



New Era Academy

— 1st Sept 2020 | 31st Aug 2023 —

Syllabus

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Speech & Drama

Poems for Grades Preparatory to Grade 5 chosen from:

- The Works chosen by Paul Cookson - ISBN 978-1-4472-7349-3
- Best Loved Poems edited by Neil Philip - ISBN 978-0-3167-2438-8

General Objectives

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

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

Entry Level

Preparatory Grade (10 Minutes)

Learners should:

1. Speak from memory one short poem.
(Minimum of 6 lines)
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
(Minimum of 6 lines)
2. Talk with the examiner about their choices.

Preliminary Grade (10 Minutes)

Learners should:

1. Speak from memory a short poem
(Minimum of 8 lines).
2. Speak from memory a second 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 1 minute)

3. Talk with the Examiner about
 - The pieces chosen

Transition Grade (10 Minutes)

Learners should:

1. Speak from memory a poem
(Minimum of 10 lines).
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

Marks
Awarded

90

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Level 1 - Foundation

Grade 1 (10 Minutes)

Learners should:

1. Speak from memory a short poem
(Minimum 10 lines).
2. Speak from memory a piece of prose of their own choice
taken from any story written on a theme of Schools
(Time limit 2 minutes).
3. Discuss with the Examiner:
 - The pieces chosen
 - Phrasing

Grade 2 (15 Minutes)

Learners should:

1. Speak from memory a poem
(Minimum of 12 lines)
2. Speak from memory a piece of prose taken from any story
written on a theme of people, friends or relatives

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 from that in Section 2.
4. Discuss with the Examiner:
 - The pieces
 - Reading aloud

Marks
Awarded

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Level 1 - Foundation - (Continued)

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 a poem
(Minimum of 12 lines)
2. Speak from memory a piece of contrasting prose taken from any book written by Michael Morpurgo or Roald Dahl;

Or

Perform a scene from memory 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

Marks
Awarded

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Level 2 - Intermediate

Grade 4 (20 Minutes)

Learners should:

1. Speak from memory a classic or traditional poem
(Minimum of 14 lines)
2. Speak from memory a passage of prose from any modern book written or set post 1980
(Time limit 2 minutes)

Or

Perform from memory a scene from a modern play written or set post 1980 (Time limit 2 minutes)

3. Read at sight a short passage selected by the Examiner.
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 a modern poem post 1980
(Minimum of 16 lines)
2. Speak from memory a passage of prose written or set pre 1950
(Time limit 2 minutes):

Or

Perform a classical speech pre 1950

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.

Marks
Awarded

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Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Speak from memory a poem written by any Romantic Poet.
2. Speak from memory a passage of prose taken from a book written in the Victorian Era

Or

Perform a scene from memory arranged for one character from a play written in the Victorian Era

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 formation of vowel sounds and the neutral vowel.
 - The physical and vocal preparation of the pieces

Grade 7 - Silver Medal - (30 Minutes)

Learners should:

1. Speak from memory a poem written by any War Poet.
2. Speak from memory a passage of prose taken from any book written from 1920 - 2020
3. Perform from memory a scene arranged for one character from a play written between 1900-1960.
4. Read at sight a passage of prose or verse selected by the Examiner.
5. Give a short presentation on one of the pieces and author chosen. Bullet point notes may be used. (1 - 2 minutes)
6. Discuss with the Examiner:
 - The pieces and authors chosen
 - The formation of consonant sounds
 - The physical and vocal preparation of the pieces

Marks
Awarded

35

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Level 3 - Advanced (Continued)

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:

- | | Marks Awarded |
|---|---------------|
| 1. Speak from memory a sonnet of their own choice taken from one of the following periods: <ul style="list-style-type: none">▪ The Elizabethan or Jacobean Era (1500 - 1625)▪ The Romantic Era (1780-1830)▪ Contemporary (1900 - 2020). | 20 |
| 2. Speak from memory a passage of prose taken from a novel written by any author from 1850 – 1950 but in a contrasting era from the poem | 20 |
| 3. Perform from memory a scene from a play soliloquy or monologue by a well known playwright. | 20 |
| 4. Read at sight a passage of prose or verse selected by the Examiner. | 10 |
| 5. Give a short presentation on the social, historical and cultural context of one of the selections presented in the examination. (1 - 2 minutes) | 10 |
| 6. Discuss with the Examiner: <ul style="list-style-type: none">▪ The pieces chosen and the periods in which they were written▪ Aspects of vocal and physical preparation through to performance▪ The vocal preparation of the pieces with focus on rhythm and metres of English Poetry▪ Verse forms to include;<ul style="list-style-type: none">- Ode- Elegy- Lyrical- Narrative- Ballad▪ The various forms of the sonnet | 20 |

Public Speaking

General Objectives

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

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

Guidelines for Public Speaking Learners

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

Foundation Level

Grade 1 (10 Minutes)

Learners should:

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

Grade 2 (10 Minutes)

Learners should:

1. Give a talk on one of the following subjects:
(Time limit 3 minutes)
 - An interesting place you have visited
 - A challenge you have overcome
 - A charity or cause you feel strongly about
2. Read a passage of prose at sight.
3. Discuss with the Examiner:
 - The content of the talk
 - Sight reading points to remember

Grade 3 - Foundation Medal (15 Minutes)

Learners should:

1. Deliver a talk on one of the following subjects:
(Time limit 3 minutes)
 - Something you would banish forever if you had the chance
 - Your ambitions and aims for the future
 - An interesting person in history
2. Read a passage of prose at sight.
3. Discuss with the Examiner:
 - The content of the talk
 - How to present a talk successfully
 - Vocal skills needed for public speaking

