

MUSICAL THEATRE

SYLLABUS SPECIFICATION **PREMIERE-GRADE 8**





Musical Theatre Syllabus Specification

PREMIERE TO GRADE 8

Revised: May 2020

The assessment and grading criteria have been revised from May 2020. Candidates and teachers are advised to refer to the Revision History on page 69



All supporting material can be downloaded from
www.rslawards.com

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Supporting Audio & Video

In addition to the syllabus specification, we have also provided supporting audio and video to give teachers and candidates additional help and guidance when studying for a PAA exam.



Access the supporting content at:

www.rslawards.com/performance-arts/syllabus

All teachers and candidates should use the supporting audio and video alongside this syllabus specification before taking a PAA exam.

Contents

Specification at a Glance

- 3 Acknowledgements
- 5 Table of Contents
- 6 Total Qualification Time
- 6 Assessment Summary

Section A: Qualification Summary

- 7 A.1 Aims and Broad Objectives
- 7 A.2 Progression
- 7 A.3 Qualification Structure
- 7 A.4 Entry Requirements

Section B: Assessment Information

- 7 B.1 Assessment Methodology
- 7 B.2 Expectation of Knowledge, Skills and Understanding
- 7 B.3 Quality Assurance

Section C: Candidate Access and Registration

- 8 C.1 Access and Registration
- 8 C.2 Recommended Prior Learning

Section D: Complaints and Appeals

- 8 D Complaints and Appeals

Section E: Equal Opportunities

- 8 E Equal Opportunities

Section F: Contacts for Help & Support

- 8 F Contact Information

PAA Musical Theatre Overview

- 9 PAA Musical Theatre Overview
- 10 Introduction to PAA Musical Theatre
- 10 The value of RSL Qualifications
- 10 RSL and UCAS
- 10 Safeguarding including Health & Safety
- 11 Period of Operation
- 11 Estimated Examination Time
- 11 Examination Levels and Recommended Ages
- 11 Uniform for a PAA Examination

Marking Guidance

- 13 Learning Outcomes
- 14 Attainment Bands
- 14 Assessment Weighting
- 15 Grading Criteria

Unit Specifications

- 18 Musical Theatre Exam Structure
- 20 Premiere
- 22 Debut
- 25 Grade 1
- 29 Grade 2
- 33 Grade 3
- 37 Grade 4
- 41 Grade 5
- 45 Grade 6
- 49 Grade 7
- 53 Grade 8

Acting Technical Skills Demonstration – Scenarios for Grades 1–5

- 58 Level 1: Grade 1–3
- 59 Level 2: Grade 4–5

Singing Technical Skills Demonstration – Example Song Extracts and Repertoire

- 61 Grade 1
- 62 Grade 2
- 63 Grade 3
- 64 Grade 4
- 66 Grade 5
- 67 Grade 6

69 Revision History

Total Qualification Time Allocations for Graded Examinations

Qualification	Guided Learning Hours	Practice Hours	Total Qualification Time	Credit Value
Premiere	8	22	30	3
Debut	10	30	40	4
Grade 1	12	48	60	6
Grade 2	16	64	80	8
Grade 3	18	82	100	10
Grade 4	20	110	130	13
Grade 5	24	126	150	15
Grade 6	26	144	170	17
Grade 7	30	160	190	19
Grade 8	40	200	240	24

Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination 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 Descriptor, and types of evidence required for the unit.
Bands of Attainment	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.

SECTION A: QUALIFICATION SUMMARY

A.1 Aims and Broad Objectives

The aim of the Musical Theatre qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Musical Theatre.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in the Under 16, 16+, 16–18, and 19+ age groups.

A.2 Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams, and for that reason industry professionals are confident that candidates achieving the highest level of graded qualifications will have the skills necessary to work in other areas of the business.

A.3 Qualification Structure

A graded qualification consists of a range of both practical and knowledge based tasks which are based on detailed requirements outlined in the relevant syllabus.

Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

A.4 Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Musical Theatre grades, please visit the RSL website at www.rslawards.com

SECTION B: ASSESSMENT INFORMATION

B.1 Assessment Methodology

The graded examinations in Musical Theatre are assessed through three components:

- Performance
- Technical Skills Demonstration
- Understanding and Reflection

Premiere candidates are assessed on their:

- Performance: Acting, Singing, Dancing [90% of marks]
- Understanding and Reflection [10% of marks]

Debut to Grade 8 candidates are assessed on their:

- Performance: Acting, Singing, Dancing [60% of marks]
- Technical skills [30% of marks]
- Understanding and Reflection [10% of marks]

B.2 Expectations of Knowledge, Skills and Understanding

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

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

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

B.3 Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

SECTION C: CANDIDATE ACCESS AND REGISTRATION

C.1 Access and Registration

The qualifications will:

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

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world. Dates will be published on the website at www.rslawards.com

C.2 Recommended Prior Learning

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

SECTION D: COMPLAINTS AND APPEALS

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website www.rslawards.com

SECTION E: EQUAL OPPORTUNITIES POLICY

RSL's Equal Opportunities policy can be found on the RSL website www.rslawards.com

SECTION F: CONTACTS FOR HELP & SUPPORT

All correspondence should be directed to:

RSL
Harlequin House
Ground Floor
7 High Street
Teddington
Middlesex
TW11 8EE

Or paa@rslawards.com

Overview

The Performance Arts Awards (PAA) examinations are an ideal way for teachers and students to measure, assess and reward progress throughout the year. Performance Arts Awards are a part of the RSL family, awarding the Contemporary Arts in music through Rockscool and the Performing Arts through PAA.

Introduction

Musical Theatre exams encourage the development of learners within a group performance. RSL was the first examination board to assess group performances in Musical Theatre, awarding each candidate an individual grade and certification.

Candidates are required to demonstrate their practical skills through a group performance and a technical skills demonstration, and to demonstrate their understanding through a discussion with the examiner.

Candidates taking a PAA examination will not only gain practical performance skills but are also encouraged to reflect on their performance and the rehearsal process, developing their understanding of the material, characters, and the creative choices made on and off the stage. RSL is proud to offer an accessible exam for all candidates, encouraging development of well-rounded and highly skilled performers. PAA encourage creativity; the performance material selected is of free choice to the teacher or candidates. Candidates perform acting, singing and dancing throughout the examination in a format that can be tailored to suit each centre and its students.

The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabi, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabi, examinations and resources.

Safeguarding including Health & Safety

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. An outline of these is provided on the website:

► www.rslawards.com/about-us/safeguarding

A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.

RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for University entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:

► www.rslawards.com/about-us/ucas-points

Period of Operation

This syllabus specification covers Musical Theatre Graded Examinations from May 2020.

NOTE: The assessment and grading criteria have been revised from May 2020. Candidates and teachers are advised to refer to the Revision History on page 69

Estimated Examination Time

(based on groups of eight candidates):

- **PREMIERE:**
Performance: 6–8 minutes
Understanding & Reflection: 10 minutes
- **DEBUT:**
Performance: 8–10 minutes
Technical Skills Demonstration and
Understanding & Reflection: 20 minutes
- **GRADE 1:**
Performance: 10–12 minutes
Technical Skills Demonstration and
Understanding & Reflection: 25 minutes
- **GRADE 2:**
Performance: 12–14 minutes
Technical Skills Demonstration and
Understanding & Reflection: 25 minutes
- **GRADE 3:**
Performance: 14–16 minutes
Technical Skills Demonstration and
Understanding & Reflection: 25 minutes
- **GRADE 4:**
Performance: 16–18 minutes
Technical Skills Demonstration and
Understanding & Reflection: 30 minutes
- **GRADE 5:**
Performance: 18–20 minutes
Technical Skills Demonstration and
Understanding & Reflection: 30 minutes
- **GRADE 6:**
Performance: 20–23 minutes
Technical Skills Demonstration and
Understanding & Reflection: 35 minutes
- **GRADE 7:**
Performance: 23–26 minutes
Technical Skills Demonstration and
Understanding & Reflection: 40 minutes
- **GRADE 8:**
Performance: 26–30 minutes
Technical Skills Demonstration and
Understanding & Reflection: 45 minutes

