



## Higher National Group Award Graded Unit Specification

### General Information for Centres

This Group Award Graded Unit has been validated as part of the HNC Acting and Performance. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Group Award Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Group Award Graded Unit Title:** Acting and Performance: Group Award Graded Unit 1

**Group Award Graded Unit Code:** DG4T 34

**Type of Group Award Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit value:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

**Purpose:** This Group Award Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC/D Acting and Performance:

- ◆ Skills in voice, movement, acting and stagecraft
- ◆ The ability to integrate these skills in production
- ◆ Co-operative team working skills
- ◆ To prepare candidates to audition for employment and places at Higher Education establishments
- ◆ To develop candidates as performers and to meet the needs of the labour market

Candidates will prepare and present an audition speech of approximately 3 minutes in order to synthesise knowledge and skills acquired throughout the HNC Acting and Performance. Candidates will select a speech from a published play to perform individually. Candidates will select a speech which employs skills developed through a combination of the mandatory units from this group award. When choosing a speech, candidates should ensure that it will be a sufficient basis for a practical assignment which meets all the requirements of this graded unit.

## General Information for Centres (cont)

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Group Award Graded Unit:

- ◆ Acting 1: Developing Skills
- ◆ Movement 1: Developing Skills
- ◆ Production 1: Developing Skills
- ◆ Voice 1: Developing Skills

The above lists all the mandatory units for this group award.

**Core Skills:** There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving.

**Assessment:** This Group Award Graded Unit will be assessed by the use of a practical assignment. The “fleshed-out” practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Group Award Graded Unit covers.

An exemplar instrument of assessment and marking guidelines have been produced to provide examples, of the type of evidence required to demonstrate achievement of the aims of the group award covered by this integrative assessment and to indicate the national standard of achievement required at SCQF level 7.

## Administrative Information

<b>Graded Unit code:</b>	DG4T 34
<b>Graded Unit title:</b>	Acting and Performance: Group Award Graded Unit 1
<b>Original date of publication:</b>	1 July 2004
<b>Version:</b>	04 (August 2018)
<b>History of changes:</b>	

Version	Description of change	Date
03	‘Instructions for designing the assessment task’ paragraph beginning — ‘It is recommended’ sentence added.	30/08/07
04	Update of Conditions of Assessment	10/07/18

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland’s colleges have made to the development of Higher National qualifications.

**FURTHER INFORMATION:** Call SQA’s Customer Contact Centre on 0345 279 1000.

## Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates**

**Group Award Graded Unit Title:** Acting and Performance: Group Award Graded Unit 1

### **Conditions of Assessment**

The candidate should be given a date for completion and performance of the practical assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance through a mentoring process in which the candidate may be encouraged to consider different aspects of their preparation for the project. Candidates will be entitled to a total of four mentoring sessions as follows: one at the planning stage, two during the development stage and one post- performance.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks across all sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

## **Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)**

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Group Award Graded Unit has been designed to cover

This assessment instrument is not concerned exclusively with practical activity – candidates are provided with a brief that allows them to prepare, plan and demonstrate creative skills. Candidates should be asked to research, prepare, rehearse and present a speech from a published play which they have not previously performed.

## Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

The assessment should be based on a combination of the end-result of the activity (the performance) and the carrying out of the activity (the process).

Candidates will be asked to:

- ◆ interpret the brief
- ◆ gather information in response to the brief
- ◆ select, prepare and rehearse the speech
- ◆ deliver the performance
- ◆ evaluate the performance (through feedback)

The project must involve a practical assignment culminating in a performance, and candidates must demonstrate the application of the skills from the four mandatory units.

It is recommended that the play chosen should be a previously published and professionally performed play. To avoid plagiarism centres should ensure that no two candidates, in any year of examination, select the same monologue for final assessment. The performance should be approached from the perspective of the actor.

The speech should not be directed by staff, and the candidate should not be closely supervised while preparing the project. A mentoring system, as described in *Conditions of Assessment*, above, would help the candidate to select an appropriate text and ensure the candidate was carrying out appropriate preparation of the task.

The speech should last approximately 3 minutes and be performed to a panel consisting of a minimum of two people, to allow interaction with the panel where appropriate, and to facilitate the conducting of a viva voce after the performance. The viva voce should last approximately 10 minutes. Suggestions for appropriate questions are contained in the assessment exemplar.

The practical assignment and the way it is planned and conducted, should reflect the opportunities for individual research.

Each candidate must provide his or her individual written responses to each of the first two stages of the practical assignment, and assessors must be satisfied that the work has been completed by the individual candidate. This should be presented in the form of a structured log book.

A character study, character history and textual analysis of the speech, should be produced by the candidate as part of the written evidence and submitted 7 days prior to the assessment.

Centres should supplement the written evidence with oral evidence (viva voce) obtained from each candidate.

## Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C – competent, or A – highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

**Broad level related Grade Descriptions for the Project**

<b>Grade A (70% – 100%)</b>	<b>Grade B (60% – 69%)</b>	<b>Grade C (50% – 59%)</b>
<p>Is a dynamic piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the project, is produced and performed to a high standard, and is quite clearly inter-related</li> <li>◆ demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ is highly focused and relevant to the tasks associated with the project brief</li> <li>◆ is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and technical content</li> <li>◆ effectively consolidates and integrates required knowledge, and skills</li> </ul>	<p>Is a coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the project, is produced and performed to a good standard, and is inter-related</li> <li>◆ demonstrates an accurate interpretation of the project brief</li> <li>◆ is well focused and relevant to the tasks associated with the project brief</li> <li>◆ is clear and well structured throughout and language used is of a good standard in terms of level, accuracy and technical content</li> <li>◆ satisfactorily consolidates and integrates knowledge, and skills</li> </ul>	<p>Is a satisfactory piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence of the three essential phases of the project, is produced and performed to an adequate standard</li> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ is focused and relevant to the tasks associated with the project brief</li> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> </ul>

The graded unit will determine your level of achievement in the HNC Acting and performance group award A, B or C.

The graded unit is a project which requires you to undertake independent study and to interpret the brief. This is not a taught unit. You must take full responsibility for the project from planning through to evaluation.

## Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Group Award Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p><i>The Planning stage is worth 20% of the marks. The candidate must achieve all of the minimum evidence specified below in order to pass the Planning stage. In the event of the candidate not achieving the planning stage, the maximum number of marks available on re-submission would total ten.</i></p> <p><b>AN ACTION PLAN</b> which includes :</p> <ul style="list-style-type: none"> <li>◆ The candidate's interpretation of the brief</li> <li>◆ Any information gathered in response to the brief</li> <li>◆ Aims of the practical assignment</li> <li>◆ Selection and preparation of the speech</li> <li>◆ Identification of information sources to be used</li> <li>◆ Identification of the stages involved and the timescales for completion of each stage</li> </ul>
Stage 2 — Developing	<p><i>The Development section is worth 70% of the marks. The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> <p><b>OUTPUT : Rehearsal and Performance</b></p> <ul style="list-style-type: none"> <li>◆ Demonstrate appropriate ways of working to achieve performance aims during the rehearsal process</li> <li>◆ Demonstrate a positive response to the mentoring process</li> <li>◆ Memorise lines accurately, to deadline</li> <li>◆ Demonstrate the ability to integrate research into rehearsal and performance</li> <li>◆ Perform the 3 minute speech to acceptable standard by applying appropriately practical skills in voice, movement and acting and relate them to the demands of character, text and performance</li> </ul>

## Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 – Developing (cont)	<ul style="list-style-type: none"> <li>◆ Create and sustain believable characterisation in the speech by appropriate communication of the character’s feelings, thoughts and behaviour</li> <li>◆ Demonstrate focus, concentration and confidence in performance</li> <li>◆ Respond appropriately in the viva voce to questions relating to the speech</li> </ul> <p>Performances should be video-recorded as supporting evidence.</p> <p><b>A WRITTEN RECORD OF THE PROCESSES</b> underpinning the activity should be contained in a structured <b>log book</b> which should consist of the following:</p> <ul style="list-style-type: none"> <li>◆ The Action Plan</li> <li>◆ Research evidence of appropriate play(s)/texts read</li> <li>◆ Speech selected with justification</li> <li>◆ Detailed character study to include: description; setting; time; environment; relevant objects; given circumstances; objectives; motivation; intentions; relationships; obstacles; action and character development</li> <li>◆ Textual analysis</li> <li>◆ Character history</li> <li>◆ Analysis / description of the rehearsal process in preparation for performance to include: language style of the speech; clarification of beats and intentions; physicality; relationship in space; relationship to others(unseen); voice; variety of playing intentions; intensity of action; rehearsing; improvising; learning lines; interpretation of text; observation; listening; creative &amp; imaginative interpretation and response to ideas/ issues from mentoring.</li> </ul>

## Higher National Group Award Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating	<p><i>The Evaluation is worth 10% of the marks. The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p> <p><b>AN EVALUATION REPORT</b> which should:</p> <ul style="list-style-type: none"> <li>◆ Briefly outline the practical assignment</li> <li>◆ Analyse the performance experience</li> <li>◆ Review and update the action plan in light of the performance experience</li> <li>◆ Summarise any unforeseen events during rehearsal and performance and their impact</li> <li>◆ Identify any knowledge and skills which have been gained and/or developed</li> <li>◆ Assess the strengths and weaknesses of the rehearsal and performance of the Practical Assignment</li> <li>◆ Analyse the use of voice, body, character work, intellectual and emotional engagement with text</li> <li>◆ Identify strategies for development</li> <li>◆ Analyse interview experience</li> </ul> <p>The evaluation should consist of 1,000 –1,500 words</p>