

NEA

Syllabus – Edition 3

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

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HOW TO CONTACT NEA

NEA OFFICES

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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. Learners for either the Associate or Licentiate Diploma must have gained the Gold Medal for the same subject at least six months prior to the Diploma examinations.
13. 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.

14. 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.**
15. The time allocated for each Examination includes time for the Examiner to complete the Report Form.
16. Learners should bring clean copies of their selections with them.
17. A clear copy of all selections to be performed in any Diploma must be forwarded to the NEA office at the time of submitting entry.
18. For Grade 5, 6, 7 and 8 Interview Technique, Teachers must submit the Learner's C.V with entry.
19. The examination may be ended at any time at the discretion of the Examiner. **THE DECISION OF THE EXAMINER IS FINAL.**
20. 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.
21. A basic Teacher's Notes are available upon request (electronic or hard copy).
22. Examiners will in no case examine their own pupils.
23. 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.
24. Those Learners who have gained the Diploma of Associate or Licentiate of the NEA are entitled to append the letters "A.N.E.A." OR "L.N.E.A." after their names.
25. Those Learners who have gained a previous Diploma may within 2 years be eligible to use modules as Accredited Prior Learning for the LNEA in the same discipline.
26. When a Learner's examination fee is received by NEA, such a Learner's examination immediately becomes controlled by these regulations.
27. 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.
28. **Costume, make up and props** are not necessary in any of our Examinations, but, for acting, Learners may wear:
 - appropriate footwear
 - a practice skirt
 - a shawl or hat
29. Learners may use **hand props** such as:
 - a fan
 - a bag
 - an umbrella
 - a walking stick

30. The use of **visual aids** in a presentation for an examination such as Public Speaking or Interview Technique is perfectly acceptable. It is important that these aids **enhance** rather than **detract** from the talk.
31. Overseas Learners taking exams at a centre outside the British Isles may, if they wish make substitutions as set out, appropriate to the grade being taken.
32. NEA reserves the right to issue medals in other than precious metals.
33. NEA reserves the right to change the design of the Certificates it issues.
34. **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.
35. NEA provide examinations in **Communication** for Learners with specific disabilities, special needs or other disadvantages, which are tailored to the Learner's particular abilities.
36. 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.
37. 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.
38. 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.
39. 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.
40. 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.
41. 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.
42. Details of NEA's Marking Standards, Learning Objectives and use of Key Skills are all clearly set out in the Syllabus.
43. 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.

Certificates of Excellence:

NEA present the following seven Certificates of Excellence annually to the Learner who gains the highest Distinction mark in:

- | | |
|---------------------------|--|
| 1. Foundation Medal | Speech and Drama (Peggy Law) |
| 2. Grade 8 (Gold Medal) | Speech and Drama (Ray Cooney) |
| 3. Foundation Medal | Mime (Ellen Ismay) |
| 4. Grade 6 (Bronze Medal) | Acting (Myrtle Moss) |
| 5. Grade 8 (Gold Medal) | Acting (Sir Roger Moore) |
| 6. Grade 5 | Public Speaking (Ronald Marsh) |
| 7. Grade 5 | Interview Technique (Bernard Price) |
| 8. Grade 5 | Devised Drama (Ray Winstone) |
| 9. Grade 8 (Gold Medal) | Musical Theatre (Bill Kenwright) |
| 10. Grade 8 (Gold Medal) | Reading (Jenny Seagrove) |
| 11. LNEA | Speech and Drama (Sr Aengus Fitzpatrick) |

LEVEL DESCRIPTORS

The following Level descriptors are structured to comply with the Qualifications and Credit Framework and the National Qualifications Framework as currently required by Ofqual:

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 - (Foundation Medal)

Level 2 - Intermediate:

Grade 4

Grade 5

Level 3 - Advanced:

Grade 6 - (Bronze Medal)

Grade 7 - (Silver Medal)

Grade 8 - (Gold Medal)

Diplomas – (Separate Diploma Syllabus):

Level 4

Associate Performing Diplomas ANEA

Level 5

Associate Diploma Speech & Drama ANEA

Associate Diploma Public Speaking ANEA

Level 6

Licentiate Teaching Diploma Speech & Drama LNEA

Licentiate Teaching Diploma Public Speaking LNEA

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

TABLE OF EXAMS

	Preparatory	Introductory	Preliminary	Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
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Communications Exams												
Speech and Drama	√	√	√	√	√	√	√	√	√	√	√	√
Public Speaking					√	√	√	√	√	√	√	√
Interview Technique	√	√	√	√	√	√	√	√	√	√	√	√
Reading	√	√	√	√	√	√	√	√	√	√	√	√
Spoken English					√	√	√	√	√	√	√	√
EAL	√	√	√	√	√	√	√	√	√	√	√	√

Performance Exams												
Acting												
Solo	√	√	√	√	√	√	√	√	√	√	√	√
Duologue	√	√	√	√	√	√	√	√	√	√	√	√
Group	√	√	√	√	√	√	√	√	√	√	√	√
Musical Theatre												
Solo	√	√	√	√	√	√	√	√	√	√	√	√
Duologue	√	√	√	√	√	√	√	√	√	√	√	√
Group	√	√	√	√	√	√	√	√	√	√	√	√
Devised Drama												
Solo	√	√	√	√	√	√	√	√	√	√	√	√
Duologue	√	√	√	√	√	√	√	√	√	√	√	√
Group	√	√	√	√	√	√	√	√	√	√	√	√
Shakespeare												
Solo					√	√	√	√	√	√	√	√
Solo Verse Speaking												
Solo					√	√	√	√	√	√	√	√
Choral Speaking												
Group					√	√	√	√	√	√	√	√
Creative Movement												
Solo					√	√	√	√	√	√	√	√
Duologue					√	√	√	√	√	√	√	√
Group					√	√	√	√	√	√	√	√
Recital												
Solo				√	√	√	√	√	√	√	√	√
Group				√	√	√	√	√	√	√	√	√

SPEECH AND DRAMA

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
- Instill a love of literature and drama

Overseas Learners:

May if they wish, substitute the poetry and prose selection in each Grade for an author from their own culture, appropriate for the Grade.

Poems:

All the set poems named in the Speech and Drama Syllabus can be found in:

- Read Me and Laugh – A Funny Poem for Every Day of the Year Chosen by Gaby Morgan
- A Choice of Poets - New Edition
- The Oxford Book of Children's Poetry

ENTRY LEVEL

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

Entry Level	Technique and Interpretation		Discussion
Preparatory	90		10
Introductory	90		10
Preliminary	45	45	10
Transition	45	45	10

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Speak from memory one short poem.
2. Talk with the Examiner about something of their own choice brought to the examination (eg: toy, book, photograph).

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Speak from memory two short poems.
2. Talk with the Examiner about their choices.

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Speak from memory one of the following poems:

Crocodile by Gareth Owen
I'm Carrying the Baby by Michael Rosen
In Trouble Again by Susan Quinn
A Baby Sardine by Spike Milligan
Black Socks by Anon
Burying the Hatchet by Philip Waddell

2. Speak from memory **either** a poem or a piece of prose of the Learner's own choice. This should show a contrast to the piece in Section 1. (Time limit 2 minutes)
3. Talk with the Examiner about:
 - The pieces chosen

TRANSITION GRADE (10 Minutes)

Learners should:

1. Speak from memory one of the following poems:

Interrogation in the Nursery by Gervase Phinn
Fear by Peter Dixon
The Snowman by Anon
Two Lists by Tony Bradman
The Painting Lesson by Trevor Harvey
Lost Voice by Peter Dixon

2. Speak from memory a piece of prose of their own choice, taken from any suitable book - (Time limit 2 minutes).
3. Talk with the Examiner about:
 - The pieces chosen
 - Word pictures

FOUNDATION LEVEL

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

Foundation Level 1	Technique and Interpretation			Discussion
Grade 1	45		45	10
Grade 2	40	40	10	10
Grade 3	40	40	10	10

GRADE 1 (10 Minutes)

Learners should:

1. Speak from memory one of the following poems:

It Wasn't Me by Paul Cookson
Something Told the Wild Geese by Rachel Field
Aaaaarg! by Jan Dean
Assembly by Steve Turner
When I'm Older by Lemn Sissay
What is Pink by Christina Rossetti

2. Speak from memory a piece of prose of their own choice taken from any story written on a theme of Animals - (Time limit 2 minutes).
3. Discuss with the Examiner:
 - The pieces chosen
 - Phrasing

GRADE 2 (15 Minutes)

Learners should:

1. Speak from memory one of the following poems:

Nativity by Peter Dixon
Schoolitis by Brian Patten
Reindeer Report by U.A. Fanthorpe
Holidays at Home by Elizabeth Jennings
The Farmer and The Queen by Shel Silverstein
I Am The Rain by Grace Nicols

2. Speak from memory a piece of prose taken from any story written on a theme of Relationships; OR

Perform a scene arranged for one character from a play or adaptation - (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. This book must be written by a different author to that in Section 2.

4. Discuss with the Examiner:

- The pieces
- Reading aloud

GRADE 3 Foundation Medal (15 Minutes)

*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 one of the following poems:

Just My Luck by Richard Edwards
Friends by Elizabeth Jennings
Zebra Questions by Shel Silverstein
Teabag by Peter Dixon
The Song of the Mischievous Dog by Dylan Thomas
The Owl and the Pussycat by Edward Lear

2. Speak from memory a piece of prose taken from any book written by Michael Morpurgo or Roald Dahl; OR

Perform a scene arranged for one character from a play or adaptation - (Time limit 2 minutes).

3. Read at sight a short passage selected by the Examiner.

4. Discuss with the Examiner:

- The pieces and authors chosen
- Use of the sense pause
- Use of the suspensory pause
- Use of the dramatic pause

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	35	35	10	20
Grade 5	35	35	10	20

GRADE 4 (20 Minutes)

Learners should:

1. Speak from memory one of the following poems:

No Bread by Ian McMillan
Secrets by Carol Ann Duffy
You're by Sylvia Plath
Blackberry Picking by Seamus Heaney
A Poison Tree by William Blake
The Darkling Thrush by Thomas Hardy

2. Perform from memory one of the following - (Time limit 2 minutes):

- A speech from Macbeth or The Merchant of Venice by William Shakespeare
- A scene arranged for one character from any play written by Willy Russell or Brian Friel
- A passage of prose from Lord of the Flies by William Golding or Animal Farm by George Orwell.

3. Read at sight a short passage selected by the Examiner.

4. Discuss with the Examiner:

- The pieces and authors chosen
- The vocal preparation of the pieces, with particular focus on modulation

GRADE 5 (20 minutes)

Learners should:

1. Speak from memory one of the following poems:

After Apple Picking by Robert Frost
The Solitary Reaper by Wordsworth
Last Lesson of the Afternoon by DH Lawrence
Uphill by Christina Rossetti
Dulce et Decorum Est by Wilfred Owen
An Irish Airman Foresees His Death by WB Yeats

2. Perform from memory one of the following - (Time limit 2 minutes):

- A speech from Hamlet or Romeo and Juliet by William Shakespeare
- A scene arranged for one character from a play written by Arthur Miller or Sean O'Casey
- A passage of prose from Great Expectations by Charles Dickens or To Kill a Mockingbird by Harper Lee

3. Read at sight a short passage selected by the Examiner.

4. Discuss with the Examiner:

- The pieces and authors chosen
- The vocal preparation of the pieces with a particular focus on breathing and breath support, resonance and projection

LEVEL 3 – ADVANCED

At this Level no piece should exceed 3 minutes.

