- 6.1 Respond physically to all of the different demands of contrasting characterisations
- 6.2 Respond vocally to all of the different demands of contrasting characterisations
- 7.1 Project the performances by sustaining effective breath support and vocal freedom most of the time
- 8.1 Speak with clarity of diction throughout all the devised performances

### **Knowledge**

The learner can:

- 9.1 Give a description of the steps taken in selecting a situation and developing a scene for performance
- 9.2 Give a description of the steps taken in creating a character
- 9.3 Give a description of the steps taken to develop the specific characters observed in the devised scenes and analyse their effectiveness
- 10.1 Give a sound physical description of each character performed and their specific roles in the devised scenes presented
- 10.2 Outline the objectives of each character in the devised scenes presented
- 10.3 Outline any changes of mood and reactions to characters and events in the characterisations presented
- 10.4 Give a description of how tension between devised characters can build an effective climax in a scene

The learner can:

- 9.1 Give a detailed description of the steps taken in selecting a situation and developing a scene for performance
- 9.2 Give a detailed description of the steps taken in creating a character
- 9.3 Give a detailed description of the steps taken to develop the specific characters observed in the devised scenes and give a detailed analysis of their effectiveness
- 10.1 Give a detailed physical description of each character performed and their specific roles in the devised scenes presented
- 10.2 Give a detailed analysis of the objectives of each character in the devised scenes presented
- 10.3 Give a detailed analysis of any changes of mood and reactions to characters and events in the characterisations presented
- 10.4 Give a detailed description of how tension between devised characters can build an effective climax in a scene

11.1 Analyse how the use of music and sound effects can help create atmosphere in a devised drama

11.1 Give a detailed analysis of how the use of music and sound effects can help create atmosphere in a devised drama

### **Level 3: Grade 8**

#### **Learning outcomes**

##### ***Interpretation***

The learner will be able to:

1. Devise and inhabit character and situation
2. Communicate character objectives
3. Sustain imaginative engagement
4. Structure scenes to reveal a progression of mood and/or thought

##### ***Technique***

The learner will be able to:

5. Demonstrate practical ability in physical and vocal characterisation
6. Demonstrate practical ability in physical and vocal flexibility
7. Demonstrate practical ability in physical and vocal freedom
8. Demonstrate articulative flexibility

#### **Assessment Criteria:**

##### **Pass**

The learner can:

- 1.1 Create and present a scene which indicates some sense of place and situation
- 1.2 Respond with some emotion to the characters presented in the devised scenes
- 1.3 Demonstrate an illusion of some spontaneity, creating moments of believability
- 2.1 Communicate some understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish a focus on some moments of the drama presented in the devised scenes
- 3.2 Establish some involvement with each character portrayed
- 3.3 Establish some involvement with the situations in which the characters portrayed find themselves
- 3.4 Establish some involvement in the world of the dramas presented
- 4.1 Create and plan scenes with some changes in the mood and thought of both the overall scene and the characters within it
- 5.1 Reveal a basic physical response to the demands of the characters presented in the devised scenes
- 5.2 Reveal a basic vocal response to the demands of the characters presented in the devised scenes
- 6.1 Respond physically to some of the different demands of contrasting characterisations
- 6.2 Respond vocally to some of the different demands of contrasting characterisations
- 7.1 Project the performances by using appropriate physical and vocal freedom some of the time
- 8.1 Speak with some clarity of diction in the presentation of the devised performances

## **Knowledge**

The learner will be able to:

9. Describe the devising process

10. Describe characterisation

11. Describe the use of music and sound effects to build atmosphere in a scene

12. Describe the selection process used for choosing material for the scenes

13. Describe the practical interpretation of style and period

The learner can:

9.1 Give a brief outline of the steps taken in selecting a situation and developing a scene for performance

9.2 Give a brief outline of the steps taken in creating a character

9.3 Give a brief outline of the steps taken to develop the specific characters observed in the devised scenes and give a brief statement about their effectiveness

10.1 Give a brief physical description of each character performed and their specific roles in the scenes presented

10.2 State briefly the objectives of each character in the devised scenes presented

10.3 State any changes of mood and reactions to characters and events in the characterisations presented

10.4 Give a brief description of how tension between devised characters can build an effective climax in a scene

11.1 Give a brief analysis of how the use of music and sound effects can help create atmosphere in a devised drama

12.1 Give a brief account of how the myth, legend or historical event was selected

13.1 Give a simple analysis of how a sense of style and period was conveyed in the devising process and final performance

