



**New Era Academy**  
**Syllabus**  
**2023- 2026**

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## NEW ERA ACADEMY

**Contact Details:** T: 0330 133 1885  
M : 07418 609 612  
E: exams@neweraacademy.co.uk  
W: www.neweraacademy.co.uk

**Registered Office:** Redington Court,  
69 Church Road, Hove, East Sussex, BN3 2BB

**Postal Address:** 71-75 Shelton Street, Covent Garden,  
London, WC2H 9JQ

**Officers:** **Chief Executive:** Derren Nesbitt  
**Examinations Director:** Miranda Jacobs, FNEA, LNEA  
**Chief Examiner:** Tina Doyle MNATD, FNEA

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# COMMUNICATION EXAMS

## Speech & Drama

### General Guidance

- Poems and prose for this syllabus are free choice.
- Suggestions from either the anthology below or from the Public Domain can be used for poetry.
- Suggested poems and books for prose can be found in guidance.
- Please ensure that own choice reflects the expected standard for each level.

**Resource:**            **A First Poetry Book by Pie Corbett and Gaby Morgan**  
**ISBN – 9780330543743**

### General Objectives

This Speech and Drama Syllabus seeks to offer Learners the opportunity to:

- Develop communication, reading and performance techniques
- Develop clear speech
- Develop imagination and creativity
- Increase self-confidence
- Promote self-enrichment
- Stimulate research skills
- Instil a love of literature and drama

## Speech & Drama: Entry Level

### Preparatory Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory one short poem. (Minimum of 6 lines)  | 90 |
| 2. Talk with the Examiner about something of their own choice brought to the examination. (e.g. toy, book, photograph) | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

### Introductory Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory two short poems. (Minimum of 6 lines) | 90 |
| 2. Talk with the Examiner about their choices.             | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

### Preliminary Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory a short poem. (Minimum of 8 lines).                           | 45 |
| 2. Speak from memory a contrasting poem.   | 45 |
| Or   |    |
| A contrasting piece of prose of the Learner's own choice.<br>(Time limit 1 minute) |    |
| 3. Talk with the Examiner about the pieces chosen                                  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

### Transition Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Speak from memory a poem. (Minimum of 10 lines).   | 45 |
| 2. Speak from memory a piece of prose of their own choice taken from any suitable book. (Time limit 2 minutes). | 45 |
| 3. Talk with the Examiner about:  | 10 |
| <ul style="list-style-type: none"> <li>• The pieces chosen</li> <li>• Word pictures</li> </ul>                  |    |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

## Speech & Drama: Level 1 - Foundation

### Grade 1 (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Speak from memory a short poem. (Minimum 10 lines)                                     | 45 |
| 2. Speak from memory a piece of prose of their own choice.<br>(Time limit 2 minutes)      | 45 |
| 3. Discuss with the Examiner:   | 10 |
| <ul style="list-style-type: none"> <li>• The pieces chosen</li> <li>• Phrasing</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

### Grade 2 (15 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory a poem. (Minimum 12 lines)  | 40 |
| 2. Speak from memory a piece of prose taken from any book of the<br>Learner's choice,<br>Or<br>Perform a scene arranged for one character from a play or<br>adaptation. (Time limit 2 minutes) | 40 |
| 3. Read at sight a short passage selected by the Examiner, from a book<br>chosen and brought to the examination by the Learner.  | 10 |
| 4. Discuss with the Examiner:  | 10 |
| <ul style="list-style-type: none"> <li>• The pieces chosen</li> <li>• Reading aloud.</li> </ul>  |    |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

### Grade 3 - Foundation Medal (15 Minutes)

**Marks Awarded**

***The Peggy Law Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.***

**Learners should:**

- |   |    |
|---|----|
| 1. Speak from memory a poem. (Minimum of 12 lines)  | 40 |
| 2. Speak from memory a piece of contrasting prose taken from any<br>book of the Learner's choice.<br>Or<br>Perform a scene from memory arranged for one character from<br>a play or adaptation. (Time limit 2 minutes). | 40 |
| 3. Read at sight a short passage selected by the Examiner, from a book<br>chosen and brought to the examination by the Learner  | 10 |
| 4. Discuss with the Examiner:   | 10 |
| <ul style="list-style-type: none"> <li>• The pieces and authors chosen</li> <li>• Use of the sense pause</li> <li>• Use of the suspensory pause</li> <li>• Use of the dramatic pause</li> </ul>                         |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Speech & Drama: Level 2 - Intermediate

### Grade 4 (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Speak from memory a 20th Century poem. (Minimum of 14 lines)   | 35 |
| 2. Speak from memory a piece of prose of the Learner's choice written or set in a different era from section 1. (Time limit 2 minutes)                                | 35 |
| Or<br>Perform from memory a scene from a modern play written or set post 1980. (Time limit 2 minutes)   |    |
| 3. Read at sight a short passage selected by the Examiner, from a book chosen and brought to the examination by the Learner.  | 10 |
| 4. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The pieces and authors chosen</li> <li>• The vocal preparation of the pieces, with particular focus on modulation</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Speak from memory a 19th Century poem. (Minimum of 16 lines)   | 35 |
| 2. Speak from memory a passage of prose of the Learner's choice written or set in a different era from section 1. (Time limit 2 minutes)  | 35 |
| Or<br>Perform from memory a scene from a play written or set pre 1950. (Time limit 2 minutes)   |    |
| 3. Read at sight a short passage selected by the Examiner, from a book chosen and brought to the examination by the Learner.  | 10 |
| 4. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The pieces and authors chosen</li> <li>• The vocal preparation of the pieces, with particular focus on breathing and breath support, resonance and projection</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Speech & Drama: Level 3 - Advanced

### Grade 6 – Bronze Medal - (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Speak from memory a poem written by any 20th century War Poet  | 35 |
| 2. Speak from memory a passage of prose taken from any book written pre 1950,<br>Or<br>Perform from memory a scene arranged for one character from a play written or set in a different era from section 1.   | 35 |
| 3. Read at sight a short passage selected by the Examiner, from a book chosen and brought to the examination by the Learner.  | 10 |
| 4. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The pieces and authors chosen</li> <li>• The formation of vowel sounds and the neutral vowel</li> <li>• Give examples for each vowel sound from your work</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 – Silver Medal - (30 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory a poem written by any award-winning poet.   | 20 |
| 2. Speak from memory a piece of prose written in the Victorian Era.  | 20 |
| 3. Perform from memory a scene arranged for one character from a play written or set in a different era from sections 1 and 2.   | 20 |
| 4. Read at sight a short passage selected by the Examiner, from a book chosen and brought to the examination by the Learner.   | 10 |
| 5. Give a short presentation on one of the pieces and author chosen. Bullet point notes may be used. (1 - 2 minutes)   | 10 |
| 6. Discuss with the Examiner:  | 20 |
| <ul style="list-style-type: none"> <li>• The pieces and authors chosen</li> <li>• The formation of consonant sounds</li> <li>• Give examples of each type of consonant sound from your work</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 - Gold Medal (45 Minutes)****Marks Awarded**

***The Ray Cooney Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.***

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory a sonnet of their own choice taken from one of the following periods:   | 20 |
| <ul style="list-style-type: none"> <li>• The Elizabethan of Jacobean Era (1500 - 1625)</li> <li>• The Romantic Era (1780-1830)</li> <li>• Contemporary (1900 - 2020)</li> </ul>  |    |
| 2. Speak from memory a passage of prose taken from a novel written by any author from 1800 – 1950 but in a contrasting era from the poem.  | 20 |
| 3. Perform from memory a scene from a play or soliloquy by a well-known playwright.  | 20 |
| 4. Read at sight a short passage selected by the Examiner from a book chosen and brought to the examination by the Learner.  | 10 |
| 5. Give a short presentation on the social, historical and cultural context of one of the selections presented in the examination.<br>(1 - 2 minutes)  | 10 |
| 6. Discuss with the Examiner:  | 20 |
| <ul style="list-style-type: none"> <li>• The pieces chosen and the periods in which they were written</li> <li>• Aspects of vocal and physical preparation through to performance</li> <li>• The vocal preparation of the pieces with focus on rhythm and metres of English Poetry</li> <li>• Verse forms, to include;               <ul style="list-style-type: none"> <li>○ Ode</li> <li>○ Elegy</li> <li>○ Lyrical</li> <li>○ Narrative</li> <li>○ Ballad</li> <li>○ The various forms of the sonnet</li> </ul> </li> </ul> |    |

**Total Marks Awarded****100**

# Public Speaking

## General Objectives

This Public Speaking Syllabus seeks to offer Learners the opportunity to:

- Participate in public speaking
- Speak and present confidently to an audience
- Increase self-confidence - Develop clear speech
- Develop clarity of thought
- Stimulate speech writing
- Share their ideas and experiences with ease and clarity
- Engage, interest, persuade and inform their selected audience

## Guidelines for Public Speaking Learners

- Learners should state the situation and age of the audience they are addressing.
- Brief notes or where specified bullet points may be used discreetly.
- Visual aids may be used where appropriate but should assist and not overwhelm the speaker.

## Public Speaking: Entry Level

### Introductory Grade (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Give a talk on a character from a book. (Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner                                      | 10 |
| • The content of the talk   |    |

<b>Total Marks Awarded</b>	<b>100</b>
----------------------------	------------

### Transition (10 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Give a talk on your favourite animal or possession.<br>(Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner   | 10 |
| • The content of the talk  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Public Speaking: Level 1 Foundation

### Grade 1 (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Give a talk on a subject of your own choice (Time limit 3 minutes) | 90 |
| 2. Discuss with the Examiner  | 10 |
| • The content of the talk   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Give a talk on one of the following: (Time limit 3 minutes)                        | 80 |
| • An interesting place  |    |
| • My favourite activity   |    |
| • Keeping healthy   |    |
| 2. Bring a non-fiction book, the examiner will pick an extract for you to read aloud. | 10 |
| 3. Discuss with the Examiner:   | 10 |
| • The content of the talk   |    |
| • Sight reading points to remember  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 3 – Foundation Medal (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Give a talk on one of the following:<br>(Time limit 3 minutes)                     | 80 |
| • An invention  |    |
| • An activity that you enjoy  |    |
| • Your greatest achievement   |    |
| 2. Bring a non-fiction book, the examiner will pick an extract for you to read aloud. | 10 |
| 3. Discuss with the Examiner:   |    |
| • The content of the talk   | 10 |
| • How to use breath support effectively in public speaking                            |    |

**Total Marks Awarded 100****Public Speaking: Level 2 Intermediate****Grade 4 (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Deliver a speech on either:<br>(Time limit 4 minutes)                              | 60 |
| • Someone or something that have you  |    |
| • Protecting our planet   |    |
| • Environment   |    |
| 2. Bring a non-fiction book, the examiner will pick an extract for you to read aloud. | 20 |
| 3. Discuss with the Examiner briefly:   |    |
| • The contents of the talk  | 20 |
| • Vocal skills necessary to deliver an effective speech                               |    |
| • Physical skills necessary to engage your audience                                   |    |

**Total Marks Awarded 100**

**Grade 5 (15 Minutes)****Marks Awarded**

*The Ronald Marsh Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

**Learners should:**

- |   |    |
|---|----|
| 1. Deliver a speech on either:<br>(Time limit 4 minutes)  | 60 |
| <ul style="list-style-type: none"> <li>• A topic that you feel passionately about</li> <li>• An important scientific discovery</li> <li>• Communications and their impact in the 21st century</li> </ul>  |    |
| 2. Bring a non-fiction book, the examiner will pick an extract for you to read aloud.   | 20 |
| 3. Discuss with the Examiner briefly:   | 20 |
| <ul style="list-style-type: none"> <li>• The contents of the talk</li> <li>• The importance of persuasive speech and how this was used this to engage your audience</li> <li>• The application of vowels and consonants when used in public speaking</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Public Speaking: Level 3 Advanced