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

Advanced Level 3	Technique and Interpretation					Discussion
Grade 6	35		35		10	20
Grade 7	20	20	20	10	10	20
Grade 8	20	20	20	10	10	20

GRADE 6 Bronze Medal (20 Minutes)

Learners should:

1. Perform from memory a poem written by any War Poet.
2. Perform from memory one of the following:
 - A passage of prose taken from either Balzac and The Little Chinese Seamstress by Dai Sijie or Frankenstein by Mary Shelley.
 - A scene arranged for one character from a play by Tennessee Williams, Martin McDonagh, Oscar Wilde or George Bernard Shaw.
3. Read at sight a passage of prose or verse selected by the Examiner.
4. Discuss with the Examiner:
 - The pieces and authors chosen
 - The vocal preparation of the pieces with particular focus on the formation of vowel sounds; the formation of consonant sounds and the neutral vowel.
 - The physical preparation of the pieces, with particular focus on the drama strategies and rehearsal techniques used

GRADE 7 Silver Medal (30 Minutes)

1. Perform from memory a poem written by Elizabeth Jennings or Philip Larkin.
2. Perform from memory a passage of prose taken from either Atonement by Ian McEwan or Silas Marner by George Eliot.
3. Perform from memory a scene arranged for one character from a play by Conor McPherson, Samuel Beckett or Henrik Ibsen.
4. Read at sight a passage of prose or verse selected by the Examiner.
5. Give a presentation on one of the pieces and authors chosen. Bullet point notes may be used.

6. Discuss with the Examiner:

- The pieces and authors chosen
- The vocal preparation of the pieces with a particular focus on rhythm and the metres of English Poetry
- Verse forms
 - Ode
 - Elegy
 - Lyrical
 - Narrative
 - Ballad

GRADE 8 Gold Medal (45 Minutes)

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

Learners should:

1. Perform from memory a sonnet of their own choice taken from one of the following periods:
 - The Romantic Era (1780-1830)
 - The First World War and Beyond (1900-1939)
 - The Modern Age: After the Second World War (1939-1999).
2. Perform from memory a passage of prose taken from a novel from the following:
 - Frankenstein by Mary Shelley
 - Tess of the d'Urbervilles by Thomas Hardy
 - Oliver Twist by Charles Dickens
 - The Great Gatsby by Scott Fitzgerald
 - The Life of Pi by Yann Martel
 - The Lovely Bones by Alice Sebold.
3. Perform from memory a scene or soliloquy from a play arranged for one character, from one of the following three periods:
 - Shakespeare
 - Late 19th Century Naturalism (1865-1905)
 - Irish tragi-comedy (1900-1939).
4. Read at sight a passage of prose or verse selected by the Examiner.
5. Give a presentation on the social, historical and cultural context of one of the selections presented in the examination.
6. Discuss with the Examiner:
 - The pieces chosen, their authors and the periods in which they were written aspects of vocal and physical preparation.
 - Verse forms
 - The sonnet

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 discreetly where appropriate but should assist and not overwhelm the speaker.

LEVEL 1 - FOUNDATION

At this Level no piece should exceed 3 minutes.

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

Foundation Level 1	Technique and Communication		Discussion
Grade 1	90		10
Grade 2	80	10	10
Grade 3	80	10	10

GRADE 1 (10 Minutes)

Learners should:

1. Give a talk on either:
 - My favourite place or
 - My favourite meal
2. Discuss with the Examiner:
 - The content of the talk

GRADE 2 (10 Minutes)

Learners should:

1. Give a talk on a subject of their own choice
2. Read a passage of prose at sight.
3. Discuss with the Examiner:
 - The content of the talk
 - Presenting a talk
 - Sight reading points to remember

GRADE 3 Foundation Medal (15 Minutes)

Learners should:

1. Deliver a talk on one of the following subjects.
 - Cyber bullying
 - A day in my life
 - "Manners Maketh Man"
 - The greatest wealth is health
2. Read a passage of prose at sight.
3. Discuss with the Examiner:
 - The contents of the talk
 - How the talk was constructed and presented including vocal modulation

LEVEL 2 - INTERMEDIATE

At this Level no piece should exceed 5 minutes.

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

Intermediate Level 2	Technique and Communication		Discussion
Grade 4	60	20	20
Grade 5	60	20	20

GRADE 4 (15 Minutes)

Learners should:

1. Deliver a speech on one of the following subjects:
 - School uniforms
 - This day... 100 years ago
 - Dieting makes you fat
 - "Life is worth living as long as there's a laugh in it" Anne of Green Gables by L.M. Montgomery
2. Read at sight a passage of prose.
3. Discuss with the Examiner briefly:
 - The importance of well-formed consonant and vowel sounds to the public speaker

GRADE 5 (15 MINUTES)

*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 one of the following subjects:
 - A paperless Society or an 'organisational nightmare' of an environmental dream
 - Ebooks or paper books
 - Organ donations – opt in? opt out?
 - Gap years should be compulsory for post A Level students
2. Read at sight a passage of prose.
3. Discuss with the Examiner:
 - The way to introduce a speaker
 - The way to propose a vote of thanks

LEVEL 3 - ADVANCED

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

Advanced Level 3	Technique and Communication				Discussion
Grade 6	70		10		20
Grade 7	35	35		10	20
Grade 8	30	20	20	10	20

GRADE 6 Bronze Medal (20 Minutes)

Learners should:

1. Deliver a speech on one of the following subjects - (Time limit 7 minutes)

- A leader who changed the world
- The reality of TV reality shows
- It's important to learn a second language
- Chocolate

2. Read at sight a passage of prose.

3. Discuss with the Examiner:

- The proposal of toasts
- The reply to a toast
- Using support of breath effectively and use of vowels
- The importance of effective breath support to the public speaker

GRADE 7 Silver Medal (30 Minutes)

Learners should:

1. Either **PROPOSE** or **OPPOSE** one of the following motions (as if it were part of a debate) - (Time limit 8 minutes):

- School holidays are too long
- The legal age for driving in the UK should be raised to 21
- "The purpose of our lives is to be happy." Dalai Lama
- "An eye for any eye will make the whole world blind" Ghandi

2. Deliver a short impromptu speech of not longer than 6 minutes on one of four subjects, which will be handed to the Learner **10 minutes before the examination**.

3. Read at sight a passage of prose.

4. Discuss with the Examiner:

- Chairmanship
- Debate procedure
- Impromptu speaking

GRADE 8 Gold Medal (40 Minutes)

Learners should:

1. Deliver a speech on one of the following subjects - (Time limit 10 minutes):
 - Brexit or 'Bregret'
 - A time capsule for the 21st Century
 - Siblings - everyone should have one!
 - "The future belongs to young people with an education and the imagination to create"
Barack Obama
2. Deliver a short impromptu speech of not longer than 5 minutes on one of three subjects which will be handed to the Learner **10 minutes before the examination**.
3. Deliver a short speech for a special occasion - (Time limit 4 minutes).
4. Read at sight a passage of prose.
5. Discuss with the Examiner:
 - Clarity
 - Breath support
 - The planning and arrangement of a speech
 - Procedure at meetings
 - Vocal projection
 - Communication with the audience

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 with ease and clarity
- Understand the importance of self-presentation
- Engage, interest, persuade and inform their interviewer
- Receive constructive and encouraging feedback.

ENTRY LEVEL

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

Entry Level	Technique and Communication	Discussion
Preparatory	50	50
Introductory	50	50
Preliminary	50	50
Transition	50	50

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Enter the examination and introduce themselves to the interviewer.
2. Discuss with the interviewer:
 - Where they live

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Enter the examination and introduce themselves to the interviewer.
2. Discuss with the interviewer:
 - Their school

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Complete a simple form provided by NEA, to bring into the examination room. (If necessary the Teacher may assist the Learner in filling out this form).
2. Discuss with the interviewer:
 - The details on the form

TRANSITION GRADE (10 Minutes)

Learners should:

1. Complete a simple form provided by NEA, to bring into the examination room. (If necessary the Teacher may assist the Learner in filling out this form).
2. Discuss with the interviewer:
 - The details on the form
 - Their favourite hobby

LEVEL 1 – FOUNDATION

At this Level Learners are encouraged to compile their own Curriculum Vitae (CV) which may be either written or typed.

Learners should include their basic details, education, interests and ambitions. At this Level it is anticipated that the Learner's CV will be Teacher guided.

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

Foundation Level 1	Technique and Communication		Discussion
Grade 1	50		50
Grade 2	45	10	45
Grade 3	45	10	45

GRADE 1 (10 Minutes)

Learners should:

1. Compile a simple CV to bring to the interview.
2. Discuss with the interviewer:
 - The contents of the CV
 - A subject arising from the discussion

GRADE 2 (10 Minutes)

Learners should:

1. Compile a simple CV to bring to the interview which will be used as the basis for discussion.
2. Listen to a message given during the interview and repeat it at the end of the interview.
3. Discuss with the interviewer an object of their own choice brought to the interview.

GRADE 3 Foundation Medal (15 Minutes)

Learners should take a copy of their **current** timetable and also their **suggested** timetable change to the interview to aid and support their idea.

Learners should:

1. Compile a simple CV to bring to the interview which will be used as the basis for discussion.
2. Listen to a message given during the interview and repeat it at the end of the interview.
3. Discuss with the interviewer a suggested change, of their choice, to the school curriculum.

LEVEL 2 – INTERMEDIATE

At this Level Learners should compile their own Curriculum Vitae (CV) this may be either written or typed.

At this Level a fuller CV outlining their details, education, aptitudes, achievements, interests and ambitions is expected.

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

Intermediate Level 2	Technique and Communication		Discussion
Grade 4	35	35	30
Grade 5	35	35	30

GRADE 4 (15 Minutes)

Learners should:

1. Compile a simple CV to bring to the interview which will be used as the basis for discussion.
2. Silently read a passage given to them during the interview:
 - Read this passage aloud
 - Explain to the interviewer in their own words its content and meaning
3. Discuss with the interviewer the importance of personal presentation at an interview.

GRADE 5 (15 Minutes)

*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.
2. Bring to the interview two copies of a letter or article (from a newspaper or magazine) related to the Learner's chosen career:
 - Read aloud the article
 - Discuss it with the interviewer
3. Discuss with the interviewer the preparation necessary before attending an interview.

LEVEL 3 – ADVANCED

At this Level the Learner must compile a full professional CV which is submitted to NEA with their entry for each grade.

