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STAGE SCHOOL

Screen Acting

PREMIERE – GRADE 8

SYLLABUS SPECIFICATION

RSL Awarding the Contemporary Arts

STAGE SCHOOL

Screen Acting

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RSL Awarding the Contemporary Arts

Screen Acting – Syllabus Specification Acknowledgements

PREMIERE – GRADE 8

Revised: January 2025

Full details can be found in the grade-by grade content pages.
All supporting material can be downloaded from **stageschool.io**

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Welcome

Welcome to STAGESCHOOL by RSL Awards!

We're delighted to welcome you to STAGESCHOOL, a globally recognised leader in performing arts education. Our mission is to celebrate excellence and innovation, offering aspiring learners of all ages a platform to showcase their talent and achieve their goals. With internationally recognised qualifications, STAGESCHOOL equips performers with the skills, confidence, and versatility needed to thrive in the vibrant world of the performing arts.

At STAGESCHOOL, we believe that every performer's journey is unique and deserving of careful nurturing. Our thoughtfully designed syllabuses and graded exams, ranging from beginner to advanced levels, provide clear benchmarks for progress. These assessments not only develop technical and artistic skills but also inspire creativity, resilience, and ignite a lifelong passion for the performing arts.

Taking a STAGESCHOOL exam is more than just a challenge; it's an opportunity to grow as a performer. From building stage presence and refining techniques to exploring dynamic repertoire, our exams are tailored to prepare you for auditions, performances, and beyond. We are committed to making the experience positive and rewarding, empowering learners with valuable feedback and a well-earned sense of achievement.

Our team of expert examiners and dedicated educators work tirelessly to uphold the highest standards of fairness, consistency, and support. Every candidate who passes receives a beautifully designed certificate as a testament to their hard work and talent, celebrating a significant milestone on their journey to artistic excellence.

Whether you dream of gracing the stage, growing as a well-rounded performer, or simply enjoying the thrill of performing your favourite pieces, STAGESCHOOL is here to guide and inspire you every step of the way.

We wish you every success and hope you find joy and fulfilment in your exam experience. Let's continue to bring the magic of performing arts to life together!

Your Performance. Your Moment. Your Stage.

Introduction

Welcome to the STAGESCHOOL by RSL Awards' syllabus specification in Screen Acting.

This syllabus specification is designed to give teachers, learners and candidates practical information on the graded qualifications in Screen Acting.

This syllabus guide covers the following qualifications:

- RSL Graded Qualifications in Screen Acting: Premiere to Grade 8

Period of Operation

This syllabus specification covers graded qualifications in Screen Acting, from September 2021.

The Value of RSL Qualifications

STAGESCHOOL is part of RSL Awards. With a reputation for excellence, RSL is committed to providing high quality education and training through its syllabuses, examinations and resources for the Creative Arts. RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement.

STAGESCHOOL graded examinations in performing arts are tailor-made to support and encourage learners of all levels and abilities and are accessible to learners from all countries and cultures. Having effective skills in communication and performance can boost confidence, increase employability skills, and have a hugely positive impact on a learner's future life and career.

Candidates taking a STAGESCHOOL examination will not only gain practical performance and communication skills but are also encouraged to reflect on their performance and the rehearsal process, developing their understanding of the material and the creative choices made.

STAGESCHOOL encourages creativity; the performance material is chosen by the teacher or candidate(s), allowing creative freedom and the opportunity for learners to study material of particular interest to them or from their own culture.

UCAS:

RSL Grades 6, 7 & 8 carry allocated points on the UCAS (Universities & Colleges Admissions Service) tariff. Many students find these highly beneficial for university applications and entrance interviews.

For full details relating to the allocation of points for our qualifications, please visit: **www.rslawards.com/about-us/ucas-points/**

Safeguarding

RSL takes the safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. For further details please visit: **www.rslawards.com/about-us/safeguarding**

Expectations of knowledge, skills and understanding

The graded examination system is based on the principle of 'progressive mastery': each step in the exam chain allows the learner to demonstrate learning, progression and skills in incremental steps.

Successful learning is characterised by a mastery of the fundamental skills demanded in each grade.

Learners will be able to complete practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allows them to demonstrate skills, knowledge and understanding relevant to the grade. These skills set a firm platform for further technical and creative development by the learner.

Qualification Structure

STAGESCHOOL Graded Examinations consist of a range of both practical and knowledge-based tasks which are based on detailed requirements outlined in this syllabus.

Requirements for each grade are set out in detail. The Learning Outcomes and Assessment Criteria require skills, knowledge, and understanding of the syllabus requirements to be demonstrated at the grade entered.

Learner access and registration

The qualifications:

- are available to everyone who is capable of reaching the required standards
- are free from any barriers that restrict access and progression
- offer equal opportunities for all who wish to access them

Exam Entry & Requirements

These qualifications are open to everyone who is capable of reaching the required standard; there are no entry requirements. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications. At the point of application, RSL will ensure that all learners are fully informed about the requirements and demands of the qualification.

Candidates can register for a STAGESCHOOL Screen Acting Exam at any time throughout the year. For more information on current fees, or to enrol in a STAGESCHOOL graded examination, please visit the official website – **stageschool.io**

Candidates may enter for the exam as follows:

1. One candidate
2. Two candidates

All candidates are individually assessed.

Recommended Prior Learning (RPL)

Learners are not required to have any prior learning for these qualifications. However, they should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to develop the necessary techniques to gain entry to further education and higher education courses. In addition, industry professionals are confident that learners achieving the highest level of graded qualifications will have developed the skills necessary to enhance employment opportunities in other areas, as a result of increased confidence, communication and presentation skills.

Qualification at a Glance

Qualification Title	QAN	Guided Learning Hours	Total Qualification Time	Credit Value
RSL Entry Level Award in Performance: Premiere: Entry 2	603/7121/3	8	30	3
RSL Entry Level Award in Performance: Debut: Entry 3	603/7135/3	10	40	4
RSL Level 1 Award in Performance: Grade 1	603/7134/1	12	60	6
RSL Level 1 Award in Performance: Grade 2	603/7136/5	16	80	8
RSL Level 1 Award in Performance: Grade 3	603/7137/7	18	100	10
RSL Level 2 Award in Performance: Grade 4	603/7138/9	20	130	13
RSL Level 2 Award in Performance: Grade 5	603/7139/0	24	150	15
RSL Level 3 Certificate in Performance: Grade 6	603/7140/7	26	170	17
RSL Level 3 Certificate in Performance: Grade 7	603/7141/9	30	190	19
RSL Level 3 Certificate in Performance: Grade 8	603/7142/0	40	240	24

Assessment Summary

Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a range of practical tasks underpinning the technical and performance assessment.
Unit format	Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptors, and types of evidence required for the unit.
Assessment Bands	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

Examination Levels / Recommended Ages for STAGESCHOOL Examinations

STAGESCHOOL Screen Acting examinations are offered at four levels, in line with the Regulated Qualifications Framework (RQF).

Although RSL imposes no minimum or maximum age limit, it is advisable for learners to enter at a level which is suitable and attainable for their age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The content of grades tends to reflect the typical ages of learners entering for them. The following ages are recommendations only:

Grade Qualification	Suggested Entry Age	RQF Level
Premiere	4–5 years	Entry Level 2
Debut	5-7 years	Entry Level 2
Grade 1	7-8 years	Level 1
Grade 2	9-10 years	Level 1
Grade 3	11-12 years	Level 1
Grade 4	13-14 years	Level 2
Grade 5	15-16 years	Level 2
Grade 6	16+	Level 3
Grade 7	16+	Level 3
Grade 8	16+	Level 3

Further information and contact details

For all enquiries or to apply for an exam, please visit: stageschool.io

Complaints and Appeals

RSL's policy on complaints, enquiries and appeals for graded examinations is available at www.rslawards.com/about-us/policies-regulations/

Equal Opportunities

RSL's Equal opportunities policy can be found at www.rslawards.com/about-us/policies-regulations/

Contact for help and support

All correspondence should be directed to:

RSL Awards Ltd. Harlequin House, 7 High Street , Teddington, Middlesex , TW11 8EE or stageschool@rslawards.com

Aims, Broad Objectives and Assessment Methodology

The aim of the STAGESCHOOL Screen Acting qualification is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and a flexible approach to the development of skills, knowledge, and understanding required for screen acting.

These qualifications assess a range of interpretative skills, technical skills, and knowledge and understanding through the following components:

- Practical assessment: Performance tasks
- Knowledge and Understanding (Debut – Grade 8): Responding to questions relevant to the material presented

Learning Outcomes

A 'Learning Outcome' is a statement of what has been demonstrated as a result of successful completion of the assessment criteria.

The following are the broad Learning Outcomes which apply to all graded Screen Acting examinations, along with the relevant exam section. The Assessment Criteria, repertoire, technical challenges and knowledge requirements are set at each grade, and increase in difficulty as the grades progress:

Premiere - Grade 8 candidates:

Learning Outcome	Exam Section	Weighting
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	Tasks 1-3	30% of total marks
Learning Outcome 2: Use vocal skills in response to the material being presented	Tasks 1-3	30% of total marks
Learning Outcome 3: Use face and body in response to the material being presented	Tasks 1-3	30% of total marks
Learning Outcome 4 (Debut – Grade 8 only): * Demonstrate an understanding of the chosen material, including content, context and role (as appropriate) and rehearsal process (grades 5-8 only)	Task 4	10% of total marks

*Note that Premiere candidates do not undertake Task 4. For Premiere, total marks for Tasks 1-3 will be aggregated to a mark out of 100.

