

NEA

FILMED GROUP PERFORMANCE EXAMS

(Commencing 1st September 2018 – Valid until 31st August 2021)

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HOW TO CONTACT NEA

NEA OFFICES

NEA (New Era Academy), 207 Regent Street, 3rd Floor, London W1B 3HH – Head Office.
NEA, 2 Aglaia Road, Worthing, West Sussex, BN11 5SN – Examinations Office.

Head Office: 0207 458 4211

Examinations Office: 01903 246790

E: exams@neweraacademy.co.uk

W: www.neweraacademy.co.uk

Chief Executive: Derren Nesbitt

Examinations Director: Miranda Jacobs, FNEA, LNEA

Chief Examiner: Shelagh O'Brien, M Ed; DASE; B Ed, FNEA

PATRONS

Ray Winstone

Ray Cooney O.B.E

Bill Kenwright C.B.E

Jenny Seagrove

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MNATD, FNEA

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FNEA

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Miranda Jacobs
FNEA, LNEA

Derren Nesbitt

Shelagh O'Brien
M Ed; DASE; B Ed, FNEA

NEA is a Corporate Member of the Society of Teachers of Speech & Drama

ABOUT NEA

Since 1941, NEA has offered a Syllabus of graded examinations in a variety of communication, presentation and performance disciplines.

Our aims are to:

- Promote the personal, social, creative and intellectual development of the individual
- Encourage self-confidence
- Encourage all Learners to realise their potential
- Develop high standards of speech, communication, presentation and performance
- Encourage an appreciation of literature, poetry and drama
- Acknowledge and record levels of achievement and progression

What do we do?

- Offer a Syllabus designed to promote personal development, confidence, presentation, communication and performance skills
- Offer a Syllabus with a wide range of disciplines in drama, voice, communication and performance skills
- Offer a range of disciplines that provide progression through a graded system
- Offer a Syllabus that provides equality of opportunity and caters for everyone equally irrespective of:
 - Age
 - Ability; or
 - Culture
- Offer support and training to Teachers, Learners, professionals and practitioners
- Provide experienced, well trained Examiners to appraise and guide Learners
- Offer a Syllabus within the Qualifications and Credit Framework
- Offers UCAS Tariff Points for all Level 3 examinations to augment university entry
- Gain UCAS points in both Communication and Performance disciplines
- Offer the opportunity to work on an individual programme in line with the personalised learning requirements of the Government's "Every Child Matters"
- Offer the opportunity for Learners to work as individuals, pairs, small groups or large groups
- Encourage Learners to enjoy participating and performing
- Encourage a range of work from a variety of cultural contexts
- Encourage an interest in literature and the arts
- Offer assessment and self evaluation opportunities
- Prepare Learners for the opportunities, responsibilities and experiences they will require in our contemporary society
- Undertake to review our Syllabus, systems and policies constantly and update as appropriate in the light of Government legislation, educational thinking and operational feedback.