Marks
Awarded

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80

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Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Deliver a speech on one of the following subjects:
(Time limit 4 minutes)
 - Pros and cons of school uniforms
 - Should smoking be made illegal?
 - Homework does more harm than good
 - Social media, its use and misuse
2. Read at sight a passage of prose.
3. Discuss with the Examiner briefly:
 - The contents of the talk
 - 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:
(Time limit 4 minutes)
 - Should the age to vote be brought down to 16?
 - Climate change
 - Does the lottery encourage gambling?
 - Social Media : its use and misuse
2. Read at sight a passage of prose.
3. Discuss with the Examiner briefly:
 - The contents of the talk
 - The way to introduce a speaker
 - The way to propose a vote of thanks

Marks
Awarded

60

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Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Deliver a speech on one of the following subjects
(Time limit 7 Minutes)
 - “Service to others is the rent you pay for your room on earth”
Muhammad Ali
 - “A business that makes nothing but money is a poor business”
Henry Ford
 - “Where there is a great deal of free speech there is always a
certain amount of foolish speech” Winston Churchill
 - “No one can make you inferior without your consent” Eleanor
Roosevelt
2. Read at sight a passage of prose.
3. Discuss with the Examiner:
 - The contents of the talk
 - The proposal of toasts
 - The reply to a toast
 - The importance of effective breath support and well formed
vowels 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)
 - This house would make voting compulsory
 - This house believes social deprivation causes crime
 - This house believes newspapers are a thing of the past
 - This house believes there should be free movement of people
throughout the world
2. Deliver a short impromptu speech of no longer than 6 minutes on
one of four subjects, which will be handed to the learner 10 minutes
before the examination
3. Read at sight a passage of prose
4. Discuss with the Examiner:
 - The contents of the talk
 - Chairmanship
 - Debate procedure
 - Impromptu speaking

Marks
Awarded

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Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (40 Minutes)

Learners should:

1. Deliver a speech on one of the following subjects
(Time limit 10 minutes)
 - A personal response to a world event
 - My greatest fear for the next generation is
 - The biggest threat to our society is
 - Improvements you would make to society if you were in a position of power
2. Deliver a short impromptu speech of no longer than 5 minutes on one of three subjects which will be handed to the Learner 10 minutes before the examination
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
 - Vocal projection
 - Communication with the audience

Marks
Awarded

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Interview Technique

General Objectives

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

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

Entry Level

Preparatory Grade (10 Minutes)

Learners should:

1. Enter the examination and introduce themselves to the interviewer.
2. Discuss with the interviewer
 - A favourite place

Introductory Grade (10 Minutes)

Learners should:

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

Preliminary Grade (10 Minutes)

Learners should:

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

Transition Grade (10 Minutes)

Learners should:

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

Marks
Awarded

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Level 1 - Foundation

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
 - Introductions, handshakes and eye contact

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. Discuss with the interviewer
 - The contents of the CV
 - The importance of making a good first impression and how we make it
 - An object of their own choice brought to the interview

Grade 3 - Foundation level (15 Minutes)

Learners should:

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

Marks
Awarded

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Level 2 - Intermediate

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. Sight read a short piece of non-fiction:
 - Discuss in their own words their views on the content and meaning of the passage
3. Discuss with the interviewer
 - Awareness and use of social media platforms in the context of employment.
 - All important aspects of preparation necessary before attending an interview

Marks
Awarded

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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: (No longer than 1 minute)
 - Read aloud the article
 - Discuss the article with the interviewer
3. Discuss with the interviewer
 - The different types of interview and the advantages/disadvantages of each.
 - These may include: telephone interview; panel interview; assessment day; group interview; individual interview; multi-modal interview.

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Level 3 - Advanced

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 in their chosen industry or profession.
3. Discuss with the interviewer:
 - The contents of the CV.
 - The key learning points they have taken from their research into the career path of the person they have spoken about in 2.
 - The importance of resilience and the ability to cope with challenges in the workplace

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. Give a short presentation on:
(Time limit 4 minutes):
 - The Learner's recent work experience highlighting what they have
 - Learnt and skills developed during the placement

Or

- A charity or cause they feel passionate about.
3. Discuss with the interviewer:
 - The contents of their CV
 - Why it is important to do work experience
 - How to prepare vocally for an interview and make a presentation

Marks
Awarded

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Level 3 - Advanced (Continued)

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. Select a job from a particular company that interests the Learner and give a short presentation on why you are suitable for the position. (Time limit 5 minutes)
3. Discuss with the interviewer:
 - The contents of the CV
 - Points arising from the presentation
 - The key challenges facing their chosen industry or profession in the next decade and how these challenges might be addressed
 - The importance of recruiting the right people to an organisation and measures an organisation could take to reward and retain employees.
 - In depth knowledge of all types of interviews and what positions they might be used for

Marks
Awarded

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Reading

Guidelines for overseas learners

Overseas learners taking exams at a centre outside the British Isles may, if they wish, substitute the prose selection in each grade for an appropriate author from their own culture. (For Grade 8 learners this will apply to both the own choice selections.)

TWO copies of each piece must be brought to the examination, one set for the use of the examiner.