**Grade 6 - Bronze Medal (20 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Deliver a speech on either:<br>(Time limit 7 minutes)  | 60 |
| <ul style="list-style-type: none"> <li>• An important historical event</li> <li>• The importance of wellbeing</li> <li>• What is the most important human trait</li> <li>• Select a well-known quote and how it has inspired you</li> </ul>                   |    |
| 2. Bring a non-fiction book to the examination, the examiner will pick an extract for you to read aloud.  | 20 |
| 3. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The contents of the talk</li> <li>• How do you introduce a speaker, giving an example</li> <li>• How do you give a vote of thanks, giving an example</li> <li>• Vocal skills necessary in public speaking</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 7 - Silver Medal (30 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Deliver a speech on either:<br>(Time limit 8 minutes)  | 35 |
| <ul style="list-style-type: none"> <li>• 'Mental health is not a destination but a process' – Noam Spencer PhD</li> <li>• 'Creativity takes courage' – Henri Matisse</li> <li>• Artificial intelligence, 'the best or worst thing that's happened to us' – Stephen Hawking</li> <li>• 'It is better to debate a question without settling it than to settle a question without debating it' – Joseph Joubert</li> </ul> |    |
| 2. Deliver a short impromptu speech of no longer than 6 minutes on one of four subjects, which will be handed to the learner 10 minutes before the examination  | 35 |
| 3. Bring a non-fiction book to the examination, the examiner will pick an extract for you to read aloud.  | 10 |
| 4. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The contents of the talk</li> <li>• Impromptu speaking</li> <li>• Explore and explain the debate procedure</li> <li>• What makes a successful public speaker</li> </ul>  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 - Gold Medal (40 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Deliver a speech on either:<br>(Time limit 10 minutes)  | 30 |
| <ul style="list-style-type: none"> <li>• A person who is little known but has made a huge difference</li> <li>• An historical fact that is not what it seems</li> <li>• How discovery has changed perception of habitats</li> <li>• Packaging of products, marketing, or environment?</li> </ul>   |    |
| 2. Deliver a short impromptu speech of no longer than 5 minutes on one of three subjects which will be handed to the Learner 10 minutes before the examination   | 20 |
| 3. Deliver a short speech for a special occasion including either a proposal or a reply to a toast. (Wedding, birthday, graduation)<br>(Time limit 4 minutes)  | 20 |
| 4. Bring a non-fiction book to the examination, the examiner will pick an extract for you to read aloud.   | 10 |
| 5. Discuss with the Examiner:  | 20 |
| <ul style="list-style-type: none"> <li>• Research, planning, and arrangement of a speech</li> <li>• How to propose a toast</li> <li>• How to reply to a toast</li> <li>• Communication with the audience to include, presentation, vocal and physical skills, and spontaneity</li> <li>• What do you need to consider when speaking in different venues</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Interview Technique

### General Objectives

This Interview Technique Syllabus seeks to offer Learners the opportunity to:

- Prepare for and take part in a formal interview
- Increase self-confidence
- Develop good listening skills
- Develop clear speech
- Develop clarity of thought
- Share their ideas and experiences with ease and clarity
- Understand the importance of self-presentation
- Engage, interest, persuade and inform their interviewer
- Receive constructive and encouraging feedback

## Interview Technique: Entry Level

### Preparatory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Enter the examination and introduce themselves to the interviewer. | 20 |
| 2. Discuss with the interviewer:                                      | 80 |
| • An interesting place that you have visited                          |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Enter the examination and introduce themselves to the interviewer. | 20 |
| 2. Discuss with the interviewer:                                      | 80 |
| • Their favourite subject or sport and why                            |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Complete a simple form which can be downloaded from the NEA website/hub to bring into the examination room. (If necessary, the Teacher may assist the Learner in filling out this form) | 20 |
| 2. Discuss with the Examiner:  | 80 |
| • The details of the form  |    |
| • Your favourite hobby   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Complete a simple form which can be downloaded from the NEA website/hub to bring into the examination room. (If necessary, the Teacher may assist the Learner in filling out this form) | 20 |
| 2. Discuss with the Examiner:  | 80 |
| • The details of the form  |    |
| • Your dreams and ambitions  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Interview Technique: Level 1 Foundation

### Grade 1 (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Compile a simple CV to bring to the interview            | 20 |
| 2. Discuss with the interviewer:                            | 80 |
| • The contents of the CV                                    |    |
| • An element of your CV of which you are particularly proud |    |
| • Introductions, handshakes, and eye contact                |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Compile a simple CV to bring to the interview which will be used as the basis for discussion. | 30 |
| 2. Discuss with the interviewer:   | 70 |
| • The contents of the CV   |    |
| • The importance of making a good first impression and how we make it                            |    |
| • An object of your own choice brought to the interview  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 - Foundation level (15 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Compile a simple CV to bring to the interview which will be used as the basis for discussion. | 30 |
| 2. Discuss with the interviewer:   | 70 |
| • The contents of the CV   |    |
| • The importance of personal presentation at an interview including:                             |    |
| - what to wear   |    |
| - personal confidence  |    |
| - body language  |    |
| • Extra-curricular activities and how they can build and develop life skills                     |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Interview Technique: Level 2 Intermediate

### Grade 4 (15 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Compile a simple CV to bring to the interview which will be used as the basis for discussion.  | 30 |
| 2. Sight read a short piece of non-fiction brought to the examination by the Learner: <ul style="list-style-type: none"> <li>• Discuss in their own words their views on the content and meaning of the passage</li> </ul>                            | 35 |
| 3. Discuss with the interviewer: <ul style="list-style-type: none"> <li>• Awareness and use of social media platforms in the context of employment</li> <li>• All important aspects of preparation necessary before attending an interview</li> </ul> | 35 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

### Marks Awarded

***The Bernard Price Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.***

**Learners should:**

- |  |    |
|--|----|
| 1. Compile a simple CV to bring to the interview which will be used as the basis for discussion.   | 30 |
| 2. Bring to the interview two copies of a letter or article (from a newspaper or magazine) related to the Learner's chosen career: (No longer than 1 minute) <ul style="list-style-type: none"> <li>• Read aloud the article</li> <li>• Discuss the article with the interviewer</li> </ul>  | 35 |
| 3. Discuss with the interviewer: <ul style="list-style-type: none"> <li>• The different types of interviews and the advantages/disadvantages of each. These may include: telephone interview; panel interview; assessment day; group interview; individual interview; multi-modal interview, remote interview.</li> <li>• The benefits of researching a company prior to the interview.</li> </ul> | 35 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Interview Technique: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Submit their own full CV with their entry which will be used as the basis for discussion.   | 30 |
| 2. Give a short presentation on:<br>(Time limit 4 minutes)   | 35 |
| <ul style="list-style-type: none"> <li>• The contribution of one individual that the Learner admires in their chosen industry or profession</li> </ul>   |    |
| 3. Discuss with the interviewer:   | 35 |
| <ul style="list-style-type: none"> <li>• The contents of the CV</li> <li>• The key learning points they have taken from their research into the career path of the person they have spoken about in task 2</li> <li>• The importance of resilience and the ability to cope with challenges in the workplace</li> </ul> |    |

	<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 - Silver Medal (25 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Submit their own full CV with their entry which will be used as the basis for discussion.   | 30 |
| 2. Give a short presentation on:<br>(Time limit 4 minutes)   | 40 |
| <ul style="list-style-type: none"> <li>• The Learner's recent work experience highlighting what they have learnt and skills developed during the placement.<br/>OR</li> <li>• A charity or the cause they feel passionate about.</li> </ul>                      |    |
| 3. Discuss with the interviewer:   | 30 |
| <ul style="list-style-type: none"> <li>• The contents of the CV</li> <li>• Why it is important to do work experience</li> <li>• How to prepare vocally for an interview and make a presentation</li> <li>• Important points to remember pre-interview</li> </ul> |    |

	<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 - Gold Medal (30 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Submit their own full CV with their entry which will be used as the basis for discussion.   | 30 |
| 2. Select a job from a particular company that interests the Learner and give a short presentation on why they are suitable for the position. (Time limit 5 minutes) | 40 |
| 3. Discuss with the interviewer:   | 30 |
| • The contents of the CV   |    |
| • Points arising from the presentation   |    |
| • The key challenges facing their chosen industry or profession in the next decade and how these challenges might be addressed                                       |    |
| • The importance of recruiting the right people to an organisation and measures an organisation could take to reward and retain employees                            |    |
| • In-depth knowledge of all types of interviews and what positions they might be used for  |    |
| • How to make a good impression and read the room  |    |

**Total Marks Awarded****100**

## Reading

### General Guidance

- Poems and prose for this syllabus are free choices.
- Suggestions from either the anthology below or from the Public Domain can be used for poetry.
- Suggested poems and books for prose can be found in the guidance.
- Please ensure that your own choice reflects the expected standard for each level.

**Resource: A First Poetry Book by Pie Corbett and Gaby Morgan**  
**ISBN – 9780330543743**

- For the prose sight reading Grades Transition to 8, a piece will be selected by the Examiner, during the examination, from the Learner's book used in section 2.
- For the poetry sight reading the teacher will have access to a selection of poems. The Examiner will pick one of them during the examination.
- TWO copies of each piece must be brought to the examination, one set for the use of the Examiner.
- The learner's copies must include:
  - the book for the prose selection.
  - a suitably presented copy of the poetry selection.

### General Objectives

This Reading Syllabus seeks to offer Learners the opportunity to:

- Read and perform for pleasure
- Extend the breadth of literature and poetry read
- Develop artistic skills
- Develop fluency
- Project the enjoyment of the printed word to the listener
- Increase word recognition
- Increase confidence in prepared reading - Increase confidence in sight reading
- Instil an interest in reading and poetry

## Reading: Entry Level

### Preparatory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Read a short poem of their own choice.                      | 50 |
| 2. Read a short passage from any story. (Time limit 2 minutes) | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                           | 50 |
| 2. Read a passage of their own choice. (Time limit 2 minutes) | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                           | 50 |
| 2. Read a passage of their own choice. (Time limit 2 minutes) | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                                 | 45 |
| 2. Read a passage of their own choice. (Time limit 2 minutes)       | 45 |
| 3. Read at sight a passage of prose from the same book in section 2 | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Reading: Level 1 Foundation

### Grade 1 (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                                     | 40 |
| 2. Read a passage of their own choice. (Time limit 2 minutes)           | 40 |
| 3. Read at sight a poem given by the Examiner.                          | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2. | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 2 (10 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                                     | 40 |
| 2. Read a passage of their own choice. (Time limit 2 minutes)           | 40 |
| 3. Read at sight a poem given by the Examiner.                          | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2. | 10 |

**Total Marks Awarded 100****Grade 3 - Foundation Medal (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                                     | 40 |
| 2. Read a passage of their own choice. (Time limit 2 minutes)           | 40 |
| 3. Read at sight a poem given by the Examiner.                          | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2. | 10 |

**Total Marks Awarded 100****Reading: Level 2 Intermediate****Grade 4 (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                                     | 40 |
| 2. Read a passage of their own choice. (Time limit 3 minutes)           | 40 |
| 3. Read at sight a poem given by the Examiner.                          | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2. | 10 |

**Total Marks Awarded 100****Grade 5 (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice.                                     | 40 |
| 2. Read a passage of their own choice. (Time limit 3 minutes)           | 40 |
| 3. Read at sight a poem given by the Examiner.                          | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2. | 10 |

