



**NEW ERA ACADEMY**

Established 1941

# **Specification – Performance**

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## **NEA Level 4 Diploma in Performance - (QCF)**

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<b>Specifications at a Glance</b>			
<b>Qualification Titles</b>	<b>Total # Units</b>	<b>QCF</b>	<b>Credit</b>
Acting - ANEA	1	4	37
Musical Theatre - ANEA	1	4	37
Mime - ANEA	1	4	37

<b>Assessment</b>	
Form of assessment	All assessment is by external assessment. Candidate should register through their teacher or (qualification discipline) school for assessment which will be carried out by an NEA examiner.
Examination Format	The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the candidate is assessed). (See Appendix 1)
Bands of Assessment	There are three bands of attainment; pass, merit, or distinction.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of candidates' work. A team of external examiners is appointed, trained and standardised by NEA and the qualifications conform to the normal quality assurance procedures and processes operated by NEA.

<b>Glossary</b>		
GLH	Guided Learning Hours	Ofqual's Guided Learning Hours, are important because they are linked to the credit that students receive for some qualifications
RQF	Regulated Qualification Framework	The Regulated Qualifications Framework (RQF) accredits qualifications in England, Wales and Northern Ireland. RQF is jointly regulated by England's regulator Ofqual, Wales DCELLS and Northern Ireland's CCEA.
TQT	Total Qualification Time	A term used within qualifications regulated by Ofqual as part of the Regulated Qualification Framework (RQF). It aims to provide users of qualifications with an indication of the minimum length of time it would take the average learner to complete their qualification.
VRQ	Vocationally Recognised Qualifications	These nationally-recognised, vocationally-related qualifications (VRQs) provide the essential knowledge to do a job.

# Performance: Level 4 Diploma

## Section A: Qualification Summary

Welcome to the NEA specification for:

### **NEA Level 4 Diploma in Performance - (QCF).**

This specification is designed to give teachers and learners practical information on the NEA Level 4 Diploma in Performance - (QCF) run by NEA (New Era Academy).

If you have any general queries about these qualifications or any other NEA qualifications, then please do not hesitate to call us at 0330 133 1885 or email us at [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk).

## **A1 Aims and Broad Objectives**

The aim of the **NEA Level 4 Diploma in Performance - (QCF)** is to provide candidates with the opportunity to obtain recognised qualifications in:

- Acting
- Musical Theatre
- Mime

The qualifications also aim to encourage personal self-confidence and group awareness and develop a general appreciation of communication skills in various disciplines.

The purpose of NEA's Level 4 Diploma in Performance - (QCF) is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to provide a form of training that develops and enhances skills, knowledge and understanding in a safe and consistent way. The qualifications are not only beneficial to those studying communication skills as a recreational pursuit but could also prepare learners for further learning by helping them to develop their skills enabling them to progress to the next level.

These qualifications are suitable for learners in the pre-16, age groups.

The broad objectives are:

- To focus delivery and assessment on NEA's Level 4 Diploma in Performance - (QCF).
- To embrace the guidance for communication skills of the Creative and Cultural Sector Skills Council (CC Skills).

## **A2 Progression**

The NEA Level 4 Diploma in Performance provides performance diplomas for the industry. It can be argued that NEA Level 4 Diploma in Performance - (QCF) by themselves are not strictly speaking 'vocational' in that they are not essential for entry into Speech & Drama. However, they remain a positive means of determining progress and enable Learners to learn the necessary techniques to gain entry to FE and HE courses.

NEA Level 4 Diploma in Performance - (QCF) operates according to a well-established methodology of 'progressive mastery'. They allow candidates to be tested in discrete stages in the development of a wide range of skills.

They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by candidates of NEA Level 4 diploma in Performance - (QCF) will have the skills necessary to perform or work in other areas of the business.

## **A3 Qualifications Structure**

A NEA Level 4 Diploma in Graded Examination in Performance - (QCF) consists of pre-prepared elements, all of which are performance-based. They are single-unit qualifications in which candidates are asked to undertake performance-based assessments as specified in the relevant syllabus. The unit specifications for each grade can be found in Appendix 1 below. For more information on qualification structure and content in a particular discipline please contact us for a copy of the relevant syllabus at 0330 133 1885 or [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk).