Please note: Estimated examination times may vary accordingly to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

Examination Levels

PAA Musical Theatre examinations are offered at four levels:

- **ENTRY LEVEL** – Premiere and Debut
- **LEVEL 1:** Grades 1–3
- **LEVEL 2:** Grades 4–5
- **LEVEL 3:** Grades 6–8

Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

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

Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to Health & Safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes or bare feet is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

Marking Guidance

Learning Outcomes, Attainment Bands, Weighting and Grading Criteria

The examination is marked with credits awarded through:

- Performance and Understanding and Reflection for Premiere candidates
- Performance, Technical Skills Demonstration, and Understanding and Reflection for Debut to Grade 8 candidates

LEARNING OUTCOMES

LEARNING OUTCOMES		
PREMIERE CANDIDATES		
Learning Outcomes	Exam Section	Percentage of final mark
Learning Outcome 1: The learner will perform in a group piece of musical theatre	Group Performance	90%
Learning Outcome 3: The learner will understand individual content and context in musical theatre	Understanding and Reflection	10%

LEARNING OUTCOMES		
DEBUT TO GRADE 8 CANDIDATES		
Learning Outcomes	Exam Section	Percentage of final mark
Learning Outcome 1: The learner will perform in a group piece of musical theatre	Group Performance	60%
Learning Outcome 2: The learner will demonstrate technical skills relevant to musical theatre	Technical Skills Demonstration	30%
Learning Outcome 3: The learner will understand individual content and context in musical theatre	Understanding and Reflection	10%

ATTAINMENT BANDS

The attainment bands for Musical Theatre graded examinations are as follows:

ATTAINMENT BANDS	
Unclassified	0–49%
Pass	50–64%
Merit	65–84%
Distinction	85% and above

ASSESSMENT WEIGHTING

The weighting for each component is described below:

ASSESSMENT WEIGHTING	
Exam Section	Assessment Criteria Weighting
Group Performance	Performance 60% Technique 40%
Technical Skills Demonstration (Debut – Grade 8 only)	Technique 60% Performance 40%
Understanding and Reflection	Understanding and Reflection 100%

GRADING CRITERIA

Grading Criteria for each component of the exam are described below.

They must be read in conjunction with the specific assessment criteria for the relevant grade/discipline.

Please refer to the content specification for each grade.

PERFORMANCE		
KNOWLEDGE, SKILLS AND UNDERSTANDING		
Acting	Singing	Dancing
An understanding of the text is expected at all grades, and accurate word memory from Debut. As grades progress, requirements include interpretation, an understanding of character, emotions, subtext, period, style and a sense of spontaneity.	An understanding of the meaning and mood of the song is expected at all grades. As grades progress, requirements include an awareness of character, intention, dynamic variation, communication to the audience and stylistic understanding.	An understanding of the mood of the music is expected at all grades. As grades progress, requirements include characterisation, musical interpretation, communication to the audience and stylistic understanding.

PERFORMANCE			
GRADING CRITERIA			
Unclassified	Pass	Merit	Distinction
0–9	10–12	13–16	17–20
The assessment criteria for performance at the relevant grade and discipline was not demonstrated to an acceptable standard for the majority of the time, or throughout. There was limited or no evidence of interpretative awareness.	The assessment criteria for performance at the relevant grade and discipline was demonstrated to an acceptable, or mostly acceptable, standard. Generally sound interpretative awareness evident. A satisfactory presentation of work.	The assessment criteria for performance at the relevant grade and discipline was demonstrated to a proficient, or mostly proficient, standard. Assured interpretative awareness evident most of the time. A secure presentation of work.	The assessment criteria for performance at the relevant grade and discipline was demonstrated to a consistently high standard throughout, or almost throughout. Strong interpretative awareness evident. A sustained and convincing presentation of work.

TECHNIQUE		
KNOWLEDGE, SKILLS AND UNDERSTANDING		
Acting	Singing	Dancing
Use of facial expression and voice, appropriate to the meaning and mood of the text is expected at all grades. As grades progress, requirements include vocal modulation, projection, phrasing, physical characterisation, movement and gesture.	Audibility is expected at all grades. As grades progress, requirements include timing, pitch, rhythmic awareness, articulation, phrasing, intonation, breath control and resonance.	Coordination and timing is expected at all grades. As grades progress, requirements include rhythmic and spatial awareness, control, alignment, core stability, balance and dynamic variation.

TECHNIQUE			
GRADING CRITERIA			
Unclassified	Pass	Merit	Distinction
0–9	10–12	13–16	17–20
The assessment criteria for technique at the relevant grade and discipline was not demonstrated to a satisfactory standard throughout, or most of the time. There was limited or no evidence of technical accuracy.	The assessment criteria for technique at the relevant grade and discipline was demonstrated to a satisfactory, or mostly satisfactory, standard. A technically acceptable presentation of work.	The assessment criteria for technique at the relevant grade and discipline was demonstrated to a proficient, or mostly proficient, standard. A technically secure presentation of work.	The assessment criteria for technique at the relevant grade and discipline was demonstrated to a consistently high standard throughout, or almost throughout. A technically strong presentation of work.

UNDERSTANDING AND REFLECTION
KNOWLEDGE, SKILLS AND UNDERSTANDING
Through answers to the questions, a general understanding of the Group Performance piece is expected at all grades. As the grades progress, requirements include an understanding of characters, context, rehearsal processes, stylistic features of the performance and critique of candidate's own performance.

UNDERSTANDING AND REFLECTION			
GRADING CRITERIA			
Unclassified	Pass	Merit	Distinction
0–9	10–12	13–16	17–20
The assessment criteria for Understanding and Reflection at the relevant grade was not demonstrated for the majority of the time, or throughout. Limited, or no answers to questions evident.	The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a satisfactory standard. Generally acceptable answers to questions.	The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a proficient standard. Generally secure answers to questions.	The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a high standard throughout. Consistently insightful answers to questions.

Unit specifications

Content:

The skills and understanding required at each grade.

The Musical Theatre content is divided into:

- **two** examined components at Premiere;
 - The Performance
 - Understanding & Reflection
- **three** examined components at Debut to Grade 8;
 - The Performance
 - Technical Skills Demonstration
 - Understanding & Reflection

Assessment Criteria:

Criteria against which the candidate is assessed

Learning Outcome:

A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

1 PERFORMANCE

The performance consists of a group piece of musical theatre, performed from memory, in which candidates perform a range of acting, singing and dancing throughout. Performances can include candidates from **Premiere to Grade 8** and must have a **minimum of two** candidates.

There are two Performance format options:

Group Exam

This is typically a class of candidates at a similar grade level. Candidates **must** perform for the specified duration per grade. If the Group Exam consists of candidates at different grades, the performance must meet the minimum duration for the highest grade in the group. A Group Exam can be extracts from musicals or original work. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.** If there are more than eight candidates in the group the performance must be repeated.

OR Show Exam

This is typically a large group/whole school of more than 25 candidates. Candidates **must** perform for the minimum duration required at the grade for which they are entered. A Show Exam can be a full production of a musical, a variety show consisting of extracts from musicals or original work. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.**

Please contact RSL for assistance with selecting a Performance format option most appropriate to your centre.

Notes for Groups Exams and Show Exams:

- All candidates must wear their allocated candidate number on the **front and back** of their clothing throughout the performance
- Candidates must perform a range of acting, singing and dancing throughout
- A member of staff **must be present** for the performance component of the examination
- Both performance formats can include students who are not exam candidates as long as the minimum number of exam candidates has been met
- A member of staff must operate the music playback equipment
- The school's uniform is sufficient, however, costume and props are permitted
- An audience is permitted

2 TECHNICAL SKILLS DEMONSTRATION

Prior to, or following the performance, each candidate will undertake the Technical Skills Demonstration. This consists of acting, singing or dancing skills demonstrated through a series of short exercises designed to be achievable during a class warm up or technical workshop over a number of weeks.