GUIDELINES & REGULATIONS

1. This Syllabus issued September 2018, should be used for all examinations between 1 September 2018 and 31 August 2021 and replaces all previous issues.
2. Online entry is the preferred method of examination entry. Alternatively, an examination entry form may be obtained from NEA or from a local representative.
3. **Payment to be made by BACS transfer, on request by debit card secure link or by Cheque.** Payment will be due within 7 days of the invoice date and strictly no later than 2 weeks before the date of examinations.
4. Alternatively, the manual entry form must be completed and sent with **1 payment as above covering the collective entry fee** to the local representative or to NEA. Please note if more than 1 payment is submitted an appropriate surcharge will be made by NEA.
5. Examinations will, wherever practicable, be held at a time and centre chosen by the Teacher. **All arrangements for examinations must be made through the NEA office.**
6. The last day for receipt for electronic entries for examinations is **4 weeks** prior to the examination date. The last day for receipt of postal entries for examinations is **6 weeks** prior to the examination date. Thereafter late entries will only be accepted at the discretion of the Examinations Director.
7. Approved late entries will be surcharged at 20% of the original examination fee for each such Learner. No entry, or changes to entries already received will be accepted less than 2 weeks before the examination date.
8. Changes to names, grades or disciplines within 2 weeks of the examination date is subject to a surcharge of £20 per amendment, as is any change from one session to another. All changes must be made in writing.
9. A **Cancellation Fee of £50.00** will be charged for Examination Sessions cancelled less than **4 weeks** prior to the previously booked Examination Session Date. **All cancellations must be received in writing (or by e-mail) to the Examinations Director.**
10. A Learner unable to attend owing to illness must send a medical certificate to NEA. No refund of the examination fee will be made but Learners may attend the next available examination session on payment of a further 50% of the current fee. **Learners absent for any other reason may only enter again upon payment of the full fee. In no circumstances will fees be returned.**
11. The name of the Learner, as shown on the entry form, will be used to produce all examination reports and certificates. **Names must be submitted as they are to appear on the certificates** Any errors in the certificates because the name has been incorrectly spelt or due to the entry form being illegible will only be rectified at a fee of £5.00 per certificate. (All Teachers are encouraged to use the online entry form through the website to facilitate processing). **Entries will only be accepted online or on the NEA official entry forms.**
12. The presentation of a wrong piece **will** result in disqualification. A Learner may re-enter for the same grade on payment of the appropriate fee.

13. Each Learner will be notified of the date and time on which they must attend for their examination. **THEY MUST ATTEND AT LEAST 15 MINUTES BEFORE THEIR SCHEDULED TIME.**
14. The time allocated for each Examination includes time for the Examiner to complete the Report Form.
15. Learners should bring clean copies of their selections with them.
16. The examination may be ended at any time at the discretion of the Examiner. **THE DECISION OF THE EXAMINER IS FINAL.**
17. Information about lodging an appeal against a result is contained in our document **NEA Enquiries and Appeals Policy and Procedure** which is available on request and on the website. Initial enquiries about any appeal must be made in writing, enclosing a copy of the Examiner's Report Form. NEA has a **Malpractice Procedure**, a copy of which can be obtained on request or from the website.
18. A basic Teacher's Notes are available upon request (electronic or hard copy).
19. Examiners will in no case examine their own pupils.
20. A Learner who enters for more than one grade in one subject must be examined in the lower grade first. If the Learner fails to pass the lower grade examination then both the fee and the right to enter for the higher grade examination are automatically withdrawn.
21. When a Learner's examination fee is received by NEA, such a Learner's examination immediately becomes controlled by these regulations.
22. As theory is introduced for discussion in a simple but progressive way, it is expected that Learners will always have knowledge of theory for any **previous** grades. Therefore Examiners may, on occasions, ask questions about theory relating to previous grades.
23. Learners may use **hand props** such as:
 - a fan
 - a bag
 - an umbrella
 - a walking stick
24. NEA reserves the right to issue medals in other than precious metals.
25. NEA reserves the right to change the design of the Certificates it issues.
26. **Learners with Special Needs.** NEA welcomes these Learners to the examinations. Teachers **must** inform the office at the time of entry and should telephone to discuss any particular requirements. A copy of both **NEA's Disability and Special Needs Policy** and **NEA's Reasonable Adjustments and Special Considerations Policy and Procedures** are available from the website.
27. NEA provide examinations in **Communication** for Learners with specific disabilities, special needs or other disadvantages, which are tailored to the Learner's particular abilities.

28. NEA can arrange for examinations to be taken in both Welsh and Gaelic in certain circumstances. This must be discussed and arranged with the Examinations Director prior to entry.
29. NEA can arrange for examinations to be held in approved centres outside the UK. Please contact the Examinations Director to discuss and arrange such a session.
30. NEA seeks to comply with the requirements of the current UK Data Protection Regulations. For a copy of **NEA's Data Protection Policy** please contact the Examinations Director.
31. NEA seeks to comply with the requirements of the current UK Health and Safety Legislation. For a copy of **NEA's Health and Safety Policy** please contact the Examinations Director.
32. NEA seeks to comply with the requirements of the current UK Child Protection Legislation. For a copy of **NEA's Child Protection Policy** please contact the Examinations Director.
33. NEA seeks to comply with the requirements of the current UK Equality of Opportunity Legislation. A copy of **NEA's Equal Opportunities Policy** can be found on our website.
34. Details of NEA's Marking Standards, Learning Objectives and use of Key Skills are all clearly set out in the Syllabus.
35. Any queries regarding the actual selections should be referred to the Examinations Director.