The learner's copies must include:

- the book for the prose selection
- a suitably presented copy of the poetry selection

General Objectives

This Reading Syllabus seeks to offer Learners the opportunity to:

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

Entry Level

Preparatory Grade (10 Minutes)

Learners should:

1. Read a short poem of their own choice.
2. Read a short passage from any story from one of the following
 - The Isadora Moon series by Harriet Muncaster
 - The Adventures of Pug series by Laura James(Time limit 2 minutes)

Introductory Grade (10 Minutes)

Learners should:

1. Read a short poem by one of the following
 - Richard Edwards
 - Mary Ann Hoberman
2. Read a passage from any story from one of the following
 - The Unicorn Academy series by Julie Sykes
 - The Dirty Bertie series by Alan MacDonald(Time limit 2 minutes)

Preliminary Grade (10 Minutes)

Learners should:

1. Read a short poem by one of the following:
 - Peter Dixon
 - Tony Mitton
2. Read a passage from any story by one of the following:
 - Jeremy Strong
 - Holly Webb(Time limit 2 minutes)

Transition Grade (10 Minutes)

Learners should:

1. Read a poem by either:
 - Eleanor Farjeon
 - James Carter
2. Read a passage from any story from one of the following:
 - Tom McCaughlin
 - The Amelia Fang Series by Laura Ellen Anderson(Time limit 2 minutes)
3. Read at sight a passage of prose.

Marks
Awarded

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Level 1 - Foundation

Grade 1 (10 Minutes)

Learners should:

1. Read a poem by either:
 - Allan Ahlberg or
 - James Reeves
2. Read a passage from any story from:
 - The Worst Witch Series by Jill Murphy or
 - Roald Dahl
(Time limit 2 minutes)
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

Grade 2 (10 Minutes)

Learners should:

1. Read a poem by either:
 - Gareth Owen or
 - Lindsay MacRae
2. Read a passage from any novel by:
 - Sophie Cleverly or
 - Eoin Colfer
(Time limit 2 minutes)
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. Read a poem by either:
 - Gervase Phinn or
 - Vernon Scannell
2. Read a passage from any novel by:
 - Robin Stevens or
 - Michelle Paver
(Time limit 2 minutes)
3. To read at sight a passage of poetry.
4. To read at sight a passage of prose.

Marks
Awarded

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Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Read a poem by either:
 - Elizabeth Jennings or
 - G. K. Chesterton
2. Read a passage from the works of:
 - Gerald Durrell or
 - Louis Sachar
(Time limit 3 minutes)
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

Grade 5 (15 Minutes)

Learners should:

1. Read a poem by either:
 - Wendy Cope or
 - Roger McGough
2. Read a passage from the travel works of:
 - Bill Bryson or
 - Dervla Murphy
(Time limit 3 minutes)
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.

Marks
Awarded

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Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Read a poem by either:
 - Seamus Heaney or
 - Jackie Kay
2. Read a passage from the works of:
 - Karen McManus or
 - Philip Pullman(Time limit 4 minutes)
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.
5. Discuss with the examiner
 - your choice of poetry and prose

Grade 7 - Silver Medal (20 Minutes)

Learners should:

1. Read a poem by either:
 - Imtiaz Dharker or
 - William Wordsworth
2. Read a passage from the works of:
 - George Eliot or
 - Colm Toibin(Time limit 4 minutes)
3. Read at sight a passage of poetry.
4. Read at sight a passage of prose.
5. Discuss with the examiner
 - your choice of poetry and prose

Marks
Awarded

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Level 3 - Advanced (Continued)

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. Read a poem of their own choice written AFTER 1970.
2. Read a sonnet by:
 - Elizabeth Daryush or
 - Robert Frost
3. Read a passage selected from an autobiography or biography of their own choice.
(Time limit 4 minutes)
4. Read at sight a passage of poetry.
5. Read at sight a passage of prose.
6. Discuss with the examiner
 - your choice of poetry and prose

Marks
Awarded

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Spoken English

General Objectives

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

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

Overseas Learners

(or those students for whom English is not their first language)

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

Level 1 - Foundation

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.
(Time limit 2 minutes)
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
(Time limit 2 minutes)
3. Discuss with the Examiner:
 - Why it is necessary to make speech clear?
 - How to achieve clear speech.

Marks
Awarded

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Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Talk about a place of interest.
(Time limit 4 minutes)
 - Learners should demonstrate well thought out preparation
 - Learners should be prepared to discuss the place in detail.
3. Discuss with the Examiner:
 - How to achieve an interesting talk?
 - Why is clear speech important in life?

Grade 5 (15 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.
(Time limit 4 minutes)
 - Learners should demonstrate well thought out preparation
 - Learners should consider their audience
 - Learners should be prepared to discuss the film or play in detail.
3. Discuss with the Examiner:
 - How we recognise effective communication?
 - Why should you consider your audience?

Marks
Awarded

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Level 3 - Advanced

Grade 6 - Bronze Medal (20 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.
(Time limit 5 minutes)
 - Learners should aim to persuade the Examiner to become impassioned by it too.
 - Learners should 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

Marks
Awarded

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Grade 7 - Silver Medal (20 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Talk about a topic they feel passionate about
(Time limit 5 minutes)
 - Learners should focus on structure and aim of talk
 - Learners should aim to inform and encourage support by their presentation
 - Learners should be prepared to answer questions arising from the talk
3. Discuss with the Examiner:
 - How to structure a presentation
 - The ways in which effective vocal communication can help in their chosen career and in the work environment generally

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Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (20 Minutes)

Learners should:

1. Read at sight a passage of prose and poetry.
2. Present
(Time limit 5 minutes):
 - An appeal on behalf of a favourite cause
 - An inspiring person
 - A convincing argument to further an idea

 - Learners should focus on the structure and aim of the talk
 - Learners should aim to influence their listeners
 - Learners should be prepared to answer questions arising from the talk
3. Discuss with the Examiner:
 - Techniques that are used to influence your listener
 - What skills do you need when speaking to an audience?
 - The importance of understanding vital and persuasive speaking

Marks
Awarded

40

40

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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.