- **PREMIERE** – There is no Technical Skills Demonstration
- **DEBUT** – The Technical Skills Demonstration gives candidates the opportunity to share imaginative ideas and build confidence in an exam setting
- **GRADES 1–5** – Candidates will prepare any **one** of the technical skills as chosen by the **Teacher** (either acting OR singing OR dancing). All candidates will demonstrate technical skills from the **same** discipline
- **GRADES 6–8** – Candidates will choose and prepare any **one** of the technical skills

The Technical Skills Demonstration is performed to the examiner in groups. From Debut to Grade 5, **all** candidates in the **same** group will demonstrate technical skills in the **same** discipline. From Grades 6 to 8, candidates will specialise by demonstrating technical skills in **one** discipline of **their choice**.

Candidates may be arranged into even smaller groups where necessary, e.g. in order to perform different song extracts appropriate to vocal range.

As students progress through the grades, the time, length, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills Demonstration can be found in the content description for each grade.

A member of staff **must** be present for any component of the examination that requires the operation of music playback equipment. A member of staff **must** be present throughout Singing and Dancing Technical Skills Demonstrations to operate the music and/or to provide a starting note or clapping rhythm where necessary. Staff must **not** direct, lead or influence the candidates in any way. For the Acting Skills Demonstration, a member of staff does not need to be present.

An audience is **not** permitted for the Technical Skills Demonstration.

3 UNDERSTANDING AND REFLECTION

The examination is concluded with an Understanding and Reflection discussion facilitated by the examiner. Candidates will be asked to share ideas on the given topic based on the performance seen in the examination. As students progress through the grades, the questions become more complex, and include a discussion about the rehearsal process and the importance of the technical skills required for each discipline.

The understanding and reflection discussion must take place **after** the Performance and Technical Skills Demonstration.

Candidates undertake the Understanding and Reflection component of the examination in the same groups as their Technical Skills Demonstration

An audience is **not** permitted for the Understanding and Reflection component of the examination.

Please note that a member of staff does not need to be present for the Understanding and Reflection component of the examination.

Suggested Repertoire

PAA exams encourage creativity and do not make any compulsory recommendations for material selection. However, each performance is required to adhere to the required performance duration. Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific grade they are entering. Performance Arts Awards have a catalogue of repertoire and a list of performance ideas. The repertoire can be accessed via our website: www.rslawards.com/performance-arts



General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

Centres must provide examiners with an adequate table, chair, lighting and refreshments. Examiners must not sit in close proximity to the audience at any time.

Centres must provide an appropriate space to conduct a Musical Theatre examination and at least one room in addition to the performance space to conduct the Technical Skills Demonstration and Understanding and Reflection components of the examination. A member of staff **must** be present for the Performance component of the examination. A member of staff **must** be present for any component of the examination that requires the operation of music playback equipment or a starting note or clapped rhythm to be provided. A member of staff **must** be on hand to support the organisation of candidates and to chaperone candidates from the examination once completed.

The nature of each performance will be unique to your particular centre, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material in all three disciplines.

Staff must not lead, direct or influence the candidates during any component of the examination, and the examiner reserves the right to stop the examination in such instances. A reasonable level of prompting is permitted at Premiere only.

Candidates must be arranged into groups for the Technical Skills Demonstration and Understanding and Reflection components by the **teacher in advance of the examination day**. For advice regarding candidate grouping please contact RSL.

ENTRY LEVEL

PREMIERE | CONTENT

1 PERFORMANCE

A Group Exam performance must be a **minimum of six minutes** and a **maximum of eight minutes** in duration.

A Show Exam performance must be a **minimum of six minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. An appropriate level of prompting is acceptable and will not have a negative impact on the candidate's final grade. Staff must not lead, teach or take part in the performance.

Acting

Candidates must have a **minimum of one solo spoken line**. Narration is acceptable.

Singing

Candidates must perform **as a group for a minimum of a verse and a chorus**.

Dancing

Candidates must perform a **collection of basic dance steps as a group for a minimum of a verse and chorus**.

2 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The character's appearance
- The candidate's favourite part of the performance

PREMIERE | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Entry Level Award in Musical Theatre Performance – Entry 2
Level	Entry Level 2
Credit Value	3
Guided Learning Hours	8
Total Qualification Time	30

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic use of facial expression and voice appropriate to meaning and mood <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic understanding of what is happening in the scene <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a basic ability to sing the melody and lyrics audibly <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of the meaning of the song ■ Perform with focus <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic coordination and timing <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of the mood of the music
Learning Outcome 3:	
The learner will understand individual content and context in musical theatre	<p>Give a brief description on a given topic relevant to the performance, including:</p> <ul style="list-style-type: none"> ■ The character's appearance ■ The candidate's favourite part of the performance

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

ENTRY LEVEL**DEBUT | CONTENT****1 PERFORMANCE**

A Group Exam performance must be a **minimum of eight minutes** and a **maximum of 10 minutes** in duration.

A Show Exam performance must be a **minimum of eight minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Prompting is no longer permitted. Staff must not lead, teach or take part in the performance.

Acting

Candidates must have a **minimum of one solo spoken line**. Narration is acceptable.

Singing

Candidates must perform **as a group for a minimum of a verse and a chorus**.

Dancing

Candidates must perform a **collection of basic dance steps as a group for a minimum of a verse and chorus**.

2 TECHNICAL SKILLS DEMONSTRATION

Debut candidates are introduced to the Technical Skills Demonstration element of the PAA exams through storytelling and improvisation.

Candidates will be arranged into **groups** (maximum **eight** candidates). Each group will be given a character from the following list:

- Lion
- Witch
- Monkey
- Clown

Candidates will be provided with the opportunity to develop their character through improvised movement and characterisation. Candidates will be asked to portray the assigned character to the set music provided by RSL. Candidates should aim to show creativity and characterisation throughout the music.

Download the set PAA Debut Technical Skills Music at www.rslawards.com/performance-arts

A member of staff must be present to support the organisation of the students and operation of the music during the technical skills assessment.

For further guidance please visit: www.rslawards.com

DEBUT | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The candidate's favourite part of the performance
- Character relationships



DEBUT | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Entry Level Award in Musical Theatre Performance – Entry 3
Level	Entry Level 3
Credit Value	4
Guided Learning Hours	10
Total Qualification Time	40

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic use of facial expression, voice and movement appropriate to character and situation <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic understanding of character and situation ■ Perform from memory (LO1 Group Performance only) <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a basic ability to sing the melody and lyrics audibly and with a sense of intonation <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of the meaning of the song ■ Deliver lyrics from memory <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic coordination and timing <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of the mood of the music ■ Perform with confidence
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, Debut candidates will be assessed on the Acting assessment criteria (technique and performance), as above.
Learning Outcome 3:	
The learner will understand individual content and context in musical theatre	<p>Give a basic description on a given topic relevant to the performance, to include:</p> <ul style="list-style-type: none"> ■ The candidate's favourite part of the performance ■ Character relationships

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 1**GRADE 1 | CONTENT****1 PERFORMANCE**

A Group Exam performance must be a **minimum of 10 minutes** and a **maximum of 12 minutes** in duration.

A Show Exam performance must be a **minimum of 10 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of two solo spoken lines**.

Singing

Candidates must perform a **full song as a group for a minimum of one minute**.

Dancing

Candidates must perform a **range of dance steps as a group for a minimum of one minute**.

Continued over >

GRADE 1 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **All candidates will demonstrate the same skill.**

Acting Technical Skill

The examiner will arrange the candidates into pairs or threes, and give each pair/three a scenario and characters. **Note that candidates should be prepared to perform their given scenario with any other candidate(s) in their group.**

Candidates will be required to perform the given scenario.

Each scenario is expected to last between 30 and 45 seconds.

The examiner may stop the performance if the maximum time limit is exceeded.

► See page 58 for a full list of Grade 1 scenarios.

Candidates and teachers must familiarise themselves with all scenarios in preparation for the examination.