Candidates may enter for the exam as follows:

- One candidate
- Two candidates

Estimated Examination Timings

Each task must be recorded separately. The following timings refer to approximately how long each exam will take if each task is recorded one after the other. The timings allow for a minimal but reasonable amount of 'changeover' time between the recording of each task.

Premiere

- One candidate: 5 minutes
- Two candidates: 7 minutes

Debut

- One candidate: 8 minutes
- Two candidates: 12 minutes

Grade 1

- One candidate: 12 minutes
- Two candidates: 15 minutes

Grade 2

- One candidate: 13 minutes
- Two candidates: 17 minutes

Grade 3

- One candidate: 15 minutes
- Two candidates: 20 minutes

Grade 4

- One candidate: 17 minutes
- Two candidates: 23 minutes

Grade 5

- One candidate: 18 minutes
- Two candidates: 25 minutes

Grade 6

- One candidate: 29 minutes
- Two candidates: 25 minutes

Grade 7

- One candidate: 25 minutes
- Two candidates: 35 minutes

Grade 8

- One candidate: 30 minutes
- Two candidates: 45 minutes

Examination Formats

STAGESCHOOL Screen Acting examinations are offered as Recorded Digital Exams only.

Process:

For RSL recorded digital exams to be valid, there are a number of rules that must be adhered to. Candidates and teachers must read the guidance in full, to ensure they have the best chance of submitting a video that we can accept for submission.

As an overview, the following conditions apply, irrespective of whether tasks/scenes are performed as a solo or in twos.

- Only **one camera / phone** must be used when filming.
- A **separate video** must be made **for each and every task.**
- Videos must **not be edited.**
- Each video must be clearly labelled with the candidates' name(s) and the task number.
- Videos must be uploaded as one package, clearly labelled with the candidate's name(s) and the grade taken.

Candidates entering in twos upload the videos to one package, clearly labelled with both of their names and the grade taken.

- Knowledge and Understanding Video (Grades Debut – 8):

  - This must be filmed separately. Candidates announce their name and present their prepared response(s) to the questions (the number of which is dependent upon the grade), direct to the camera.

  - For exams with two candidates, one recording may be made, in which case each candidate should state their name and present their prepared responses, in turn.

General Notes

- Own choice scenes: For Task 1 (Grades 1-8), Task 3 (Grade 6), and Task 3a (Grades 7/8), each candidate must play only **one character** in the chosen scene (i.e. solo candidates perform a monologue and candidates entering in twos perform a duologue).
- **Candidates perform all examination tasks from memory. Reading from a script is not permitted.**
- **Candidates entering in pairs must be taking the same grade.**
- Chosen scenes: Pdf copies of the scripts of Task 1 scenes (Grades 1-8), Task 3 scenes (Grade 6), and Task 3a scenes (Grades 7/8) must be provided at least 14 days before the date the exam is due to be recorded. This can be done at the point of booking the exam, or as soon after as possible.
- Chosen scenes must not have been performed before by the same candidate within an RSL qualification.

Camera shots:

All camera shots required for STAGESCHOOL Screen Acting examinations can be found in our supporting guidance. Note that the video will guide you through the process when using a smartphone, which we consider to be the most suitable device to achieve the required shots straightforwardly. If another device is used, e.g. a digital camera, candidates and teachers may adapt the guidance accordingly.

As an overview:

- The camera phone may be operated by another person
- The camera phone may be held in place using a tripod or similar stabilising device
- Once positioned, the camera should remain static throughout the task. Note that the camera operator may make **minimal** adjustments during the course of a task, if necessary, in order to ensure the candidate(s) are fully visible within the required shot, but any adjustments **must not** cause the camera shot to differ from that required for the relevant task.
- Only the candidate(s) and one chaperone/camera phone operator are permitted to be present in the room at the time of recording the examination tasks.
- The chaperone/camera phone operator must not lead or interact with the candidate(s) at any time.
- The camera phone operator may call "Action" at the start of any scene or scenario and "Cut" at the end if required, but this is not mandatory. Note that this may be helpful for the close-up scenarios, due to the discontinuous nature of the scene/scenario.

Minimum and Maximum Task timings:

- Tasks have set minimum and maximum durations.

Please note that:

- if a Task is below the minimum duration this may be reflected in the mark awarded
- if a Task is over the maximum duration the examiner reserves the right to stop assessing once the maximum duration has been reached

Introductions:

- Prior to the performance of all tasks, candidates state their name, the exam grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.
- Prior to performing Task 1, Grades 6-8 candidates should clearly display valid photographic identification (such as Passport, Driving License, Student Union Card, ID Card) for at least ten seconds, in line with our policy.
- **(Grades 1-8):** For Task 1, after introducing themselves, candidates should then introduce the scene, stating the title, author and character(s), and a brief outline of the context of the scene. For more information on introductions, including an example, please refer to our Supporting Guidance documents at **stageschool.io**
- Note that, from Grade 4, contextual introductions are required for some other tasks. These are specified at each grade.
- For exams with two candidates, the introduction may be shared as desired.
- Introductions should be no more than 30 seconds in duration.
- Note that the purpose of introductions is to assist the smooth-running of the exam and are not assessed.
- **Grade 6-8** candidates should read the entire text of any play or screenplay from which a scene has been chosen, in preparation for the Knowledge and Understanding component of the exam.
- Scenes must be performed in English. Any published translation of a non-English text is permitted.
- Comfortable clothing must be worn. Costume is not permitted, although long skirts may be worn over clothing if required for period scenes.
- Small handheld props are permitted. If a mobile phone is used as a prop it must be switched off.

Knowledge and Understanding

For the final component of the examination, candidates must prepare and present a response to chosen questions. Questions are based on the performed tasks and, from Grade 5, the rehearsal process.

Candidates select the appropriate number of questions as indicated, and prepare their response(s) to those questions. The Knowledge and Understanding video should be filmed separately, as a mid-shot.

Facing directly to camera, each candidate should announce their name. They should then state their (first) chosen question and present their prepared response to that question.

For Grades 1-8, candidates repeat the same process for the second question.

For exams with two candidates, one video may be made. Candidates may present their prepared responses one after the other, in any order.

Responses must not be read, but simple note cards may be used if required as a memory aid. The note card could be handheld or positioned behind the camera.

Choosing Monologue/Duologue Scenes (Grades 1-8)

STAGESCHOOL encourages creativity and does not make any compulsory recommendations for scene selection. However, the following may help teachers and candidates when selecting scenes:

- Each candidate must play only one character in the chosen scene (solo candidates perform a monologue and candidates entering in twos perform a duologue).
- Teachers should ensure that the content is suitable for the individual age and overall maturity of the candidate(s).
- Scenes should be selected carefully to ensure that they provide suitable opportunity for candidates to demonstrate the relevant assessment criteria.
- Candidates are reminded that if a chosen piece does not meet these requirements this may impact on the level of achievement possible within the examination.
- Monologues:
    - Solo candidates may choose to perform a soliloquy, or a monologue involving another character or characters. If you choose the latter, you should perform solo, directing your speech to the imagined character(s) as appropriate.

- - If a chosen monologue is a direct address to the audience, candidates should perform the monologue directly to the camera.
- When choosing duologues for two candidates, care must be taken to ensure that each candidate has a similar proportion of involvement in the scene.
- The content of the scenes must demonstrate a comparable level of technical and interpretative demand to those suggested in the STAGESCHOOL online catalogue of suitable material at each level.
- Use of accent/dialect: For Grades 1 to 5, it is not a requirement to use accents/dialect. However, Grades 6-8 candidates are required to employ the accent/dialect that reflects the author's intention.
- Published scenes may be edited if necessary, and dialogue spoken by other characters edited out; however, the overall meaning of the scene must be maintained. Adding your own dialogue to scenes from published plays is not permitted.
- When adapting a scene from a novel, it is permissible to add dialogue, providing that the overall meaning, character, and style of the scene are maintained. For example, within the narrative there may be a description of a character's thoughts or feelings, which may be adapted into dialogue.
- When adapting a scene from a novel, it is advisable to consider the overall structure, including how it begins and ends, and the character's journey through the scene.
- Grade 6-8 candidates have the option of performing an original scene, devised and written by the candidate(s), for Task 3 or 3a. If this option is chosen, the scene must be scripted, and the above recommendations considered carefully.
- Although it is not mandatory for candidates taking grades 1 to 5 to read the whole play, film screenplay or novel from which the scene has been taken, it is important that they have an awareness of the context of the scene. Grade 6-8 candidates should, however, read the entire text of any play or screenplay from which a scene has been chosen.

If an examination candidate requires a Reasonable Adjustment or Special Consideration, please contact RSL Head Office for guidance and support.