### **Level 3: Grade 8**

#### **Assessment Criteria:**

##### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create and present a scene which shows a sense of place and situation
- 1.2 Respond emotionally to the characters presented in the devised scenes
- 1.3 Demonstrate an illusion of spontaneity which makes the scenes believable
  
- 2.1 Communicate a sound understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish and develop a focus throughout much of the drama presented in the devised scenes
- 3.2 Establish and develop an involvement with each character portrayed
- 3.3 Establish and develop an involvement with the situations in which each character finds themselves
- 3.4 Establish and develop an involvement in the world of the dramas presented
  
- 4.1 Create and plan scenes with appropriate changes in the mood and thought of both the overall scene and the characters within it

##### **Distinction**

The learner can:

- 1.1 Create and present a detailed scene which communicates a total awareness of place and situation
- 1.2 Present a complete emotional awareness and sustained response to the characters portrayed in the devised scenes
- 1.3 Present a complete illusion of total spontaneity – as if the scenes are 3 dimensional performances
  
- 2.1 Consistently communicate a complete understanding of the intentions and objectives of the characters portrayed in the devised scenes
- 3.1 Establish and maintain a focus on each moment of the drama presented in the devised scenes
- 3.2 Establish and sustain a complete involvement with each character portrayed
- 3.3 Establish and sustain a complete involvement with the situations in which each character finds themselves
- 3.4 Establish and sustain a complete involvement in the world of the dramas presented
  
- 4.1 Create and plan scenes with a well structured progression of appropriate changes in the mood and thought of both the overall scene and the characters within it

## ***Technique***

The learner can:	The learner can:
5.1 Reveal an adequate physical response to the demands of the characters presented in all the devised scenes	5.1 Reveal a complete physical response to the demands of the characters presented in all the devised scenes
5.2 Reveal an adequate vocal response to the demands of the characters presented in all the devised scenes	5.2 Reveal a complete vocal response to the demands of the characters presented in all the devised scenes
6.1 Respond physically to most of the different demands of contrasting characterisations	6.1 Respond physically to all of the different demands of contrasting characterisations
6.2 Respond vocally to most of the different demands of contrasting characterisations	6.2 Respond vocally to all of the different demands of contrasting characterisations
7.1 Project the performances by using adequate breath support and vocal freedom most of the time	7.1 Project the performances by sustaining effective breath support and vocal freedom most of the time
8.1 Speak with clarity of diction throughout most of the devised performances	8.1 Speak with clarity of diction throughout all the devised performances

## ***Knowledge***

The learner can:	The learner can:
9.1 Give a description of the steps taken in selecting a situation and developing a scene for performance	9.1 Give a detailed description of the steps taken in selecting a situation and developing a scene for performance
9.2 Give a description of the steps taken in creating a character	9.2 Give a detailed description of the steps taken in creating a character
9.3 Give a description of the steps taken to develop the specific characters observed in the devised scenes and analyse their effectiveness	9.3 Give a detailed description of the steps taken to develop the specific characters observed in the devised scenes and give a detailed analysis of their effectiveness
10.1 Give a sound physical description of each character performed and their specific roles in the devised scenes presented	10.1 Give a detailed physical description of each character performed and their specific roles in the devised scenes presented
10.2 Outline the objectives of each character in the devised scenes presented	10.2 Give a detailed analysis of the objectives of each character in the devised scenes presented
10.3 Outline any changes of mood and reactions to characters and events in the characterisations presented	10.3 Give a detailed analysis of any changes of mood and reactions to characters and events in the characterisations presented
10.4 Give a description of how tension between devised characters can build an effective climax in a scene	10.4 Give a detailed description of how tension between devised characters can build an effective climax in a scene

- |      |  |      |  |
|------|--|------|--|
| 11.1 | Analyse how the use of music and sound effects can help create atmosphere in a devised drama       | 11.1 | Give a detailed analysis of how the use of music and sound effects can help create atmosphere in a devised drama |
| 12.1 | Give an account of how the myth, legend or historical event was selected                           | 12.1 | Give a detailed account of how the myth, legend or historical event was selected                                 |
| 13.1 | Analyse how a sense of style and period was conveyed in the devising process and final performance | 13.1 | Analyse in detail how a sense of style and period was conveyed in the devising process and final performance     |