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

Advanced Level 3	Technique and Communication					Discussion
Grade 6	30		40			30
Grade 7	35	10		35		20
Grade 8	20	10	10	20	20	20

GRADE 6 Bronze Medal (20 Minutes)

Learners should:

1. Submit their own full CV with their entry which will be used as the basis for discussion.
2. Give a short presentation on – (Time limit 4 minutes):
 - The contribution of one individual that the Learner admires
 - Answer questions arising from the presentation
3. Discuss with the interviewer:
 - The preparation necessary before attending an interview
 - General guidelines to remember when being interviewed

GRADE 7 Silver Medal (25 Minutes)

Learners should:

1. Submit their own full CV with their entry which will be used as the basis for discussion.
2. Suggest what an interviewer may be looking for in an interviewee.
3. Give a short presentation on a topic selected by the interviewer 15 minutes before the interview. This will be based on the information given in the Learner's CV.
4. Discuss with the interviewer:
 - The physical and vocal preparation necessary for a professional presentation and interview.
 - Considerations when giving a presentation at an interview.

GRADE 8 Gold Medal (30 Minutes)

Learners should:

1. Submit their own full CV with their entry which will be used as the basis for discussion.
2. Introduce an area of challenge in their work experience and describe the knowledge, skills and experience required to meet that challenge.
3. Discuss with the interviewer:
 - The changes and developments that have taken place in their area of work over the last decade.
4. Prepare a short presentation on an area of interest to the Learner - (Time limit 5 minutes).
5. Bring two copies of a recent editorial from a broadsheet newspaper to the interview and discuss with the interviewer:
 - The persuasive techniques employed
 - The rationale for the editorial viewpoint
6. Discuss with the interviewer:
 - The preparation undertaken for this interview
 - The different types and styles of interview used in Learner's selection for jobs
 - The perceived advantages and disadvantages of these different types and styles

READING

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
- Instill an interest in reading and poetry

Guidelines for Reading Learners:

- Entries are welcomed and encouraged from Learners who have special learning difficulties, or have difficulty with fluency and word recognition; these Grades are particularly useful to increase their confidence and ability.
- The Learner should:
 - Read their prose selection from the **book**.
 - Read their poetry selection from a suitably presented copy.
 - Provide a copy of each selection for the Examiner.

Overseas Learners:

Taking exams at a centre outside the British Isles may, if they wish, substitute the prose selection in each Grade for an author from their own culture appropriate to the Grade.

ENTRY LEVEL

At this Level no piece should exceed 2 minutes.

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

Entry Level	Technique, Communication and Interpretation		
Preparatory	50		50
Introductory	50		50
Preliminary	50		50
Transition	45	45	10

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Prepare and read a short poem of their own choice.
2. Prepare and read a short passage from:
 - Any story by Shirley Hughes; or
 - Any story by Laura Owen

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Prepare and read a short poem by either:
 - Julia Donaldson; or
 - Rachel Field
2. Prepare and read a passage from:
 - The 'Paddington' series by Michael Bond; or
 - Any story by Jessica Ennis Hill

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Prepare and read a short poem by either:
 - John Foster; or
 - Roger Stevens
2. Prepare and read a passage from:
 - any story from the 'Spy Dog' series by Andrew Cope; or
 - any story by Jill Murphy

TRANSITION GRADE (10 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Allan Ahlberg; or
 - Richard Edwards
2. Prepare and read a passage from:
 - any story by Adam Blade; or
 - any story by Astrid Lindgren
3. Read at sight a passage of prose.

LEVEL 1 – FOUNDATION

At this Level no piece should exceed 2 minutes.

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

Foundation Level 1	Technique, Communication and Interpretation			
Grade 1	35	35	15	15
Grade 2	35	35	15	15
Grade 3	35	35	15	15

GRADE 1 (10 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - David Harmer; or
 - Gregory Harrison
2. Prepare and read a passage from:
 - Any story by L M Montgomery; or
 - Any story by David Walliams
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

GRADE 2 (10 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Charles Causley; or
 - Jan Dean
2. Prepare and read a passage from any fantasy novel by:
 - Eva Ibbotson; or
 - Katherine Rundell
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

GRADE 3 Foundation Medal (15 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Laurie Lee; or
 - Judith Nicholls
2. Prepare and read a passage from any novel by:
 - Emma Carroll; or
 - Michelle Harrison
3. To read at sight a passage of poetry.
4. To read at sight a passage of prose.

LEVEL 2 – INTERMEDIATE

At this Level no piece should exceed 3 minutes.

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

Intermediate Level 2	Technique, Communication and Interpretation			
Grade 4	35	35	15	15
Grade 5	35	35	15	15

GRADE 4 (15 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Brian Patten; or
 - W B Yeats
2. Prepare and read a passage from the works of:
 - Francis Hardinge; or
 - Patrick Ness
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

GRADE 5 (15 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Carol Ann Duffy; or
 - Wilfred Owen
2. Prepare and read a passage from the travel works of:
 - Michael Palin; or
 - Paul Theroux
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

LEVEL 3 – ADVANCED

At this Level no piece should exceed 4 minutes.

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

Advanced Level 3	Technique, Communication and Interpretation				
Grade 6	35	35	15	15	
Grade 7	35	35	15	15	
Grade 8	20	20	20	20	20

GRADE 6 Bronze Medal (15 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Robert Browning; or
 - Sylvia Plath
2. Prepare and read a passage from the works of:
 - Malorie Blackman; or
 - J R R Tolkien
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

GRADE 7 Silver Medal (20 Minutes)

Learners should:

1. Prepare and read a poem by either:
 - Louis Macneice; or
 - Dylan Thomas
2. Prepare and read a passage from the works of:
 - Margaret Atwood; or
 - John Steinbeck
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

GRADE 8 Gold Medal (25 Minutes)

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

Learners should:

1. Prepare and read a poem of their own choice written after 1970.
2. Prepare and read a sonnet by:
 - John Clare; or
 - Edna St Vincent Millay
3. Prepare and read a passage selected from an autobiography or biography of their own choice.
4. Read at sight a passage of poetry.
5. Read at sight a passage of prose.

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

Guidelines for Spoken English Learners:

- The talk element in Spoken English is less formal and can be presented seated or standing as the Learner feels more comfortable.

Overseas Learners:

May, if they wish substitute the sight reading for prepared reading from an author or poet of their own choice appropriate to the Grade being taken.

LEVEL 1 - FOUNDATION

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

Foundation Level 1	Technique, Communication and Interpretation		Discussion
Grade 1	50		50
Grade 2	45	45	10
Grade 3	45	45	10

GRADE 1 (10 Minutes)

Learners should:

1. Prepare and read a passage of prose of their own choice. (Time limit 2 minutes)
2. Talk with the Examiner for a period of 5 minutes:
 - On a subject of the Learner's own choice

GRADE 2 (10 Minutes)

Learners should:

1. Read at sight a passage of prose or poetry.
2. Bring a photograph, post-card or picture to the examination showing a place they have visited and to talk about it in such a way as to bring it to life for the Examiner.
3. Discuss with the Examiner:
 - The means in which we can make our speech expressive and interesting

GRADE 3 Foundation Medal (10 Minutes)

Learners should:

1. Read at sight a passage of prose or poetry.
2. Talk about a book they have read.
 - Learners should demonstrate well thought out preparation, and be prepared to discuss the book in detail
3. Discuss with the Examiner:
 - Why it is necessary to make speech clear
 - Ways in which to make speech clear

LEVEL 2 – INTERMEDIATE

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

Intermediate Level 2	Technique, Communication and Interpretation		Discussion
Grade 4	40	40	20
Grade 5	40	40	20

GRADE 4 (10 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Talk about a place they have visited, Learners should demonstrate well thought out preparation and be prepared to discuss the place in detail.
3. Discuss with the Examiner:
 - How we achieve speech that is clear, vital and interesting
 - Its importance in our lives

GRADE 5 (10 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry
2. Talk about a film, play or TV programme they have watched. Learners should demonstrate well thought out preparation, and be prepared to discuss the film or play in detail.
3. Discuss with the Examiner:
 - How do we recognise effective communication

LEVEL 3 - ADVANCED

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

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

GRADE 6 Bronze Medal (15 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Give a talk about a charity or worthwhile cause that they feel strongly about. Learners should aim to persuade the Examiner to become impassioned by it too. Learners should describe this place in detail and be prepared to answer the Examiner's questions.
3. Discuss with the Examiner:
 - The difference in presenting facts and persuasive speech
 - Situations in which these can be used effectively

GRADE 7 Silver Medal (15 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Talk for 5 minutes about the career they wish to follow.
3. Discuss with the Examiner:
 - Points arising from the talk
 - The ways in which effective vocal communication can help in their chosen career and in the work environment generally

GRADE 8 Gold Medal (15 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Present - (Time limit 4 minutes):
 - An appeal on behalf of a favourite cause; or
 - A convincing argument to further an idea
3. Discuss with the Examiner:
 - Points arising from the talk
 - All aspects of colourful, vital and persuasive speaking

ENGLISH AS AN ADDITIONAL LANGUAGE

GENERAL OBJECTIVES

This English as an Additional Language 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

Overseas Learners:

May, if they wish substitute the sight reading for prepared reading from an author of their own choice appropriate to the Grade being taken. They may also substitute any specified author/poet with one from their own culture appropriate to the Grade being taken.

ENTRY LEVEL

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

Entry Level	Technique, Communication and Interpretation	Discussion
Preparatory	30	70
Introductory	30	70
Preliminary	80	20
Transition	80	20

PREPARATORY GRADE (10 Minutes)

Learners should:

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

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Greet the Examiner and introduce themselves.
2. Talk with the Examiner about either their:
 - Interests
 - School; or
 - Work

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Read aloud a short poem or a piece of prose of their own choice. (Time limit 1 minute)
2. Discuss with the Examiner:
 - The poem or prose

TRANSITION GRADE (10 Minutes)

Learners should:

1. Speak from memory a short poem of their own choice. (This should be age appropriate)
2. Discuss with the Examiner:
 - How the feeling and tone of the poem suggests the way in which it is spoken

LEVEL 1 FOUNDATION

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

Foundation Level	Technique, Communication and Interpretation	Discussion
Grade 1	80	20
Grade 2	80	20
Grade 3	80	20

GRADE 1 (10 Minutes)

Learners should:

1. Read aloud a passage of prose of their own choice - (Time limit 2 minutes):
2. Discuss with the Examiner:
 - The story

GRADE 2 (10 Minutes)

Learners should:

1. Read aloud a paragraph written about yourself - (Time limit 2 minutes).
2. Discuss with the Examiner:
 - The importance of clear speech

GRADE 3 Foundation Medal (10 Minutes)

Learners should:

1. Present a short talk about - (Time limit 2 minutes):
 - School
 - Your Culture; or
 - Work
2. Discuss with the Examiner:
 - The effective use of phrasing

LEVEL 2 - INTERMEDIATE

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

Intermediate Level 2	Technique, Communication and Interpretation		Discussion
Grade 4	40	40	20
Grade 5	40	40	20

GRADE 4 (15 Minutes)

Learners should:

1. Read a passage of prose from a novel of their own choice containing dialogue - (Time limit 3 minutes).
2. Speak from memory a short poem of their own choice - (Time limit 2 minutes).
3. Discuss with the Examiner:
 - The effective use of pause, pitch and pace.

GRADE 5 (15 Minutes)

Learners should:

1. Give a short talk on the comparison between customs and attitudes in their own country and those of the UK - (Time limit 3 minutes).
2. Sight read a prose passage from a book of their own choice taken from one of the following authors:
 - Michael Morpurgo; or
 - Malorie Blackman
3. Discuss with the Examiner:
 - Their selected book and author
 - The effective use of inflection

LEVEL 3 - ADVANCED

At Grades 6 and 7 no piece should exceed 3 minutes.