Assessment, Marking and Attainment bands

All candidates, whether entering for their exam as a solo, or in twos, are assessed individually by the examiner, and receive an individual mark and (on passing their exam) certificate. The examiner will award marks in line with the published assessment criteria for the relevant grade taken, full details of which can be found later in this document, within the Content Specifications for each grade.

The exams are marked out of 100. The attainment bands are as follows:

Marks received	Attainment level
85 and above	Distinction
65-84	Merit
50-64	Pass
0-49	Unclassified

Examination Content, Assessment Criteria and Grade Descriptors

The STAGESCHOOL Screen Acting exam content is designed to encourage learners to develop vocal, physical and interpretative skills in screen acting. Each grade includes specific performance tasks, followed by the Knowledge and Understanding component (grades Debut-8 only), in which candidates communicate their ideas in response to specific questions. Performance pieces for Task 1 (Grades 1-8), Task 3 (Grades 6) and Task 3a (Grades 7/8) are chosen by the candidate or teacher.

The STAGESCHOOL online catalogue of suitable material, along with further guidance for teachers, can be found here – **stageschool.io**

ENTRY LEVEL

Premiere I Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 5 minutes)
- **Two candidates:** (Total Time Allowance: 7 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Prepare and perform the following scenario. The scenario must be filmed as a **wide shot**.

For solo candidates:

Your character is with a friend (unseen). The friend gives them a party invitation. The character reacts to the invitation and talks to their friend.

- Candidates decide on who their character is, and must not play themselves
- The scenario must include prepared dialogue
- The unseen friend may speak a maximum of one line of dialogue (ie to invite the character to their party), but this is not mandatory
- The scenario must be a minimum of 10 seconds and a maximum of 20 seconds in duration

For two candidates:

Two friends find out that they have both been invited to a party. They react to the news and talk to each other about it.

- Candidates decide on who their character is, and must not play themselves
- The scenario must include prepared dialogue
- The scenario must be a minimum of 15 seconds and a maximum of 25 seconds in duration

Task 2a

Prepare and perform Task 1 filmed as a **mid-shot**.

- Candidates perform either solo or in twos, the same as in Task 1.
- The duration parameters are the same as Task 1.
- The scenario must include the same prepared dialogue as in Task 1

Task 2b

Performed as a **non-verbal solo** only, as a **close-up**.

Think of the exact moment in Task 1 when your character reacts to the news and perform that moment as a 3-5 second non-verbal solo.

- Candidates must not look directly at the camera, but slightly beyond the side edge of the camera, focusing on the imagined other character (the friend)
- This task must be 3-5 seconds in duration and performed solo, irrespective of whether candidates enter for the exam as a solo or in twos

Task 3

Performed **solo** only, and filmed as a **mid-shot**. Prepare and perform the following:

Speaking directly to the camera, describe your favourite toy and why you like it.

- This task must be a minimum of 20 seconds and a maximum of 30 seconds in duration

Premiere | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform the chosen material, demonstrating an understanding of the content and meaning	1.1 Perform with a sense of fluency and a general understanding of meaning and mood 1.2 Demonstrate some ability to adjust performance in relation to the distance of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate generally appropriate use of voice to reflect meaning and mood	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.2 Demonstrate basic use of movement and/ or body language appropriate to meaning and mood 1.2 Demonstrate some ability to convey meaning and mood through facial expression and/or eyes, as relevant to the situation and proximity to the camera	Tasks 1, 2 (a & b), 3

Debut I Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Examination Time: 8 minutes)
- **Two candidates:** (Total Examination Time: 12 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Prepare and perform the following scenario. The scenario must be filmed as a **wide shot**.

For solo candidates:

The character (played by the candidate) is with their parent or guardian (unseen), who has just told them that they will be moving to a different country. The character reacts to this and tries to persuade their parent/guardian to change the plan.

For two candidates:

Two characters (played by the candidates) are siblings and are with their parent or guardian (unseen), who tells them that they will be moving to different country. Both characters react to this and try to persuade parent/guardian to change the plan.

- Candidates decide on who their character is (they must not play themselves), the location and how the character reacts
- The scenario must include prepared dialogue
- The unseen parent/guardian may speak a maximum of one line of dialogue (ie to tell the character(s) that they are moving), but this is not mandatory
- For solo candidates, this task must be a minimum of 20 seconds and a maximum of 40 seconds
- For two candidates, this task must be a minimum of 30 seconds and a maximum of 50 seconds

Task 2a

Prepare and perform Task 1 filmed as a **mid-shot**.

- Candidates perform either solo or in twos, the same as in Task 1
- The duration parameters are the same as Task 1
- The scenario must include the same prepared dialogue as in Task 1

Task 2b

Performed as a **non-verbal solo** only, and filmed as a **close-up**.

Think of the exact moment in Task 1 when your character reacts to the news and perform that moment as a 3-5 second non-verbal solo.

- Candidates must not look directly at the camera, but slightly beyond the side edge of the camera, focussing on the imagined other character (the parent/guardian)
- This task must be 3-5 seconds in duration, and performed solo, irrespective of whether candidates enter for the exam as a solo or in twos

Task 3

Performed **solo** only, and filmed as a **mid-shot**. Prepare and perform the following:

Speaking directly to the camera, describe something exciting that happens in a favourite story book or film.

- This task must be a minimum of 20 seconds and a maximum of 40 seconds

Task 4

Candidates prepare and present a response to questions based on the material presented. Each candidate must prepare a response to both of the following questions, relating to Task 1. Facing directly to camera, and filmed in mid-shot, candidates present their prepared responses to each question.

For exams with two candidates, present responses in turn. The total time taken to present both responses should be a minimum of 30 seconds, and not exceed 1 minute, per candidate.

Question 1: In Task 1, describe the location of the scenario. Question 2: In Task 1, describe how your character is feeling.

Debut | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform the chosen material, demonstrating an understanding of the content and meaning	1.1 Perform from memory with a sense of fluency and understanding of the character, meaning and mood 1.2 Demonstrate some ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate use of voice to reflect character, meaning and mood	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Demonstrate basic use of physicality appropriate to the character and mood 1.2 Demonstrate some ability to convey meaning and mood through facial expression and/or eyes, as relevant proximity to the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the feelings of the character portrayed, and the location of the scenario	Task 4

Entry Level | Grade Descriptors

Premiere / Debut

Distinction (85 marks and above)	The assessment criteria for the relevant grade and task were demonstrated to a consistently high standard throughout, or almost throughout. An understanding of content and meaning was consistently evident, with appropriate use of physicality, voice, face, and/or eyes to reflect character, mood and proximity to the camera. (Debut only) The candidate will have described their character's feelings and the location, in detail and with confidence.
Merit (65–84 marks)	The assessment criteria for the relevant grade and task were demonstrated to a secure standard for the majority. An understanding of content and meaning was generally evident. There was evidence of appropriate use of physicality, voice, face, and/or eyes to reflect character, mood and proximity to the camera, most of the time. (Debut only) The candidate will have given a secure description of their character's feelings and the location.
Pass (50–64 marks)	The assessment criteria for the relevant grade and task were demonstrated to an acceptable standard for the majority, or a secure standard some of the time. There was some evidence of appropriate use of physicality, voice, face, and/or eyes to reflect character, mood and proximity to the camera. There may have been evidence of more secure skills, but these were not sustained. (Debut only) The candidate communicated some understanding of their character's feelings and the location.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade and task were not demonstrated to an acceptable standard for the majority, or throughout. There was little or no evidence of appropriate use of physicality, voice, face, and/or eyes to reflect character, mood and proximity to the camera. (Debut only) There may have been very limited or no evidence of an understanding of their character's feelings and the location, or the response was not attempted.

Entry Level | Weighting

Premiere / Debut

Exam Section	Learning Outcome	Maximum marks
Task 1	LO1	10
	LO2	10
	LO3	10
Task 2 (a&b)	LO1	10
	LO2	10
	LO3	10
Task 3	LO1	10
	LO2	10
	LO3	10
Task 4 (Debut only)*	LO4	10

*Note that Premiere candidates do not undertake Task 4. For Premiere, total marks for Tasks 1-3 will be aggregated to a mark out of 100.

LEVEL 1

Grade 1 | Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 12 minutes)
- **Two candidates:** (Total Time Allowance: 15 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a published play, film screenplay, anthology of monologues/duologues, or a scene adapted from dialogue in a published novel. The scene must be filmed as a **wide shot**.

- For solo candidates, the monologue should be a minimum of 1 minute and no more than 1½ minutes
- For two candidates, the duologue should be a minimum of 1½ minutes and no more than 2 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 2a

Prepare and perform the following scenario, filmed as a **mid-shot**.

One or two characters are watching a sports match and their team is doing badly. They react to what is happening in the match.

- Candidates decide on who their character is, and must not play themselves
- The candidate(s) decide on the type of match, the character(s), and how they react
- For solo candidates, another (unseen) character may be included, or they may be on their own watching the match
- For two candidates, the scenario must be a duologue
- The scenario must include the use of voice and/or speech, and be a minimum of 30 seconds and a maximum of 45 seconds in duration

Task 2b

Performed as a non-verbal solo only, and filmed as a close-up shot.