Entry Level

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 or
 - School / Work

Preliminary Grade (10 Minutes)

Learners should:

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

Transition Grade (10 Minutes)

Learners should:

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

Marks
Awarded

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Level 1 - Foundation

Grade 1 (10 Minutes)

Learners should:

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

Grade 2 (10 Minutes)

Learners should:

1. Present a short talk about one of the following:
(Time limit 2 minutes):
 - School
 - Your Culture
 - Work
2. Discuss with the Examiner:
 - Your presentation
 - Pitch and pace

Grade 3 - Foundation level (10 Minutes)

Learners should:

1. Present a talk on a subject of your own choice.
(Time limit 2 minutes)
2. Read aloud a short passage of prose of your own choice
(Time limit 1 minute)
3. Discuss with the examiner:
 - Your talk and the passage
 - Awareness of punctuation

Marks
Awarded

80

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Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Read a poem of your own choice.
2. Give a short presentation on Festivals or Fashion.
(Time limit 3 minutes).
3. Discuss with the Examiner:
 - The reasons for your choices
 - Projection

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.
(Time limit 2 minutes)
3. Discuss with the Examiner:
 - Their selected book
 - The effective use of inflection and the importance of modulation

Marks
Awarded

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Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Speak from memory a passage from a book of their own choice
(Time limit 3 minutes)
2. Give a short presentation on the story from which your passage was taken.
(Time limit 2 minutes)
3. Read at sight a short passage of prose chosen by the Examiner.
4. Discuss with the Examiner:
 - Their selected text
 - The importance of good presentation skills.

Grade 7 - Silver Medal (25 Minutes)

Learners should:

1. Give a structured talk about an aspect of UK life, using comparisons with other countries, that they find:
(Time limit 5 Minutes)
 - 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
4. Discuss with the Examiner:
 - The passage
 - The poem selected
 - Effective vocal techniques that help the speaker

Marks
Awarded

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Level 3 - Advanced (Continued)

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 a poem or piece of prose of your own choice
(Time limit 3 minutes):
3. Read at sight a passage of prose chosen by the Examiner:
4. Discuss with the Examiner their experiences of:
 - Their talk
 - Their poem
 - The mood and vocabulary of poem or prose
 - Ways in which they have developed and extended their English vocabulary
 - How the use of expressive speech can aid speaking and understanding

Marks
Awarded

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Acting

General Objectives

This Acting Syllabus seeks to offer Learners the opportunity to:

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

Guidelines for Acting Learners

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

Solo

Entry Level

Preparatory Grade (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
(Time limit 2 minutes)
2. Discuss with the Examiner:
 - The character chosen

Introductory Grade (10 Minutes)

Learners should:

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

Preliminary Grade (10 Minutes)

Learners should:

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

Transition Grade (10 Minutes)

Learners should:

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

Marks
Awarded

90

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Level 1 - Foundation

Grade 1 (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
(Time limit 2 and a half minutes)
2. Perform a contrasting scene arranged for one character.
(Time limit 2 and a half minutes)
3. Discuss with the Examiner:
 - The two characters
 - The settings of the pieces

Grade 2 (10 Minutes)

Learners should:

1. Perform a short scene arranged for one character.
(Time limit 2 and a half minutes)
2. Perform a contrasting scene arranged for one character.
(Time limit 2 and a half minutes)
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.
(Time limit 2 and a half minutes)
2. Perform a contrasting scene arranged for one character.
(Time limit 2 and a half minutes)
3. Perform a short piece of sight reading from a play chosen by the Examiner.
4. Discuss with the Examiner
 - The two characters
 - The plays or back stories from which their pieces are taken

Marks
Awarded

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Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Perform a scene arranged for one character.
(Time limit 3 minutes)
2. Perform a contrasting scene arranged for one character set in a different period.
(Time limit 3 minutes)
3. Perform a piece of sight reading from a play chosen by the Examiner.
4. Discuss with the Examiner:
 - The two characters
 - The plays or adaptations from which their pieces are taken
 - Modulation – pitch, pace, pause, inflection, emphasis

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.
(Time limit 3 minutes)
2. Perform a contrasting scene arranged for one character from a well-known contemporary play post 1980.
(Time limit 3 minutes)
3. Perform a piece of sight reading from a play chosen by the Examiner.
4. Discuss with the Examiner:
 - The two characters
 - The plays or adaptations from which their pieces are taken
 - Techniques they employed in characterisation

Marks
Awarded

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Level 3 - Advanced

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:

- | | Marks Awarded |
|--|---------------|
| 1. Perform a scene arranged for one character only from an Elizabethan or Jacobean playwright.
(Time limit 4 minutes) | 30 |
| 2. Perform a scene arranged for one character from a play written by a well known dramatist of the twentieth century.
(Time limit 4 minutes) | 30 |
| 3. Perform at sight a short passage from a play chosen by the Examiner. | 10 |
| 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). | 10 |
| 5. Discuss in detail with the Examiner: <ul style="list-style-type: none">▪ Each character (See theory book)▪ The plays from which their pieces are taken▪ The structure needed when creating an improvisation | 20 |

Level 3 - Advanced (Continued)

Grade 7 - Silver Medal (30 Minutes)

Learners should:

1. Perform a scene arranged for one character from any play written in verse.
(Time limit 4 minutes)
2. Perform a contrasting scene arranged for one character from a play written between 1850 and 1980 by a well-known dramatist.
(Time limit 4 minutes)
3. Perform a short scene in dialect (from any period) in contrast to the other two pieces.
(Time limit 3 minutes)
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
 - Each character (See theory book)
 - The plays from which their pieces are taken
 - The importance of good breath support and practice in performance

Marks
Awarded

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Level 3 - Advanced

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:

- | | Marks Awarded |
|---|---------------|
| 1. Perform a scene arranged for one character from a play of the Restoration period (1660 - 1780).
(Time limit 4 minutes) | 20 |
| 2. Perform a contrasting scene arranged for one character from a play by a well-known dramatist written in the last 50 years.
(Time limit 4 minutes) | 20 |
| 3. Perform a short scene in dialect (from any period) in contrast to the other two pieces.
(Time limit 3 minutes) | 20 |
| 4. Perform at sight a short passage from a play chosen by the Examiner and repeat with an alternative emotion given by the examiner. | 10 |
| 5. Perform an improvisation or mime set by the Examiner during the examination.
(Time will be given for preparation and 3 minutes to perform) | 10 |
| 6. Discuss in detail with the Examiner: <ul style="list-style-type: none">▪ Each character (See theory book)▪ 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 | 20 |

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.

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

Preparatory Grade (10 Minutes)

Learners should:

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

Introductory Grade (10 Minutes)

Learners should:

1. Perform one song of their own choice
(Time limit 2 minutes)
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.
(Time limit 2 minutes)
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.
(Time limit 3 minutes)
2. Discuss with the Examiner:
 - The meaning of the songs
 - The characters who sing them

Marks
Awarded

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90

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90

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Level 1 - Foundation

Grade 1 (15 Minutes)

Learners should:

1. Perform two contrasting songs of their own choice
(Time limit 5 minutes)
 - 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

Grade 2 (15 Minutes)

Learners should:

1. Perform one song from any film Musical.
(Time limit 3 minutes)
2. Perform one contrasting song written after 1970.
(Time limit 3 minutes)
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.
(Time limit 5 minutes)
2. Perform a contrasting song of their own choice taken from any Musical by Walt Disney.
(Time limit 3 minutes)
3. Discuss with the Examiner:
 - Either the composer or the lyricist of their first selection
 - The vocal ranges

Marks
Awarded

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Level 2 - Intermediate

Grade 4 (20 Minutes)

Learners should:

1. Perform a short scene in character leading into a song of their own choice.
(Time limit 5 minutes)
2. Perform a contrasting song of the Learner's own choice expressing a strong emotion.
(Time limit 3 minutes)
3. Discuss with the Examiner:
 - Breathing techniques and vocal support
 - Effective ways of warming up and cooling down the voice pre- and post-performance
 - The vocal changes that happen with age

Grade 5 (25 Minutes)

Learners should:

1. Perform a short scene in character leading into a song of their own choice by either:
(Time limit 6 minutes)
 - Tim Rice/Andrew Lloyd Webber
 - Kander and Ebb
 - Steven Schwarz
2. Perform a contrasting comedy song of the Learner's own choice.
(Time limit 4 minutes)
3. Discuss with the Examiner:
 - Three facts about Tim Rice/Andrew Lloyd Webber, Kander and Ebb, Steven Schwarz
 - How have acting styles changed as Musicals have evolved?
 - How does the physicality of a character impact on the voice?

Marks
Awarded

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Level 3 - Advanced

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:
(Time limit 6 minutes)
 - Rodgers and Hammerstein; or
 - Steven Sondheim
 - Frank Loesser
2. Perform a contrasting song taken from any modern pop compilation musical
(Time limit 5 minutes)
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
(Time limit 6 minutes)
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

Marks
Awarded

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Level 3 - Advanced (Continued)

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 a renowned composer or lyricist from 1900 – 1985
(Time limit 6 minutes)
2. Perform a contrasting song of the Learner's own choice written in the last 15 years.
(Time limit 5 minutes)
3. Perform a song of the Learner's own choice which must be in an accent or dialect other than the Learner's own.
(Time limit 5 minutes)
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.
(Time limit 6 minutes)
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 Preparation for the two styles selected
 - The changing use and techniques of amplification in the stage musical

Marks
Awarded

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Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (35 Minutes)

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

Learners should:

- | | Marks Awarded |
|---|---------------|
| 1. Perform a short scene in character leading into a song of the Learner's own choice from a Musical written between 1920 and 2000.
(Time limit 6 minutes) | 20 |
| 2. Perform a contrasting song of the Learner's own choice from the same era.
(Time limit 4 minutes) | 20 |
| 3. Perform a song of the Learner's own choice which must contrast in style, period, mood and performance to the two songs.
(Time limit 5 minutes) | 20 |
| 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.
(Time limit 5 minutes) | 20 |
| 5. Discuss in depth with the Examiner: <ul style="list-style-type: none">▪ The process needed to approach a musical theatre performance▪ The styles that have changed the face of musical theatre▪ Ways of preparing for a role in a musical. | 20 |

Duologues

General Objectives

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

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

Guidelines for Musical Theatre Duologue Learners

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

Mime

General Objectives

This Mime Syllabus seeks to offer Learners the opportunity to:

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

Entry Level

Preparatory Grade (10 Minutes)

Learners should:

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

Introductory Grade (10 Minutes)

Learners should:

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

Preliminary Grade (10 Minutes)

Learners should:

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

Transition Grade (10 Minutes)

Learners should:

1. Choose and perform one of the following:
(Time limit 2 minutes)
 - Open a window and climb in
 - Take a cake out of the oven
 - Serve a tennis ball - 3 times
2. Perform a narrative mime of their own choice.
(Time limit 2 minutes)

Marks
Awarded

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Level 1 - Foundation

Grade 1 (10 Minutes)

Learners should:

1. Choose one of the following (Time limit 2 minutes):
 - Drink a hot or cold drink from a cup or glass
 - Eat an ice cream that is melting
 - Play snakes and ladders board game and react to dice throwing and results
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)
 - On a roller coaster,
 - Creep into a room, open a drawer, find a letter and react to contents
 - Walk across sand and jump into shallow water
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 2 minutes):
 - Look at yourself in the mirror and brush hair or teeth
 - Paint a picture on an easel – imagine you are outside
 - Read a newspaper and react to stories
2. Perform two of the following (Time limit 2 minutes):
 - Walk on a tight rope, lose balance and then recover
 - Play an instrument – badly then well
 - Walk the dog – it runs away
3. Perform a narrative mime illustrating a well-known proverb or saying (Time limit 3 minutes):

Marks
Awarded

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Level 2 - Intermediate

Grade 4 (20 Minutes)

Learners should:

1. Perform two of the following:
(Time limit 3 minutes)
 - Take books off a shelf and pack in a box then try to lift *it is very heavy*
 - Pick up weights (weightlifting) x 3
 - Pack a suitcase, try to lift then move on wheels
2. Perform a mime on one of the following:
(Time limit 3 minutes)
 - A Profession e. g. Hairdressers/Doctors/Photographers
 - Characters – e. g. Old person/Magician/Musician
 - Event – e. g. Competition/Party/Wedding
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 (Time limit 4 minutes):
 - The dexterity of hands,
 - a) thread a needle and sew
 - b) Use mascara or lipstick
 - c) Screw a screw into the wall
 - d) Pick up money from the floor
 - Weight and Tension,
 - a) Lift two bags of shopping and place on table
 - b) Lift a suitcase into the boot of a car
 - c) Lift a dog or cat
 - d) Lift a heavy object of choice
 - Face,
 - a) Read a book and react accordingly
 - b) Watch a film on television
 - c) Watch a sports event
2. Depict a short mime based on one of following titles:
(Time limit 3 minutes)
 - Park Bench
 - Circus
 - Camping
3. Perform a narrative mime involving a dream sequence.
(Time limit 4 minutes)

**Marks
Awarded**

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Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Present a character(s) from a different time and demonstrate at least three actions/movements that reflect the period that they are living in. Music and appropriate props may be used in this section. Learners should consider the clothes worn in their chosen era. (Time limit 3 minutes)
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)

Or

- Present a narrative mime that involves an animal
4. Discuss with the Examiner the creation of mimed characters

Grade 7 - Silver Medal (25 Minutes)

Learners should:

1. Present a short mime based on one of the characters and their occupation (Time limit 4 minutes):
 - Painter and decorator
 - Farmer
 - Teacher
 - Musician
 - Surgeon
2. Present a mime on one of the following (Time limit 4 minutes):
 - Trapped in a lift – think of three ways to try to get out
 - Locked out of the car or house try three ways of getting in
 - Driving over rough terrain and getting lost use three ways to find direction e.g.
 - a) signpost
 - b) sat nav
 - c) map
3. Perform a narrative mime based on one of the following: (Time limit 4 minutes)
 - Love
 - Hate
 - Jealousy
 - Joy
 - Despair
4. Discuss with the Examiner relaxation, movement and timing.

Marks
Awarded

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Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (30 Minutes)

Learners should:

1. Perform a mime that involves a character, an occupation and an accident or problem and resolution
(Time limit 4 minutes).
2. Present a character showing the following range of emotions as a continuous mime
(Time limit 5 minutes for all four):
 - Confusion
 - Fear
 - Hysteria
 - Relief
3. Present a narrative mime on a subject given to them 10 minutes before the examination
(Time limit 4 minutes).
4. Discuss with the Examiner any aspects of creating and performing mime.

Marks
Awarded

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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.

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

The group exam is also useful “practice” for GCSE Drama, A level Drama and Theatre Studies. Higher grades, carry UCAS points.

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

Preparatory Grade (10 Minutes)

Learners should:

1. Devise a scene around a nursery rhyme or short story.
(Time limit 2 minutes)
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 well-known character.
(Learners may bring a prop to assist them).
(Time limit 2 minutes)
2. The Examiner will question the Learner in role.

Preliminary Grade (10 Minutes)

Learners should:

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

Transition Grade (10 Minutes)

Learners should:

1. Devise a scene involving a box, a map or a key.
(Time limit 2 minutes)
2. The Examiner will question the Learner in role.

Marks
Awarded

90

10

90

10

90

10

90

10

Level 1 - Foundation

Grade 1 (10 Minutes)

Learners should:

1. Devise a scene based on lost and found
(Time limit 3 minutes)
2. Perform a contrasting scene with a prop of choice.
(Time limit 3 minutes)
3. Discuss the scenes with the examiner.

Grade 2 (10 Minutes)

Learners should:

1. Devise a scene based on one of the following locations
(Time limit 3 minutes)
 - Fairground
 - Garden
 - Beach
 - Shopping centre.
2. Devise a scene based on an emotion.
(Time limit 3 minutes)
3. Discuss the scenes with the examiner.