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

Advanced Level 3	Technique, Communication and Interpretation			Discussion
Grade 6	25	25	25	25
Grade 7	25	25	25	25
Grade 8	25	25	25	25

GRADE 6 Bronze Medal (20 Minutes)

Learners should:

1. Speak from memory a passage from a book of their own choice, which they have read, taken from one of the following authors:
 - Philip Pullman; or
 - Joanne Harris.
2. Speak from memory a poem written by a British poet.
3. Read at sight a short passage of prose chosen by the Examiner.
4. Discuss with the Examiner:
 - Their selected texts, author and poet
 - Colloquial language

GRADE 7 Silver Medal (25 Minutes)

Learners should:

1. Give a structured talk about an aspect of UK life, using comparisons with other countries, they find:
 - Amusing
 - Annoying; or
 - They would like to change
2. Speak from memory a poem of their own choice.
3. Read at sight a passage of prose chosen by the Examiner
 - Discuss the meaning of the passage
4. Discuss with the Examiner:
 - The poem and poet selected
 - Effective vocal techniques that help the speaker

GRADE 8 Gold Medal (30 Minutes)

Learners should:

1. Give a structured talk on a subject of their own choice - (Time limit 4 minutes).
2. Speak from memory - (Time limit 3 minutes):
 - A sonnet
 - Discuss the piece
3. Read at sight a passage of prose chosen by the Examiner:
 - Discuss the mood and vocabulary of the piece
4. Discuss with the Examiner their experiences of:
 - Coping with the diversities of colloquial and formal English
 - Ways in which they have developed and extended their English vocabulary
 - How the use of expressive speech can aid speaking and understanding

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
- 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.
- 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.

SOLO

ENTRY LEVEL

At this Level no scene should exceed 2 minutes.

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	45	45	10
Preliminary	45	45	10
Transition	45	45	10

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Discuss with the Examiner:
 - The character chosen

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Perform a contrasting scene arranged for one character.
3. Discuss with the Examiner:
 - The two characters chosen

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Perform a contrasting scene arranged for one character.
3. Discuss with the Examiner:
 - The two characters chosen

TRANSITION GRADE (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Perform a contrasting scene arranged for one character.
3. Discuss with the Examiner:
 - The two characters chosen

LEVEL 1 – FOUNDATION

At this Level no scene should exceed 3 minutes.

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

Foundation – Level 1	Technique and Interpretation			Discussion
Grade 1	45	45		10
Grade 2	45	45		10
Grade 3	40	40	10	10

GRADE 1 (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Perform a contrasting scene arranged for one character.
3. Discuss with the Examiner:
 - The two characters chosen
 - The settings of the pieces

GRADE 2 (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Perform a contrasting scene arranged for one character.
3. Discuss with the Examiner:
 - The two characters
 - The settings of the pieces

GRADE 3 Foundation Medal (15 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
2. Perform a contrasting scene arranged for one character.
3. Perform a short piece of sight reading from a play chosen by the Examiner.
4. Discuss with the Examiner
 - The two characters chosen
 - The plays from which their pieces are taken

LEVEL 2 – INTERMEDIATE

At this Level no scene should exceed 3 minutes.

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

Intermediate – Level 2	Technique and Interpretation			Discussion
Grade 4	35	35	10	20
Grade 5	35	35	10	20

GRADE 4 (15 Minutes)

Learners should:

1. Perform a scene arranged for one character.
2. Perform a contrasting scene arranged for one character set in a different period.
3. Perform a piece of sight reading from a play chosen by the Examiner.
4. Discuss with the Examiner:
 - The two characters chosen
 - The plays from which their pieces are taken
 - Techniques they employed in characterisation, imagination and movement

GRADE 5 (15 Minutes)

Learners should:

1. Perform a scene arranged for one character from a play by any well-known dramatist and set in a period before 1920.
2. Perform a contrasting scene arranged for one character from a well-known contemporary play post 1980.
3. Perform a piece of sight reading from a play chosen by the Examiner.
4. Discuss with the Examiner:
 - The two characters chosen
 - The plays from which their pieces are taken
 - Techniques they employed in characterisation, imagination and movement

LEVEL 3 – ADVANCED

At Grade 6 and 7 no scene should exceed 3 minutes. At Grade 8 no scene should exceed 4 minutes.

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

Advanced – Level 3	Technique and Interpretation				Discussion	
Grade 6	30	30	10	10	20	
Grade 7	20	20	20	10	10	20
Grade 8	20	20	20	10	10	20

GRADE 6 Bronze Medal (25 Minutes)

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 arranged for one character only from an Elizabethan playwright.
2. Perform a scene arranged for one character from a play written between 1900 and 1970 by a well-known dramatist.
3. Perform at sight a short passage from a play chosen by the Examiner.
4. Perform an improvisation which will be set by the Examiner during the examination. (Time will be given for preparation and 3 minutes to perform).
5. Discuss in detail with the Examiner:
 - The characters chosen
 - The plays from which their pieces are taken
 - The vocal techniques, including modulation, required in performance

GRADE 7 Silver Medal (30 Minutes)

Learners should:

1. Perform a scene arranged for one character from any play written in verse.
2. Perform a contrasting scene arranged for one character from a play written between 1850 and 1950 by a well-known dramatist.
3. Perform a short scene in dialect (from any period) in contrast to the other two pieces.
4. Perform at sight a short passage from a play chosen by the Examiner.
5. Perform a short improvisation or 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).
6. Discuss in detail with the Examiner
 - The characters chosen
 - The plays from which their pieces are taken
 - The importance of good breath support and practice in performance

GRADE 8 Gold Medal (40 Minutes)

*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 arranged for one character from a play of the Restoration period.
2. Perform a contrasting scene arranged for one character from a play by a well-known dramatist written in the last 20 years.
3. Perform a short scene in dialect (from any period) in contrast to the other two pieces.
4. Perform at sight a short passage from a play chosen by the Examiner and take redirection on the piece.
5. Perform an improvisation set by the Examiner during the examination. Time will be given for preparation and 3 minutes to perform)
6. Discuss in detail with the Examiner:
 - The characters chosen
 - The plays from which their pieces are taken
 - The creative thought and technical details involved in preparing to play a character in performance
 - The practical application of good breath support including resonance, forward placing and projection

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 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.
- Duologues are marked as one performance. The criteria for marking Duologues are the same as that for the Solo Grades.
- All selections must be in duologue form.
- Learners should put the word Duologue on their entry form together with the name of the Learner with whom they are entering.

GROUP EXAMINATIONS

A group must contain a minimum of three persons and up to a maximum of twelve persons and will be marked as one performance. If it is intended to enter a larger group, please contact the NEA Office first.

GENERAL OBJECTIVES

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

- Perform acted scenes
- Experience the exciting challenge of working together as a team
- Demonstrate an awareness of each other and a sense of sharing

Guidelines for Group Acting Learners

Selections can be taken from plays or adaptations.

ENTRY LEVEL

At this Level no scene must exceed 5 minutes. It is permissible to adapt a one act play to the time restriction.

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

Entry Level	Technique, and Interpretation	
Preparatory Grade	50	50
Introductory	50	50
Preliminary	50	50
Transition	50	50

PREPARATORY (10 Minutes)

Learners should present a one act play or a scene from a longer play.

INTRODUCTORY (10 Minutes)

Learners should present a one act play or a scene from a longer play.

PRELIMINARY (10 Minutes)

Learners should present a one act play or a scene from a longer play.

TRANSITION (10 Minutes)

Learners should present a one act play or a scene from a longer play

LEVEL 1 – FOUNDATION

At this Level no scene must exceed 10 minutes. It is permissible to adapt a one act play to the time restriction.

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

Foundation – Level 1	Technique and Interpretation	
Grade 1	50	50
Grade 2	50	50
Grade 3	50	50

GRADE 1 (15 Minutes)

Learners should present a one act play or a scene from a longer play.

GRADE 2 (15 Minutes)

Learners should present a one act play or a scene from a longer play.

GRADE 3 (15 Minutes)

Learners should present a one act play or a scene from a longer play.

LEVEL 2 – INTERMEDIATE

At this Level no scene must exceed 15 minutes.

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

Intermediate – Level 2	Technique and Interpretation	
Grade 4	50	50
Grade 5	50	50

GRADE 4 (20 Minutes)

Learners should present a one act play or a scene from a longer play.

GRADE 5 (20 Minutes)

Learners should present a one act play or a scene from a longer play.

LEVEL 3 – ADVANCED

At this Level no scene must exceed 20 minutes.

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

Advanced – Level 3	Technique and Interpretation	
Grade 6	50	50
Grade 7	50	50
Grade 8	50	50

GRADE 6 (25 Minutes)

Learners should present a one act play or a scene from a longer play.

GRADE 7 (25 Minutes)

Learners should present a one act play or a scene from a longer play.

GRADE 8 (25 Minutes)

Learners should present a one act play or a scene from a longer play.

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 (eg: shawls, practice skirt or hat) and hand props are allowed (eg: 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.

SOLO

ENTRY LEVEL

At this Level no song should exceed 2 minutes.

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

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

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Perform one song of their own choice.
2. Discuss with the Examiner:
 - The song

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Perform one song of their own choice
2. Discuss with the Examiner:
 - The song
 - The reason for choosing it

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Perform one song of their own choice.
2. Discuss with the Examiner:
 - The song
 - The character who sings it

TRANSITION GRADE (10 Minutes)

Learners should:

1. Perform two contrasting songs of their own choice.
2. Discuss with the Examiner:
 - The meaning of the songs
 - The characters who sing them

LEVEL 1 – FOUNDATION

At this Level no song should exceed 3 minutes.

Marks awarded 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	45	45	10
Grade 3	45	45	10

GRADE 1 (15 Minutes)

Learners should:

1. Perform two contrasting songs of their own choice
 - One up-tempo
 - One lyrical
2. Discuss with the Examiner:
 - One of the chosen songs
 - Discuss the story of the Musical from which it is taken
 - The various vocal singing ranges

GRADE 2 (15 Minutes)

Learners should:

1. Perform one song from any film Musical written before 1950.
2. Perform one contrasting song written after 1970.
3. Discuss with the Examiner:
 - Either the composer or the lyricist of their first selection
 - How the song features in the story of the film.