Think of a moment in Task 2a when your character reacts to something the team has done. Perform a 3-5 second non-verbal scenario showing their reaction

- The candidate must not look directly at the camera, but look beyond the edge of the camera, focussing on the imagined moment in the match
- This task must be 3-5 seconds in duration, and performed solo, irrespective of whether candidates enter for the exam as a solo or in twos

Task 3: Devised Commercial

Devise, prepare and perform a commercial, speaking directly to the camera, filmed as either a wide shot or a mid-shot, based on **one** of the following titles:

1. The Comb That Changes Your Hair Colour.
2. The 'Borrow A Toy' Company.
3. Bargain Trips to The Moon.

- The commercial must be devised and prepared by the candidates
- For solo candidates, the commercial must be a minimum of 30 seconds and a maximum of 1 minute
- For two candidates, the commercial must be a minimum of 45 seconds and a maximum of 1½ minutes
- For two candidates, the candidates may interact with each other as well as speaking directly to camera

Task 4: Knowledge & Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and **one** question from List B, and prepare a response to their chosen questions.

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 1 minute, and not exceed 2 minutes per candidate.

List A: *Question 1: In Task 1, describe how your character is feeling in the scene*

Question 2: In Task 2a, describe how your character is feeling in the scenario.

List B: *Question 1: In Task 1, describe what is happening in the scene.*

Question 2: In Task 2a, describe what is happening in the match.

Grade 1 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with a sense of fluency 1.2 Demonstrate an understanding of character, meaning and mood 1.3 Demonstrate some ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate appropriate use of voice to reflect character, meaning and mood 1.2 Demonstrate some ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a physical response appropriate to the character and mood 1.2 Demonstrate a basic ability to convey meaning and mood through facial expression and/or eyes, as relevant to the character, situation and proximity to the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the feelings of the character portrayed, and what is happening, in one of the performed tasks	Task 4

Grade 2 | Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 13 minutes)
- **Two candidates:** (Total Time Allowance: 15 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a published play, film screenplay, anthology of monologues/duologues, or a scene adapted from dialogue in a published novel. The scene must be filmed as a **wide shot**.

- For solo candidates, the monologue should be a minimum of 1½ minutes and no more than 2½ minutes
- For two candidates, the duologue should be a minimum of 2 minutes and no more than 3 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 2a

Prepare and perform the following scenario, filmed as a **mid-shot**.

One or two characters discover a bird's nest in a tree, then they are amazed when two baby birds suddenly look out of the nest at them.

- The scenario must include the use of voice and/or speech, and be a minimum of 20 seconds and a maximum of 30 seconds in duration
- Candidates decide on who their character is, and must not play themselves
- Candidates decide on the location and how their character reacts
- For solo candidates: Your character may be with another (unseen) character, or be on their own
- For two candidates, the scenario must be a duologue

Task 2b

Performed as a **non-verbal solo** only, and filmed as a **close-up** shot.

Think of the exact moment in Task 2a when your character reacts. Perform a 3-5 second non-verbal scenario showing their reaction.

- The candidate must not look directly at the camera, but slightly beyond the side edge of the camera, focussing on the imagined bird's nest
- This task must be 3-5 seconds in duration, and performed solo, irrespective of whether candidates enter for the exam as a solo or in twos

Task 3: Devised commercial

Devise, prepare and perform a commercial, speaking directly to the camera, filmed as either a wide shot or a mid-shot, based on one of the following titles:

1. The Hat That Makes You Intelligent.
2. Bottled Water From Mars.
3. Shrinkable Furniture.

- The commercial must be devised and prepared by the candidates
- For solo candidates, the commercial must be a minimum of 40 seconds and a maximum of 1 minute
- For two candidates, the commercial must be a minimum of 1 minute and a maximum of 1½ minutes
- or two candidates, the candidates may interact with each other as well as speaking directly to camera

Task 4: Knowledge & Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and one question from List B, and prepare a response to their chosen questions.

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 1 minute, and not exceed 2 minutes per candidate.

List A: *Question 1: In Task 1, describe your character's feelings through the scene.*

Question 2: In Task 2a, describe your character's feelings and explain why they feel that way.

List B: Question 1: In Task 1, describe the location and what is happening in the scene.

Question 2: In Task 2a, describe the location of the scenario, and what was happening just before the character(s) saw the bird's nest.

Grade 2 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform two scenes from memory, with fluency and an understanding of meaning and mood 1.2 Demonstrate an awareness of situation, character and other characters in the space, as appropriate 1.3 Demonstrate some ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate appropriate use of voice to reflect character, meaning and mood 1.2 Demonstrate some ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a physical response appropriate to the character and situation 1.2 Demonstrate a basic ability to convey meaning and mood through facial expression and/or eyes, as relevant to the character, situation and proximity to the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the character's feelings and the context of one of the performed scenes	Task 4

Grade 3 I Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 15 minutes)
- **Two candidates:** (Total Time Allowance: 20 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a published play, film screenplay, anthology of monologues/duologues, or a scene adapted from dialogue in a published novel. The scene must be filmed as a **wide shot**.

- For solo candidates, the monologue should be a minimum of 1½ minutes and no more than 2½ minutes
- For two candidates, the duologue should be a minimum of 2 minutes and no more than 3 minutes

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 2a

Prepare and perform the following scenario, filmed as a **mid-shot**.

One or two characters are taking their pet to the vet. The vet (unseen) tells them what is wrong with their pet and they react and respond.

- For exams with one candidate, perform the scenario as a solo
- For exams with two candidates, perform the scenario together
- Note that the candidate(s) must be the owner(s) of the pet - the vet is unseen
- Candidates decide on who their character is, the pet, what has happened to the pet, and how their character reacts
- The scenario must include the use of voice and/or speech, and be a minimum of 30 seconds and a maximum of 1 minute

Task 2b

Performed as a **non-verbal solo** only, and filmed as a **close-up** shot.

*Think of the exact moment in Task 2a when your character reacts. Perform a **3-5 second non-verbal** scenario showing their reaction.*

- The candidate must not look directly at the camera, but slightly beyond the side edge of the camera, focussing on the imagined other character (the vet)
- This task must be 3-5 seconds in duration, and performed solo, irrespective of whether candidates enter for the exam as a solo or in twos

Task 3: Devised commercial

Devise, prepare and perform a commercial based on the following scenario, filmed as a mid-shot:

A character, or two characters, are skeptical that a certain product will work. They try it and it does. They are amazed and delighted. Then, speaking directly to the camera, they recommend it.

- For one candidate, the commercial must be a minimum of 40 seconds and a maximum of 1 minute
- For two candidates, the commercial must be a minimum of 1 minute and a maximum of 1 ½ minutes
- The candidates decide on the product, character(s), context and what happens in the commercial

Task 4: Knowledge & Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and **one** question from List B, and prepare a response to their chosen questions.

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 1 minute, and not exceed 2 minutes per candidate.

List A: *Question 1: In Task 1, describe your character's feelings and the reasons for them.*

Question 2: In Task 2a, describe your character's feelings and reactions in the scenario.

List B: *Question 1: In Task 1, what was the most challenging part of the performance for you, and why?*

Question 2: Compare the character you portrayed in Task 1 with the character you portrayed in Task 2a, describing any similarities and/or differences.

Grade 3 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with fluency and understanding of the meaning and mood 1.2 Demonstrate an awareness of character, situation and other characters as appropriate 1.3 Demonstrate some ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate appropriate use of vocal modulation to reflect character, meaning and mood 1.2 Demonstrate some ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a physical response appropriate to the character and situation 1.2 Demonstrate a basic ability to convey meaning and mood through facial expression and/or eyes, as relevant to the character, situation and proximity to the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the feelings of the characters portrayed, as well as similarities/ differences between characters portrayed or challenges of performance	Task 4

Level 1 (Grade 1-3) | Grade Descriptors

Distinction (85 marks and above)	The assessment criteria for the relevant grade and task were demonstrated to a consistently high standard throughout, or almost throughout. A full understanding of character and meaning was consistently evident. Relevant vocal and physical skills effectively complemented the performance, along with an ability to adjust nuances of performance in relation to the proximity of the camera. In their response to the selected questions, the candidate demonstrated a full understanding of the characters portrayed and (if applicable) performance challenges.
Merit (65–84 marks)	The assessment criteria for the relevant grade and task were demonstrated to a secure standard for the majority. A generally assured understanding of character and meaning was evident. Relevant vocal and physical skills complemented the performance most of the time, along with a generally secure ability to adjust nuances of performance in relation to the proximity of the camera. In their response to the selected questions, the candidate demonstrated a secure understanding of the characters portrayed and (if applicable) performance challenges.
Pass (50–64 marks)	The assessment criteria for the relevant grade and task were demonstrated to an acceptable standard for the majority, or a secure standard some of the time. Some understanding of character and meaning was evident. Relevant vocal and physical skills were sometimes evident, along with some ability to adjust nuances of performance in relation to the proximity of the camera. There may have been evidence of more secure skills, but these were not sustained. The candidate's response to the chosen questions was sound overall, but may have lacked understanding.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade and task were not demonstrated to an acceptable standard for the majority, or throughout. There may have been little or no understanding of character and meaning evident, and/or very limited or no evidence of relevant vocal and physical performance skills. An ability to adjust nuances of performance in relation to the proximity of the camera may not have been evident, or may have been extremely limited. The candidate's response to the selected questions revealed very limited understanding, or the response was not attempted.