**Total Marks Awarded 100**

## Reading: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Read a poem of their own choice.  | 35 |
| 2. Read a passage of their own choice from a different period.<br>(Time limit 4 minutes) | 35 |
| 3. Read at sight a poem given by the Examiner.   | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2.                  | 10 |
| 5. Discuss with the Examiner   | 10 |
| • The choice of poetry and prose.  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 - Silver Medal (20 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Read a poem of their own choice.  | 35 |
| 2. Read a passage of their own choice from a different period.<br>(Time limit 4 minutes) | 35 |
| 3. Read at sight a poem given by the Examiner.   | 10 |
| 4. Read at sight a passage of prose from the same book as in section 2.                  | 10 |
| 5. Discuss with the Examiner   | 10 |
| • The choice of poetry and prose.  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 8 - Gold Medal (25 Minutes)

Marks Awarded

*The Jenny Seagrove Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

**Learners should:**

- |   |    |
|---|----|
| 1. Read a poem of their own choice written after 1970.  | 20 |
| 2. Read a sonnet from a different period to section 1.  | 20 |
| 3. Read a passage selected from an autobiography or biography of their own choice. (Time limit 4 minutes) | 20 |
| 4. Read at sight a poem given by the Examiner.  | 15 |
| 5. Read at sight a passage of prose from the same book as in section 3.                                   | 15 |
| 6. Discuss with the Examiner  | 10 |
| • the choice of poetry and prose.   |    |
| • the challenges you faced in the exam preparation.   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Spoken English

### General Objectives

This Spoken English Syllabus seeks to offer Learners the opportunity to:

- Increase self-confidence
- Improve vocal communication skills
- Develop good listening skills
- Develop clear speech
- Develop clarity of thought
- Share their ideas with ease and clarity
- Receive constructive and encouraging feedback

**For the prose sight reading Grades 2 to 8 a piece will be selected by the Examiner, from a book the Learner has brought to the examination.**

## Spoken English: Level 1 Foundation

### Grade 1 (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Prepare and read a passage of prose of their own choice.<br>(Time limit 2 minutes)                                  | 50 |
| 2. Talk with the Examiner: <ul style="list-style-type: none"><li>• On a subject of the Learner's own choice.</li></ul> | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner.   | 45 |
| 2. Bring a photograph, postcard, or picture to the examination showing a special memory and to talk about it in such a way as to bring it to life for the Examiner. (Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner: <ul style="list-style-type: none"><li>• What should you consider when reading aloud?</li></ul>   | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 - Foundation Medal (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner.   | 45 |
| 2. Give a structured but informal talk about a book that you have read or an event that you have attended. (Time limit 2 minutes)  | 45 |
| 3. Discuss with the Examiner: <ul style="list-style-type: none"><li>• The book or event in detail</li><li>• Skills necessary to achieve clear speech</li><li>• Why it is necessary to make speech clear?</li></ul> | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Spoken English: Level 2 Intermediate

### Grade 4 (15 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner, and a poem from the selection given, chosen by the Examiner. | 30 |
| 2. Give a structured but informal talk about an event, either past or present that has interested them. (Time limit 4 minutes)                            | 50 |
| 3. Discuss with the Examiner:   | 20 |
| • The event in detail   |    |
| • The importance of engaging a listener   |    |
| • The skills necessary in engaging a listener   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner, and a poem from the selection given, chosen by the Examiner. | 30 |
| 2. Give a structured but informal talk about an environmental issue. (Time limit 4 minutes)   | 50 |
| 3. Discuss with the Examiner:   | 20 |
| • The talk  |    |
| • How the approach would change, depending on your listener   |    |
| • The physical skills necessary in informal and formal speaking   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Spoken English: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner, and a poem from the selection given, chosen by the Examiner. | 20 |
| 2. Give a talk about a charity or worthwhile cause that they feel strongly about. (Time limit 5 minutes)  | 60 |
| 3. Discuss with the Examiner:   | 20 |
| • The talk  |    |
| • How to speak with passion in a controlled manner, fully engaging your listener  |    |
| • Situations in which these may be used effectively   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 7 - Silver Medal (20 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner, and a poem from the selection given, chosen by the Examiner.   | 20 |
| 2. Talk about a topic they feel passionate about.<br>(Time limit 5 minutes)   | 60 |
| 3. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The structure and aim of the talk</li> <li>• The most important hope for their future</li> <li>• The ways in which effective vocal communication can help in the work environment, specifically their chosen career</li> </ul> |    |

**Total Marks Awarded****100****Grade 8 - Gold Medal (20 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Read at sight a passage of prose from a book brought into the examination by the Learner, and a poem from the selection given, chosen by the Examiner.  | 20 |
| 2. Present a talk on one of the following; (Time limit 5 minutes)  | 60 |
| <ul style="list-style-type: none"> <li>• An inspirational person</li> <li>• World peace, is it possible?</li> <li>• Space</li> </ul>   |    |
| 3. Discuss with the Examiner:  | 20 |
| <ul style="list-style-type: none"> <li>• The structure and aim of the talk</li> <li>• Techniques that are used to influence your listener</li> <li>• What vocal skills are required to speak eloquently?</li> <li>• What do you need to consider when speaking in different venues?</li> </ul> |    |

**Total Marks Awarded****100**

## English as an Additional Language (EAL)

### General Objectives

This English as an Additional Language (EAL) Syllabus seeks to offer Learners the opportunity to:

- Develop the confidence and skill to communicate in any situation in their second language
- Develop the use of oral language
- Develop skills in the use of voice and speech techniques
- Achieve vocal clarity and variety
- Demonstrate an understanding of the role of body language in communication
- Demonstrate the ability to be understood and to understand through the English language

Bullet point notes may be used where appropriate.

## EAL: Entry Level

### Preparatory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Greet the Examiner and introduce themselves. | 30 |
| 2. Talk with the Examiner about their:          | 70 |
| • Family or                                     |    |
| • Friends                                       |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Greet the Examiner and introduce themselves. | 30 |
| 2. Talk with the Examiner about their:          | 70 |
| • Interests or                                  |    |
| • School / Work                                 |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Give a short talk on their favourite food. | 80 |
| 2. Discuss with the Examiner:                 | 20 |
| • The contents of the talk                    |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Give a short talk on a place of interest to them. | 80 |
| 2. Discuss with the Examiner:                        | 20 |
| • The reasons for their choice of place              |    |
| • The importance of eye contact                      |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## EAL: Level 1 Foundation

### Grade 1 (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Read aloud a paragraph written about yourself.<br>(Time limit 2 minutes).   | 80 |
| 2. Discuss with the Examiner: <ul style="list-style-type: none"><li>• Your presentation</li><li>• The importance of clear speech</li></ul> | 20 |

**Total Marks Awarded 100**

### Grade 2 (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Present a short talk about one of the following:<br>(Time limit 2 minutes): <ul style="list-style-type: none"><li>• School</li><li>• Your Culture</li><li>• Work</li></ul> | 80 |
| 2. Discuss with the Examiner: <ul style="list-style-type: none"><li>• Your presentation</li><li>• Pitch and pace</li></ul>  | 20 |

**Total Marks Awarded 100**

### Grade 3 - Foundation Level (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Present a talk on any chosen subject.<br>(Time limit 2 minutes)  | 40 |
| 2. Read aloud a short passage of prose.<br>(Time limit 1 minute)  | 40 |
| 3. Discuss with the Examiner: <ul style="list-style-type: none"><li>• The talk and the passage</li><li>• Awareness of punctuation</li></ul> | 20 |

**Total Marks Awarded 100**

## EAL: Level 2 Intermediate

### Grade 4 (15 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Select and read a poem.  | 40 |
| 2. Give a short presentation on Festivals or Entertainment.<br>(Time limit 3 minutes).  | 40 |
| 3. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The reasons for the choices</li> <li>• Projection – how we use it and why it is important</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Give a short talk on one of the following:<br>(Time limit 3 minutes).  | 40 |
| <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Celebrations</li> <li>• Inventions</li> </ul>                                       |    |
| 2. Sight read a prose passage from a book selected by the learner.<br>(Time limit 2 minutes)  | 40 |
| 3. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The selected book</li> <li>• The effective use of inflection and the importance of modulation</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## EAL: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Speak from memory a passage from a book.<br>(Time limit 3 minutes)  | 25 |
| 2. Give a short presentation on the story from which the passage was taken. (Time limit 2 minutes)                             | 25 |
| 3. Read at sight a poem of the Examiner's choice   | 25 |
| 4. Discuss with the Examiner:  | 25 |
| <ul style="list-style-type: none"> <li>• The selected passage</li> <li>• The importance of good presentation skills</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 7 - Silver Medal (25 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Give a structured talk on one of the following:<br>• Art<br>• Architecture<br>• Literature<br>(Time limit 5 Minutes)     | 25 |
| 2. Speak from memory a poem   | 25 |
| 3. Read at sight a short passage of prose from a book of the learner's choice   | 25 |
| 4. Discuss with the Examiner:<br>• The passage<br>• The poem selected<br>• Effective vocal techniques that help the speaker | 25 |

**Total Marks Awarded****100****Grade 8 - Gold Medal (30 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Give a structured talk on any chosen subject.<br>(Time limit 4 minutes)   | 25 |
| 2. Speak from memory any poem or piece of prose.<br>(Time limit 3 minutes).  | 25 |
| 3. Read at sight a short passage of prose from a book of the learner's choice.   | 25 |
| 4. Discuss with the Examiner:<br>• The talk<br>• The poem<br>• The mood and vocabulary in the poem or prose<br>• Ways in which the English vocabulary can be developed and extended<br>• How the use of expressive speech can aid speaking and understanding | 25 |

**Total Marks Awarded****100**

## Guidance for Poetry and Prose

*For Speech & Drama, Reading, Spoken English, EAL and Verse Speaking*

### Entry Level Poems – Age 5+

**See Anthology: A First Poetry Book by Pie Corbett and Gaby Morgan & Public Domain**

- Anything That's Broken - Bernard Young – p70
- Kitten – Jill Townsend – p145
- My Face Says it All – Phillip Waddell p26
- Apple – James Carter – p48
- Where Am I – Mike Barfield – p43
- Gran's Old Diary – Wes Magee p 29
- My Dad – Peter Dixon – p28
- Hello – Barry Buckingham p188
- Rhubarb Ted – Ann O'Connor PD
- Snowball – Shel Silverstein PD
- The Crocodile – Lewis Carroll PD
- Snowball - Shel Silverstein PD
- How not to have to Dry the Dishes – Shel Silverstein PD

## Level 1 – Age 7-12 – Grade 1 - 3

### See Anthology: A First Poetry Book by Pie Corbett and Gaby Morgan & Public Domain

- Space Rocket – Richard Caley – p227
- I Did Not Eat the Goldfish – Roger Stevens – p138
- Jealousy – John Mole p38
- The Tiger - Sue Hardy Dawson - p288
- Sounds of School - Michaela Morgan - p194
- Shells and Stones - Eric Finley - p249
- We Share the Air - Kevin McCann - p284
- Boring Mr Grimble - Clare Bevan - p162
- Imagine the World - Moyra Andrew – p41
- Santa in Zooland p 128
- It's a Puzzle – Allan Ahlberg PD
- When Daddy fell into the Pond – Alfred Noyes PD

## Level 1 Authors

- Dick King Smith
- Roald Dahl
- David Walliams
- Cressida Cowell
- Varjak Paw
- Jill Tomlinson
- Jill Murphy
- Julia Donaldson
- Michael Morpurgo
- Eoin Colfer
- Jacqueline Wilson

## Level 2 - Age 13 – 15 – Grades 4 and 5

*All Poems are **free choice** but suggestions from the public domain can be found within this guidance pack.*