GRADE 3 Foundation Medal (20 Minutes)

Learners should:

1. Perform a short scene in character, either using the original script or a devised one, leading into a song of their own choice.
2. Perform a contrasting song of their own choice taken from any Musical by Walt Disney.
3. Discuss with the Examiner:
 - Either the composer or the lyricist of their first selection
 - The vocal changes encountered as a performer ages

LEVEL 2 – INTERMEDIATE

At this Level no song should exceed 4 minutes

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

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

GRADE 4 (20 Minutes)

Learners should:

1. Perform a short scene in character leading into a song of their own choice by either:
 - Stiles and Drewe; or
 - The Sherman Brothers.
2. Perform a contrasting song of the Learner's own choice expressing a strong emotion.
3. Discuss with the Examiner:
 - Breathing techniques and vocal support
 - Effective ways of warming up and cooling down the voice pre- and post-performance

GRADE 5 (25 Minutes)

Learners should:

1. Perform a short scene in character leading into a song of their own choice by either:
 - Bock/Hahnick; or
 - Charles Strouse.
2. Perform a contrasting comedy song of the Learner's own choice.
3. Discuss with the Examiner:
 - The works of either Bock/Hahnick or Charles Strouse
 - How acting styles have changed as Musicals have evolved
 - How the physicality of characterisation impacts on the voice

LEVEL 3 – ADVANCED

At this Level no song should exceed 5 minutes

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

Advanced – Level 3	Technique and Interpretation				Discussion
Grade 6	30	30	20		20
Grade 7	20	20	20	20	20
Grade 8	20	20	20	20	20

GRADE 6 Bronze Medal (30 Minutes)

Learners should:

1. Perform a short scene in character leading into a song of the Learner's own choice by either:
 - Rodgers and Hammerstein; or
 - Kander and Ebb
2. Perform a contrasting song taken from any modern pop compilation musical
3. Perform a short acting improvisation, suggested by the lyrics or situation of one of the selections, which will be given by the Examiner in the examination room. A short time will be allowed for preparation
4. Discuss in depth with the Examiner:
 - Compare and contrast the different styles used in the two selections
 - The vocal techniques used to sing/perform their selections
 - Methods of sustaining vocal health and consistency over an extended period of performance

GRADE 7 Silver Medal (35 Minutes)

Learners should:

1. Perform a short scene in character leading into a song of the Learner's own choice by either:
 - Gershwin; or
 - Cole Porter.
2. Perform a contrasting song of the Learner's own choice written in the last 15 years.
3. Perform a song of the Learner's own choice which must be in an accent or dialect other than the Learner's own.
4. Perform a short acting improvisation, suggested by the lyrics or situation of one of the selections, which will be given by the Examiner in the examination room. A short time will be allowed for preparation.
5. Discuss in depth with the Examiner:
 - Two contrasting styles of musical theatre (e.g. compilation, through-sung, book musical, operetta) selected by the Learner
 - The differences in performance techniques of the two styles selected
 - The changing use and techniques of amplification in the stage musical

GRADE 8 Gold Medal (40 Minutes)

*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 by Stephen Schwartz.
2. Perform a contrasting song of the Learner's own choice by Frank Loesser.
3. Perform a song of the Learner's own choice which must contrast in style, period, mood and performance to the two songs.
4. Perform a short acting improvisation, suggested by the lyrics or situation of one of the selections, which will be given by the Examiner in the examination room. A short time will be allowed for preparation.
5. Discuss in depth with the Examiner:
 - Two decades from the early 20th century to the present day selected by the Learner
 - How musical theatre has both reflected and affected the social and political situation of those decades
 - The process needed to approach a musical theatre performance

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 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.

GROUP EXAMINATIONS

GENERAL OBJECTIVES

The Group Musical Theatre section of this Syllabus provides Learners with the opportunity to:

- Perform together as a team
- Experience the exciting challenge of working in a group musical item
- Demonstrate an awareness of each other and a sense of sharing
- Demonstrate an appropriate sense of timing
- Demonstrate an increased development in performance

Guidelines for Musical Theatre Group Learners

A group must contain a minimum of three persons and up to a maximum of twelve persons and will be marked as a one performance. If it is intended to enter a larger group, please contact the NEA Office first.

ENTRY LEVEL

At this Level no song must exceed 5 minutes. It is permissible to adapt pieces to fit into the time restriction.

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

Entry Level	Technique and Interpretation	
Preparatory	50	50
Introductory	50	50
Preliminary	50	50
Transition	50	50

PREPARATORY GRADE (10 Minutes)

Learners should perform a song of their own choice and devise appropriate actions to complement it.

INTRODUCTORY GRADE (10 Minutes)

Learners should perform a song of their own choice and devise appropriate actions to complement it.

PRELIMINARY GRADE (15 Minutes)

Learners should perform one song from a musical or film and create a short scene to lead into it.

TRANSITION GRADE (15 Minutes)

Learners should perform one song from a musical or film and create a short scene to lead into it.

LEVEL 1 – FOUNDATION

At this Level no scene must exceed 10 minutes. It is permissible to adapt pieces to fit into the time restriction.

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

Foundation – Level 1	Technique and Interpretation	
Grade 1	50	50
Grade 2	50	50
Grade 3	50	50

GRADE 1 (15 Minutes)

Learners should:

- Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.

GRADE 2 (15 Minutes)

Learners should:

- Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.

GRADE 3 (15 Minutes)

Learners should:

- Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.

LEVEL 2 – INTERMEDIATE

At this Level no scene must exceed 15 minutes.

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

Intermediate – Level 2	Technique and Interpretation	
Grade 4	50	50
Grade 5	50	50

GRADE 4 (20 Minutes)

Learners should:

- Perform a scene, or series of scenes, from a film or stage musical, that includes both acted sequences and two contrasting songs.

GRADE 5 (20 Minutes)

Learners should:

- Perform a scene, or series of scenes, from a film or stage musical, that includes both acted sequences and two contrasting songs.

LEVEL 3 – ADVANCED

At this Level no scene must exceed 25 minutes. It is permissible to adapt pieces to fit into the time restriction.

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

Advanced – Level 3	Technique and Interpretation	
Grade 6	50	50
Grade 7	50	50
Grade 8	50	50

GRADE 6 (30 Minutes)

Learners should:

- Perform a scene, series of scenes or compilation of scenes, from a film or stage musical, that includes both acted sequences and two or more contrasting songs. (Cuts are permitted but the flow and meaning must not be lost).

GRADE 7 (30 Minutes)

Learners should:

- Perform a scene, series of scenes or compilation of scenes, from a film or stage musical, that includes both acted sequences and two or more contrasting songs. (Cuts are permitted but the flow and meaning must not be lost).

GRADE 8 (30 Minutes)

Learners should:

- Perform a scene, series of scenes or compilation of scenes, from a film or stage musical, that includes both acted sequences and two or more contrasting songs. (Cuts are permitted but the flow and meaning must not be lost).

MIME

GENERAL OBJECTIVES

This Mime Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity
- Increase self-confidence
- Develop physical stage techniques
- Instill 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 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 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.**

SOLO

ENTRY LEVEL

At this Level and at Section 1 no piece should exceed 2 minutes, and at Section 2 no piece should exceed 3 minutes.

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

Entry Level	Technique and Interpretation	
Preparatory	50	50
Introductory	50	50
Preliminary	50	50
Transition	50	50

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Open a present and mime the contents.
2. Perform a narrative mime on a subject of their own choice.

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Prepare an exercise showing an occupation of their own choice.
2. Perform a narrative mime on a subject of their own choice.

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Prepare an exercise showing an outdoor occupation of their own choice.
2. Perform a narrative mime on a subject of their own choice.

TRANSITION GRADE (10 Minutes)

Learners should:

1. Choose and perform one of the following:
 - Dismantle a lego building, separating all the bricks?
 - Build a snowman.
 - Walk along a narrow ledge.
2. Perform a narrative mime of their own choice.

LEVEL 1 – FOUNDATION

The Ellen Ismay Certificate of Excellence

Is awarded annually to the Learner gaining the highest Distinction mark in this examination.

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

Foundation - Level 1	Technique and Interpretation		
Grade 1	50		50
Grade 2	50		50
Grade 3	30	30	40

GRADE 1 (10 Minutes)

Learners should:

1. Choose one of the following – (Time limit 2 minutes):
 - Thread some beads and make a necklace.
 - You find a bottle washed up on a shore. There is a message inside.
 - Plant a shrub in the garden.
2. Perform a narrative mime of their own choice - (Time limit 3 minutes).

GRADE 2 (10 Minutes)

Learners should:

1. Choose an episode to illustrate one of the following - (Time limit 2 minutes):
 - Taking a ride on a roller coaster.
 - Walking on stones across a swift-flowing river. You run out of stones.
 - Playing a board game.
2. Perform a narrative mime of their own choice. (Time limit 3 minutes).

GRADE 3 Foundation Medal (15 Minutes)

*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 3 minutes):
 - Replace the batteries in a torch – it has become stiff through age.
 - Be a puppet worked by invisible hands.
 - Unwrap a very sticky sweet. You cannot get off all the paper.
2. Perform two of the following - (Time limit 2 minutes):
 - You are watching a scary movie when you hear a noise outside.
 - Your phone has been confiscated. Has your teacher hidden it?
 - While playing ball with a friend you break a neighbour's window.
3. Perform a narrative mime illustrating a well-known proverb or saying - (Time limit 3 minutes):

LEVEL 2 – INTERMEDIATE

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

Intermediate – Level 2	Technique and Interpretation		
Grade 4	30	30	40
Grade 5	30	30	40

GRADE 4 (15 Minutes)

Learners should:

1. Perform two of the following - (Time limit 3 minutes):
 - Buy and eat an ice-cream
 - Put on a cosy coat. What is inside the pockets?
 - Be a participant in a game of pass the parcel.
2. Perform a mime on one of the following - (Time limit 3 minutes):
 - Incident at the clothes shop.
 - The photographer.
 - At the hairdressers.
3. Perform a narrative mime with a twist at the end - (Time limit 4 minutes).

GRADE 5 (20 Minutes)

Learners should perform:

1. The following three specific actions, paying particular attention to - (Time limit 4 minutes):
 - **The dexterity of hands**, thread a needle and sew up a small hole in a garment?
 - **Weight and Tension**, pack a rucksack ready for a trip. Are you taking too much?.
 - **Face**, at a serious concert you get an attack of hiccoughs. Can you stop them.
2. Depict two of the following - (Time limit 3 minutes for 2 episodes):
 - Coming home late you try not to disturb anyone.
 - Paint a picture – is there a model?
 - 'Caught in the act'
3. Perform a narrative mime with an abstract theme - (Time limit 4 minutes).

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	30	25	25		20
Grade 7	40		40		20
Grade 8	20	20	20	20	20

GRADE 6 Bronze Medal (20 Minutes)

Learners should:

1. Present a character from the Industrial Revolution, clearly showing costume, movement and the use of properties appropriate to the period - (Time limit 3 minutes).
2. Present a present day narrative mime - (Time limit 3 minutes).
3. Present a narrative mime depicting a character in an age group other than the Learner's own - (Time limit 3 minutes).
4. Discuss with the Examiner the creation of mimed characters

GRADE 7 Silver Medal (25 Minutes)

Learners should:

1. Present two contrasting characters from the Elizabethan Era - (Time limit 3 minutes for each):
 - One must be engaged in some form of evening pursuit
 - The other must be a narrative mime based on or around an occupation.
2. Perform a narrative mime of their own choice peopled with 3 different characters. One of these characters should be from a different culture from their own - (Time limit 5 minutes).
3. Discuss with the Examiner relaxation, movement and timing.