Level 1 (Grades 1-3) | Weighting

Exam Section	Learning Outcome	Maximum marks
Task 1	LO1	10
	LO2	10
	LO3	10
Task 2 (a&b)	LO1	10
	LO2	10
	LO3	10
Task 3	LO1	10
	LO2	10
	LO3	10
Task 4	LO4	10

LEVEL 2

Grade 4 I Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 17 minutes)
- **Two candidates:** (Total Time Allowance: 23 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a published play, film screenplay, TV script, anthology of monologues/ duologues, or a scene adapted from dialogue in a published novel. The scene must be filmed as a **wide shot**.

- For solo candidates, the monologue should be a minimum of 2 minutes and no more than 3 minutes
- For two candidates, the duologue should be a minimum of 2½ minutes and no more than 3½ minutes

The candidate(s) introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 2a: Solo close-up extract

Prepare and perform a short extract from the scene in Task 1, reworked and filmed as a **close-up** shot.

- The extract must include some use of voice and/or speech, and be a minimum of 20 seconds and a maximum of 30 seconds in duration
- For two candidates:
  - one camera should still be used. The extract must be filmed twice, with the camera focussed on each candidate in turn, framed in close-up. An over-the-shoulder close-up is permitted
  - the candidate not in focus will not be assessed, but should still perform the extract as normal
  - different extracts may be chosen by each candidate

Task 2b: Non-verbal solo close-up

Filmed in **close-up**, perform a **non-verbal** scenario based on the following:

Your character reacts to news in a message received on a device.

- The scenario must be performed solo, irrespective of whether candidates enter for the exam as a solo or in twos
- The candidate decides on who their character is, and the contents of the message
- The candidate must introduce the scenario, stating who the character is, and the contents of the message, prior to the performance of this close-up task
- The scenario must be a minimum of 8 seconds and a maximum of 15 seconds in duration

Task 3

Prepare and perform the following scenario, filmed as a **mid-shot**.

Two characters are on the phone to each other, discussing a plan. Both appear to be enthusiastic, however, deep down, neither of them wants to go through with it.

- The candidate(s) may sit or stand, facing forward but not looking directly at the camera
- For two candidates, the characters are beside each other but in different locations (as if it was a split screen)
- For solo candidates, the scenario is the same. The candidate may select either role, speaking to the other (unseen) character on the phone
- The candidate(s) choose who the characters are, what plan they are discussing, and why each doesn't really want to go through with it but still wants to appear enthusiastic.
- The scenario must be between 40 seconds and 1 minute in duration
- If a mobile phone is used as a prop, it must be switched off

Task 4: Knowledge & Understanding

Candidates prepare and present a response to questions based on the material presented. Candidates select **one** question from List A, and **one** question from List B.

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 4 minutes per candidate.

List A: *Question 1: In Task 1, describe your character's feelings and reactions through the scene and the reasons for them.*

Question 2: In Task 2b, describe your character's feelings and reactions, and the reasons for them.

List B: *Question 1: In Task 1, describe the physicality of your character, including the reasons for their movement and/or body language.*

Question 2: In Task 3, describe your character's feelings during the phone call, as well as the relationship between the characters.

Grade 4 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with fluency and a sense of spontaneity 1.2 Demonstrate an understanding of the character's thoughts and feelings 1.3 Demonstrate an awareness of situation and other characters as appropriate 1.4 Demonstrate a developing ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate use of vocal skills to convey characterisation and mood 1.2 Demonstrate adequate breath support in response to the vocal demands of the scenes/scenarios 1.3 Demonstrate a developing ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a physical response appropriate to the character and situation 1.2 Demonstrate an ability to convey meaning and emotion through facial expression and/or eyes as appropriate 1.3 Demonstrate a developing ability to adjust nuances of physicality in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the characters portrayed, including feelings and reactions, and physicality or character relationships (as appropriate).	Task 4

Grade 5 I Content

Candidates may enter for the exam as follows:

- One candidate: (Total Time Allowance: 18 minutes)
- Two candidates: (Total Time Allowance: 25 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a published play, film screenplay, TV script, anthology of monologues/ duologues, or a scene adapted from dialogue in a published novel. The scene must be filmed as a **wide shot**.

- For solo candidates, monologues should be a minimum of 2 minutes and no more than 3 minutes
- For two candidates, duologues should be a minimum of 2½ minutes and no more than 4 minutes

The candidate(s) must introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 2a: Solo close-up extract

Prepare and perform a short extract from the scene in Task 1, reworked and filmed as a **close-up**.

- The extract must include some use of voice and/or speech, and be a minimum of 20 seconds and a maximum of 30 seconds in duration.
- For two candidates:
  - The extract must be filmed twice, with the camera focussed on each candidate in turn, framed in close-up
  - An over-the-shoulder close-up is permitted
  - The candidate not in focus will not be assessed, but should still perform the extract as normal
  - Different extracts may be chosen by each candidate

Task 2b: Non-verbal solo close-up

Perform a **non-verbal** scenario, filmed in **close-up**, based on the following:

Your character is waiting for something

- The scenario must be **performed solo**, irrespective of whether candidates enter for the exam as a solo or in twos
- Candidates interpret this scenario as they choose, ie, they decide on the character, context, and what it is their character is waiting for
- The candidate must **introduce the scenario**, stating who the character is and what they are waiting for prior to the performance of this close-up task
- The scenario should be a minimum of 10 seconds and a maximum of 20 seconds in duration

Task 3

Prepare and perform the following scenario, filmed as a mid-shot:

Two characters are sitting side by side in a train. They have recently had an argument, and are still angry with each other. The argument is not mentioned at first - they are talking about something else, but we can sense tension in the air. During the scenario we see a change in the mood when one says or does something to appease the other.

- Candidates should sit facing forwards, but must not look directly at the camera
- The candidate(s) decide on the characters and their relationship, what they have argued about, and what leads to the change in mood
- For solo candidates, the scenario is the same. The candidate should direct their speech to the other, unseen, character
- For solo candidates, the scenario must be between 30 seconds and 1 minute in duration
- For two candidates, the scenario must be between 40 seconds and 1 minute in duration

Task 4: Knowledge and Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and **one** question from List B, and prepare a response to their chosen questions

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 4 minutes per candidate.

List A: *Question 1: In Task 1, describe the feelings and overall objectives of the character you portrayed.*

Question 2: In Task 3, describe the feelings and overall objectives of the character you portrayed.

List B: *Question 1: In rehearsals/preparation for Task 2a, what did you find most challenging, and how did you meet that challenge?*

Question 2: In rehearsals/preparation for Task 3, what did you find most challenging, and how did you meet that challenge?

Grade 5 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with fluency and a sense of spontaneity 1.2 Demonstrate an understanding of the character's feelings and overall objectives 1.3 Demonstrate an awareness of situation and other characters as appropriate 1.4 Demonstrate a developing ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate use of vocal skills to convey characterisation, intention and mood 1.2 Demonstrate adequate breath support in response to the vocal demands of the scene/scenario 1.3 Demonstrate a developing ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a physical response appropriate to the character and situation 1.2 Demonstrate an ability to convey character, emotions and reactions through facial expression and/or eyes as appropriate 1.3 Demonstrate a developing ability to adjust nuances of physicality in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the feelings and overall objectives of one of the characters portrayed, and rehearsal challenges.	Task 4

Level 2 (Grade 4-5) | Grade Descriptors

Distinction (85 marks and above)	The assessment criteria for the relevant grade and task were demonstrated to a consistently high standard throughout, or almost throughout. A detailed understanding of character and overall objectives was evident through use of a wide range of relevant vocal and physical performance skills. The performances had a sense of spontaneity, and there was consistent evidence of an ability to adjust nuances of performance in relation to the proximity of the camera. The candidate demonstrated excellent understanding and awareness in response to the chosen questions.
Merit (65–84 marks)	The assessment criteria for the relevant grade and task were demonstrated to a secure standard throughout, or for the majority. An understanding of character and overall objectives was evident through use of a range of relevant vocal and physical performance skills. A sense of spontaneity, along with a developing ability to adjust nuances of performance in relation to the proximity of the camera, was evident most of the time. The candidate demonstrated secure understanding and awareness in response to the chosen questions.
Pass (50–64 marks)	The assessment criteria for the relevant grade and task were demonstrated to an acceptable standard for the majority, or a secure standard some of the time. An understanding of character and overall objectives was sometimes evident, through use of a relatively narrow range of relevant vocal and physical performance skills. There was a sense of spontaneity at times, along with some evidence of a developing ability to adjust nuances of performance in relation to the proximity of the camera. There may have been evidence of more secure skills, but these were not sustained. The candidate's response to the chosen questions was sound, but may have lacked understanding and awareness.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade and task were not demonstrated to an acceptable standard for the majority, or throughout. There was limited or no evidence of an understanding of character, overall objectives, and/or a sense of spontaneity. There may also have been little or no evidence of relevant vocal and physical performance skills. There was very limited or no evidence of a developing ability to adjust nuances of performance in relation to the proximity of the camera. The candidate's response to the selected questions revealed very limited understanding, or the response was not attempted.