## Level 2 Poetry

### 20<sup>th</sup> Century Poetry

- The Listeners by Walter de La Mare
- The Gresford Disaster by Anon
- Stopping by Woods on a Snowy Evening by Robert Frost
- The Lockless Door by Robert Frost
- A Road Not Taken by Robert Frost
- My Typewriter by Edward Dyson
- Sea Fever by John Masefield
- Mistletoe by Walter de La Mare
- The Things We Dare Not Tell by Henry Lawson
- The Call by John Frederick Freeman
- At The Theatre: To The Lady Behind Me
- To E.T by Robert Frost
- Mid-Term Break by Seamus Heaney

### 19<sup>th</sup> Century Poetry

- The Star by Sara Teasdale
- If by Rudyard Kipling – verses 1,2 and 4
- Hope is the thing with feathers by Emily Dickinson
- The Tyger by William Blake
- The Lake Isle of Innisfree by W B Yeats
- A Dream within a Dream by E A Poe
- Break, Break, Break, by Alfred Lord Tennyson
- I Travelled among Unknown Men – William Wordsworth
- The Welcome by Thomas Osborne Davis
- Water of Gold by Henry Austin Dobson

## Level 2 Authors

- Philip Pullman
- Anthony Horowitz
- Patrick Ness
- Malorie Blackman
- RJ Palacio
- Suzanne Collins
- John Green

## Level 3 – Age 15 – 17 – Grades 6 and 8

### Level 3 Poetry

#### War Poets

- Dreamers by Siegfried Sassoon
- An Irishman Foresees his Death by WB Yeats
- Anthem for Doomed Youth by Wilfred Owen
- Rupert Brooke
- Robert Graves

#### Award Winning Poets

- Langston Hughes
- Still I Rise by Maya Angelou
- Caged Bird by Maya Angelou
- Blackberrying by Sylvia Plath
- You're by Sylvia Plath
- Age Appropriate by Phillip Schultz
- Greed by Philip Schultz
- The Evening Darkens Over by Robert Bridges
- Warming Her Pearls by Carol Ann Duffy
- Camera Obscura by Simon Armitage

### Sonnets from The Elizabethan or Jacobean Era (1500 - 1625)

- Sonnet 55 by William Shakespeare
- My heart I gave thee, not to do it pain by Sir Thomas Wyatt
- Death, be not proud by John Donne

### Sonnets from The Romantic Era (1780 – 1830)

- Lift not the painted veil which those who live by Percy Bysshe Shelley
- Bright Star by John Keats

### Contemporary Sonnets – (1900 – 2020)

- I shall go back again to the bleak shore by Edna St Vincent Millay
- Glasgow Sonnet i by Edwin Morgan
- Acquainted with the Night by Robert Frost
- Love Sonnet XI by Pablo Neruda

### Level 3 Authors

- Laurie Lee
- George R R Martin
- Iris Murdoch
- Harper Lee
- F Scott Fitzgerald
- Graham Green
- Joanna Trollope
- John Steinbeck

## Guidance for Acting Pieces

### *Recommended Playwrights, Plays and Adaptations for Acting Syllabus*

#### Entry Level - Age 5+ - Grades Preparatory – Transition

##### Entry Level Age 5+

- Beatrix Potter
- Jaqueline Wilson
- Roald Dahl
- J M Barrie
- Frances Hodgson Burnett
- Frank L Baum
- Michael Morpurgo
- Kenneth Graham
- C S Lewis
- Ellen Dryden
- Lewis Carroll
- Francesca Simon
- Anne Fine

## Level 1 - Age 7 - 12 - Grades 1 – 3

### Level 1 Age 7-12

- Roald Dahl
- Jaqueline Wilson
- Frances Hodgson Burnett
- J M Barrie
- Michael Morpurgo
- Frank L Baum
- C S Lewis
- Kenneth Graham
- Lewis Carroll
- Ellen Dryden
- Francesca Simon
- Anne Fine
- Alan Ayckbourn

## Level 2 - Age 13 - 15 Grades 4 – 5

### Level 2 Age 13 -15

#### Different Era

- Charlotte Bronte
- Jane Austen
- L M Montgomery
- Charles Dickens
- William Makepeace Thackeray
- L M Alcott

#### 1900 -2000

- Willy Russell
- Tom Stoppard
- Alan Ayckbourn
- Michael Frayn
- JB Priestley
- Lillian Hellman

## Level 3 - Age 15 - 17 Grades 6 – 8

### Level 3 Age 15 - 17

#### 1900 - 2000

- Harold Pinter
- Arthur Miller
- David Edgar
- Edward Bond
- Jim Cartwright
- Bryony Lavery
- Terrence Rattigan
- Joe Orton
- April de Angelis
- John Arden
- David Hare
- Tennessee Williams

### Level 3 Age 15 - 17

#### 1850 - 1950

- Somerset Maugham
- August Strindberg
- P G Wodehouse
- Henry James
- Thomas Hardy
- George Bernard Shaw
- Anton Chekov
- Thornton Wilder
- Noel Coward
- Bram Stoker
- Eugene O'Neill
- Oscar Wilde

## Level 3 Age 15 - 17

### 1660 - 1780

- Richard Brinsley Sheridan
- William Wycherley
- John Fletcher
- John Vanbrugh
- George Farquhar
- David Garrick
- Frances Beaumont
- Aphra Benn
- William Congreve

# PERFORMANCE EXAMS

## Acting

### General Objectives

This Acting Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity.
- Increase self-confidence.
- Develop vocal techniques.
- Develop physical stage techniques.
- Instil an enthusiasm and interest in the theatre.

### Guidelines for Acting Learners

- All selections must be performed from memory.
- Learners should bring legible copies of their pieces to the examination for the Examiner and must adhere to all copyright laws.
- Full costume or make up is not permitted, although a suggestion of costume (eg: shawls, practice skirt or hat) and hand props are allowed (eg: fans, bags, walking sticks, etc.).
- Learners are not permitted to present work which they have already submitted at another grade.
- Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

## Acting: Solo - Entry Level

### Preparatory Grade (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a monologue or scene adapted for one person.<br>(Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner:   | 10 |
| • The character chosen.   |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a monologue or scene adapted for one person.<br>(Time limit 2 minutes)             | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.<br>(Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner:   | 10 |
| • The two characters chosen.  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a monologue or scene adapted for one person.<br>(Time limit 2 minutes)             | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.<br>(Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner:   | 10 |
| • The two characters chosen and their costume.  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a monologue or scene adapted for one person.<br>(Time limit 2 minutes)             | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.<br>(Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner:   | 10 |
| • The two characters chosen and their costume.  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Acting: Solo - Level 1 Foundation

### Grade 1 (10 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a monologue or scene adapted for one person.<br>(Time limit 2 ½ minutes)                            | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.<br>(Time limit 2 ½ minutes)                | 45 |
| 3. Discuss with the Examiner:  | 10 |
| <ul style="list-style-type: none"> <li>• The two characters.</li> <li>• The settings of the pieces.</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a monologue or scene adapted for one person.<br>(Time limit 2 ½ minutes)                            | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.<br>(Time limit 2 ½ minutes)                | 45 |
| 3. Discuss with the Examiner:  | 10 |
| <ul style="list-style-type: none"> <li>• The two characters.</li> <li>• The settings of the pieces.</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 – Foundation Medal (15 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a monologue or a scene adapted for one person from a published play or adaptation. (Time limit 2 ½ minutes)  | 40 |
| 2. Perform a contrasting monologue or scene adapted for one person from a published play or adaptation. (Time limit 2 ½ minutes)                              | 40 |
| 3. Perform a short, devised piece based on one of your scenes<br><b>OR</b> sight read a piece given by the examiner from one of the selections for the grade. | 10 |
| 4. Discuss with the Examiner:   | 10 |
| <ul style="list-style-type: none"> <li>• The two characters.</li> <li>• The plays or back stories from which their pieces are taken.</li> </ul>               |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Acting: Solo - Level 2 Intermediate

### Grade 4 (15 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a monologue or scene adapted for one person from a published play or adaptation. (Time limit 3 minutes)   | 35 |
| 2. Perform a contrasting monologue or scene adapted for one person from a published play or adaptation set in a different period. (Time limit 3 minutes)   | 35 |
| 3. Perform a short, devised piece based on one of your scenes<br><b>OR</b> sight read a piece given by the examiner from one of the selections for the grade   | 10 |
| 4. Discuss with the Examiner: <ul style="list-style-type: none"> <li>• The two characters.</li> <li>• The plays or adaptations from which their pieces are taken.</li> <li>• Modulation – pitch, pace, pause, inflection, emphasis.</li> </ul> | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a monologue or scene adapted for one person from a published play or adaptation written or set in 1900 – 2000. (Time limit 3 minutes)   | 35 |
| 2. Perform a contrasting monologue or scene adapted for one person from a published play or adaptation, written or set in a different era from section 1. (Time limit 3 minutes)   | 35 |
| 3. Perform a short, devised piece based on one of your scenes<br><b>OR</b> sight read a piece given by the examiner from one of the selections for the grade   | 10 |
| 4. Discuss with the Examiner: <ul style="list-style-type: none"> <li>• The two characters.</li> <li>• The plays or adaptations from which their pieces are taken.</li> <li>• The impact of the social and historical period when developing your character.</li> </ul> | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Acting: Solo - Level 3 Advanced

### Grade 6 - Bronze Medal (25 Minutes)

### Marks Awarded

*The Myrtle Moss Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a scene from a play written by:  | 30 |
| <ul style="list-style-type: none"> <li>• J B Priestley</li> <li>• Alan Ayckbourn</li> <li>• Noel Coward</li> <li>• Charlotte Keatley</li> <li>• Or by any published playwright between 1900-2000</li> </ul> |    |
| 2. Perform a scene from a published play written or set in a different century from section 1. (Time limit 4 minutes)   | 30 |
| 3. Perform at sight a short passage from a play chosen by the Examiner.   | 10 |
| 4. Perform a short improvisation <b>or</b> mime which will be set by the Examiner during the examination.<br>(Time will be given for preparation and 3 minutes to perform).                                 | 10 |
| 5. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• Each character.</li> <li>• The plays from which the pieces are taken.</li> <li>• The context and subtext from each scene.</li> </ul>                               |    |

**Total Marks Awarded**

**100**

**Grade 7 - Silver Medal (30 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Perform a scene from a published play by an Elizabethan or Jacobean playwright. (Time limit 4 minutes)  | 20 |
| 2. Perform a scene from a play written by: <ul style="list-style-type: none"><li>• Henrik Ibsen</li><li>• Oscar Wilde</li><li>• George Bernard Shaw</li><li>• Anton Chekov</li><li>• Or any published playwright between 1850 and 1950</li></ul> (Time limit 4 minutes)                      | 20 |
| 3. Perform a scene from a published play in dialect or accent (from any period). (Time limit 3 minutes)  | 20 |
| 4. Perform at sight a short passage from a play chosen by the Examiner.  | 10 |
| 5. Perform a short improvisation <b>or</b> mime, the subject of which will be set by the Examiner during the examination. (Time will be given for preparation and 3 minutes to perform).   | 10 |
| 6. Discuss with the Examiner: <ul style="list-style-type: none"><li>• The plays from which the pieces are taken.</li><li>• The context and subtext of your scenes.</li><li>• The importance of good breath support and practice in performance including resonance and projection.</li></ul> | 20 |

**Total Marks Awarded****100**

**Grade 8 - Gold Medal (40 Minutes)****Marks Awarded**

*The Sir Roger Moore Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a scene from a published play written between 1660 - 1780.<br>(Time limit 4 minutes)   | 20 |
| 2. Perform a scene from a play written by:  | 20 |
| <ul style="list-style-type: none"> <li>• David Hare</li> <li>• Eugene O'Neill</li> <li>• Caryl Churchill</li> <li>• April de Angelis</li> <li>• Or any published playwright between 1950 and 2020</li> </ul> (Time limit 4 minutes)   |    |
| 3. Perform a scene from a published play in dialect or accent (from any period). (Time limit 3 minutes)   | 20 |
| 4. Perform at sight a short passage from a play chosen by the Examiner and repeat with an alternative emotion given by the examiner.  | 10 |
| 5. Perform an improvisation <b>or</b> mime set by the Examiner during the examination.<br>(Time will be given for preparation and 3 minutes to perform).  | 10 |
| 6. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"> <li>• The plays from which the pieces are taken.</li> <li>• The context, subtext and status of your roles</li> <li>• How your character evolves throughout the play</li> <li>• In detail the playwright from one of your selections</li> </ul> |    |

**Total Marks Awarded****100**

## Acting: Duologues / Combination

The criteria for Duologue examinations are as for Solo Examinations.