GRADE 8 Gold Medal (30 Minutes)

Learners should:

1. Present two characters, one from the Restoration era, and the second from the 1940's. These characters should be shown in episodes which clearly indicate both the character's background and costume - (Time limit 3 minutes for each episode).
2. Perform an impromptu occupational mime, the title of which will be given to the Learner in the examination room - (Time limit 2 minutes).
3. Present a character of their own age as a continuous mime showing - (Time limit 6 minutes for all four):
 - Confusion
 - Fear
 - Hysteria; and
 - Relief.
4. Present a narrative mime on a subject given to them 10 minutes before the examination - (Time limit 4 minutes).
5. Discuss with the Examiner any aspects of creating and performing 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.
- Duologues are marked as one performance. The criteria for marking Duologues are the same as that for the Solo Grades.
- All selections must be in duologue form.
- Learners should put the word **Duologue** on their entry form together with the name of the Learner with whom they are entering.

GROUP EXAMINATIONS

GENERAL OBJECTIVES

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

- Experience the exciting challenge of working together as a team
- Demonstrate an awareness of each other and a sense of sharing
- Demonstrate co-ordination and timing

Guidelines for Mime Group Learners

- A group must contain a minimum of three persons and up to a maximum of twelve persons and will be marked as one performance. If it is intended to enter a larger group, please contact the NEA Office first.

ENTRY LEVEL

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

Entry Level	Technique and Interpretation	
Preparatory	50	50
Introductory	50	50
Preliminary	50	50
Transition	50	50

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Create a mime based on a happy family event. (Time limit 2 minutes)
2. Present a narrative mime of their own choice. (Time limit 3 minutes)

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Create a mime based on a well-known nursery rhyme. (Time limit 2 minutes)
2. Present a narrative mime of their own choice. (Time limit 3 minutes)

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Create a mime based on a well-known fairy tale. (Time limit 2 minutes)
2. Present a narrative mime of their own choice. (Time limit 3 minutes)

TRANSITION GRADE (10 Minutes)

Learners should:

1. Create a mime based on a well-known story. (Time limit 2 minutes)
2. Present a narrative mime of their own choice. (Time limit 3 minutes)

LEVEL 1 – FOUNDATION

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

Foundation – Level 1	Technique and Interpretation	
Grade 1	50	50
Grade 2	50	50
Grade 3	50	50

GRADE 1 (15 Minutes)

Learners should:

1. Present an episode on the theme of The Game - (Time limit 4 minutes)
2. Present a narrative mime of their own choice - (Time limit 5 minutes)

GRADE 2 (15 Minutes)

Learners should:

1. Present an episode on the theme of In the Toyshop- (Time limit 4 minutes)
2. Present a narrative mime of their own choice - (Time limit 5 minutes)

GRADE 3 (15 Minutes)

Learners should:

1. Present an episode on the theme of Blame - (Time limit 4 minutes)
2. Present a narrative mime of their own choice - (Time limit 5 minutes)

LEVEL 2 – INTERMEDIATE

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

Intermediate - Level 2	Technique and Interpretation	
Grade 4	50	50
Grade 5	50	50

GRADE 4 (15 Minutes)

Learners should:

1. Present an episode on the theme of Nightmare. (Time limit 4 minutes)
2. Present a narrative mime of their own choice. (Time limit 5 minutes)

GRADE 5 (15 Minutes)

Learners should:

1. Present an episode where strangers meet and share a common experience (Time limit 4 minutes)
2. Present a narrative mime of their own choice. (Time limit 5 minutes)

LEVEL 3 – ADVANCED

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

Advanced - Level 3	Technique and Interpretation		
Grade 6	50		50
Grade 7	50		50
Grade 8	30	30	40

GRADE 6 (20 Minutes)

Learners should:

1. Present an episode where the unexpected happens and show the range of reactions to this event. (Time limit 5 minutes)
2. Present a narrative mime of their own choice with a cliff-hanger ending. (Time limit 6 minutes)

GRADE 7 (20 Minutes)

Learners should:

1. Present a static group depicting an episode based on At the Restaurant. (Time limit 5 minutes)
2. Present a narrative mime of their own choice with a definite comic **OR** tragic ending. (Time limit 6 minutes)

GRADE 8 (25 Minutes)

Learners should:

1. From a static group depict an episode from the Stone Age in which the participants are engaged in one of the following - (Time limit 4 minutes):
 - creating a shelter
 - preparing a meal
 - performing a ritual.
2. Show, by some happening, the change in group reaction from apathy to anger. (Time limit 4 minutes)
3. Perform a narrative mime on one of the following:
 - keep fit
 - the film set
 - journey into the unknown (Time limit 6 minutes)

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
- Instill 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

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 (eg: 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.

SOLO

ENTRY LEVEL

At this Level no scene should exceed 3 minutes.

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 (10 Minutes)

Learners should:

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

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Devise a short scene to act out in the role of a character from a favourite story. (Learners may bring a prop to assist them).
2. The Examiner will question the Learner in role.

PRELIMINARY GRADE (10 Minutes)

Learners should:

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

TRANSITION GRADE (10 Minutes)

Learners should:

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

LEVEL 1 – FOUNDATION

At this Level no scene should exceed 3 minutes.

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

Foundation Level 1	Technique and Interpretation		Discussion
Grade 1	80	20	-
Grade 2	80	20	-
Grade 3	60	10	30

GRADE 1 (10 Minutes)

Learners should:

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

GRADE 2 (10 Minutes)

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 Foundation Medal (15 Minutes)

Learners should:

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

LEVEL 2 – INTERMEDIATE

At this Level no scene should exceed 4 minutes.

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

Intermediate - Level 3	Technique and Interpretation		Discussion
Grade 4	60	30	10
Grade 5	60	30	10

GRADE 4 (15 Minutes)

Learners should:

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

GRADE 5 (15 Minutes)

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

LEVEL 3 – ADVANCED

At this Level no scene should exceed 5 minutes.

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 Bronze Medal (20 Minutes)

Learners should:

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

GRADE 7 Silver Medal (25 Minutes)

Learners should:

1. Devise a scene using a poem or painting as your stimuli:
2. The Examiner will question the Learner 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:
 - The preparation and construction of the piece
 - The research into the stimulus
 - The difference in emotions between the performance and the narration

GRADE 8 Gold Medal (30 Minutes)

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:
 - Why they choose the event
 - The explorative strategies used
 - Their research and how they reached the final performances

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

Duologues are marked as one performance. 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.

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 and up to a maximum of twelve persons and will be marked as a one performance. If it is intended to enter a larger group, please contact the NEA Office first.

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

At this Level no scene should exceed 3 minutes.

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 (10 Minutes)

Learners should:

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

INTRODUCTORY GRADE (10 Minutes)

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.

PRELIMINARY GRADE (10 Minutes)

Learners should:

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

TRANSITION GRADE (10 Minutes)

Learners should:

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

LEVEL 1 – FOUNDATION

At this Level no scene should exceed 3 minutes.

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 (10 Minutes)

Learners should:

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

GRADE 2 (10 Minutes)

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 Foundation Medal (15 Minutes)

Learners should:

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

LEVEL 2 – INTERMEDIATE

At this Level no scene should exceed 4 minutes.

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 (15 Minutes)

Learners should:

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

GRADE 5 (15 Minutes)

Learners should:

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

LEVEL 3 – ADVANCED

At this Level no scene should exceed 5 minutes.

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 Bronze Medal (20 Minutes)

Learners should:

1. Devise a scene on a theme of conflict or war:
2. The Examiner will question the Learners 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 the opposing emotions and the challenges faced in portraying them.

GRADE 7 Silver Medal (25 Minutes)

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:
 - The preparation and construction of the piece
 - The research into the stimulus
 - The difference in emotions between the performance and the narration

GRADE 8 Gold Medal (30 Minutes)

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:
 - Why they choose the event
 - The explorative strategies used
 - Their research and how they reached the final performances

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
- 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.
- 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: 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.

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 (10 Minutes)

Theme - Introductions

Learners should:

1. Perform one of the following from **A Midsummer Night's Dream**:

- Puck
Act II Scene 1
"Fairy thou speakest ..."
- Lysander
Act I Scene 1
"Therefore hear me, Hermia ..."
- Bottom
Act III Scene 1
"Masters you ought to consider ..."
(Omit Snout)
- Fairy
Act II Scene 1
"Over hill, over dale ..."
- Helena
Act II Scene 2
"O, I am out of breath ..."
- Titania
Act II Scene 1
"Set your heart at rest ..."

2. Discuss with the Examiner:

- How the speech chosen helps the audience understand more about a character or explains what is going on
- The plot of A Midsummer Night's Dream

GRADE 2 (10 Minutes)

Theme - Communication with audience

Learners should:

1. Perform one of the following speeches:

- The Boy - Henry V
Act III Scene 2
"As young as I am ..."
- Sebastian - Twelfth Night
Act IV Scene 3
"This is the air ..."
- Lancelot - The Merchant of Venice
Act II Scene 2

“Certainly my conscience ...”

- Viola - Twelfth Night
Act II Scene 2
“I left no ring with her ...”
- Imogen - Cymbeline
Act III Scene 6
“I see a man’s life ...”
- Helena - A Midsummer Night’s Dream
Act I Scene 1
“How happy some or other ...”

2. Discuss with the Examiner:

- The events leading up to the speech
- The play from which the speech is taken
- The different parts of the Elizabethan playhouse where the audience would sit or stand

GRADE 3 Foundation Medal (10 Minutes)

Theme - Prologues and Chorus

Learners should:

1. Perform a prologue from one of the following (an extract may be selected from the prologues, but it must not be less than 15 lines):
 - Chorus - Henry V
Act I
“O for a muse of fire ...”
 - Chorus - Henry V
Act II
“Now all the youth of England ...”
 - Chorus - Romeo and Juliet
Act I
“Two households both alike ...”
 - Chorus - Romeo and Juliet
Act II
“Now old desire doth in his deathbed ...”
 - Rumour - Henry IV Part 2
Act I
“Open your ears ...”
 - Time - The Winter’s Tale
Act IV
“I, that please some ...”

2. Discuss with the Examiner:

- The role of the prologue
- Why some plays need prologues
- Elizabethan Playhouses (the Learner can bring a plan or drawing to aid discussion)
- The play from which the speech is taken

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 (15 Minutes)

Theme - Character Parts

Learners should:

1. Perform a speech by one of the following:

- Porter - Macbeth
Act II Scene 3
“Here’s a knocking indeed ...”
- The Shepherd - The Winter’s Tale
Act III Scene 3
“I would there were no age ...”
- Malvolio - Twelfth Night
Act III Scene 4
“O,ho! Do you come near me now? ...”
- Mistress Quickly - Henry IV Part 2
Act II Scene 1
“Marry if thou wert an honest man ...”
- The Nurse - Romeo and Juliet
Act IV Scene 5
“Mistress, what, mistress ...”
- Paulina - The Winter’s Tale
Act V Scene 3
“What sovereign sir I did not well ... something near”
(Omit Leontes)

2. Discuss with the Examiner:

- 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
- The character’s use of language
- The characters and the play from which the speech is taken

GRADE 5 (15 Minutes)

Theme - Speeches which inform the audience of events that have taken place off-stage

Learners should:

1. Perform one of the following speeches:

- Friar Lawrence - Romeo and Juliet
Act V Scene 3
"I will be brief ..."
- Duke of Exeter - Henry V
Act VI Scene 6
"The Duke of York commands him ... tears"
(Omit Henry)
- The Clown - The Winter's Tale
Act III Scene 2
"I have seen two such sights ... at it now"
(Omit The Shepherd)
- Gertrude - Hamlet
Act II Scene 7
"One woe doth tread upon ... muddy death"
(Omit Laertes)
- Hostess (Mistress Quickly) - Henry V
Act II Scene 3
"Nay, sure he's not in hell ..."
- Calpurnia - Julius Caesar
Act II Scene 2
"What mean you, Caesar? ...I do fear them"
(Omit Caesar)

2. Discuss with the Examiner:

- Shakespeare's reasons for not showing these scenes but relying on another character's narrative
- The technique needed to bring the described events vividly to life
- The play from which the speech is taken

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 Bronze Medal (20 Minutes)

Learners should be 15 years old or over

Theme - Rhetoric and Oratory

Learners should:

1. Perform a speech by one of the following:

- Henry - Henry V
Act III Scene 1
"Once more unto the breach ..."
- Brutus - Julius Caesar
Act III Scene 2
"Romans, countrymen, lovers ..."
- Prince of Verona - Romeo and Juliet
Act I Scene 1
"Rebellious subjects ..."
- Queen Katherine - Henry VIII
Act II Scene 4
- Portia - The Merchant of Venice
Act IV Scene 1
"The quality of mercy ..."
- Hermione - The Winter's Tale
Act II Scene 2
"Since what I am to say ..."