Singing Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to sing **one prepared song extract lasting between 30 and 45 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Male/Female Vocals Grade 1 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

► See page 61 for Grade 1 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoo! Vocals Grade 1 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds.** Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Jumps or leaps

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 1 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Character's appearance
- Challenges of performance
- Character relationships
- Mood of the chosen pieces



GRADE 1 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 1 Award in Musical Theatre Performance – Grade 1
Level	Level 1
Credit Value	6
Guided Learning Hours	12
Total Qualification Time	60

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Speak audibly and with clarity of diction ■ Demonstrate basic use of facial expression and movement appropriate to character and mood <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic understanding of the character's situation and feelings ■ Perform from memory <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a basic ability to sing the lyrics and melody audibly and in tune ■ Demonstrate a sense of timing and rhythm <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of the meaning and mood of the song ■ Deliver lyrics from memory with expression <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic coordination, timing and rhythmic awareness <p>Performance:</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of characterisation and the mood of the music ■ Perform with confidence
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics will be chosen by the examiner in the examination)</p> <ul style="list-style-type: none"> ■ Character's appearance ■ Challenges of performance ■ Character relationships ■ Mood of the chosen pieces

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 1**GRADE 2 | CONTENT****1 PERFORMANCE**

A Group Exam performance must be a **minimum of 12 minutes** and a **maximum of 14 minutes** in duration.

A Show Exam performance must be a **minimum of 12 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of three solo spoken lines**.

Singing

Candidates must perform a **full song as a group for a minimum of one minute**.

Dancing

Candidates must perform a **range of dance steps as a group for a minimum of one minute**.

Continued over >

GRADE 2 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **All candidates will demonstrate the same skill.**

Acting Technical Skill

The examiner will arrange the candidates into pairs or threes, and give each pair/three a scenario and characters. **Note that candidates should be prepared to perform their given scenario with any other candidate(s) in their group.**

Candidates will be required to perform the given scenario.

Each scenario is expected to last between 30 and 45 seconds.

The examiner may stop the performance if the maximum time limit is exceeded.

► See page 58 for a full list of Grade 2 scenarios.

Candidates and teachers must familiarise themselves with all scenarios in preparation for the examination.

Singing Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to sing **one prepared song extract lasting between 30 and 45 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Male/Female Vocals Grade 2 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance.
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

► See page 62 for Grade 2 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoo! Vocals Grade 2 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds.** Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Jumps or leaps
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 2 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The character's feelings
- Character relationships in the performance
- The context of the performance
- Challenges in the performance



GRADE 2 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 1 Award in Musical Theatre Performance – Grade 2
Level	Level 1
Credit Value	8
Guided Learning Hours	16
Total Qualification Time	80

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic use of... <ul style="list-style-type: none"> – vocal projection, diction and modulation – facial expression and movement ...appropriate to character and mood <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic understanding of the character's situation and feelings ■ Perform from memory with focus <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a basic ability to sing the lyrics and melody audibly and with a sense of intonation ■ Demonstrate a sense of timing, rhythm and pulse <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of character, meaning, and the mood of the song ■ Deliver lyrics from memory with expression and focus <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic coordination, timing, rhythmic and spatial awareness <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of characterisation and the mood of the music ■ Perform from memory with fluency
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Give a description on a given topic relevant to the Group Performance, including: (two of the following topics will be chosen by the examiner in the examination):</p> <ul style="list-style-type: none"> ■ The character's feelings ■ Character relationships ■ The context of the performance ■ Challenges in the performance

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 1**GRADE 3 | CONTENT****1 PERFORMANCE**

A Group Exam performance must be a **minimum of 14 minutes** and a **maximum of 16 minutes** in duration.

A Show Exam performance must be a **minimum of 14 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of four solo spoken lines**.

Singing

Candidates must perform a **full song as a group for a minimum of one minute**.

Dancing

Candidates must perform a **range of dance steps as a group for a minimum of one minute**.

GRADE 3 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **All candidates will demonstrate the same skill.**

Acting Technical Skill

The examiner will arrange the candidates into pairs or threes, and give each pair/three a scenario and characters. **Note that candidates should be prepared to perform their given scenario with any other candidate(s) in their group.**

Candidates will be required to perform the given scenario.

Each scenario is expected to last between 30 and 45 seconds.

The examiner may stop the performance if the maximum time limit is exceeded.

► See page 58 for a full list of Grade 3 scenarios.

Candidates and teachers must familiarise themselves with all scenarios in preparation for the examination.

Singing Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to sing **one prepared song extract lasting between 30 and 45 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoool Male/Female Vocals Grade 3 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance.
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

► See page 63 for Grade 3 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoool Vocals Grade 3 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds.** Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Jumps or leaps
- Front kicks
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 3 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The character's emotions
- Challenges faced during the performance
- Character relationships in the performance
- Processes used in the rehearsal to help to learn and remember the piece



GRADE 3 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 1 Award in Musical Theatre Performance – Grade 3
Level	Level 1
Credit Value	10
Guided Learning Hours	18
Total Qualification Time	100

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic use of... <ul style="list-style-type: none"> – vocal projection, diction and modulation – facial expression, movement and gesture ...appropriate to character and mood <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a basic interpretation of character, with understanding of situation and feelings ■ Perform from memory with fluency and focus <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a basic ability to sing the lyrics and melody audibly and with a sense of intonation ■ Demonstrate a sense of timing, rhythm, pitch and pulse <p>Performance:</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of character, meaning, and the mood of the song ■ Deliver lyrics from memory with expression, focus, fluency and some use of dynamics <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate basic: <ul style="list-style-type: none"> – coordination, control and body alignment – timing, rhythm and spatial awareness <p>Performance:</p> <ul style="list-style-type: none"> ■ Communicate a basic awareness of characterisation and the mood of the music ■ Perform from memory with fluency and expression
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Give a description on a given topic relevant to the Group Performance, including: <i>(two of the following topics will be chosen by the examiner in the examination)</i></p> <ul style="list-style-type: none"> ■ The character's emotions ■ Challenges of performance ■ Character relationships ■ Processes used in rehearsal to help learn and remember the piece

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 2

GRADE 4 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a **minimum of 16 minutes** and a **maximum of 18 minutes** in duration.

A Show Exam performance must be a **minimum of 16 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of five solo spoken lines**.

Singing

Candidates must perform a **minimum of four bars of solo or duo singing**. Group singing is also required.

Dancing

Candidates must perform a **variety of dance steps as a group for a minimum of two minutes**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo or duo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 4 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **All candidates will demonstrate the same skill.**

Acting Technical Skill

The examiner will arrange the candidates into pairs or threes, and give each pair/three a scenario and characters. **Note that candidates should be prepared to perform their given scenario with any other candidate(s) in their group.**

The examiner will also provide each candidate with a **character status** to be considered during the technical skills demonstration.

Each scenario is expected to last between 45 and 60 seconds.

The examiner may stop the performance if the maximum time limit is exceeded.

► See page 59 for a full list of Grade 4 scenarios.

Candidates and teachers must familiarise themselves with all Grade 4 scenarios in preparation for the examination.

Singing Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to sing **one prepared song extract lasting between 45 and 60 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoool Male/Female Vocals Grade 4 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

► See page 64 for Grade 4 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoool Vocals Grade 4 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to demonstrate a **prepared technical combination lasting between 45 and 60 seconds.** Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side kicks
- Front step leap
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above. Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 4 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Historical context of piece
- Background to playwright/composer
- Challenges of performance
- Similarities and differences between characters in the piece



GRADE 4 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 2 Certificate in Musical Theatre Performance – Grade 4
Level	Level 2
Credit Value	13
Guided Learning Hours	20
Total Qualification Time	130

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate developing use of... <ul style="list-style-type: none"> – vocal projection, diction, modulation and phrasing – facial expression, movement and gesture ...to reflect character and mood <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a developing interpretation of character, with understanding of situation and feelings ■ Demonstrate an awareness of the performance environment, including setting, other characters and audience, as appropriate ■ Perform from memory with fluency and focus <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a developing ability to: <ul style="list-style-type: none"> – sing the lyrics and melody audibly and with a sense of pitch and intonation – maintain rhythm, timing, articulation and phrasing <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a developing awareness of characterisation, meaning and mood ■ Deliver lyrics from memory with expression, fluency, commitment and use of dynamics <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate developing: <ul style="list-style-type: none"> – coordination, control and body alignment – timing, rhythm, spatial awareness and use of dynamics <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a developing interpretation of the meaning and mood of the music ■ Perform from memory with fluency and expression
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Describe and summarise on a given topic relevant to the Group Performance, including: <i>(two of the following topics will be chosen by the examiner in the examination)</i></p> <ul style="list-style-type: none"> ■ Historical context of the piece ■ Background to playwright/composer ■ Challenges of performance ■ Similarities and differences between characters in the piece

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 2

GRADE 5 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a **minimum of 18 minutes** and a **maximum of 20 minutes** in duration.