Duologue students are marked individually and given individual marks and reports.

The criteria for Combination examinations are as for Duologue Examinations except one solo scene each and one duologue scene are required.

Five minutes is added for each exam from Grade 3 upward.

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Explore different texts
- Increase confidence
- Understand a sense of dependency

### Guidelines for Acting Duologue Learners

- Learners may enter for the Acting examinations as specified above in Duologue form up to and including Grade 8.
- Learners may enter for the Acting examinations as specified above in Combination form from Preliminary Grade to Grade 5.
- The criteria for marking Duologues and Combination are the same as that for the Solo Grades.
- All selections must be in duologue form for Duologue Examinations.
- One selection must be in duologue form and one selection in solo form for Combination Examination.

## Musical Theatre

### General Objectives

This Musical Theatre Syllabus seeks to offer Learners the opportunity to:

- Aim to be accurate in both lyrics and tuning
- Demonstrate an awareness of the various and appropriate musical theatre styles
- Perform selections with flow and enjoyment
- Demonstrate an awareness of the importance of acting techniques throughout the performance.

### Guidelines for Musical Theatre Learners

- All selections must be performed from memory.
- Selections must be taken from published and recognised Musical Theatre works, and must be sung in English.
- Own compositions are not permitted.
- Learners should bring legible copies of the libretti to the examination for the Examiner, and must adhere to all copyright laws.
- Unless specified in the individual musical, selections must be accompanied; this can be live or recorded, and must be arranged by the Learner.
- Any pre-recorded backing tracks should not include vocals or vocal harmonies.
- Accompanists and sound operators are only permitted to remain in the examination room for the duration of the specific selection in which they are involved.
- The use of vocal amplification is not permitted.
- Full costume or make up is not permitted, although a suggestion of costume (e.g.: shawls, practice skirt or hat) and hand props are allowed (e.g.: fans, bags, walking sticks, etc.)
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

- Teachers should ensure that the key of the song is within the Learner's comfortable range to avoid vocal damage. (Songs may be transposed from the original key to accommodate this.) Similarly, "belting" or "chesting" should be avoided unless the Learner has received specific training in that technique.
- Should the Examiner feel that there is a risk of damaging the Learner's vocal apparatus they have the right to curtail the examination.

## Musical Theatre: Solo - Entry Level

### Preparatory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform one song of their own choice. (Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner:                                   | 10 |
| • The song  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform one song of their own choice. (Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner:                                   | 10 |
| • The song  |    |
| • The reason for choosing it                                    |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform one song from a musical of their own choice.<br>(Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner:   | 10 |
| • The song  |    |
| • The character who sings it  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform two contrasting songs from musicals of their own choice.<br>(Time limit 3 minutes) | 90 |
| 2. Discuss with the Examiner:   | 10 |
| • The meaning of the songs  |    |
| • The characters who sing them  |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Musical Theatre: Solo - Level 1 Foundation

### Grade 1 (15 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform two contrasting songs of their own choice<br>(Time limit 5 minutes)   | 90 |
| <ul style="list-style-type: none"> <li>• One up-tempo</li> <li>• One lyrical</li> </ul>  |    |
| 2. Discuss with the Examiner:  | 10 |
| <ul style="list-style-type: none"> <li>• One of the chosen songs</li> <li>• Discuss the story of the Musical from which it is taken</li> </ul> |    |

**Total Marks Awarded**      **100**

### Grade 2 (15 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform one song from any film Musical. (Time limit 3 minutes)   | 45 |
| 2. Perform one contrasting song written after 1970.<br>(Time limit 3 minutes)   | 45 |
| 3. Discuss with the Examiner:   | 10 |
| <ul style="list-style-type: none"> <li>• The two songs and why you chose them</li> <li>• The story of the musical and how the song(s) feature.</li> </ul> |    |

**Total Marks Awarded**      **100**

### Grade 3 – Foundation Medal (20 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a short scene in character, either using the original script<br>or a devised one, leading into a song of their own choice.<br>(Time limit 5 minutes) | 45 |
| 2. Perform a contrasting song of their own choice taken from any<br>Musical by Walt Disney. (Time limit 3 minutes)  | 45 |
| 3. Discuss with the Examiner:   | 10 |
| <ul style="list-style-type: none"> <li>• The story from which the songs were taken.</li> <li>• The various vocal ranges</li> </ul>                              |    |

**Total Marks Awarded**      **100**

## Musical Theatre: Solo - Level 2 Intermediate

### Grade 4 (20 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a short scene in character leading into a song from a musical of their own choice. (Time limit 5 minutes)  | 40 |
| 2. Perform a contrasting song of the Learner's own choice expressing a strong emotion. (Time limit 3 minutes)   | 40 |
| 3. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"><li>• The storyline of the musical chosen</li><li>• Effective ways of warming up and cooling down the voice pre- and post-performance</li><li>• Intercostal breathing and vocal support</li></ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (25 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Perform a short scene in character leading into a song of their own choice from any professional musical. (Time limit 6 minutes)   | 40 |
| 2. Perform a contrasting comedy song of the Learner's own choice. (Time limit 4 minutes)  | 40 |
| 3. Discuss with the Examiner:   | 20 |
| <ul style="list-style-type: none"><li>• The storyline of the musical chosen</li><li>• How you developed your character from rehearsal to performance</li><li>• How does the physicality of a character impact on the voice?</li></ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Musical Theatre: Solo - Level 3 Advanced

### Grade 6 - Bronze Medal (30 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a short scene in character leading into a song of the Learner's own choice from a West End or Broadway musical. (Time limit 6 minutes)   | 30 |
| 2. Perform a contrasting song taken from any contemporary musical (Time limit 5 minutes)  | 20 |
| 3. Devise an original scene for one of the character(s) from one of your musical selections. (Time limit 6 minutes)   | 30 |
| 4. Discuss in depth with the Examiner: <ul style="list-style-type: none"> <li>• Compare and contrast the different styles used in the two selections</li> <li>• The process of devising a scene with alternative storyline.</li> <li>• Methods of sustaining vocal health and consistency over an extended period of performance</li> </ul> | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 - Silver Medal (35 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a short scene in character leading into a song of the Learner's own choice by a renowned composer or lyricist from 20 <sup>th</sup> century. (Time limit 6 minutes)   | 20 |
| 2. Perform a contrasting song of the Learner's own choice written in the last 20 years. (Time limit 5 minutes)   | 20 |
| 3. Perform a song of the Learner's own choice which must be in an accent or dialect other than the Learner's own. (Time limit 5 minutes)   | 20 |
| 4. Give a short presentation on a renowned composer or lyricist. (Time limit 6 minutes)  | 20 |
| 5. Discuss in depth with the Examiner: <ul style="list-style-type: none"> <li>• How musicals have changed throughout the 20th century comparing at least two different styles (e.g., compilation, through-sung, book musical, operetta)</li> <li>• The techniques you explored when preparing your pieces.</li> <li>• The changing use and techniques of amplification in the stage musical</li> </ul> | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 - Gold Medal (35 Minutes)****Marks Awarded**

*The Bill Kenwright Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a short scene in character leading into a song of the Learner's own choice from Musical Hall.<br>(Time limit 6 minutes)  | 20 |
| 2. Perform a contrasting song of the Learner's own choice from a different genre. (Time limit 4 minutes)  | 20 |
| 3. Perform a song of the Learner's own choice which must contrast in style, period, mood and performance songs in section 1 and 2.<br>(Time limit 5 minutes)  | 20 |
| 4. Give a short presentation on the social, political and historical context of a musical produced in the 20 <sup>th</sup> century.<br>(Time limit 5 minutes)   | 20 |
| 5. Discuss in depth with the Examiner: <ul style="list-style-type: none"><li>• The process needed to approach a musical theatre performance when in different historical periods.</li><li>• The styles that have changed the face of musical theatre</li><li>• Practical ways of preparing for a role in a musical both vocally and physically.</li></ul> | 20 |

**Total Marks Awarded****100**

## Musical Theatre: Duologues

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner in equally weighted roles
- Explore different texts
- Increase confidence
- Understand a sense of dependency

### Guidelines for Musical Theatre Duologue Learners

- Learners may enter for the Musical Theatre examinations specified above in Duologue form up to and including Grade 8.
- Duologues are marked as one performance. The criteria for marking Duologues is the same as that for the Solo Grades.
- Learners should put the word Duologue on their entry form together with the name of the Learner with whom they are entering.

# Mime

## General Objectives

This Mime Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity - Increase self-confidence
- Develop physical stage techniques
- Instil an enthusiasm and interest in the theatre
- Extend technical skills with poise and clarity
- Promote observation and attention to detail
- Encourage background study of the history of mime

## Guidelines for Mime Learners

- Costume or make-up is not permitted, although the suggestion of costume (e.g., shawls, practice skirt or hat) and hand props are allowed (e.g., fans, bags, walking sticks, etc.).
- Learners are not permitted to present work which they have already submitted at another grade. Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up physically before the examination.
- Any mime may be performed with musical accompaniment if desired but this must be operated by the Learner/s.
- Entries are welcomed from Learners who may be hard of hearing, deaf or who have oral Communication difficulties. We can arrange for these Learners to have a short, written questionnaire immediately prior to the examination if questioning is an element of the examination.

Please contact the NEA Office to make these special arrangements.