2. Perform a **contrasting speech** of their own choice from another of Shakespeare's plays.

3. Discuss with the Examiner:

- The events leading up to the speeches chosen
- The effect the speaker hopes to have on his/her listeners
- How he/she achieves this
- The plays from which the speeches are taken
- How Shakespeare uses metre

GRADE 7 Silver Medal (20 Minutes)

Theme – Heroes, Heroines and Major Characters

Learners should:

1. Perform a speech by a **hero, heroine or major character** of their own choice.
2. Perform a **contrasting speech** of their own choice from another of Shakespeare's plays.
3. Discuss with the Examiner:
 - The reasons for the choice of speeches
 - Any aspect of the characters chosen and their situations
 - The plays from which the speeches are taken
 - Aspects of performing Shakespeare in an Elizabethan theatre

GRADE 8 Gold Medal (25 Minutes)

Theme - Soliloquy

Learners should:

1. Perform a true **soliloquy** from any Shakespearean **tragedy** of their own choice.
2. Perform a **contrasting speech** of their own choice from another of Shakespeare's plays.
3. Discuss with the Examiner:
 - Shakespeare's use of the soliloquy
 - The reasons for the choice of speeches
 - Any aspect of the characters chosen and the techniques involved to perform them
 - The plays from which the speeches are taken
 - Aspects of the rhythm and metre used by Shakespeare
 - Aspects of Shakespeare's life and the times in which he was writing

SOLO VERSE SPEAKING

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
- Instill 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 recital and Learners should, therefore, begin with a short introduction and provide linking narrative.

LEVEL 1 – FOUNDATION

At this Level no piece should exceed 2 minutes.

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

Foundation Level	Technique and Interpretation			Choice of Programme
Grade 1	45		45	10
Grade 2	45		45	10
Grade 3	30	30	30	10

GRADE 1 (10 Minutes)

Learners should:

1. Speak a short poem of their own choice.
2. Speak a **contrasting poem** of their own choice.

GRADE 2 (10 Minutes)

Learners should:

1. Speak one of the following poems:

Mrs Button by James Reeves
Now we are Six by A.A. Milne
On the Ning Nang Nong by Spike Milligan
Bedtime by Elanor Farjeon

2. Speak a short lyrical poem of their own choice.

GRADE 3 Foundation Medal (10 Minutes)

Learners should:

1. Speak one of the following poems:

Playgrounds by Berlie Doherty
To a Child Dancing in the Wind by W.B. Yeats
The Sea by James Reeves
Stopping by Woods on a Snowy Evening by Robert Frost

2. Speak a poem of their own choice on the theme of either:

- Time; or
- Relationships

3. Speak another poem of their own choice.

LEVEL 2 – INTERMEDIATE

At this Level no piece should exceed 2 minutes.

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

Intermediate – Level 2	Technique and Interpretation			Choice of Programme
Grade 4	30	30	30	10
Grade 5	30	30	30	10

GRADE 4 (15 Minutes)

Learners should:

1. Speak one of the following poems:

Timothy Winters by Charles Causley
Remember by Christina Rossetti
The Listeners by Walter de la Mare
The Way Through the Woods by Rudyard Kipling

2. Speak a sonnet written after 1950.
3. Speak a short poem of their own choice.

GRADE 5 (15 Minutes)

Learners should:

1. Speak an extract of their own selection from one of the following:

Lines from – The Pied Piper of Hamelin by Robert Browning
Lines from – The Lady of Shalott by Alfred Lord Tennyson
Lines from – The Highwayman by Alfred Noyes

2. Speak a poem by Elizabeth Jennings or John Clare.
3. Speak a short poem of their own choice.

LEVEL 3 – ADVANCED

At Grades 6 and 7 no piece should exceed 10 minutes, and at Grade 8 no piece should exceed 15 minutes.

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

Advanced – Level 3	Technique and Interpretation				Choice of Programme
Grade 6	30	30	30	30	10
Grade 7	30	30	30	30	10
Grade 8	20	20	20	20	20

GRADE 6 Bronze Medal (15 Minutes)

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

- Adlestrop by Edward Thomas
- War Photographer by Carol Ann Duffy
- How do I love Thee? By Elizabeth Barrett Browning

(Time – including introductions and linking narrative must not exceed 10 minutes).

GRADE 7 Silver Medal (15 Minutes)

Learners should present a short recital of their own choice from the poetry of one of the following poets:

- Elizabeth Jennings
- Robert Frost
- Carol Ann Duffy
- Seamus Heaney

(Time – including introductions and linking material must not exceed 10 minutes).

GRADE 8 Gold Medal (20 Minutes)

Learners should:

Present a varied programme of their own choice to include:

1. Four poems:

- Three poems being of a different period and
- One sonnet

(Time – including introductions and linking material must not exceed 15 minutes).

CHORAL SPEAKING

GENERAL OBJECTIVES

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

- Develop the art of choral speaking
- Interpret poems (and prose) effectively
- Develop effective use of combining voices in a choir
- Develop imagination and creativity
- Encourage the teamwork required when working as a choir
- Develop a sense of performance

Guidelines for Choral Speaking choirs:

- All selections in these examinations **must be spoken from memory**.
- Each grade must be prepared as a short recital.
- Choirs must therefore begin with a short introduction and link the pieces performed.
- It is important that at each Level material should be chosen carefully to suit the ability of the choir.
- Choirs should have at least six voices, there is no upward limit.
- Visual presentation is important so movement and background music are permitted but these must enhance and not detract from the performance.

LEVEL 1 – FOUNDATION

At this Level no piece should exceed 2 minutes

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

Foundation Level 1	Technique, Communication and Interpretation	
Grade 1	50	50
Grade 2	50	50
Grade 3	50	50

GRADE 1 (10 Minutes)

Choirs should:

1. Perform a poem of their own choice.
2. Perform a contrasting poem of their own choice.

GRADE 2 (10 Minutes)

Choirs should:

1. Perform a poem of their own choice based on the theme of People and Places.
2. Perform a **contrasting** poem of their own choice.

GRADE 3 (10 Minutes)

Choirs should:

1. Perform a poem of their own choice based on the theme of "Once upon a Time...."
2. Perform a **contrasting** poem of their own choice.

LEVEL 2 - INTERMEDIATE

At this Level no piece should exceed 3 minutes

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

Intermediate - Level 2	Technique, Communication and Interpretation	
Grade 4	50	50
Grade 5	50	50

GRADE 4 (15 Minutes)

Choirs should:

1. Present an item on the theme of "The Changing Seasons". This may consist of prose or poetry or a combination of both.
2. Perform a contrasting poem of their own choice.

GRADE 5 (15 Minutes)

Choirs should:

1. Present an item telling all or part of a story. This may consist of prose or poetry or a combination of both.
2. Perform a sharply contrasting poem.

LEVEL 3 – ADVANCED

At this Level no piece should exceed 4 minutes

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

Advanced - Level 3	Technique, Communication and Interpretation	
Grade 6	50	50
Grade 7	50	50
Grade 8	50	50

GRADE 6 (20 Minutes)

Choirs should:

1. Present an item based on the theme of Festivals. This may consist of prose or poetry or a combination of both.
2. Perform a selection of dramatic choral speaking of their own choice. This may consist of prose or poetry or a combination of both.

GRADE 7 (20 Minutes)

Choirs should:

1. Present an item based on the theme of relationships. This may consist of prose or poetry or a combination of both.
2. Perform a selection of dramatic choral speaking of their own choice. This may consist of prose or poetry or a combination of both.

GRADE 8 (20 Minutes)

Choirs should:

1. Present an item based on the theme of:
 - “If music be the food of love, play on ...”; or
 - “Travel in time and place ...”

This may consist of prose or poetry or a combination of both.

2. Perform a selection of dramatic choral speaking of their own choice. This may consist of prose or poetry or a combination of both.

CREATIVE MOVEMENT

GENERAL OBJECTIVES

The 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.
- Show clear movements including strong gestures should be included.
- Show clear characterisations.
- Show movements that reflect the characters.
- Show clearly executed steps performed accordingly.
- If linked to a Nursery Rhyme or story, this should be clearly evident in the movement shown.

LEVEL 1 - FOUNDATION

At this Level no piece should exceed 3 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 1	Presentation, Musicality and Interpretation		
Grade 1	90		10
Grade 2	60		40
Grade 3	40	40	20

GRADE 1 (10 Minutes)

Learners should:

1. Be able to perform a folk song with appropriate movement and gestures. Voice could also be used simultaneously but is not compulsory.
2. Clap a short beat of 4/4/ or 3/4/ music.

GRADE 2 (10 Minutes)

Learners should:

1. Perform a story or song through movement.
2. Learners should perform a short mime of no more than 1 minute relating to a well-known story or song. The mime should depict a character from the story, which can be followed by the Examiner.

GRADE 3 (15 Minutes)

Learners should:

1. Perform a movement piece that shows different characters (costumes may be worn) and tells a story. Every student should be involved if in group.
2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.
3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.

LEVEL 2 – INTERMEDIATE

At this Level no piece should exceed 4 minutes.

Marks at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 2	Presentation, Musicality and Interpretation			Discussion
Grade 4	30	30	20	20
Grade 5	30	30	20	20

GRADE 4 (20 Minutes)

Learners should:

1. Perform a movement piece that relates to a story or song. The style of movement should be clear and maintained throughout.
2. Perform a movement piece in any style and involve a number of choreographic devices. If in a group every student should participate. This piece should be Teacher led.
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.
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.

GRADE 5 (20 Minutes)

Learners should:

1. Perform the story of a fable/myth/fairytale. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
2. Perform a combination of a song with movements performed as one whole piece simultaneously or consecutively. This piece should be student led.
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.
4. Learners should discuss with the Examiner:
 - The process of creating a group piece
 - Why did they choose their idea
 - How did they begin the process
 - Why the music chosen?
 - Evidence of supporting material

LEVEL 3

At this Level no piece should exceed 5 minutes.