A Show Exam performance must be a **minimum of 18 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of six solo spoken lines**.

Singing

Candidates must perform a **minimum of four bars of solo or duo singing**. Group singing is also required.

Dancing

Candidates must perform a **variety of dance steps as a group for a minimum of two minutes**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo or duo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 5 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **All candidates will demonstrate the same skill.**

Acting Technical Skill

The examiner will arrange the candidates into pairs or threes, and give each pair/three a scenario and characters. **Note that candidates should be prepared to perform their given scenario with any other candidate(s) in their group.**

The examiner will also provide each candidate with a **character objective** to be considered during the technical skills demonstration.

Each scenario is expected to last between 45 and 60 seconds.

The examiner may stop the performance if the maximum time limit is exceeded.

► See page 59 for a full list of Grade 5 scenarios.

Candidates and teachers must familiarise themselves with all Grade 5 scenarios in preparation for the examination.

Singing Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to sing **one prepared song extract lasting between 45 and 60 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoool Male/Female Vocals Grade 5 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities
- Must not be the same as previously heard in the performance.
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

► See page 66 for Grade 5 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoool Vocals Grade 5 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to demonstrate a **prepared technical combination lasting between 45 and 60 seconds.** Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side kicks
- Front step leap
- Travelling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 5 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Character's objectives in the piece
- Challenges faced during the performance
- Historical context of piece
- Rehearsal processes used to prepare vocally and physically for performance
- Rehearsal processes used to develop character



GRADE 5 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 2 Certificate in Musical Theatre Performance – Grade 5
Level	Level 2
Credit Value	15
Guided Learning Hours	24
Total Qualification Time	150

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate developing use of... <ul style="list-style-type: none"> – vocal projection, diction, modulation, pace and phrasing – facial expression, movement, gesture and body language ...to reflect character, mood and environment <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a developing interpretation of character, with understanding of situation and feelings ■ Demonstrate an increased awareness of the performance environment, including setting, other characters and audience, as appropriate ■ Perform from memory with fluency and focus <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate a developing ability to: <ul style="list-style-type: none"> – sing the lyrics and melody audibly – maintain a sense of pitch and intonation – maintain rhythm, timing, articulation and phrasing <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a developing awareness of characterisation, meaning and mood ■ Deliver lyrics from memory with expression, fluency, commitment and dynamic variation <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate developing: <ul style="list-style-type: none"> – coordination, control and body alignment – timing, rhythm, spatial awareness and dynamic variation <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate a developing musical interpretation and understanding of character and mood ■ Perform from memory with fluency, commitment and communication to the audience
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Describe and summarise on a given topic relevant to the Group Performance, including: <i>(two of the following topics will be chosen by the examiner in the examination)</i></p> <ul style="list-style-type: none"> ■ The character's objectives in the piece ■ Historical context ■ Challenges of performance ■ Rehearsal processes used to prepare vocally and physically for performance ■ Rehearsal processes used to develop an understanding of the character

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 3

GRADE 6 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a **minimum of 20 minutes** and a **maximum of 23 minutes** in duration.

A Show Exam performance must be a **minimum of 20 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of eight solo spoken lines**.

Singing

Candidates must perform a **minimum of eight bars of solo singing**. Group singing is also required.

Dancing

Candidates must perform a **complex variety of dance steps as a group for a minimum of three minutes**. Candidates are also required to perform **a minimum of four bars as a solo, pair, or trio**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 6 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer and allow candidates to specialise in one discipline. The Technical Skills Demonstration focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below.

Acting Technical Skill

Candidates must perform **one monologue lasting between 45 and 60 seconds** or **one duologue lasting between 60 and 75 seconds**.

The chosen material should provide a contrast to the performance piece, differing in theme, mood, style or period. Monologues/duologues must be from a published play, or alternatively, the lyrics from a musical theatre song could be performed as a monologue/duologue. Candidates should state the play or song title, author and character's name at the start of the monologue/duologue.

Singing Technical Skill

Candidates will be arranged into **groups** (maximum **four** candidates) and will be required to sing **one prepared song extract lasting between 60 and 75 seconds**.

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Male/Female Vocals Grade 6 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities
- Must not be the same as previously heard in the performance.
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

► See page 67 for Grade 6 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoo! Vocals Grade 6 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **groups** (maximum **four** candidates) and will be required to demonstrate a **prepared technical combination lasting between 60 and 75 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side step leap
- Single pirouette
- Travelling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 6 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The style of the piece and how that style was achieved
- Analysis of techniques used in the rehearsal process
- Historical context
- Critique of own performance
- Warm-up techniques



GRADE 6 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 3 Certificate in Musical Theatre Performance – Grade 6
Level	Level 3
Credit Value	17
Guided Learning Hours	26
Total Qualification Time	170

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate accomplished use of... <ul style="list-style-type: none"> – vocal projection, diction, modulation, pace and phrasing – facial expression, movement, gesture and body language ...to reflect character, mood and situation <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished interpretation of character, with understanding of emotions, text and subtext ■ Demonstrate a clear awareness of the performance environment, including setting, other characters and audience, as appropriate ■ Perform from memory with fluency, focus and a sense of spontaneity <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate an accomplished ability to maintain... <ul style="list-style-type: none"> – assured sense of pitch, intonation and projection – rhythm, timing, articulation and phrasing ...in response to the demands of the song <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished awareness of characterisation, meaning, mood and style ■ Deliver lyrics from memory with commitment, fluency, expression and dynamic variation <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate accomplished: <ul style="list-style-type: none"> – coordination, control, alignment and balance – timing, rhythm, spatial awareness and dynamic variation <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished interpretation of the music with an understanding of character, mood and choreographic intent ■ Perform from memory with fluency, commitment and communication to the audience
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Analyse and evaluate on a given topic relevant to the Group Performance, including: <i>(two of the following topics will be chosen by the examiner in the examination)</i></p> <ul style="list-style-type: none"> ■ The style of the piece and how that style was achieved ■ Analysis of techniques used in the rehearsal process ■ Historical context ■ Critique of own performance ■ Warm-up techniques

Please note:

The grading criteria for all grades has been revised from May 2020. Teachers and candidates are advised to refer to the Marking Guidance section on page 12.

LEVEL 3**GRADE 7 | CONTENT****1 PERFORMANCE**

A Group Exam performance must be a **minimum of 23 minutes** and a **maximum of 26 minutes** in duration.

A Show Exam performance must be a **minimum of 23 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of nine solo spoken lines**.

Singing

Candidates must perform a **minimum of eight bars of solo singing**. Group singing is also required, with **evidence of harmony** in delivery.

Dancing

Candidates must perform a **complex variety of dance steps as a group for a minimum of three minutes**. Candidates must also perform a **minimum of eight bars as a solo, pair or trio**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 7 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer and allow candidates to specialise in one discipline. The Technical Skills Demonstration focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below.

Acting Technical Skill

Candidates are required to perform **one monologue lasting between 45 to 60 seconds or one duologue lasting between 60 and 75 seconds.**

The chosen material should provide a contrast to the performance piece, differing in theme, mood, style or period. Monologues/duologues must be from a published play, or alternatively, the lyrics from a musical theatre song could be performed as a monologue/duologue. Candidates should state the play or song title, author and character's name at the start of the monologue/duologue.