## Mime: Entry Level

### Preparatory Grade (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Unwrap a sweet and eat – show facial expression<br>(Time limit 2 minutes)            | 50 |
| 2. Perform a narrative mime on a subject of their own choice.<br>(Time limit 2 minutes) | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Open a parcel and take out a present – react accordingly<br>(Time limit 2 minutes)   | 50 |
| 2. Perform a narrative mime on a subject of their own choice.<br>(Time limit 2 minutes) | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Peel a banana OR Flip a coin and placing on back of hand – react accordingly. (Time limit 2 minutes) | 50 |
| 2. Perform a narrative mime on a subject of their own choice.<br>(Time limit 2 minutes)                 | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Choose and perform one of the following:<br>(Time limit 2 minutes)   | 50 |
| <ul style="list-style-type: none"> <li>• Open a window and climb in</li> <li>• Digging a garden</li> <li>• Serve a tennis ball - 3 times</li> </ul> |    |
| 2. Perform a narrative mime of their own choice.<br>(Time limit 2 minutes)  | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Mime: Level 1 Foundation

### Grade 1 (10 Minutes)

### Marks Awarded

#### Learners should:

- |  |    |
|--|----|
| 1. Choose one of the following<br>(Time limit 2 minutes):  | 50 |
| <ul style="list-style-type: none"> <li>• Drink a hot or cold drink from a cup or glass</li> <li>• Eat an ice cream that is melting</li> <li>• Play snakes and ladders board game and react to dice throwing and results</li> </ul> |    |
| 2. Perform a narrative mime of their own choice.<br>(Time limit 3 minutes)   | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Choose an episode to illustrate one of the following:<br>(Time limit 2 minutes)  | 50 |
| <ul style="list-style-type: none"> <li>• On a roller coaster,</li> <li>• Creep into a room, open a drawer, find a letter and react to the contents</li> <li>• Walk across sand and jump into shallow water</li> </ul> |    |
| 2. Perform a narrative mime of their own choice.<br>(Time limit 3 minutes)  | 50 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 – Foundation Medal (15 Minutes)

### Marks Awarded

***The Ellen Ismay Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.***

#### Learners should:

- |  |    |
|--|----|
| 1. Perform two of the specified actions (Time limit 2 minutes):  | 30 |
| <ul style="list-style-type: none"> <li>• Look at yourself in the mirror and brush hair or teeth</li> <li>• Paint a picture on an easel – imagine you are outside</li> <li>• Read a newspaper and react to stories</li> </ul> |    |
| 2. Perform two of the following (Time limit 2 minutes):  | 30 |
| <ul style="list-style-type: none"> <li>• Walk on a tight rope, lose balance and then recover</li> <li>• Play an instrument – badly then well</li> <li>• Walk the dog – it runs away</li> </ul>                               |    |
| 3. Perform a narrative mime illustrating a well-known proverb or saying<br>(Time limit 3 minutes)  | 40 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Mime: Level 2 Intermediate

### Grade 4 (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform two of the following:<br>(Time limit 3 minutes)  | 30 |
| <ul style="list-style-type: none"> <li>• Take books off a shelf and pack in a box then try to lift *it is very heavy*</li> <li>• Pick up weights (weightlifting) x 3</li> <li>• Pack a suitcase, try to lift then move on wheels</li> </ul> |    |
| 2. Perform a mime on one of the following:<br>(Time limit 3 minutes)  | 30 |
| <ul style="list-style-type: none"> <li>• A Profession e. g. Hairdressers/Doctors/Photographers</li> <li>• Characters – e. g. Old person/Magician/Musician</li> <li>• Event – e. g. Competition/Party/Wedding</li> </ul>                     |    |
| 3. Perform a narrative mime with a twist at the end<br>(Time limit 4 minutes).  | 40 |

**Total Marks Awarded**

**100**

### Grade 5 (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. The following three specific actions, one from each group<br>(Time limit 4 minutes):   | 30 |
| <ul style="list-style-type: none"> <li>• The dexterity of hands,               <ul style="list-style-type: none"> <li>a) thread a needle and sew</li> <li>b) Use mascara or lipstick</li> <li>c) Screw a screw into the wall</li> <li>d) Pick up money from the floor</li> </ul> </li> <li>• Weight and Tension,               <ul style="list-style-type: none"> <li>a) Lift two bags of shopping and place on table</li> <li>b) Lift a suitcase into the boot of a car</li> <li>c) Lift a dog or cat</li> <li>d) Lift a heavy object of choice</li> </ul> </li> <li>• Face,               <ul style="list-style-type: none"> <li>a) Read a book and react accordingly</li> <li>b) Watch a film on television/cinema</li> <li>c) Watch a sports event</li> </ul> </li> </ul> |    |
| 2. Depict a short mime based on one of following titles:<br>(Time limit 3 minutes)  | 30 |
| <ul style="list-style-type: none"> <li>• Park Bench</li> <li>• Exploration</li> <li>• Camping holiday</li> </ul>  |    |
| 3. Perform a narrative mime involving a slow motion or dream sequence<br>(Time limit 4 minutes).  | 40 |

**Total Marks Awarded**

**100**

## Mime: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

### Marks Awarded

#### Learners should:

- |  |    |
|--|----|
| 1. Present a character(s) from a different time and demonstrate at least three actions/movements that reflect the period that they are living in. Music and appropriate props may be used in this section. Learners should consider the clothes worn in their chosen era. (Time limit 3 minutes) | 25 |
| 2. Present a present-day narrative mime (Time limit 3 minutes).  | 25 |
| 3. Present a narrative mime depicting a character in an age group other than the Learner's own. (Time limit 3 minutes)   | 25 |
| Or<br>Present a narrative mime that involves a music or sound effects  |    |
| 4. Discuss with the Examiner the creation of mimed characters  | 25 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 - Silver Medal (25 Minutes)

### Marks Awarded

#### Learners should:

- |  |    |
|--|----|
| 1. Present a short mime based on a character and their occupation (Time limit 4 minutes)   | 25 |
| 2. Present a mime on one of the following (Time limit 4 minutes):  | 25 |
| <ul style="list-style-type: none"> <li>• Trapped in a lift – think of three ways to try to get out</li> <li>• Locked out of the car or house try three ways of getting in</li> <li>• Driving over rough terrain and getting lost use three ways to find direction</li> </ul> |    |
| 3. Perform a narrative mime based on one of the following: (Time limit 4 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Love</li> <li>• Hate</li> <li>• Jealousy</li> <li>• Joy</li> <li>• Despair</li> </ul>   |    |
| 4. Discuss with the Examiner the creation of mimed characters  | 25 |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 - Gold Medal (30 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform a mime that involves a character, an occupation and an accident or problem and resolution (Time limit 4 minutes).  | 20 |
| 2. Present a character showing the following range of emotions as a continuous mime (Time limit 5 minutes for all four): <ul style="list-style-type: none"><li>• Confusion</li><li>• Fear</li><li>• Hysteria</li><li>• Relief</li></ul> | 30 |
| 3. Present a narrative mime on a subject given to them 10 minutes before the examination (Time limit 4 minutes).  | 30 |
| 4. Discuss with the Examiner any aspects of creating and performing mime.   | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Mime: Duologues

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Increase confidence
- Understand a sense of dependency

### Guidelines for Mime Duologue Learners

- Learners may enter for the Mime examinations as specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues are the same as that for the Solo Grades.
- All selections must be in duologue form.

## Devised Drama

### General Objectives

This Devised Drama Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity
- Increase self-confidence
- Develop a range of stage techniques
- Instil enthusiasm and enjoyment
- Develop creative and interpretive skills
- Develop an understanding of dramatic structure and narrative
- Work spontaneously
- Employ language, movement, role and situation appropriate to the fictional context being created

**The group exam is also useful “practice” for GCSE Drama, A level Drama and Theatre Studies.**

### Guidelines for Devised Drama Learners

- The Examiner will give appropriate preparation time during the examinations for preparation of a new scene, redirection and enactment unless specifically stated.
- Full costume or make up is not permitted, although a suggestion of costume (e.g.: shawls, practice skirt or hat) and hand props are allowed. (e.g.: fans, bags, walking sticks, etc.).
- Learners are not permitted to present work which they have already submitted at another grade. Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

## Devised Drama: Solo – Entry Level

### Preparatory Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a scene around an object of choice.<br>(Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role.                      | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Introductory Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a short scene in either:<br><ul style="list-style-type: none"> <li>• Magical Kingdom</li> <li>• On a beach</li> <li>• In a playground</li> </ul> (Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role.  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Preliminary Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a short scene based on a character with special or magical powers. (Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role.  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Transition Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Devise a scene involving a box, a map or a key.<br>(Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role.                           | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Devised Drama: Solo – Level 1 Foundation

### Grade 1 (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Devise a scene based on lost and found (Time limit 3 minutes)                | 45 |
| 2. Perform a contrasting scene with a prop of choice.<br>(Time limit 3 minutes) | 45 |
| 3. Discuss with the Examiner  | 10 |
| • The storyline of the scenes.  |    |

**Total Marks Awarded 100**

### Grade 2 (10 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Devise a scene based on one of the following locations<br>(Time limit 3 minutes) | 45 |
| • Fairground  |    |
| • Garden  |    |
| • Airport   |    |
| 2. Devise a scene based on an emotion. (Time limit 3 minutes)                       | 45 |
| 3. Discuss with the Examiner  | 10 |
| • The storyline of the scenes.  |    |

**Total Marks Awarded 100**

### Grade 3 – Foundation Medal (15 Minutes)

### Marks Awarded

#### Learners should:

- |   |    |
|---|----|
| 1. Devise a scene based on a well-known proverb or different historical era. (Time limit 3 minutes) | 45 |
| 2. Perform the scene again with a different outcome/meaning.<br>(Time limit 3 minutes)              | 45 |
| 3. Discuss with the Examiner  | 10 |
| • The storyline of the scenes.  |    |

**Total Marks Awarded 100**

## Devised Drama: Solo – Level 2 Intermediate

### Grade 4 (15 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a scene based on one of the following:<br>(Time limit 4 minutes)                                | 40 |
| <ul style="list-style-type: none"> <li>• The secret</li> <li>• The memory</li> <li>• The diary</li> </ul> |    |
| 2. Devise a scene inspired by a picture or letter.<br>(Time limit 4 minutes)                              | 40 |
| 3. Discuss with the Examiner  | 20 |
| <ul style="list-style-type: none"> <li>• The scenes and the structure needed in devised drama.</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

### Marks Awarded

*The Ray Winstone Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a scene based on either:<br>(Time limit 4 minutes)  | 40 |
| <ul style="list-style-type: none"> <li>• Greed</li> <li>• Jealousy</li> <li>• Love</li> <li>• Hate</li> </ul>                         |    |
| 2. Devise a scene on either:<br>(Time limit 4 minutes)  | 40 |
| <ul style="list-style-type: none"> <li>• Time</li> <li>• Space</li> <li>• Event</li> </ul>  |    |
| 3. Discuss with the Examiner  | 20 |
| <ul style="list-style-type: none"> <li>• the scenes,</li> <li>• characters</li> <li>• process when devising original work.</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Devised Drama: Solo – Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a scene on a theme of conflict or war. (Time limit 5 minutes)   | 40 |
| 2. Devise a scene showing a change of status. (Time limit 5 minutes)  | 40 |
| 3. Discuss with the Examiner  | 20 |
| <ul style="list-style-type: none"> <li>• Their roles and on their research.</li> <li>• The challenges faced when portraying characters with changing status.</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 - Silver Medal (25 Minutes)

Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Devise a scene using a piece of text, visual image or music as your stimulus. (Time limit 5 minutes)  | 40 |
| 2. Devise a scene based on a recent news event. (Time limit 5 minutes)   | 40 |
| 3. Discuss with the Examiner   | 20 |
| <ul style="list-style-type: none"> <li>• Their roles and on their research.</li> <li>• The preparation and construction of the pieces</li> <li>• What are the considerations when using factual material as opposed fictional</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 8 - Gold Medal (30 Minutes)

Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Devise a scene based on a historical or political event or situation. (Time limit 5 minutes)   | 40 |
| 2. Devise a scene based on an individual who is key to the event you have chosen. (Time limit 5 minutes)  | 20 |
| 3. Devise a scene as a journalist reporting the event. (Time limit 5 minutes)   | 20 |
| 4. Discuss with the Examiner  | 20 |
| <ul style="list-style-type: none"> <li>• Why they chose the event</li> <li>• The explorative strategies used</li> <li>• Their research and how they reached the final Performances</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Devised Drama: Duologues

The criteria for Duologue examinations are as for Solo Examinations.

Five minutes is added for each exam from Grade 3 upward

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Explore different ideas
- Increase confidence
- Understand a sense of dependency

### Guidelines for Devised Drama Duologue Learners:

The criteria for marking Duologues are the same as that for the Solo Grades.

Learners should put the word Duologue on their entry form together with the name of the Learner with whom they are entering.