Level 2 (Grades 4-5) | Weighting

Exam Section	Learning Outcome	Maximum marks
Task 1	LO1	10
	LO2	10
	LO3	10
Task 2 (a&b)	LO1	10
	LO2	10
	LO3	10
Task 3	LO1	10
	LO2	10
	LO3	10
Task 4	LO4	10

LEVEL 3

Grade 6 I Content

Candidates may enter for the exam as follows:

- One candidate: (Total Time Allowance: 20 minutes)
- Two candidates: (Total Time Allowance: 35 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a play or film screenplay, filmed as a **wide shot**.

- For solo candidates, monologues should be a minimum of 2 minutes and no more than 3 minutes
- For two candidates, duologues should be a minimum of 2½ minutes and no more than 3½ minutes

The candidate(s) must introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 2a: Solo close-up extract

Prepare and perform a short extract from the scene in Task 1, reworked and filmed as a **close-up**.

- The extract must include some use of voice and/or speech, and be a minimum of 20 seconds and a maximum of 40 seconds in duration
- For two candidates:
  - The extract must be filmed twice, with the camera focussed on each candidate in turn, framed in close-up
  - An over-the-shoulder close-up is permitted
  - The candidate not in focus will not be assessed, but should still perform the extract as normal
  - Different extracts may be chosen by each candidate

Task 2b: Non-verbal solo close-up

Perform a **non-verbal** scenario, filmed in **close-up**, based on the following:

Your character is pleased because they have achieved something.

- The scenario must be **performed solo**, irrespective of whether candidates enter for the exam as a solo or in twos
- Candidates should interpret this scenario as they choose, ie, they decide on who the character is, the context, and what the character has achieved
- The candidate must **introduce the scenario**, stating the character, context, and what the character has achieved, prior to the performance of this close-up task
- The scenario should be a minimum of 10 seconds and a maximum of 30 seconds in duration

Task 3

Perform a scene from a play, film screenplay, or TV script. The scene must be filmed as a **mid-shot**.

- For solo candidates, monologues should be a minimum of 45 seconds and no more than 1 minute
- For two candidates, duologues should be a minimum of 1 minute and no more than 1½ minutes
- The scene must provide a contrast with the scene performed in Task 1, in at least two of the following ways:
  – theme, character, situation, mood, historical period, writing style

The candidate(s) must introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 4: Knowledge and Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and **one** question from List B, and prepare a response to their chosen questions

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 4 minutes per candidate.

List A: *Question 1: In Task 1, describe your character's objectives in the scene, and the character's role within the entire play or screenplay from which the scene is taken.*

Question 2: In Task 3, describe your character's objectives in the scene, and the character's role within the entire play, screenplay or TV script from which the scene is taken.

List B: *Question 1: In rehearsals/preparation for Task 2a, what processes did you use to enable you to adjust your performance for the close-up shot?*

Question 2: In rehearsals/preparation for Task 2b, what processes did you use to help you develop an understanding of your character?

Grade 6 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with fluency and a sense of spontaneity 1.2 Communicate an understanding of characterisation, text and subtext 1.3 Communicate an understanding of the world of the character, including situation and other characters, as appropriate 1.4 Demonstrate an ability to adjust nuances of performance in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate use of vocal skills to convey subtleties of characterisation and mood 1.2 Maintain adequate vocal support in response to the demands of the scenes/ scenarios 1.4 Demonstrate an ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a physical response appropriate to the character and situation 1.2 Demonstrate an ability to use facial expression and/or eyes to convey internalised emotions and credible reactions, as appropriate 1.3 Demonstrate an ability to adjust nuances of physicality in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the characters portrayed, context and rehearsal processes	Task 4

Grade 7 I Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 25 minutes)
- **Two candidates:** (Total Time Allowance: 35 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a play or film screenplay, filmed as a **wide shot or mid-shot**.

- For solo candidates, monologues should be a minimum of 2 minutes and no more than 3 minutes
- For two candidates, duologues should be a minimum of 2½ minutes and no more than 3½ minutes

The candidate(s) must introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance

Task 2a: Solo close-up extract

Prepare and perform a short extract from the scene in Task 1, reworked and filmed as a **close-up**.

- The extract must include some use of voice and/or speech, and be a minimum of 20 seconds and a maximum of 40 seconds in duration
- For two candidates:
  - The extract must be filmed twice, with the camera focussed on each candidate in turn, framed in close-up
  - An over-the-shoulder close-up is permitted
  - The candidate not in focus will not be assessed, but should still perform the extract as normal
  - Different extracts may be chosen by each candidate

Task 2b: Non-verbal solo close-up

Filmed in **close-up**, perform a **non-verbal** scenario based on the following:

Your character is anxious about something.

- The scenario must be **performed solo**, irrespective of whether candidates enter for the exam as a solo or in twos
- Candidates should interpret this scenario as they choose, ie, they decide on who the character is, the context, and why the character is anxious
- The candidate must **introduce the scenario**, stating the character, context, and what the character is anxious about, prior to the performance of this close-up task
- The scenario should be a minimum of 10 seconds and a maximum of 30 seconds in duration.

Task 3a

Perform a scene from a play, film screenplay, or TV script. The scene must be filmed as a mid-shot.

- For solo candidates, monologues should be a minimum of 45 seconds and no more than 1½ minutes
- For two candidates, duologues should be a minimum of 1 minute and no more than 1½ minutes
- The scene must provide a contrast with the scene performed in Task 1, in at least two of the following ways:
  – theme, character, situation, mood, historical period, writing style

The candidate(s) must introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 3b: Commercial

Perform **one** of the commercial scripts for Grade 7 found on page 65.

- For solo candidates, select a solo commercial
- For two candidates, select a duologue commercial
- The choice of camera shot for this task is that of the candidate(s)

Task 4: Knowledge and Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and **one** question from List B, and prepare a response to their chosen questions

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 2 minutes, and not exceed 4 minutes per candidate.

List A: *Question 1: In Task 1, explain your character's objectives in the scene and how these change or develop. Also, explain your character's role within the context of the play or film screenplay from which the scene was taken.*

Question 2: In Task 3a, explain your character's objectives in the scene and how these change or develop. Also, explain your character's role within the context of the play, screenplay or TV script from which the scene is taken.

List B: *Question 1: Select either Task 3a or 3b. Explain how the writer's style influenced your performance and the rehearsal process for that task.*

Question 2: In rehearsals/preparation for Task 2b, what processes did you use to help you develop an understanding of your character?

Grade 7 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with a sense of spontaneity and realism 1.2 Communicate an authentic interpretation of text, subtext, and character 1.3 Communicate an understanding of the world of the character, including situation and other characters, as appropriate 1.4 Demonstrate an ability to adjust nuances of performance in relation to the proximity of the camera, including the internalisation of thoughts and emotions where appropriate	Tasks 1, 2 (a & b), 3 (a & b)
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate use of vocal skills to convey truthful and dynamic subtleties of characterisation and mood 1.2 Maintain adequate vocal support in response to the demands of the scenes/ scenarios 1.3 Demonstrate an ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3 (a & b)
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a convincing physical response appropriate to the character and situation 1.2 Demonstrate an ability to use facial expression and/or eyes to convey internalised emotions and credible reactions, as appropriate 1.3 Demonstrate an ability to adjust nuances of physicality in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3 (a & b)
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate an understanding of the characters portrayed, context and/ or rehearsal processes	Task 4

Grade 8 I Content

Candidates may enter for the exam as follows:

- **One candidate:** (Total Time Allowance: 30 minutes)
- **Two candidates:** (Total Time Allowance: 45 minutes)

Note: Each task must be recorded separately. Prior to the performance of each and every task, candidates state their name(s), the grade they are taking, and the task number, to camera. For younger candidates, this can be done by the camera phone operator.

Task 1

Perform a scene from a play or film screenplay, filmed as a **wide shot or mid-shot**.

- For solo candidates, monologues should be a minimum of 2 minutes and no more than 3 minutes
- For two candidates, duologues should be a minimum of 2½ minutes and no more than 4 minutes

The candidate(s) must introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance

Task 2a: Solo close-up extract

Prepare and perform a short extract from the scene in Task 1, reworked and filmed as a **close-up**.

- The extract must include some use of voice and/or speech, and be a minimum of 20 seconds and a maximum of 40 seconds in duration
- For two candidates:
  - The extract must be filmed twice, with the camera focussed on each candidate in turn, framed in close-up
  - An over-the-shoulder close-up is permitted
  - The candidate not in focus will not be assessed, but should still perform the extract as normal
  - Different extracts may be chosen by each candidate

Task 2b: Non-verbal solo close-up

Filmed in close-up, perform a **non-verbal** scenario based on the following:

Your character is very upset about something.