Grade 3 - Foundation Medal (15 Minutes)

Learners should:

1. Devise a scene based on a well-known proverb.
(Time limit 3 minutes)
2. Perform the scene again with a different outcome/meaning.
(Time limit 3 minutes)
3. Discuss the scenes with the examiner.

Marks
Awarded

45

45

10

45

45

10

45

45

10

Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Devise a scene based on dreams or nightmares:
(Time limit 4 minutes)
2. Devise a scene inspired by a pair of shoes.
(Time limit 4 minutes)
3. Discuss with the examiner the scenes and the structure needed in devised drama.

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 scene based on greed, jealousy, love or hate.
(Time limit 4 minutes)
2. Devise a contrasting scene of the Learner's choice.
(Time limit 4 minutes)
3. Discuss with the examiner the scenes, characters and process when devising original work.

Marks
Awarded

40

40

20

40

40

20

Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Devise a scene on a theme of conflict or war.
(Time limit 5 minutes)
2. Devise a scene showing a change of status.
(Time limit 5 minutes)
3. The Examiner will question the Learner on their roles and on their research.
4. Discuss with the Examiner:
 - The challenges faced when portraying characters with changing status.

Grade 7 - Silver Medal (25 Minutes)

Learners should:

1. Devise a scene using a piece of text, visual image or music as your stimulus.
(Time limit 5 minutes)
2. Devise a scene based on a recent news event.
(Time limit 5 minutes)
3. The Examiner will question the Learner on their roles and on their research.
4. Discuss with the Examiner:
 - The preparation and construction of the pieces
 - What are the considerations when using factual material as opposed fictional.

Marks
Awarded

40

40

10

10

40

40

10

10

Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (30 Minutes)

Learners should:

1. Devise a scene based on a historical or political event or situation.
(Time limit 5 minutes)
2. Devise a scene based on an individual who is key to the event you have chosen.
(Time limit 5 minutes)
3. Devise a scene as a journalist reporting the event.
(Time limit 5 minutes)
4. Discuss with the Examiner:
 - Why they chose the event
 - The explorative strategies used
 - Their research and how they reached the final Performances

Marks
Awarded

40

20

20

20

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.

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.

Foundation Level

Grade 1 (10 Minutes)

Learners should:

1. Perform a scene from A Midsummer Night's Dream:
(Time limit 3 minutes)
2. Discuss with the Examiner:
 - Where this speech occurs in the play
 - The plot of A Midsummer Night's Dream

Grade 2 (10 Minutes)

Learners should:

1. Perform a speech from any of Shakespeare's plays where the character is sharing their thoughts with the audience.
(Time limit 3 minutes)
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)

Learners should:

1. Perform a prologue from any of Shakespeare's plays with a minimum of 15 lines.
(Time limit 3 minutes)
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

Marks
Awarded

90

10

90

10

90

10

Level 2 - Intermediate

Grade 4 (15 Minutes)

Learners should:

1. Perform a character speech from any of Shakespeare's plays.
(Time limit 4 minutes)
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)

Learners should:

1. Perform a speech where the character informs the audience of events that have taken place off stage.
(Time limit 4 minutes)
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

Marks
Awarded

80

20

80

20

Level 3 - Advanced

Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Perform a well-known speech from any of Shakespeare's plays.
(Time limit 5 minutes)
2. Perform a contrasting speech of their own choice from another of Shakespeare's plays.
(Time limit 5 minutes)
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

Grade 7 - Silver Medal (25 Minutes)

Learners should:

1. Perform a speech by a hero, heroine or major character of their own choice.
(Time limit 6 minutes)
2. Perform a contrasting speech of their own choice from another of Shakespeare's plays.
(Time limit 6 minutes)
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
 - How Shakespeare uses metre

Marks
Awarded

40

40

20

40

40

20

Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (30 Minutes)

Learners should:

1. Perform a true soliloquy from any Shakespearean tragedy of their own choice.
(Time limit 6 minutes)
2. Perform a contrasting speech of their own choice from another of Shakespeare's plays.
(Time limit 6 minutes)
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

Marks
Awarded

40

40

20

Creative Movement

General Objectives

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

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

Guidelines for Creative Movement Learners

No costume should be worn for this dance.

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

Learners should:

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

Foundation Level

Grade 1 (10 Minutes)

Learners should:

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

Grade 2 (10 Minutes)

Learners should:

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

Grade 3 - Foundation Medal (15 Minutes)

Learners should:

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

Marks
Awarded

90

10

60

40

40

40

20

Level 2 - Intermediate

Grade 4 (20 Minutes)

Learners should:

1. Perform a story through dance/movement. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
(Time limit 4 minutes)
2. Perform a movement piece in any style and involve a number of choreographic devices. This piece should be Teacher led.
(Time limit 4 minutes)
3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece.
This piece should be student led.
(Time limit 4 minutes)
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 a dance/movement piece that reflects the emotional journey of an event of Learner's choice. Heightened detail is required at this Level including eye line, gestures, body lines, facial expression.
(Time limit 4 minutes)
2. Perform either
 - A combination of song and dance performed as one whole piece
 - A dance reflecting the mood and lyrics of the songThis piece should be student led.
(Time limit 4 minutes)
3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should be student led.
(Time limit 4 minutes)
4. Learners should discuss with the Examiner:
 - The process of creating a piece
 - Why did they choose their idea?
 - How did they begin the process?
 - Why they chose specific music?
 - Evidence of supporting material e.g. sketches/notes

Marks
Awarded

30

30

20

20

30

30

20

20

Level 3 - Advanced

Grade 6 (25 Minutes)