Singing Technical Skill

Candidates will be arranged into **pairs** and will be required to sing **one prepared song extract lasting between 60 and 75 seconds. Please note the full song is not required.**

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Male/Female Vocals Grade 7 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoo! Vocals Grade 7 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **pairs** and will be required to demonstrate a **prepared technical combination lasting between 60 and 75 seconds.** Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side step kicks
- Front and side step leaps
- Single pirouette
- Travelling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 7 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Theatre styles relevant to the piece
- Analysis of techniques or processes used in rehearsal to achieve the style and historical period
- Techniques and terminology relevant to musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext



GRADE 7 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 3 Certificate in Musical Theatre Performance – Grade 7
Level	Level 3
Credit Value	19
Guided Learning Hours	30
Total Qualification Time	190

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate accomplished use of... <ul style="list-style-type: none"> – vocal control, projection, diction, modulation, pace and phrasing – facial expression, movement, gesture, stance and physical characteristics ...to reflect character, mood, situation, period and style <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished interpretation of character, with understanding of objectives, text, subtext, style and historical context ■ Demonstrate an assured awareness of the performance environment, including setting, other characters and audience, as appropriate ■ Perform from memory with fluency, focus and a sense of spontaneity <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate an accomplished ability to maintain... <ul style="list-style-type: none"> – assured sense of pitch, intonation and projection – assured rhythm, timing, articulation and phrasing – breath and vocal control ...in response to the demands of the song <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished awareness of: <ul style="list-style-type: none"> – character, mood and intention – situation, period and style ■ Deliver lyrics from memory with commitment, expression and a wide range of dynamics <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate accomplished: <ul style="list-style-type: none"> – coordination, control, alignment, balance and core stability – timing, rhythm, spatial awareness, dynamic variation and breadth of movement <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished: <ul style="list-style-type: none"> – musical interpretation and clear understanding of character and mood – awareness of the stylistic features of the dance ■ Perform from memory with fluency, commitment and communication to the audience
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Analyse and evaluate on a given topic relevant to the Group Performance, including: <i>(two of the following topics will be chosen by the examiner in the examination)</i></p> <ul style="list-style-type: none"> ■ Theatre styles relevant to the piece ■ Analysis of techniques or processes used in rehearsal to achieve the style or historical period ■ Terminology relevant to musical theatre, including breath support, diaphragm, dynamics, rhythm, modulation, objectives, subtext

LEVEL 3**GRADE 8 | CONTENT****1 PERFORMANCE**

A Group Exam performance must be a **minimum of 26 minutes** and a **maximum of 30 minutes** in duration.

A Show Exam performance must be a **minimum of 26 minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of ten solo spoken lines**.

Singing

Candidates must perform a **minimum of 12 bars of solo singing**. Group singing is also required, with **evidence of harmony** in delivery.

Dancing

Candidates must perform a **complex variety of dance steps as a group for a minimum of three minutes**. Candidates are also required to perform a **minimum of eight bars as a solo or in pairs**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 8 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer and allow candidates to specialise in one discipline. The Technical Skills Demonstration focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below.

Acting Technical Skill

Candidates will be required to perform **one monologue lasting between 60 and 75 seconds** or **one duologue lasting between 75 and 90 seconds**.

The chosen material should provide a contrast to the performance piece, differing in theme, mood, style or period. Monologues/duologues must be from a published play, or alternatively, the lyrics from a musical theatre song could be performed as a monologue/duologue. Candidates should state the play or song title, author and character's name at the start of the monologue/duologue.

Singing Technical Skill

Candidates will be required to sing **one solo song extract lasting between 60 and 75 seconds** or **one duet song extract lasting between 75 and 90 seconds**.

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Male/Female Vocals Grade 8 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschoo! Vocals Grade 8 repertoire: <https://www.rslawards.com/vocals>

Dancing Technical Skill

Candidates will be arranged into **pairs** and will be required to demonstrate a **prepared technical combination lasting between 75 and 90 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side step kicks
- Front and side step leaps
- Single and double pirouettes
- Travelling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: www.rslawards.com

GRADE 8 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Theatre styles and techniques relevant for the group piece
- Stylistic features of the performance
- Limitations of the delivery/performance pieces
- Challenges of the rehearsal process
- Influence of theatre practitioners on the rehearsal process and/or performance piece



GRADE 8 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 3 Certificate in Musical Theatre Performance – Grade 8
Level	Level 3
Credit Value	24
Guided Learning Hours	40
Total Qualification Time	240

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	<p>ACTING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate accomplished use of... <ul style="list-style-type: none"> – vocal control, projection, diction, subtleties of modulation, pace and phrasing – facial expression, movement, gesture, stance and physical characteristics ...to reflect character, mood, situation, period and style <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished interpretation of character, with understanding of objectives, text, subtext, style and historical context ■ Demonstrate a convincing awareness, and interrelationship with, the performance environment, including setting, other characters and audience, as appropriate ■ Perform from memory with fluency, focus and an instinctive sense of spontaneity <p>SINGING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate an accomplished ability to maintain... <ul style="list-style-type: none"> – assured sense of pitch, intonation and projection – assured rhythm, timing, articulation and phrasing – breath control, vocal control and resonance ...in response to the demands of the song <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished awareness of: <ul style="list-style-type: none"> – character, mood and intention – the performance environment, including setting, situation, style, other characters and audience, as appropriate ■ Deliver lyrics from memory with a mature sense of expression, commitment and a wide range of dynamics <p>DANCING</p> <p>Technique</p> <ul style="list-style-type: none"> ■ Demonstrate accomplished: <ul style="list-style-type: none"> – coordination, timing, rhythm, spatial awareness, dynamic variation and breadth of movement – body alignment, core stability, strength, balance and agility <p>Performance</p> <ul style="list-style-type: none"> ■ Communicate an accomplished: <ul style="list-style-type: none"> – musical interpretation and detailed understanding of character and mood – awareness of the stylistic features of the dance ■ Perform from memory with fluidity, ease, commitment, and an instinctive connection with the audience and performance environment
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	<p>Analyse and evaluate on a given topic relevant to the Group Performance, including: <i>(two of the following topics will be chosen by the examiner in the examination)</i></p> <ul style="list-style-type: none"> ■ Theatre styles and techniques ■ Stylistic features of the performance ■ Limitations of the delivery/performance pieces ■ Challenges of the rehearsal process ■ Influence of theatre practitioners on the rehearsal process and/or performance piece

Acting Technical Skills Demonstration – Scenarios for Grades 1–5

Candidates will prepare any **one** of the Technical Skills, as chosen by the **Teacher**, to be demonstrated in the examination. If the teacher selects the Acting Technical Skills Demonstration, **all** of the following scenarios at the relevant grade must be prepared for the examination. The examiner will only select scenarios from this list in the examination.

LEVEL 1

GRADE 1

2 Candidates:

1. A and B are best friends. A tells B that they are moving to another country.
2. A and B are in a field having a picnic. Suddenly some wasps start flying around their food.
3. A and B are friends. They are playing on a computer but A wants to play a different game to B.

3 Candidates:

1. A, B and C have just been told that they have won a trip to Florida.
2. A, B and C are going to the cinema; to find the film they were looking forward to has sold out.

GRADE 2

2 Candidates:

1. A and B are friends playing on a computer game. A accuses B of cheating.
2. A and B are in a dentist's waiting room. They both have to have fillings. They hear a drill sound coming from the dentist's surgery.
3. A and B are about to perform in the school play. They have just been told a celebrity is in the audience.

3 Candidates:

1. A, B and C are having a play date at C's house, when they accidentally break C's mum's expensive vase.
2. A, B and C are eating their favourite food in their favourite restaurant when A finds something horrible in their dinner.

GRADE 3

2 Candidates:

1. A and B are best friends. It is B's birthday. A gives B a present which B opens. B has already received the same gift from someone else.
2. A and B are friends. A has lent B his/her phone for the evening. It's the next morning and B returns the phone to A, but says it didn't work properly. A insists it was working before.
3. A and B are friends on holiday. They are standing, chatting, in shallow seawater. They notice the tide coming in quickly. They go to move but B's feet has become stuck in muddy sand.

3 Candidates:

1. A, B & C are school friends. They have just received their English test results and are comparing them. A has done ok, B has done badly and C has got top marks.
2. A, B & C are camping. It is night-time and B hears a noise.