# Shakespeare

## General Objectives

This Shakespeare Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity
- Increase self-confidence
- Develop vocal techniques
- Develop physical stage techniques
- Introduce the work of William Shakespeare through a themed series of progressive steps
- Develop an understanding of themes, subtext and underlying motives
- Instil an enthusiasm and interest in the language and writing of Shakespeare and also Elizabethan theatre

## Guidelines for Shakespeare Learners

- All selections must be performed from memory.
- Learners should bring legible copies of their pieces to the examination for the Examiner, and must adhere to all copyright laws.
- Full costume or make up is not permitted, although a suggestion of costume (e.g.: shawls, practice skirt or hat) and hand props are allowed. (e.g.: scrolls, sticks, etc.).
- Learners are permitted to play either gender.
- During the course of this Syllabus Learners should be encouraged to study a wide range of Shakespeare's plays as well as details of his life and the history of the Elizabethan theatre. This should include knowledge of religious and political influences on his themes, the meaning of his dramatic language and how Elizabethan theatre shaped his writing.
- It is suggested that the texts used for study are from the Arden Shakespeare Series. This series provides detailed notes including, a glossary and language guide and also biographical and historical notes.
- Comprehensive theoretical and historical background notes to support this Syllabus are available on request from the NEA Office.

- Learners are not permitted to present work which they have already submitted at another grade.
- Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

## Shakespeare: Level 1 Foundation

### Grade 1 (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Perform a scene from A Midsummer Night's Dream:<br>(Time limit 3 minutes)   | 90 |
| 2. Discuss with the Examiner   | 10 |
| <ul style="list-style-type: none"><li>• Where this speech occurs in the play</li><li>• The plot of A Midsummer Night's Dream</li></ul> |    |

**Total Marks Awarded 100**

### Grade 2 (10 Minutes)

**Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Perform a speech from any of Shakespeare's plays where the character is sharing their thoughts with the audience.<br>(Time limit 3 minutes)   | 90 |
| 2. Discuss with the Examiner   | 10 |
| <ul style="list-style-type: none"><li>• The events leading up to the speech</li><li>• The play from which the speech is taken</li><li>• The different parts of the Elizabethan playhouse where the audience would sit or stand</li></ul> |    |

**Total Marks Awarded 100**

### Grade 3 – Foundation Medal (10 Minutes)

**Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform a prologue from any of Shakespeare's plays with a minimum of 15 lines. (Time limit 3 minutes)  | 90 |
| 2. Discuss with the Examiner  | 10 |
| <ul style="list-style-type: none"><li>• The role of the prologue</li><li>• Why some plays need prologues</li><li>• Elizabethan Playhouses (the Learner can bring a plan or drawing to aid discussion)</li><li>• The play from which the speech is taken</li></ul> |    |

**Total Marks Awarded 100**

## Shakespeare: Level 2 Intermediate

### Grade 4 (15 Minutes)

### Marks Awarded

#### Learners should:

- |  |    |
|--|----|
| 1. Perform a character speech from any of Shakespeare's plays.<br>(Time limit 4 minutes)   | 80 |
| 2. Discuss with the Examiner   | 20 |
| <ul style="list-style-type: none"> <li>• How the chosen character fits into the play and whether the character supports, drives the action along or is there another reason for their presence</li> <li>• The character's use of language</li> <li>• The characters and the play from which the speech is taken</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

### Marks Awarded

#### Learners should:

- |  |    |
|--|----|
| 1. Perform a speech where the character tells the audience about unseen events that have taken place. (Time limit 4 minutes)   | 80 |
| 2. Discuss with the Examiner   | 20 |
| <ul style="list-style-type: none"> <li>• Shakespeare's reasons for not showing these scenes but relying on another character's narrative</li> <li>• The technique needed to bring the described events vividly to life</li> <li>• The play from which the speech is taken</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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## Shakespeare: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

### Marks Awarded

#### Learners should:

- |  |    |
|--|----|
| 1. Perform a well-known speech from any of Shakespeare's plays.<br>(Time limit 5 minutes)  | 40 |
| 2. Perform a contrasting speech of their own choice from another of Shakespeare's plays. (Time limit 5 minutes)  | 40 |
| 3. Discuss with the Examiner   | 20 |
| <ul style="list-style-type: none"> <li>• The events leading up to the speeches chosen</li> <li>• The effect the speaker hopes to have on his/her listeners</li> <li>• How he/she achieves this</li> <li>• The plays from which the speeches are taken</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 7 - Silver Medal (25 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Perform a speech by a hero, heroine or major character of their own choice. (Time limit 6 minutes)  | 40 |
| 2. Perform a contrasting speech of their own choice from another of Shakespeare's plays. (Time limit 6 minutes)  | 40 |
| 3. Discuss with the Examiner   | 20 |
| <ul style="list-style-type: none"> <li>• The reasons for the choice of speeches</li> <li>• Any aspect of the characters chosen and their situations</li> <li>• The plays from which the speeches are taken</li> <li>• Aspects of performing Shakespeare in an Elizabethan theatre</li> <li>• How Shakespeare uses metre</li> </ul> |    |

**Total Marks Awarded****100****Grade 8 - Gold Medal (30 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Perform a true soliloquy from any Shakespearean tragedy of their own choice. (Time limit 6 minutes)  | 40 |
| 2. Perform a contrasting speech of their own choice from another of Shakespeare's plays. (Time limit 6 minutes)   | 40 |
| 3. Discuss with the Examiner  | 20 |
| <ul style="list-style-type: none"> <li>• Shakespeare's use of the soliloquy</li> <li>• The reasons for the choice of speeches</li> <li>• Any aspect of the characters chosen and the techniques involved to perform them</li> <li>• The plays from which the speeches are taken</li> <li>• Aspects of the rhythm and metre used by Shakespeare</li> <li>• Aspects Shakespeare's life and the times in which he was writing</li> </ul> |    |

**Total Marks Awarded****100**

## Shakespeare: Duologues

The criteria for Duologue examinations are as for Solo Examinations.

Duologue students are marked individually and given individual marks and reports.

Five minutes is added for each exam from Grade 3 upward.

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Explore different texts
- Increase confidence
- Understand a sense of dependency

### Guidelines for Shakespeare Duologue Learners

- Learners may enter for the Shakespeare examinations as specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues are the same as that for the Solo Grades.
- All selections must be in duologue form for Duologue Examinations.

## Creative Movement

### General Objectives

This Creative Movement Syllabus seeks to offer Learners the opportunity to:

- Combine the three disciplines Acting, Singing and Dancing into a performance that will result in a culmination of all three.
- Develop imagination and creativity
- Creative and interpretive skills
- Increase self-confidence
- Develop vocal and physical stage techniques
- Develop skills in musicality and style
- Work spontaneously

### Guidelines for Creative Movement Learners

No costume should be worn for this dance.

However, small hand props/scarves/hats may be used.

Learners should:

- Demonstrate appropriate movement and fully participate in overall performance.
- Show a clear relationship between the music and the movements performed.
- Show clear gestures and appropriate movement along with suitable facial expressions.
- Show good, clear rhythm throughout.
- Demonstrate clear movements and gestures.
- Show clear understanding of characters.
- Use movements that reflect the characters.
- Perform clearly executed steps performed accordingly.
- If linked to a Nursery Rhyme or story, this should be clearly evident in the movement shown.
- Singing or narration is optional in all sections of all grades

## Creative Movement: Level 1 Foundation

### Grade 1 (10 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a simple dance based on a nursery rhyme or fairy tale with appropriate movement and gestures. (Time limit 3 minutes) | 90 |
| 2. Clap a short beat of 4/4 or 3/4 music.   | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a simple dance based on a well-known character. (Time limit 3 minutes)  | 60 |
| 2. Learners should perform a short mime of no more than 1 minute relating to a different story. The mime should depict a character from a story which can be followed by the Examiner. | 40 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 - Foundation Medal (15 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a movement piece that reflects movement of a specific character and shows a complete story with beginning middle and end. (Time limit 3 minutes) | 40 |
| 2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout. (Time limit 3 minutes)                              | 40 |
| 3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually. (Time limit 3 minutes)                                  | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Creative Movement: Level 2 Intermediate

### Grade 4 (20 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a story through dance/movement. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression. (Time limit 4 minutes)                                    | 30 |
| 2. Perform a movement piece in any style and involve a number of choreographic devices. This piece should be Teacher led. (Time limit 4 minutes)   | 30 |
| 3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should be student led. (Time limit 4 minutes)   | 20 |
| 4. Discuss with the Examiner the creative process including movements in relationship to a song and the dynamics and phrasing that needs to be applied when creating an original piece of song and movement. | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a dance/movement piece that reflects the emotional journey of an event of Learner's choice. Heightened detail is required at this Level including eye line, gestures, body lines, facial expression. (Time limit 4 minutes)  | 30 |
| 2. Perform either <ul style="list-style-type: none"> <li>• A combination of song and dance performed as one whole piece</li> <li>• A dance reflecting the mood and lyrics of the song</li> </ul> This piece should be student led. (Time limit 4 minutes)   | 30 |
| 3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should be student led. (Time limit 4 minutes)  | 20 |
| 4. Learners should discuss with the Examiner: <ul style="list-style-type: none"> <li>• The process of creating a piece</li> <li>• Why did they choose their idea?</li> <li>• How did they begin the process?</li> <li>• Why they chose specific music?</li> <li>• Evidence of supporting material e.g., sketches/notes</li> </ul> | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Creative Movement: Level 3 Advanced

### Grade 6 (25 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a movement piece in response to one of the following stimuli:<br>(Time limit 5 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Fear</li> <li>• Love</li> </ul>  |    |
| 2. Perform a movement piece involving a number of choreographic devices including:<br>(Time limit 5 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Motif</li> <li>• Levels</li> <li>• Dynamics</li> </ul>   |    |
| 3. Perform a movement piece showing clear structure and a range of choreographic devices. (Time limit 5 minutes)                                    | 25 |
| 4. Learners should discuss with the Examiner:   | 25 |
| <ul style="list-style-type: none"> <li>• Choreographic processes of the pieces</li> <li>• Health and safety and nutrition for performers</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 (25 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a student led movement piece in response to one of the following stimuli: (Time limit 5 minutes)   | 25 |
| <ul style="list-style-type: none"> <li>• Betrayal</li> <li>• The Sea</li> <li>• Remember Christina Rossetti (Poem)</li> <li>• Scream – (Picture)</li> </ul>   |    |
| 2. Perform a teacher led movement piece based on a musical style or era between:<br>(Time limit 5 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Music Hall to 1980's</li> </ul>  |    |
| 3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2.  | 25 |
| 4. Discuss with the Examiner:   | 25 |
| <ul style="list-style-type: none"> <li>• General health and safety, including vocal and physical health</li> <li>• What does musicality mean</li> <li>• The differences between two eras of dance styles</li> <li>• The process of creating their movement pieces</li> <li>• How the music, lighting and costumes enhanced the movement in one of the following musicals: Wicked, Oliver, Cats</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 (25 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Perform a movement piece in response to one of the following stimuli:<br>(Time limit 5 minutes)   | 25 |
| <ul style="list-style-type: none"><li>• Poem by W.H. Auden - Refugee Blues</li><li>• Fire, Water, Air and Earth</li><li>• Freedom</li><li>• Salvador Dali - Persistence of Memory</li><li>• Salvador Dali - The Painter</li></ul>  |    |
| 2. Perform a movement piece showing specific style of movement<br>on one of the following:<br>(Time limit 5 minutes)   | 25 |
| <ul style="list-style-type: none"><li>• Ballet</li><li>• Musical Theatre</li><li>• Contemporary</li><li>• Rock n' Roll</li><li>• National dancing/Dances of culture</li></ul>  |    |
| 3. Devise a student led movement piece on an original idea<br>(This may involve singing or narration if desired)   | 25 |
| 4. Discuss with the Examiner:  | 25 |
| <ul style="list-style-type: none"><li>• The creative process of their movement pieces</li><li>• The following three musicals including historical impact, social context, music, lighting, style of choreography and costume design</li><li>• West Side Story</li><li>• Billy Elliot</li><li>• Hairspray</li></ul> |    |

**Total Marks Awarded****100**

## Creative Movement: Duologues

The criteria for Duologue examinations are as for Solo Examinations.