- The scenario must be **performed solo**, irrespective of whether candidates enter for the exam as a solo or in twos
- Candidates should interpret this scenario as they choose, ie, they decide on who the character is, the context, and why they are very upset
- The candidate must **introduce the scenario**, stating the character, context, and what the character is anxious about, prior to the performance of this close-up task
- The scenario should be a minimum of 10 seconds and a maximum of 30 seconds in duration

Task 3a

Perform a **direct address monologue** from a play, film screenplay or TV script, filmed in **close-up**.

- The monologue must be written as a direct address to the audience, and filmed as a direct address to the camera, in close-up
- The monologue must be performed solo, irrespective of whether candidates enter for the exam as a solo or in twos, and be a minimum of 45 seconds and no more than 1½ minutes in duration
- The monologue must provide a contrast with the scene performed in Task 1, in at least two of the following ways:
  – theme, character, situation, mood, historical period, writing style

The candidate(s) should introduce their scene, stating the title, author, character(s) and a brief outline of the context of the scene, prior to the performance.

Task 3b: Commercial

Perform **one** of the commercial scripts for Grade 8 found on page 69.

- For solo candidates, select a solo commercial
- For two candidates, select a duologue commercial
- The choice of camera shot for this task if that of the candidate(s)

Task 4: Knowledge and Understanding

Candidates prepare and present a response to questions based on the material presented.

Candidates select **one** question from List A, and **one** question from List B, and prepare a response to their chosen questions

Facing directly to camera, and filmed in mid-shot, candidates announce their chosen questions followed by presenting their prepared responses to each question.

For exams with two candidates, present responses in turn.

The total time taken to present both responses should be a minimum of 3 minutes, and not exceed 5 minutes per candidate.

List A: *Question 1: In Task 1, explain your character's objective in the scene* **and** *their super-objective in the play or film screenplay from which the scene is taken*

Question 2: In Task 3a, explain your character's objective in the scene and their super-objective in the play, screenplay or TV script from which the scene is taken.

List B: *Question 1: Select either Task 1 or Task 3a. Explain what techniques or processes you used in rehearsal to help develop your character for performance.*

Question 2: In Tasks 2a and 2b, what would you say was the most challenging aspect for you when acting in close-up, and what techniques or processes did you use in rehearsal/preparation to help you meet that challenge?

Grade 8 | Assessment Criteria

Learning Outcome	Assessment Criteria	Exam Section
Learning Outcome 1: Perform from memory, demonstrating an understanding of the content and meaning of the chosen material	1.1 Perform from memory with a sense of spontaneity and realism 1.2 Communicate an authentic and mature interpretation of text, subtext, and character 1.3 Communicate a mature understanding of the world of the character, including situation and other characters, as appropriate 1.4 Demonstrate an ability to adjust nuances of performance in relation to the proximity of the camera, including the internalisation of thoughts and emotions where appropriate	Tasks 1, 2 (a & b), 3 (a & b)
Learning Outcome 2: Use vocal skills in response to the material being presented	1.1 Demonstrate use of vocal skills to convey truthful and dynamic subtleties of characterisation and mood 1.2 Maintain adequate vocal support in response to the demands of the scenes/ scenarios 1.3 Demonstrate a mature ability to adjust nuances of vocal delivery in relation to the proximity of the camera	Tasks 1, 2 (a), 3 (a & b)
Learning Outcome 3: Use face and body in response to the material being presented	1.1 Communicate a convincing physical response appropriate to the character and situation 1.2 Demonstrate an ability to use facial expression and/or eyes to convey internalised emotions and believable reactions, as appropriate 1.3 Demonstrate a mature ability to adjust nuances of physicality in relation to the proximity of the camera	Tasks 1, 2 (a & b), 3 (a & b)
Learning Outcome 4: Demonstrate an understanding of the chosen material, including content, context and role (as appropriate)	1.1 Communicate a mature understanding of the characters portrayed, context and/ or rehearsal processes	Task 4

Level 3 (Grade 6-8) | Grade Descriptors

Distinction (85 marks and above)	The assessment criteria for the relevant grade and task were demonstrated to an advanced standard throughout, or almost throughout. An authentic and convincing interpretation of the chosen material was evident. Performances were realistic, with subtleties of characterisation, mood, and an innate sense of spontaneity evident, through dynamic use of a wide range of relevant vocal and physical performance skills. An ability to use facial expression and/or eyes to convey internalised emotions and realistic reactions was consistently evident and appropriate. The candidate's responses to the questions were mature, insightful and detailed, revealing excellent understanding.
Merit (65–84 marks)	The assessment criteria for the relevant grade and task were demonstrated to a secure standard overall. An authentic interpretation of the chosen material was generally evident. Performances were mostly realistic, with subtleties of characterisation, mood, and a sense of spontaneity often evident, although these may have lacked consistency. There was evidence of dynamic use of a range of relevant vocal and physical performance skills for the majority. An ability to use facial expression and/or eyes to convey internalised emotions and realistic reactions was mostly evident and appropriate. The candidate demonstrated secure understanding and awareness in response to the chosen questions.
Pass (50–64 marks)	The assessment criteria for the relevant grade and task were demonstrated to an acceptable standard overall. There may have been evidence of more secure skills, but these were not sustained. An authentic interpretation of the chosen material was sometimes evident. Performances may have been realistic at times, with subtleties of characterisation, mood, and a sense of spontaneity evident, although these will have lacked consistency. There was evidence of use of a relatively narrow range of relevant vocal and physical performance skills. An ability to use facial expression and/or eyes to convey internalised emotions and realistic reactions was evident at times. The candidate's response to the chosen questions was sound overall, but may have lacked some understanding and awareness.
Unclassified (0–49 marks)	The assessment criteria for the relevant grade and task were not demonstrated to an acceptable standard for the majority of the time, or throughout.There was limited or no evidence of an authentic interpretation of the chosen material. Performances may have lacked credibility, a sense of spontaneity and subtleties of characterisation and mood for the majority, or throughout. There was limited or no evidence of relevant vocal and physical performance skills. An ability to use facial expression and/or eyes to convey internalised emotions and realistic reactions was not evident, or was very limited. The candidate's response to the selected questions revealed very limited understanding, or the response was not attempted.

Level 3 | Weighting

Grade 6

Exam Section	Learning Outcome	Maximum marks
Task 1	LO1	10
	LO2	10
	LO3	10
Task 2 (a&b)	LO1	10
	LO2	10
	LO3	10
Task 3	LO1	10
	LO2	10
	LO3	10
Task 4	LO4	10

Grade 7-8

Exam Section	Learning Outcome	Maximum marks
Task 1	LO1	10
	LO2	10
	LO3	10
Task 2 (a & b)	LO1	10
	LO2	10
	LO3	10
Task 3 (a & b)	LO1	10
	LO2	10
	LO3	10
Knowledge and Understanding	LO4	10

Screen Acting Commercial Scripts

(Grade 7, Grade 8)

GRADE 7

SOLO COMMERCIAL - Wonder Cloth

Script written and devised by Claire Huckle

(We open on our hero who looks tired and dishevelled. In a dressing gown and slippers, our hero comes towards the kitchen door and yawns.

They slowly come to a halt at the glass kitchen door, where we see them look into the messy kitchen. Plates, spilt drinks and food are everywhere. It may be have been the morning after the night before or just the result of a busy week.

The whole ad is filmed like a spaghetti western. They push the kitchen door open with both hands, and it swings behind them like a saloon door. (This can be mimed.)

Character:

OK dirt, this kitchen ain't big enough for the both of us .

(Our hero reaches for a standard anti-bac spray and the trusty 'Wonder Cloth' from their dressing gown belt. Focused and determined they triumphantly clean all areas of the kitchen with the spray and the 'Wonder Cloth'.

This can be performed as joyful and creatively as the candidate wishes.

The job is done. The kitchen looks pristine. They blow the top of the spray bottle, then spin the 'Wonder Cloth' around, putting it proudly back into their belt. They smile.)

Character:

Don't mess with the Wonder Cloth!

(That was easy (and even fun) they think. They sit with their feet up reading a magazine. Life is good again.)

(The final written slogan in this commercial would be "The Wonder Cloth. Here's to 'Wonder - ful days!")

GRADE 7

SOLO COMMERCIAL - HydraGo H20 Moisturiser

Script written and devised by Claire Huckle

(We open to our main character, who talks to camera in a warm, educational and honest tone.)

Character:

My three main secrets to healthy, glowing skin? Firstly, I eat a healthy diet. Secondly, I drink plenty of water. Thirdly, my key ingredient to amazing skin is that I moisturise daily with HydraGo H20. (They hold the product up to camera)

This multitasking lotion is an anti-aging serum, moisturizer, and sunscreen in one. Packed with line smoothers, hydrators, and broad-spectrum SPF 30, making it the only product you need in your morning skincare routine.

HydraGo H20 contains emulsions of oil and water that help replenish hydration, keeping moisture in skin and dryness out. It guards the skin barrier, keeping skin youthful, defending against inflammation and damage. It also protects your skin from harmful UV rays, no matter the season. It's even been proven to reduce dark spots, fine lines, and wrinkles over time.

(Character takes some moisturiser out of bottle and rubs on face. This can be mimed).

No more do I have to worry about signs of dehydration, irritation and redness. It's quick, easy and lasts all day!

(In a whispered smile)

HydraGo H20 – make it your secret.