MARKING STANDARDS

All examinations set out in this Syllabus are marked out of a total of **100** marks.

Attainment Levels:

Distinction
Merit
Pass
Below Pass

Marking Bands:

Distinction	80 and over
Merit	70 and over
Pass	60 and over
Below Pass	59 and below

Diplomas:

Pass	75 and over
Fail	74 and below

Levels of Achievement:

Pass:

Learners should:

- adequately achieve the Learner outcomes
- perform their selections
- demonstrate satisfactory preparation
- show a basic background knowledge of all selections
- show a basic understanding of any theory set

Merit:

Learners should:

- adequately achieve the Learner outcomes
- show preparation has been thorough
- demonstrate their work clearly, expressively and enthusiastically
- demonstrate good attention to detail
- show a good background knowledge of all selections
- show a good understanding of any theory set

Distinction:

Learners should:

- adequately achieve the Learner outcomes
- demonstrate work is of a really high standard
- fully meet the requirements of the Syllabus
- present work that is artistic, well communicated, technically correct and altogether excellent
- show an excellent background knowledge of all selections
- show an excellent background knowledge of any theory set

Allocation of Marks

The way in which marks are allocated is clearly set out in the Syllabus and on each Learner's Report Form.

Technique

The Technical skills required in the preparation and performance of the selection. This includes vocal technique, stagecraft and teamwork where appropriate.

Interpretation

The artistic realisation of the selection presented demonstrating appropriate qualities required for performance. This includes the appreciation of and the thought process in achieving the writer's intention.

Communication

To demonstrate the ability to share mentally, vocally and physically in performance and discussion to an appropriate standard.

Discussion

To convey the knowledge required for the Level and to be able to participate in an exchange of ideas to an appropriate standard.

To obtain the Pass mark, Learners should show that they know their selections and have prepared them satisfactorily. In grades where theory is set, they must show that they understand the basic Syllabus requirements.

To achieve the marks necessary for Merit, Learners should show that their preparation has been thorough and be able to demonstrate their work clearly, expressively and enthusiastically, with good attention to detail.

A Distinction mark is given if the Learner's work is of a really high standard. Every requirement of the Syllabus must be fulfilled and the work presented must be artistic, well communicated, technically correct and altogether excellent.

A Learner fails to obtain the marks necessary to pass an examination if their work is not sufficiently well prepared and contains inadequacies which cannot be overlooked. Examiners will give constructive criticism which, it is hoped, will encourage the unsuccessful Learner to re-enter the examination at a later date.

LEVEL DESCRIPTORS

The following Level descriptors are structured to comply with the Qualifications and Credit Framework and the National Qualifications Framework:

Entry Level:

Entry 1 - Preparatory Grade
Entry 2 - Introductory Grade
Entry 3 - Preliminary Grade
Entry 4 - Transition Grade

Level 1 - Foundation:

Grade 1
Grade 2
Grade 3

Level 2 - Intermediate:

Grade 4
Grade 5

Level 3 - Advanced:

Grade 6
Grade 7
Grade 8

Results:

For all examinations, Examiners will write the Report and allocate marks. These marks will be moderated by the Chief Examiner. Results should be received within 3 weeks of the examination.

KEY SKILLS

This Syllabus offers Learners the opportunity to develop and attain confidence and competence in a range of Key Skills through a variety of disciplines. These skills are not necessarily assessed as part of the examination procedure, but may contribute to the all round standard attained by the Learner.