LEVEL 2

GRADE 4

Unprepared element – An additional character status will be given to candidates during the examination

2 Candidates:

1. A and B are in the same class at school. A accuses B of spreading rumours about them.
2. A and B know each other as they are in the same class at school. They are on the train after school. A hasn't bought a ticket and spots a ticket collector. He/she asks to borrow the fare money from B.
3. A is a hairdresser and B is the customer. A shows B their new hairstyle in the mirror. B hates it.

3 Candidates:

1. A and B are friends waiting at a bus stop after a Youth Club. It is 10pm. Another friend, C, arrives and tries to persuade A and B to go to a party.
2. A, B and C are competing in a talent show. They are in the waiting room before their audition.

GRADE 5

Unprepared element – An additional character objective will be given to candidates during the examination

2 Candidates:

1. A and B witness a fight in the playground. They are called to the head-teacher in order to say what they saw. They are waiting in the corridor outside the head-teacher's office discussing what to say.
2. A and B work in the same office. A finds out that they have won £100,000 on the lottery. B congratulates A.
3. A and B are friends exploring an old, derelict house. They hear a noise coming from behind a door. A wants to investigate but B thinks they should leave.

3 Candidates:

1. A, B and C know each other from school. A is doing work experience in a shop and B and C come in. B tries to get A to give them a reduction in price.
2. A is new to the school. B and C both individually try to get A to sit next to them to each lunch.

Singing Technical Demonstration – Example Song Extracts and Repertoire

The following example song extracts are taken from standard musical theatre repertoire and are age appropriate for the level of the grade taken.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.

Teachers are also permitted to select extracts from any song in the Rockschoool Male/Female Vocals repertoire at the relevant grade.

Please note that the full song is not required. Extracts may be performed in any key, with a backing track, live accompaniment or a cappella.

GRADE 1

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockschoo! Male/Female Vocals Grade 1 repertoire. Rockschoo! Vocals syllabus books are available at: <https://www.rslawards.com/vocals>

Example 1

"Where is Love" from *Oliver!*

Composed by Lionel Bart.

Oliver! Vocal Selections

Published by TRO – The Richmond Organization (HL.378806)

*Who can say where she may hide? Must I travel far and wide?
'Till I am beside the someone who I can mean something to?
Where, where is love?*

Example 2

"Do You Want To Build a Snowman" from *Frozen*

Frozen Vocal Selections

Composed by Kristen Anderson-Lopez and Robert Lopez

Published by Hal Leonard (HL.00128053)

*Do you want to build a snowman?
Come on lets go and play
I never see you anymore
Come out the door
It's like you've gone away
We used to be best buddies
And now we're not
I wish you would tell me why!
Do you want to build a snowman?
It doesn't have to be a snowman
Okay, bye.*

Example 3

"How Far I'll Go" from *Moana*

Piano/Vocals/Guitar Music From The Motion Picture Soundtrack

Composed by Lin-Manuel Miranda, Mark Mancina

and Opetaia Foa'i.

Published by Hal Leonard (HL.204662)

*Every turn I take
Every trail I track
Every path I make
Every road leads back
To the place I know
Where I can not go
Where I long to be.*

*See the line where the sky meets the sea?
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
If I go there's just no telling how far I'll go.*

GRADE 2

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so.

Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.

Teachers are also permitted to select extracts from any song in the Rockschoo! Male/Female Vocals Grade 2 repertoire.

Rockschoo! Vocals syllabus books are available at: <https://www.rslawards.com/vocals>

Example 1

"My Favourite Things" from *The Sound Of Music*

Composed by Richard Rodgers and Oscar Hammerstein II.

The Sound of Music Vocal selections

Published by Hal Leonard (HL.313346)

*Girls in white dresses with blue satin sashes
Snowflakes that stay on my nose and eyelashes
Silver white winters that melt into springs
These are a few of my favourite things
When the dog bites, when the bee stings
When I'm feeling sad
I simply remember my favourite things
And then I don't feel so bad*

Example 2

"Little People" from *Les Misérables*

Composed by Herbert Kretzmer, Claude-Michel Schönberg and

Jean-Marc Natel

Published by Hal Leonard (HL.1000140497)

*They laugh at me, these fellas
Just because I am small
They laugh at me because I'm not hundred feet tall!
I tell 'em there's lot to learn down here on the ground
The world is big, but little people turn it around!
A worm can roll a stone
A bee can sting a bear
A fly can fly around Versailles
'Cos flies don't care
A sparrow in a hat
Can make a happy home
A flea can bite the bottom
Of the Pope in Rome*

Example 3

"Tomorrow" from *Bugsy Malone*

Composed by Paul Williams

*Tomorrow
Tomorrow never comes
What kind of a fool
Do they take me for?
Tomorrow
A resting place for bums
A trap set in the slums
But I know the score
I won't take no for an answer
I was born to be a dancer now, Yeah!*

GRADE 3

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the **Rockschool Male/Female Vocals Grade 3** repertoire. **Rockschool Vocals** syllabus books are available at: <https://www.rslawards.com/vocals>

Example 1

"Maybe" from *Annie*

Composed by Charles Strouse.

Annie Vocal Selections

Published by Hal Leonard (HL.383056)

*Betcha they're young, Betcha they're smart
Bet they collect things like ashtrays, and art
Betcha they're good, why shouldn't they be?
Their one mistake was giving up me
So maybe now it's time
And maybe when I wake
They'll be there calling me baby
Maybe.*

Example 2

"Wouldn't It Be Lovely" from *My Fair Lady*

Composed by Alan Jay Lerner and Frederick Loewe

My Fair Lady Vocal Selections

Published by Hal Leonard (HL.312290)

*All I want is a room somewhere
Far away from the cold night air
With one enormous chair
Oh, wouldn't it be lovely?
Lots of chocolate for me to eat,
Lots of coal makin' lots of heat.
Warm face, warm hands, warm feet
Oh wouldn't it be lovely*

Example 3

"Revolting Children" from *Matilda*

Roald Dahl's Matilda – The Musical songbook

Composed by Tim Minchin

Wise Publications

*We can S-P-L how we like!
If enough of us are wrong
Wrong is right!
Every word N-O-R-T-Y...
'Cause we're a little bit naughty!
You say we ought to stay inside the line
But if we disobey at the same time
There is nothing that the Trunchbull can do!
She can take her hammer and S-H(-U)
You didn't think you could push us too far
But there's no going back now, we (are)...
R-E-V-O-L-T-I-N
(Come on!)
We S-I-N-G
U-S-I-N-G...
We'll be R-E-V-O-L-T-I-N-G.
It is 2-L-8-4-U
We are revolting!*

GRADE 4

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the **Rockschool Male/Female Vocals Grade 4** repertoire. **Rockschool Vocals syllabus books are available at:** <https://www.rslawards.com/vocals>

Example 1

"Over The Rainbow" from "The Wizard Of Oz"
Composed by Harold Arlen and E.Y. Harburg.
The Wizard Of Oz Vocal Selections (Film Version)
Published by Alfred Music (AP.TSF0038)

*Someday I'll wish upon a star
And wake up where the clouds are far behind me
Where troubles melt like lemon drops
Away above the chimney tops
That's where you'll find me
Somewhere over the rainbow bluebirds fly
Birds fly over the rainbow. Why then, oh, why can't I?
If happy little bluebirds fly above the rainbow
Why, oh why can't I?*

Example 2

"I Want It Now" from *Willy Wonka & the Chocolate Factory*
Composed by Leslie Bricusse and Anthony Newley
Taradam Music

*I want a feast
I want a bean feast!
Cream buns and doughnuts and fruitcake with no nuts
So good you could go nuts
No, now!*

*I want a ball
I want a party
Pink macaroons and a million balloons
And performing baboons and
Give it to me
Now!*

*I want the world
I want the whole world
I want to lock it all up in my pocket
It's my bar of chocolate
Give it to me
Now!*

*I want today
I want tomorrow
I want to wear 'em like braids in my hair
And I don't want to share 'em.*

Example 3

"If Only You Would Listen" from *School of Rock*
School of Rock Vocal Selections
Composed by Andrew Lloyd Webber and Glenn Slater
Published by Hal Leonard (HL.158983)

*You always talk, talk, talk all the time
You never let me get in a word
I wish I had, I had a dime
For ev'ry thought I've swallowed unheard
No matter what it is that I do
It's like I just can't seem to get through.*