GRADE 7

DUOLOGUE COMMERCIAL - Air Wave X Fan

Script Written and Devised by Claire Huckle

(Past Me and Future Me are both on an online call together. They are sitting in the same office. Each character is facing the camera head on, as if they are talking into their computer screens.)

Past Me: Hello I'm me.

Future Me: Hello I'm future me.

Past Me: How are things?

Future Me: Who me? I'm fine! And you?

Past Me: Me? I'm boiling. Really need to get some better airflow in here.

Future Me: Ah, I used to feel like you.

Past Me: Me?

Future Me: Yes, every day. Until I bought the new Air Wave X.

Past Me: What's that?

Future Me: It's a simple, powerful, and reliable fan that can move huge amounts of air without making too much noise. It's designed to circulate all of the air in your room better than an oscillating fan, and without the distraction of the constant clamour.

Past Me: The what? (Past Me turns off their fan.)

Future Me: The constant noise.

Past Me: Oh. Pricey I bet? Way out of my budget.

Future Me: Actually, It's one of the most affordable fans on the market.

Past Me: How big is it? My office space is quite small, as you know.

Future Me: It's very compact–not much bigger than a football. And it's even backed by a three-year warranty.

Past Me: Is it super techy and hard to use?

Future Me: It doesn't have any gimmicks, like a remote or a timer. Its minimalist design makes it easy to use and, equally important, easy to clean and maintain. I know how you like to keep things tidy! You're such a perfectionist.

Past Me: Me? Stop it. You know me so well!

Present Me: You really can't go wrong with the Air Wave X, so go on treat yourself!

(The final written slogan in this commercial would be "Air Wave X. It's the 'wave' forward)

GRADE 7

DUOLOGUE COMMERCIAL - Purfect Cat Food

Script Written and Devised by Claire Huckle

(Note that the candidates may react to the cat's dialogue without it being heard, or the cat's dialogue may be spoken by the unseen camera operator. We open to a pair of flat mates having breakfast around the table. Flat mate A is reading a magazine, dressed ready to go to work and Flat mate B is busy making breakfast. Flat mate lowers the magazine and looks around.)

FM A: Have you fed the cat yet?

FM B: No, I haven't seen him this morning.

(All of a sudden the cat appears, looks up to them both and states in a very serious tone:)

Cat: 'Hey guys, we need to talk'

(The friends are shocked and taken off guard. The tone of the cat makes them feel like naughty children:)

Cat: 'Why do you keep buying this rubbish?'

(The pair look bewildered and take a few moments to compose themselves, before attempting to undertake this answer, they look at each other slightly confused and shrug...)

FM A: Well, because it's on offer...

FM B: We're trying to budget at the moment you see.

(They watch their cat reply, staring in utter disbelief)

Cat: 'Well you can buy Purfect for the same cost, it's better for me and more environmentally friendly. Don't you guys know anything?'

FM A: Er ... sorry Ginger... you never said.

FM B: We didn't think ...

FM A: We'll buy Purfect from now on...

FM B: Definitely ...

(Both friends look guilty. The cat responds.)

'I'm moving out until this matter is sorted'.

(The flat mates watch the cat leave the flat in disbelief. They urgently grab their things and head out the door to the supermarket.)

FM A&B: What! No ginger... wait!

(The final written slogan in this commercial would be "Your cat matters. Purfection matters. Buy Purfect.")

GRADE 8

SOLO COMMERCIAL - Eucalyptus Car Insurance

Script written and devised by Claire Huckle

(We open to an employee of Eucalyptus Car Insurance. They are wearing their work uniform and looking professional and tidy. They are wearing a headpiece as if they are ready to take calls from customers. Their tone is warm, dependable and reliable. They speak to camera.)

Eucalyptus Employee:

Here at Eucalyptus Insurance we are recognised as one of the best multi-car providers in the UK.

Why?

We are a multinational insurance company that serves over 33 million customers. We offer all levels of car insurance, from fully comprehensive to third party, fire, and theft.

Our brilliant comprehensive insurance not only covers loss or damage to the owner's vehicle, but also on liability, uninsured drivers, vehicle recovery, driving other cars, legal costs and motor injury. It even comes with an individual no claim discount.

We are currently offering a 10% multi-car discount, where our valued customers can insure up to five vehicles under one policy registered at the same address.

For those who need insurance for work, no problem, our business vehicle insurance is highly recommended, as it provides coverage for people who travel between different locations.

So, look no further than us.

Stay safe.

Stay protected.

Stay with Eucalyptus.

GRADE 8

SOLO COMMERCIAL - Cool Breeze – A gender-neutral fragrance.

Script written and devised by Claire Huckle

(We see our character smartly dressed in a crisp white shirt. Looking like they are preparing for an interview, they sit at a bus stop waiting for their bus. Carrying a briefcase in one hand, and their immaculate looking CV in the other. They look professional and ready to impress.

The character practices their hand shake along with their greeting in different ways, for example:)

"Great to meet you", "Hello, pleasure to meet you" etc.

(Note that the candidate can improvise up to three greetings of their choice.

They suddenly see the bus arriving, and show a mixture of apprehension and confidence. They stand and wave the bus down on the curb.

To their horror the bus pulls up and splashes them from head to toe in a muddy puddle.

Shocked and soaking. They reluctantly wave the bus on, and sit back down. Panicked and upset they seem to have lost all confidence. Note that the candidate can include dialogue here, if desired.

They then have a brain wave; they smile and open their briefcase. We watch them pull out a trendy blue bottle and spray themselves with the gender-neutral fragrance Cool Breeze. They breathe a sigh of relief and we watch them relax. They smell gorgeous.

The next bus arrives and they wave it down in a confident and relaxed manner.

(The final written slogan in this commercial would be "Cool Breeze. Keeping you cool in every situation".)

GRADE 8

DUOLOGUE COMMERCIAL – Gleeful Retreats. Holiday Park.

Script written and devised by Claire Huckle

(We open at a hairdressing salon, where a customer is having their haircut by one of the hairdressers.

We see a customer sitting in a chair looking at themselves in the mirror, whilst having a trim. The hairdresser standing behind them with a pair of scissors.)

Hairdresser: Going anywhere nice on your holiday this year?

Customer: We are indeed, we've booked with the same company we went with last year.

Hairdresser: Oh right! Where's that then?

Customer: Just down the road actually.

(The hairdresser looks confused, but carries on cutting and smiles.)

Hairdresser: Lovely.

Customer: It is! We've booked with Gleeful Retreats again.

Hairdresser: I've heard of those, there's loads aren't there?

Customer: There's 15 locations all across the UK – and each one is totally unique. Actually, their latest retreat opened just an hour down the road from here, so we are going to check it out.

Hairdresser: What are you staying in?

Customer: In the Glee House. Well essentially it's a luxury tree house, but you can stay in a fabulous chalet or even try a bit of glamping.

(Hairdresser puts down the scissors.)

Hairdresser: Amazing.

Customer: It is. All of their retreats offer the same great features. There's so many outdoor activities and entertainment programmes - we never got bored! Each retreat has a massive 300 acres of natural landscapes to explore and there's a huge water sports lake as well.

Hairdresser: What if it rains?

Customer: Not a problem. There are indoor sports facilities, swimming pools and an amazing spa, which apparently has won awards. They've even got a hairdressing salon!

(The Hairdresser looks intrigued.)

Hairdresser: Really? And is it Self Catering?

Customer: There are amazing cooking facilities, but there's also an incredible variety of wonderful restaurants with tasty dishes to tuck into.

Hairdresser: Sounds too good to be true. What are the details again?

Customer: Just check out their website at Gleeful Retreats.com

Hairdresser: I will and I may well see you there!

(They both smile.)

(The final written slogan in this commercial would be "Gleeful Retreats. Too good to be true!")

GRADE 8

DUOLOGUE COMMERCIAL – The Skylar E-Drive Car Commercial

Script written and devised by Claire Huckle

(We reveal two friends in a park. Character A is sat on a bench reading a newspaper. Character B goes to join them.)

A: Hey! How are you doing?

B: It's arrived...

A: What has? *(B looks at the article)* Oh the new E – Drive!

B: The new Skylar. What a thing of beauty!

A: It's amazing, from all angles. Never has an electric car come along and done onboard luxury better than this.

B: This car combines four-wheel drive and a commanding outright performance level with SUV-level space, convenience and usability.

A: But what really makes it stand out is how superbly hushed, comfortable and refined it is.

B: It even comes with state-of-the-art technology too, with the potential for 150kW public rapid charging, combined with an everyday range of between 200- and 250 miles on a charge.

A: New bumpers and spoilers. Aero wheels and arches.

B: *(Reading)* 'The spacious interior exudes quality', the leather seats look incredible...

A: and the driving position is first-rate. You can even pick your own ambient lighting colour.

B: No way?!

A: I don't think there is no more luxurious electric car in the world than this one...

B: How would you know?

A: Fancy a ride?!

(A clicks their car key to open this exact car behind them. We see The Skylar E-Drive flash it's lights in an inviting manner.)

(B looks around in disbelief.)

(The final written slogan in this commercial would be "The new Skylar E-Drive. Why wouldn't you?")