Key Skills support learning across the various disciplines, encouraging them to develop their transferable skills across a range of subjects and contexts.

Key Skills which can be clearly identified and developed include:

- Improvement of own learning
- Increased confidence
- Increased performance skills
- Increased self-esteem
- Effective communication
- Improved problem solving
- Competent Information Technology skills

NEA EXAMS SUPPORT THE NATIONAL CURRICULUM AND OTHER QUALIFICATIONS

NEA examinations are designed to provide scope for further study and support AS and A2 examinations in Drama and Theatre Studies, Performing Arts, English Literature and Communication.

The examinations in Acting, Mime and Devised Drama for Groups are particularly useful and relevant as practise for GCSE, AS and A2 group performance examinations in Grades 6-8.

A Solo Acting examination in Grade 8 is excellent preparation for AS and A2 Drama & Theatre Studies.

Interview Technique provides excellent practice for Learners applying to University, employment or other pursuit for which an interview is required.

Learners taking Business related courses will find Public Speaking, Spoken English and Interview Technique examinations a beneficial supplement.

PERSONAL, LEARNING AND THINKING SKILLS

This Syllabus offers Learners the opportunity to develop their Personal, Learning and Thinking Skills (PLTS).

Through this Syllabus Learners are offered a range of opportunities to develop and apply the qualities and transferable skills required to help them be successful in all areas of their lives.

These skills include:

- **Independent Enquiry**
 - Individual research of literature and language
 - Presentation of personal interests
- **Creative Thinking**
 - Interpretation of poetry, prose or drama
 - Presentation and creative performance from texts
 - Creative presentation of devised drama
 - Planning and presentation of their own ideas
- **Reflective Learning**
 - Presentation and evaluation of their own work
 - Demonstration of appropriate individual research
 - Evaluation of their decisions and choices made
 - Reflection on characterisation and relationships between characters
- **Team-work**
 - Interaction
 - Collaboration
 - Evaluation, appreciation and response to and of others
 - Cohesion and timing
- **Self Management**
 - Expansion of self-confidence
 - Extension of communication skills
 - Improvement of memory skills and concentration
 - Refinement and development of a sense of performance
 - Improvement of technical skills both vocally and physically
- **Effective Participation**
 - Enthusiastic participation
 - Development of practical speaking and communication skills
 - Development of technical performance skills
 - Participation in, and preparation for examinations in a range of disciplines
 - Progression through the graded structure of disciplines as set out by this Syllabus

ACTING GROUP PERFORMANCE

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
- Instill 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.
- 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.

ENTRY LEVEL

Marks awarded at this Level:

Entry Level	Technique	Interpretation	Discussion
Preparatory Grade	45	45	10
Introductory Grade	45	45	10
Preliminary Grade	45	45	10
Transition Grade	45	45	10

PREPARATORY GRADE

Learners should:

Present a one act play or a scene from a longer play.

1. Discuss with the Examiner in groups of 3 your own character:

INTRODUCTORY GRADE

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

PRELIMINARY GRADE

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

TRANSITION GRADE

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

LEVEL 1 – FOUNDATION

Marks awarded at this Level:

Foundation Level	Technique	Interpretation	Discussion
Grade 1	45	45	10
Grade 2	45	45	10
Grade 3	45	45	10

GRADE 1

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your own character:
 - The setting of the scene

GRADE 2

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your own character:
 - The setting of the scene

GRADE 3

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your own character:
 - The setting of the scene

LEVEL 2 – INTERMEDIATE

Marks awarded at this Level:

Intermediate – Level 2	Technique	Interpretation	Discussion
Grade 4	40	40	20
Grade 5	40	40	20

GRADE 4

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play

GRADE 5

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play

LEVEL 3 – ADVANCED

Marks awarded at this Level:

Advanced – Level 3	Technique	Interpretation	Discussion
Grade 6	40	40	20
Grade 7	40	40	20
Grade 8	40	40	20

GRADE 6

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play
 - Your relationship to the other characters in the play

GRADE 7

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play
 - Your relationship to the other characters in the play

GRADE 8

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play
 - Your relationship to the other characters in the play
 - The importance of breath support and projection in performance

MUSICAL THEATRE GROUP PERFORMANCE

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.
- 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.