Learners should:

1. Perform a movement piece in response to one of the following stimuli:
(Time limit 5 minutes)
 - Jealousy
 - Fear
 - Love
2. Perform a movement piece involving a number of choreographic devices including:
(Time limit 5 minutes)
 - Motif
 - Levels
 - Dynamics
3. Perform a movement piece showing clear structure and a range of choreographic devices.
(Time limit 5 minutes)
4. Learners should discuss with the Examiner:
 - Choreographic processes of the pieces
 - Health and safety and nutrition for performers

Marks
Awarded

25

25

25

25

Level 3 - Advanced

Grade 7 (25 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
(Time limit 5 minutes)
 - Betrayal
 - The Sea
 - Remember Christina Rossetti (Poem)
 - Scream - (Picture)
2. Perform a Teacher led movement piece based on a musical style or era between:
(Time limit 5 minutes)
 - Music Hall to 1980's
3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2.
4. Discuss with the Examiner:
 - General health and safety, including vocal and physical health
 - What does musicality mean
 - The differences between two eras of dance styles
 - The process of creating their movement pieces
 - How the music, lighting and costumes enhanced the movement in one of the following musicals: Wicked, Oliver, Cats

Marks
Awarded

25

25

25

25

Level 3 - Advanced

Grade 8 (25 Minutes)

Learners should:

1. Perform a movement piece in response to one of the following stimuli:
(Time limit 5 minutes)
 - Poem by W.H. Auden - Refugee Blues
 - Fire, Water, Air and Earth
 - Freedom
 - Salvador Dali - Persistence of Memory
 - Salvador Dali - The Painter
2. Perform a movement piece showing specific style of movement on one of the following:
(Time limit 5 minutes)
 - Ballet
 - Musical Theatre
 - -Contemporary
 - Rock n' Roll
 - National dancing/Dances of culture
3. Devise a student led movement piece on an original idea
(This may involve singing or narration if desired)
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

See theory book for details.

Marks
Awarded

25

25

25

25

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.

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
- Instil a love of poetry
- Understand the diverse forms of poetry
- Specialise in the serious performance and art of verse speaking

Guidelines for Solo Verse Speaking Learners

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

Foundation Level

Grade 1 (10 Minutes)

Learners should:

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

Marks
Awarded

45

45

Choice of
Programme
10

Grade 2 (10 Minutes)

Learners should:

1. Speak one of the following poems:
 - Best Friends by Bernard Young
 - A Teacher's day in bed by David Orme
 - Yes by Adrian Mitchell
 - Quack said the Billy Goat by Charles Causley
 - From a Railway Carriage by Robert Louis Stevenson
2. Speak a short lyrical poem of their own choice.

45

45

Choice of
Programme
10

Grade 3 - Foundation Medal (10 Minutes)

Learners should:

1. Speak one of the following poems:
 - Where do all the Teachers go? by Peter Dixon
 - The Kings Breakfast by AA Milne
 - Dear Mum by Brian Patten
 - The Owl and the Pussycat by Edward Lear
 - The Evacuee by Shirley Tomlinson
2. Speak a poem of their own choice on the theme of either:
 - People
 - Places
 - Animals
3. Speak another poem of their own choice.

30

30

30
Choice of
Programme
10

Level 2 - Intermediate

Grade 4 (5 Minutes)

Learners should:

1. Speak one of the following poems:
 - I Remember by Thomas Hood
 - Apple Blossom by Louis MacNeice
 - Sea Fever by John Masefield
 - The Way Through the Woods by Rudyard Kipling
2. Speak a sonnet written after 1950.
3. Speak a short poem of their own choice.

Marks
Awarded

30

30

30

Choice of
Programme
10

Grade 5 (15 Minutes)

Learners should:

1. Speak an extract of their own selection from one of the following:
 - Lines from - 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
 - Robert Frost
 - William Wordsworth
 - John Clare
 - Elizabeth Barrett Browning
3. Speak a short poem of their own choice.

30

30

30

Choice of
Programme
10

Level 3 - Advanced

Grade 6 - Bronze Medal (15 Minutes)

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

- A classical poem
- War poem
- Modern Poem

(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 including 3 styles of poetry. Two should be selected from the following list:

- Romantic era
- Ballad Poem (extract acceptable)
- Nature Poem
- Classical Poem

The third poem is own choice and can be from any era or style

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

Marks Awarded

30
30
30

Choice of
Programme
10

30

30

Choice of
Programme
10

Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (20 Minutes)

Learners should:

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

Four poems:

- One Shakespearean poem
- Two contrasting poems
from different eras
- One sonnet

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

Marks
Awarded

20

20

20

20

Choice of
Programme
20

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.

Foundation Level

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.

Marks
Awarded

30

30

30

Choice of
Programme
10

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.

30

30

30

Choice of
Programme
10

Grade 3 - Foundation Medal (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.

30

30

30

Choice of
Programme
10

Level 2 - Intermediate

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.

Marks Awarded

30

30

30

Choice of
Programme
10

30

30

30

Choice of
Programme
10

Level 3 - Advanced

Grade 6 - Bronze Medal (20 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 7 - Silver Medal (25 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.

Marks Awarded

22

22

22

22

Choice of
Programme
12

22

22

22

22

Choice of
Programme
12

Level 3 - Advanced (Continued)

Grade 8 - Gold Medal (30 Minutes)

At this Grade the recital programme should not exceed 30 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.

Marks
Awarded

18

18

18

18

18

Choice of
Programme
10

Communications

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

General Objectives

This examination 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 Communications Learners

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