The qualifications have 60 Guided Learning Hours (GLH). This is also specified in the unit template in Appendix 1.

## Section B: Assessment Information

### **B1 Assessment Methodology**

The underlying philosophy for assessment is that learners should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners. Please see [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk) for more detail about how NEA marks and grades its qualifications.

### **B2 Expectations of Knowledge, Skills and Understanding**

The Grade Examination system is one based on the principle of ‘progressive mastery’: each step in the exam chain demonstrates learning, progression, and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade.

Learners will be able to complete a set of performance skills sequences (the complexity and variety of which are determined by which qualification is being attempted), which allow them to demonstrate discipline-specific artistic appreciation.

These technical and performance skills set a firm platform for further technical and artistic development by the learner.

### **B3 Quality Assurance**

All NEA Level 4 Diplomas in Graded Examination in Performance – (QCF) are standardised according to the processes and procedures laid down by NEA.



## Section C: Candidate Access and Registration

The qualifications will:

- Be available to everyone who is capable of reaching the required standards.
- Be free from any barriers that restrict access and progression.
- Offer equal opportunities for all wishing to access the qualifications.

There are no pre-requisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Level 4 Diploma in Graded Examination in Performance - (QCF).

It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Please email [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk) for details about registering candidates for NEA examinations.

## Section D: Complaints and Appeals

Please see [www.neweraacademy.co.uk/nea-resources](http://www.neweraacademy.co.uk/nea-resources) for details about how we operate our complaints and appeals procedures.

## Section E: Equal Opportunities Policy

NEA is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

Our equal opportunities policy can be found at [www.neweraacademy.co.uk/nea-resources](http://www.neweraacademy.co.uk/nea-resources).

## Section F: Contacts and Support

### New Era Academy (Speech and Drama)

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

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

**Contact Details:** T: 0330 133 1885  
E: [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)  
W: [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk)

# APPENDIX 1:

## OVERVIEW: Unit Specifications by Grade

Unit specifications are divided into learning outcomes and assessment requirements:

### Learning Outcome

- A statement of what has been learnt because of the successful completion of the assessment requirements.

### Assessment Requirements

- The evidence upon which the candidate is assessed.

### 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.

### Pass:

Learners must:

- 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.

## Performance: Level 4 Unit Specifications

Unit specifications also give details of the Credit Value (notional learning) and the Guided Learning Hours (GLH) which represent indicative teaching time for the unit.

<b>Title:</b>	<b>Acting - ANEA</b>
<b>Level:</b>	4
<b>GLH:</b>	60
<b>Credit Value</b>	37
<b>Learning Outcomes:</b>	
The learner will:	
<ol style="list-style-type: none"> <li>1. Be able to improvise.</li> <li>2. Know the techniques of dramatic performance.</li> <li>3. Be able to take redirection.</li> <li>4. Understand the techniques involved in preparing a role.</li> <li>5. Be able to read and perform a previously unseen piece of drama to an appropriate standard.</li> </ol>	

<b>Title:</b>	<b>Musical Theatre - ANEA</b>
<b>Level:</b>	4
<b>GLH:</b>	60
<b>TQT:</b>	37
<b>Learning Outcomes:</b>	
The learner will:	
<ol style="list-style-type: none"> <li>1. Be able to improvise.</li> <li>2. Know the techniques of musical theatre performance.</li> <li>3. Understand the techniques involved in preparing a Musical Theatre role and the relevance of a knowledge of Musical Theatre.</li> <li>4. Know and demonstrate the appropriate sight-reading techniques.</li> </ol>	

<b>Title:</b>	<b>Mime - ANEA</b>
<b>Level:</b>	4
<b>GLH:</b>	60
<b>TQT:</b>	37
<b>Learning Outcomes:</b>	
The learner will:	
<ol style="list-style-type: none"><li>1. Know and understand techniques involved in creation and performance of mime.</li><li>2. Know and understand techniques involved in portraying emotions with no words.</li><li>3. Know and understand history of theatre and techniques involved in reproducing an activity in period context.</li><li>4. Know and understand the stagecraft and specific mime techniques involved in creating a character and situation.</li></ol>	



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

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