ENTRY LEVEL

Marks awarded at this Level:

Entry Level	Technique	Interpretation	Discussion
Preparatory	45	45	10
Introductory	45	45	10
Preliminary	45	45	10
Transition	45	45	10

PREPARATORY GRADE

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
 - The song

INTRODUCTORY GRADE

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
 - The song
 - The reason for choosing it

PRELIMINARY GRADE

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
 - The song
 - The characters who sings it

TRANSITION GRADE

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
 - The meaning of the song
 - The characters who sing it

LEVEL 1 – FOUNDATION

Marks awarded at this Level:

Foundation – Level 1	Technique	Interpretation	Discussion
Grade 1	45	45	10
Grade 2	45	45	10
Grade 3	45	45	10

GRADE 1

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
 - The story of the Musical from which it is taken
 - The various vocal singing ranges

GRADE 2

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
 - Either the composer or the lyricist
 - How the song(s) features in the story of the film.

GRADE 3

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
 - Either the composer or the lyricist
 - The vocal changes encountered as a performer ages

LEVEL 2 – INTERMEDIATE

Marks awarded at this Level:

Intermediate – Level 2	Technique	Interpretation	Discussion
Grade 4	40	40	20
Grade 5	40	40	20

GRADE 4

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs :
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - Your relationship to the other characters in the musical
 - Effective ways of warming up and cooling down the voice pre and post performance

GRADE 5

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs:
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - Your relationship to the other characters in the musical
 - How the physicality of characterisation impacts on the voice

LEVEL 3 – ADVANCED

Marks awarded at this Level:

Advanced – Level 3	Technique	Interpretation	Discussion
Grade 6	40	40	20
Grade 7	40	40	20
Grade 8	40	40	20

GRADE 6

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs:
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene/song
 - The plot of the musical
 - Your relationship to the other characters in the musical
 - Methods of sustaining vocal health and consistency over an extended period of performance

GRADE 7

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene/song
 - The plot of the musical
 - Your relationship to the other characters in the musical
 - The changing use and techniques of amplification in the stage musical

GRADE 8

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs
2. Discuss in depth with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene/song
 - The plot of the musical
 - Your relationship to the other characters in the musical
 - The process needed to approach a musical theatre performance

DEvised DRAMA GROUP PERFORMANCE

GROUP EXAMINATIONS

GENERAL OBJECTIVES

The Group Devised Drama section of this Syllabus provides Learner with the opportunity to:

- Improvise together in a group
- Experience the exciting challenge of working together as a team
- Demonstrate an awareness of each other and a sense of sharing
- Develop imagination and creativity
- Increase self-confidence
- Develop a range of stage techniques
- Instill an enthusiasm and enjoyment
- Develop an understanding of dramatic structure and narrative
- Work spontaneously and
- Employ language, movement, role and situation appropriate to the fictional context being created

Guidelines for Devised Drama Group Learners

A group must contain a minimum of three persons.

All members of the group should participate in each section.

These examinations provide useful support for GCSE, AS and A2 Level students preparing to take performance based examinations.

ENTRY LEVEL

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Entry Level	Technique and Interpretation	Discussion
Preparatory Grade	90	10
Introductory Grade	90	10
Preliminary	90	10
Transition	90	10

PREPARATORY GRADE

Learners should:

1. Devise a scene around a nursery rhyme or short children's poem.
2. The Examiner will question the Learners in role in groups of 3.

INTRODUCTORY GRADE

Learners should:

1. Devise a short scene to act out in the role of a character from a favourite story.
2. The Examiner will question the Learners in role in groups of 3.

PRELIMINARY GRADE

Learners should:

1. Devise a short scene based on either:
 - Fairies
 - Witches and/or Wizards
2. The Examiner will question the Learners in role in groups of 3.