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Explore different ideas
- Increase confidence
- Understand a sense of dependency
- Work cohesively

### Guidelines for Creative Movement Learners

The criteria for marking Duologues are the same as that for the Solo Grades.

## Verse Speaking

- Poems for this syllabus are free choice.
- Suggestions from either the anthology below or from the Public Domain can be used for poetry.
- Suggested poems can be found in guidance.
- Please ensure that own choice reflects the expected standard for each level.

**Resource:** A First Poetry Book by Pie Corbett and Gaby Morgan

### General Objectives

This Solo Verse Speaking Syllabus seeks to offer Learners the opportunity to:

- Develop the art of speaking verse
- Develop clear speech
- Develop imagination and creativity
- Increase self-confidence
- Promote self-enrichment
- Stimulate research skills
- Instil a love of poetry
- Understand the diverse forms of poetry
- Specialise in the serious performance and art of verse speaking

### Guidelines for Solo Verse Speaking Learners

- Learners should be at least 11 years old.
- All selections in these examinations must be spoken from memory.
- Each grade must be prepared as a short continuous recital and Learners should, therefore begin with a short introduction and provide linking narrative.

## Verse Speaking: Entry Level

*Time – including introductions and linking narrative must not exceed 7 minutes*

### Preliminary Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Speak a poem of the Learner's choice        | 45 |
| 2. Speak a second poem of the Learner's choice | 45 |
| 3. Choice of theme, introduction, and links    | 10 |

**Total Marks Awarded 100**

### Transition Grade (10 Minutes)

**Marks Awarded**

**Learners should:**

- |  |    |
|--|----|
| 1. Speak a poem of the Learner's choice        | 45 |
| 2. Speak a second poem of the Learner's choice | 45 |
| 3. Choice of theme, introduction, and links    | 10 |

**Total Marks Awarded 100**

## Verse Speaking: Level 1 Foundation

*Time – including introductions and linking narrative must not exceed 7 minutes*

### Grade 1 (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Speak a poem of the Learner's choice       | 45 |
| 2. Speak a second poem of the Learners choice | 45 |
| 3. Choice of theme, introduction, and links   | 10 |

**Total Marks Awarded 100**

### Grade 2 (10 Minutes)

**Marks Awarded**

**Learners should:**

- |   |    |
|---|----|
| 1. Speak a poem of the Learner's choice       | 45 |
| 2. Speak a second poem of the Learners choice | 45 |
| 3. Choice of theme, introduction, and links   | 10 |

**Total Marks Awarded 100**

**Grade 3 - Foundation Medal (15 Minutes)****Marks Awarded***Time – including introductions and linking narrative must not exceed 10 minutes***Learners should:**

- |  |    |
|--|----|
| 1. Speak a poem of the Learner's choice        | 30 |
| 2. Speak a second poem of the Learners choice  | 30 |
| 3. Speak a third poem of the Learner's choice. | 30 |
| 4. Choice of theme, introduction, and links    | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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**Verse Speaking: Level 2 Intermediate***Time – including introductions and linking narrative must not exceed 10 minutes***Grade 4 (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Speak a poem written in 20 <sup>th</sup> Century | 30 |
| 2. Speak a sonnet written after 1950.               | 30 |
| 3. Speak a short poem of their own choice.          | 30 |
| 4. Choice of theme, introduction, and links         | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 5 (15 Minutes)****Marks Awarded****Learners should:**

- |   |    |
|---|----|
| 1. Speak an extract of their own selection from a narrative poem:<br>(Minimum 18 lines) | 30 |
| 2. Speak a poem by a 19 <sup>th</sup> Century Poet.                                     | 30 |
| 3. Speak a short poem of their own choice.  | 30 |
| 4. Choice of theme, introduction, and links   | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Verse Speaking: Level 3 Advanced

*Time – including introductions and linking narrative must not exceed 15 minutes*

### Grade 6 - Bronze Medal (20 Minutes)

**Marks Awarded**

**Learners should present a short recital to include the following poems:**

1. A War Poem from any Century	30
2. A poem of the Learner's choice	30
3. A second poem of the Learner's choice	30
4. Choice of theme, introduction, and links	10

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 - Silver Medal - (20 Minutes)

**Marks Awarded**

**Learners should present a short recital of their own choice including 3 styles of poetry to include the following:**

1. Romantic Era	30
2. A poem of the Learner's choice in a different style and era from section 1.	30
3. A poem of the Learner's choice in a different style and era from section 1 and 2	30
4. Choice of theme, introduction, and links	10

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 8 - Gold Medal (25 Minutes)

**Marks Awarded**

*Time – including introductions and linking narrative must not exceed 20 minutes*

**Learners should:**

Present a varied programme of 4 poems on a chosen theme of their own choice to include:

1. One Shakespearean poem	20
2. A poem of the Learner's choice in a different style and era from section 1	20
3. A poem of the Learner's choice in a different style and era from section 1 and 2.	20
4. One sonnet	20
5. Choice of theme, introduction, and links	20

<b>Total Marks Awarded</b>	<b>100</b>
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## Verse Speaking: Duologues

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner in equally weighted roles
- Explore different texts
- Increase confidence
- Understand a sense of dependency

### Guidelines for Recital Duologue Learners

- Learners may enter for the Verse Speaking examinations specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues are the same as that for the Solo Grades

# Recital

## General Objectives

This Recital Syllabus seeks to offer Learners the opportunity to:

- Develop the art of recital performance
- Plan and present a programme for performance
- Develop clear speech
- Develop imagination and creativity
- Demonstrate versatility, empathy and comprehension
- Increase self-confidence
- Promote self-enrichment - Stimulate research skills
- Instil a love of literature
- Understand the diverse forms of literature

## Guidelines for Recital Learners

- Recitals for all grades are on any theme of the Learner's choice.
- All selections in these examinations must be spoken from memory.
- Each grade must be prepared in the form of a recital.
- Programmes should be based around a theme and reflect **age-appropriate** selections of contrasting styles.
- Learners should present their complete programme as one continuous performance, linking items in a manner of their choosing.
- Music may be used if desired but should enhance and not detract from the programme.
- Learners should hand the Examiner a well-presented programme giving the titles, poets and authors at the beginning of the examination.
- Marking will reflect the both the Learner's technical achievement and their ability to engage and entertain an audience.

## Recital: Level 1 Foundation

### Grade 1 (10 Minutes)

### Marks Awarded

Learners should present in the form of a continuous recital:

- |   |    |
|---|----|
| 1. A poem.  | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose.                                       | 30 |
| 4. Choice of Programme  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

### Marks Awarded

Learners should present in the form of a continuous recital:

- |   |    |
|---|----|
| 1. A poem.  | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose.                                       | 30 |
| 4. Choice of Programme  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 - Foundation Medal (10 Minutes)

### Marks Awarded

Learners should present in the form of a continuous recital:

- |   |    |
|---|----|
| 1. A poem.  | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose.                                       | 30 |
| 4. Choice of Programme  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Recital: Level 2 Intermediate

### Grade 4 (15 Minutes)

### Marks Awarded

**Learners should present in the form of a continuous recital:**

- |   |    |
|---|----|
| 1. A poem.  | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose.                                       | 30 |
| 4. Choice of Programme  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (15 Minutes)

### Marks Awarded

**Learners should present in the form of a continuous recital:**

- |   |    |
|---|----|
| 1. A poem.  | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose.                                       | 30 |
| 4. Choice of Programme  | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Recital: Level 3 Advanced

### Grade 6 - Bronze Medal (20 Minutes)

### Marks Awarded

*At this Grade the recital programme should not exceed 20 minutes.*

**Learners should present in the form of a continuous recital:**

- |   |    |
|---|----|
| 1. A poem.  | 22 |
| 2. An acted monologue from a published play.      | 22 |
| 3. An extract of memorised prose.                 | 22 |
| 4. A mime or a devised scene on the chosen theme. | 22 |
| 5. Choice of Programme                            | 12 |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 7 - Silver Medal (25 Minutes)****Marks Awarded**

*At this Grade the recital programme should not exceed 25 minutes.*

**Learners should present in the form of a continuous recital:**

1. A poem.	22
2. An acted monologue from a published play.	22
3. An extract of memorised prose.	22
4. A mime or a devised scene on the chosen theme.	22
5. Choice of Programme	12

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 - Gold Medal (30 Minutes)****Marks Awarded**

*At this Grade the recital programme should not exceed 30 minutes.*

**Learners should present in the form of a continuous recital:**

1. A poem.	18
2. An acted monologue from a published play.	18
3. An extract of memorised prose.	18
4. A mime or a devised scene on the chosen theme.	18
5. To read aloud a contrasting poem or a contrasting piece of prose.	18
6. Choice of Programme	10

<b>Total Marks Awarded</b>	<b>100</b>
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## Recital: Duologues

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner in equally weighted roles
- Explore different texts
- Increase confidence
- Understand a sense of dependency

### Guidelines for Recital Duologue Learners

- Learners may enter for the Recital examinations specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues is the same as that for the Solo Grades.

## Communications

These examinations are designed to enable Learners with specific disabilities, learning differences and disadvantages to participate in the examination process successfully.

### General Objectives

This examination offers Learners the opportunity to:

- Demonstrate their attainment or competence
- Take an examination that meets their capabilities
- Develop communication and reading techniques
- Develop clearer speech
- Make themselves understood
- Develop imagination and creativity
- Increase self-confidence
- Enjoy participating

### Guidelines for Communications Learners

- There is no set Syllabus for these examinations, they can be tailored to meet the needs of the Learner.
- Teachers should contact the NEA office to agree a suitable programme that dovetails with a Learner's capabilities.
- The general or specific content of the examination must be agreed between the parties and the Examinations Director before an examination.
- This should be done by contacting the NEA office prior to the Entry for the examination being submitted.
- The Learner's Entry Form should be submitted with a Reasonable Adjustment Application Form which is available on request from the NEA office. This form provides space for Teachers and/or Learners to bring to NEA's attention any special circumstances or requirements which a Learner wishes to be considered. (Teachers are requested to attach to the entry form copies of any formal statements relating to the Learner.)
- NEA will make every effort to accommodate appropriate Learners who wish to enter these examinations.

- All cases for entry will be judged on an individual basis by NEA.
- There is no grading system for these examinations, however each examination taken is Numbered starting from 1, so that the Learner gains a sense of progression, this will be recorded by the NEA office.
- There is no upward limit to the number of examinations taken over a Learner's career, but it is recommended that no more than two of these examinations are taken within one academic year.
- The Learner will receive a report and a certificate.
- NEA seeks to offer appropriate and agreed support to those Learners with specific learning, reading, sight, hearing and mobility difficulties, or any other disadvantage disclosed.
- NEA seeks to comply with the terms of all relevant legislation in the United Kingdom. This includes the provisions of the Disability Discrimination Act as to access arrangements, special requirements and reasonable adjustments to the examination process. (Please refer to NEA's Equal Opportunities Policy, Disability and Special Needs Policy and Reasonable Adjustments and Special Considerations Policy for details).



**[www.neweraacademy.co.uk](http://www.neweraacademy.co.uk)**

[exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

Phone : 0330 133 1885

WhatsApp : 07418 609 612