Marks at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 3	Presentation, Musicality and Interpretation			Discussion
Grade 6	25	25	25	25
Grade 7	25	25	25	25
Grade 8	25	25	25	25

GRADE 6 (20 Minutes)

The following three pieces can include singing

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Jealousy
 - Fear
 - Sloth
2. Perform a Teacher led piece involving a number of choreographic devices including:
 - Motif
 - Unison
 - Canon
3. Perform a movement piece showing clear structure and a range of choreographic devices. Singing is optional.
4. Learners should discuss with the Examiner:
 - Choreographic processes of the pieces
 - Health and safety and nutrition for performers

GRADE 7 (20 Minutes)

Learners should

1. Perform a student led movement piece in response to one of the following stimuli:

- Betrayal
- Celebration
- The Road not Taken- (Poem)
- Scream - (Picture)

2. Perform a Teacher led movement piece based on a musical style or era including:

- Music Hall
- 1920's
- 1950's
- 1960's
- 1970's

Singing is optional.

3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2. This piece can include song which must blend seamlessly if used.

4. Discuss with the Examiner:

- General health and safety, e.g. the importance of warming up and cooling down of vocal and physical health
- Musicality
- Dance styles
- The process of creating their movement pieces
- Discuss one of the following: Wicked, Oliver , Cats

Including:

- The style of movement and its effect
- The music
- The lighting
- The costumes
- The impact of the musical

GRADE 8 (25 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Poem W.H. Auden – Refugee Blues
 - Seasons
 - Freedom
 - Picture - Girl with a Pearl Earring

2. Perform a Teacher led piece showing specific style of movement on one of the following:
 - Baroque
 - Musical Theatre
 - Country Dancing
 - Rock n' Roll
 - National dancing/Dances of culture

3. Devise a student led movement piece on an original idea this could involve song and dance or a voiceover narration linking to the overall performance.

4. Discuss with Examiner:
 - The creative process of their movement pieces
 - The following three musicals including historical impact, social context, music, lighting, style of choreography and costume design
 - West Side Story
 - Billy Elliot
 - Hairspray

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:

Duologues are marked as one performance. 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.

GROUP EXAMINATIONS

The criteria for Group examinations are as for Solo Examinations with 5 minutes added to each exam.

GENERAL OBJECTIVES

The Group Creative Movement section of this Syllabus provides Learner with the opportunity to:

- 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 enthusiasm and enjoyment
- Develop an understanding of dramatic structure and narrative, clearly demonstrating movement
- Work spontaneously and employ language, movement, role and situation appropriate to the context being created
- Give each member a chance to participate

Guidelines for Creative Movement Group Learners

A group must contain a minimum of six persons and up to a maximum of twelve persons and will be marked as one performance. If it is intended to enter a larger group, please contact the NEA Office first.

All members of the group should participate in each section.

LEVEL 1 - FOUNDATION

At this Level no piece should exceed 3 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 1	Presentation, Musicality and Interpretation		
Grade 1	90		10
Grade 2	60		40
Grade 3	40	40	20

GRADE 1 (10 Minutes)

Learners should:

1. Be able to perform a folk song with appropriate movement and gestures. Voice could also be used simultaneously but is not compulsory.
2. Clap a short beat of 4/4/ or 3/4/ music.

GRADE 2 (10 Minutes)

Learners should:

1. Perform a story or song through movement.
2. Learners should perform a short mime of no more than 1 minute relating to a well-known story or song. The mime should depict a character from the story, which can be followed by the Examiner.

GRADE 3 (15 Minutes)

Learners should:

1. Perform a movement piece that shows different characters and tells a story (costumes may be worn). Every student should be involved if in group.
2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.
3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.

LEVEL 2 – INTERMEDIATE

At this Level no piece should exceed 4 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 2	Presentation, Musicality and Interpretation			Discussion
Grade 4	30	30	20	20
Grade 5	30	30	20	20

GRADE 4 (20 Minutes)

Learners should:

1. Perform a movement piece that relates to a story or song. The style of movement should be clear and maintained throughout.
2. Perform a movement piece in any style and involve a number of choreographic devices. If in a group every student should participate. This piece should be Teacher led.
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.
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.

GRADE 5 (20 Minutes)

Learners should

1. Perform the story of a fable/myth/fairytale. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
2. Perform a combination of a song with movements performed as one whole piece simultaneously or consecutively. This piece should be student led.
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.
4. Learners should discuss with the Examiner:
 - The process of creating a group piece
 - Why did they choose their idea
 - How did they begin the process
 - Why the music chosen?
 - Evidence of supporting material

LEVEL 3 - ADVANCED

At this Level no piece should exceed 5 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 3	Presentation, Musicality and Interpretation			Discussion
Grade 6	25	25	25	25
Grade 7	25	25	25	25
Grade 8	25	25	25	25

GRADE 6 (20 Minutes)

The following three pieces can include singing.

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Jealousy
 - Fear
 - Sloth
2. Perform a Teacher led piece involving a number of choreographic devices including:
 - Motif
 - Unison
 - Canon
3. Perform a movement piece showing clear structure and a range of choreographic devices. Singing is optional.
4. Learners should discuss with the Examiner:
 - Choreographic processes of the pieces
 - Health and safety and nutrition for performers

GRADE 7 (20 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:

- Betrayal
- Celebration
- The Road not Taken- (Poem)
- Scream - (Picture)

2. Perform a Teacher led movement piece based on a musical style or era including :

- Music Hall
- 1920's
- 1950's
- 1960's
- 1970's

Singing is optional.

3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2. This piece can include song which must blend seamlessly if used.

4. Discuss with the Examiner:

- General health and safety, e.g. the importance of warming up and cooling down of vocal and physical health
- Musicality
- Dance styles
- The process of creating their movement pieces
- Discuss one of the following: Wicked, Oliver, Cats

Including:

- The style of movement and its effect
- The music
- The lighting
- The costumes
- The impact of the musical

GRADE 8 (25 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Poem W.H. Auden – Refugee Blues
 - Seasons
 - Freedom
 - Picture - Girl with a Pearl Earring
2. Perform a Teacher led piece showing specific style of movement on one of the following:
 - Baroque
 - Musical Theatre
 - Country Dancing
 - Rock n' Roll
 - National dancing/Dances of culture
3. Devise a student led movement piece on an original idea this could involve song and dance or a voiceover narration linking to the overall performance.
4. Discuss with Examiner:
 - The creative process of their movement pieces
 - The following three musicals including historical impact, social context, music, lighting, style of choreography and costume design
 - West Side Story
 - Billy Elliot
 - Hairspray

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
- Instill a love of literature
- Understand the diverse forms of literature

Guidelines for Recital Learners:

- 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.

LEVEL 1 – FOUNDATION

At this Level the recital programme should not exceed 6 minutes.

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

Foundation Level	Technique, Communication and Interpretation			Choice of Programme
Grade 1	30	30	30	10
Grade 2	30	30	30	10
Grade 3	30	30	30	10

GRADE 1 (10 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted monologue from a published play or adaptation from a novel.
3. An extract of memorised prose.

GRADE 2 (10 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted monologue from a published play or adaptation from a novel.
3. An extract of memorised prose.

GRADE 3 (10 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted monologue from a published play or adaptation from a novel.
3. An extract of memorised prose.

LEVEL 2 – INTERMEDIATE

At this Level the recital programme should not exceed 10 minutes.

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

Intermediate - Level 2	Technique, Communication and Interpretation			Choice of Programme
Grade 4	30	30	30	10
Grade 5	30	30	30	10

GRADE 4 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted monologue from a published play or adaptation from a novel.
3. An extract of memorised prose.

GRADE 5 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted monologue from a published play or adaptation from a novel.
3. An extract of memorised prose.

LEVEL 3 – ADVANCED

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

Advanced - Level 3	Technique, Communication and Interpretation					Choice of Programme
Grade 6	22	22	22	22	22	12
Grade 7	22	22	22	22	22	12
Grade 8	18	18	18	18	18	10

GRADE 6 Bronze Medal (20 Minutes)

At this Grade the recital programme should not exceed 15 minutes.

Learners should present in the form of a continuous recital:

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

GRADE 7 Silver Medal (25 Minutes)

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

Learners should present in the form of a continuous recital:

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

GRADE 8 Gold Medal (30 Minutes)

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

Learners should present in the form of a continuous recital:

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

GROUP EXAMINATIONS

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
- Experience the challenge of working together as a team
- Demonstrate an awareness of each other and a sense of sharing
- Develop imagination and creativity
- Develop a range of stage techniques
- Understand the diverse forms of poetry, literature and plays
- Employ language, movement, role and situation appropriate to the content of their presentation
- Increase self-confidence
- Promote self-enrichment

Guidelines for Recital Learners:

- 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 recital, 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.

ENTRY LEVEL

TRANSITION (15 Minutes)

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

Transition Level	Technique, Communication and Interpretation		Choice of Programme
Transition	45	45	10

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adapted from a novel.

LEVEL 1 - FOUNDATION

At this Level the recital programme should not exceed 10 minutes.

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

Foundation Level	Technique, Communication and Interpretation			Choice of Programme
Grade 1	30	30	30	10
Grade 2	30	30	30	10
Grade 3	30	30	30	10

GRADE 1 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised prose.

GRADE 2 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

GRADE 3 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

LEVEL 2 – INTERMEDIATE

At this Level the recital programme should not exceed 15 minutes.

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

Intermediate - Level 2	Technique, Communication and Interpretation			Choice of Programme
Grade 4	30	30	30	10
Grade 5	30	30	30	10

GRADE 4 (20 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

GRADE 5 (20 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

LEVEL 3 – ADVANCED

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

Advanced - Level 3	Technique, Communication and Interpretation					Choice of Programme
Grade 6	22	22	22	22	22	12
Grade 7	22	22	22	22	22	12
Grade 8	18	18	18	18	18	10

GRADE 6 (25 Minutes)

At this Grade the recital programme should not exceed 15 minutes.

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play.
3. An extract of memorised group prose.
4. A mime or a devised scene on the chosen theme.

GRADE 7 (30 Minutes)

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

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play.
3. An extract of memorised group prose.
4. A mime or a devised scene on the chosen theme.

GRADE 8 (35 Minutes)

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

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play.
3. An extract of memorised group prose.
4. A mime or a devised scene on the chosen theme.
5. A song (can be sung or spoken).

COMMUNICATION

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

GENERAL OBJECTIVES

These examinations offer 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 Communication 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 append their qualifications and 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).
- **Suggested contents** for Learners taking one of these examinations:
 - Talk about a toy, object, picture or book, etc.
 - Read or speak from memory a poem or poems
 - Read or speak from memory a piece of prose
 - Perform either a prepared or improvised monologue
 - Perform a prepared mime

DIPLOMAS

NEA offer the following Diplomas set out in the NEA Diploma Syllabus. This can be downloaded from the website www.neweraacademy.co.uk or request to the NEA office.

Acting Diploma – Level 4

Musical Theatre Diploma – Level 4

Mime Diploma – Level 4

Speech & Drama Diploma – Level 4

Speech & Drama Diploma – Level 5

Speech & Drama Diploma – Level 6

Public Speaking Diploma – Level 4

Public Speaking Diploma – Level 5

Public Speaking Diploma – Level 6