TRANSITION GRADE

Learners should:

1. Create an imaginary person.
 - Devise a scene based on a pantomime story.
2. The Examiner will question the Learners in role in groups of 3.

LEVEL 1 – FOUNDATION

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Foundation - Level 1	Technique and Interpretation		Discussion
Grade 1	60	40	-
Grade 2	60	40	-
Grade 3	60	10	30

GRADE 1

Learners should:

1. Devise a scene based on one of Aesop's Fables.
2. Perform the scene again with a different ending.

GRADE 2

Learners should:

1. Devise a scene based on a well-known myth or legend from any country.
2. Present a prequel or sequel to the scene.

GRADE 3

Learners should:

1. Devise a scene based on a well-known proverb.
2. The Examiner will question the Learners in role in groups of 3.
3. Perform the scene again with a different outcome / meaning.

LEVEL 2 – INTERMEDIATE

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Intermediate - Level 2	Technique and Interpretation		Discussion
Grade 4	60	30	10
Grade 5	60	30	10

GRADE 4

Learners should:

1. Devise a scene based on one of Grimm's fairytales:
2. The Examiner will question the Learners in role in groups of 3.
3. Perform the scene again as an interacting character from the first scene.

GRADE 5

Learners should:

1. Devise a performance using one of Shakespeare's stories as your stimulus.
2. The Examiner will question the Learners in groups of 3 on their role and on their research.
3. Devise a further scene from the same play using a contrasting character.

LEVEL 3 - ADVANCED

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Advanced - Level 3	Technique and Interpretation			Discussion
Grade 6	50	10	20	20
Grade 7	50	10	20	20
Grade 8	40	20	20	20

GRADE 6

Learners should:

1. Devise a scene on a theme of conflict or war:
2. The Examiner will question the Learners in groups of 3 on their roles and on their research.
3. Replay the scene showing a contrasting emotion to that played in the first scene.
4. Discuss with the Examiner in groups of 3 the opposing emotions and the challenges faced in portraying them.

GRADE 7

Learners should:

1. Devise a scene using a poem or painting as your stimuli:
2. The Examiner will question the Learners on their role and why they chose that particular poem or painting.
3. Replay the scene not in dramatic form but as a narration.
4. Discuss with the Examiner in groups of 3:
 - The preparation and construction of the piece
 - The research into the stimulus
 - The difference in emotions between the performance and the narration

GRADE 8

Learners should:

1. Devise a scene based on a historical event.
2. Devise a scene based on an individual who is key to the event you have chosen.
3. Devise a scene as a journalist reporting the event.
4. Discuss with the Examiner in groups of 3:
 - Why they choose the event
 - The explorative strategies used
 - Their research and how they reached the final performances

SHAKESPEARE GROUP PERFORMANCE

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
- Instill 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.
- Learners are permitted to play either gender.
- 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.

LEVEL 1 – FOUNDATION

Marks at this Level taking into consideration technique and interpretation throughout each section:

Foundation - Level 1	Technique and Interpretation	Discussion
Grade 1	90	10
Grade 2	90	10
Grade 3	90	10

GRADE 1

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character

GRADE 2

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character

GRADE 3

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene

LEVEL 2 – INTERMEDIATE

Marks at this Level taking into consideration technique and interpretation throughout each section:

Intermediate - Level 2	Technique and Interpretation	Discussion
Grade 4	80	20
Grade 5	80	20

GRADE 4

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play

GRADE 5

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play

LEVEL 3 – ADVANCED

Marks at this Level taking into consideration technique and interpretation throughout each section:

Advanced - Level 3	Technique and Interpretation		Discussion
Grade 6	40	40	20
Grade 7	40	40	20
Grade 8	40	40	20

GRADE 6

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play
 - Your relationship to the other characters in the play

GRADE 7

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play
 - Your relationship to the other characters in the play

GRADE 8

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
 - Your character
 - The events leading up to the scene
 - The plot of the play
 - Your relationship to the other characters in the play
 - Aspects of the rhythm and metre used by Shakespeare