*I've got so much to say
If only you would listen
I've tried ev'ry which way
and still you never listen
Can't you see I'm hurting?
I couldn't be more clear
but I promise
one day I'll make you hear.*

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GRADE 4 (CONTINUED)

Example 4

"Brush Up Your Shakespeare" from *Kiss Me Kate*

Composed by Cole Porter

Kiss Me, Kate Vocal Selections

Published by Hal Leonard (HL.312232)

*The girls today in society go for classical poetry
So to win their hearts one must quote with ease
Aeschylus and Euripides
One must know Homer, and believe me bo
Sophocles, also Sappho-ho
Unless you know Shelley and Keats and Pope
Dainty Debbies will call you a dope
But the poet of them all
Who will start 'em simply ravin'
Is the poet people call
The Bard of Stratford on Avon.*

*Brush up your Shakespeare
Start quoting him now
Brush up your Shakespeare
And the women you will wow
Just declaim a few lines from 'Othella'
And they think you're a heckuva fella
If your blonde won't respond when you flatter'er
Tell her what Tony told Cleopaterer
And if still, to be shocked, she pretends well
Just remind her that 'All's Well That Ends Well'
Brush up your Shakespeare
And they'll all kowtow.*

GRADE 5

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockschoo! Male/Female Vocals Grade 5 repertoire. Rockschoo! Vocals syllabus books are available at: <https://www.rslawards.com/vocals>

Example 1

"Proud of Your Boy" from *Aladdin*

Aladdin Vocal Selections

Composed by Alan Menken

Published by Hal Leonard (HL.126656)

*Proud of your boy
I'll make you proud of your boy
Believe me, bad as I've been, Ma
You're in for a pleasant surprise.*

*I've wasted time
I've wasted me
So say I'm slow for my age
A late bloomer, Okay, I agree.*

*That I've been one rotten kid
Some son, some pride and some joy
But I'll get over these lousin' up
Messin' up, screwin' up times.*

*You'll see, Ma, now comes the better part
Someone's gonna make good
Cross his stupid heart
Make good and finally make you
Proud of your boy.*

Example 2

"I Know It's Today" from *Shrek*

Shrek the Musical Vocal Selections

Composed by Jeanine Tesori and David Lindsay-Abaire

Published by Cherry Lane Music (HL.02501371)

*But in the end Rapunzel finds a millionaire
The prince is good at climbing and braiding golden hair!
So I know, he'll appear
Cause there are rules and there are strictures
I believe the storybooks I read by candlelight
My white knight, and his steed
Will look just like these pictures!
It won't be long now, I guarantee!
Day number 23
I know it's today
I know it's today.*

Example 3

"Luck Be A Lady" from *Guys and Dolls*

Guys and Dolls Vocal Selections

Composed by Frank Loesser

Published by Hal Leonard (HL.00446425)

*They call you lady luck
But there is room for doubt
At times you have a very un-lady-like way
Of running out
You're on this date with me
The pickings have been lush
And yet before the evening is over you might give me the brush
You might forget your manners
You might refuse to stay
And so the best that I can do is pray
Luck be a lady tonight
Luck be a lady tonight
Luck if you've ever been a lady to begin with
Luck be a lady tonight.*

Example 4

"Good Morning Baltimore" from *Hairspray*

Hairspray Vocal Selections

Composed by Marc Shaiman and Scott Wittman

Published by Hal Leonard (HL.00313219)

*Oh, oh, oh woke up today feeling the way I always do
Oh, oh, oh hungry for something that I can't eat
Then I hear that beat
The rhythm of town starts calling me down
It's like a message from high above
Oh, oh, oh pulling me out to the smiles and the
Streets that I love
Good morning Baltimore
Every day's like an open door
Every night is a fantasy
Every sound's like a symphony
Good morning Baltimore
And some day when I take to the floor
The world's gonna wake up and see
Baltimore and me.*

GRADE 6

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockschoo! Male/Female Vocals Grade 6 repertoire. Rockschoo! Vocals syllabus books are available at: <https://www.rslawards.com/vocals>

Example 1

"Giants in the Sky" from *Into the Woods*

Into The Woods Vocal Selections

Composed by Stephen Sondheim

Published by Hal Leonard (HL.00313442)

Only just when you've made a friend and all
And you know she's big but you don't feel small
Someone bigger than her comes along the hall
To swallow you for lunch
And your heart is lead
And your stomach stone
And you're really scared
Being all alone...
And it's then that you miss
All the things you've known
And the world you've left
And the little you own-
The fun is done.
You steal what you can and run
And you scramble down
And you look below
And the world you know
Begins to grow:
The roof, the house, and your Mother at the door
The roof, the house and the world you never thought to explore
And you think of all of the things you've seen
And you wish that you could live in between
And you're back again
Only different than before
After the sky
There are Giants in the sky!
There are big tall terrible awesome scary wonderful
Giants in the sky!

Example 2

"Pulled" from *The Addams Family*

The Addams Family Vocal Selections

Composed by Andrew Lippa, Marshall Brickman and Rick Elice

Published by Hal Leonard (HL.00313505)

Puppy dogs with droopy faces,
Unicorns with dancing mice
Sunrise in wide open spaces
Disney World - I'll go there twice!
Butterflies and picnic lunches
Bunches of chrysanthemums
Lollipops and pillow fights and Christmas Eve
Sugar plums!
String quartets and Chia Pets
And afternoon banana splits
Angels watching as I sleep
And Liberace's Greatest Hits!
Have got me pulled in a new direction!
If they keep insisting, I'll stop resisting
Just watch me pulled in a new direction
I should stay in the dark
Not obey every spark
But the boy has a bite
Better far than his bark!
And you bet I'll bite too
Do what's truly taboo
As I'm pulled in a new direction!

Continued on next page

GRADE 6 (CONTINUED)

Example 3

"Make Them Hear You" from *Ragtime*

Ragtime Vocal Selections

Composed by Stephen Flaherty

Published by Hal Leonard (HL.00322474)

Go out and tell our story
 Let it echo far and wide
 Make them hear you
 Make them hear you
 How justice was our battle
 And how justice was denied
 Make them hear you
 Make them hear you
 And say to those who blame us
 For the way we chose to fight
 That sometimes there are battles
 That are more than black or white
 And I could not put down my sword
 When justice was my right
 Make them hear you
 Go out and tell our story
 To your daughters and your sons
 Make them hear you
 Make them hear you
 And tell them, in our struggle
 We were not the only ones
 Make them hear you
 Make them hear you.

Example 4

"Spark of Creation" from *Children of Eden*

Children of Eden Vocal Selections

Composed by Stephen Schwartz

Published by Hal Leonard (HL.00313326)

The spark of creation, is flickering within me
 The spark of creation, is blazing in my blood
 A bit of the fire that lit up the stars
 And breathed life into the mud, the first inspiration
 The spark of creation
 I see a mountain and I want to climb it
 I see a river and I want to leave shore
 Where there was nothing let there be something, something
 made by me
 There's things waiting for me to invent them
 There's worlds waiting for me to explore
 I am an echo of the eternal cry of
 Let there be!
 The spark of creation, burning bright within me
 The spark of creation, won't let me rest at all
 Until I discover or build or uncover
 A thing that I can call, my celebration
 Of the spark of creation.

For further guidance please visit: www.rslawards.com

Revision History

May 2020

The assessment and grading criteria have been revised. The revisions represent an enhanced and simplified methodology to facilitate digital mark sheet assessment, and to enable examiners to arrive at the same assessment outcomes as before. There is no change to the overall standards or level of achievement expected from candidates at each grade.

- The grade descriptor tables for each unit have been removed, and replaced with the Marking Guidance section on pages 12–16.
The marking guidance applies to all grades.
- The assessment criteria for each grade have been revised, and the new criteria tables are located directly after the content specifications for each grade.

In addition, there are minor amendments to some descriptions in the content specifications. These are for further clarification of existing requirements only, there are no changes to the examination content specifications. The main amendment is:

- Acting Technical Skills Demonstration, Grades 1 to 5. Revised text to clarify candidate grouping.