

Higher National Graded Unit Specification

General Information for Centres

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

Graded Unit Title: Acting and Performance: Graded Unit 2

Graded Unit Code: DG4V 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit value: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

**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 Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND Acting and Performance:

- ◆ Advanced skills in voice, movement, acting and stagecraft
- ◆ An innovative and creative approach to work in rehearsal and performance
- ◆ To prepare candidates to present themselves for audition
- ◆ To provide candidates with the knowledge and skills needed to sell themselves in the industry and to work as a freelance operator
- ◆ A thorough working knowledge of the processes involved in preparing for production and the ability to integrate superior performance skills in production

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 Graded Unit:

- ◆ Voice 2: Applying Skills in Performance
- ◆ Movement 2: Applying Skills in Performance
- ◆ Production 2: Applying Skills in Performance
- ◆ Acting 2: Applying Skills in Performance
- ◆ Professional Development for Actors

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.

General Information for Centres (cont)

Assessment: This Graded Unit will be assessed by the use of 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 Graded Unit covers.

Administrative Information

Graded Unit code: DG4V 35

Graded Unit title: Acting and Performance: Graded Unit 2

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History of changes:

Version	Description of change	Date
02	Page 7, Second and last bullet points deleted. Page 9, Evaluation of Evaluating, 'of Evaluating' deleted. Page 5, two sentences added. Page 4, paragraph added to 'Conditions of Assessment'.	July 2007

Source: SQA

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Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Acting and Performance: Graded Unit 2

Conditions of Assessment

The candidate should be given a date for completion 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 six mentoring sessions as follows: one at the planning stage, four during the development stage and one post-production.

The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Candidates being reassessed should be given opportunities to rework areas of weakness.

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.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

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 Graded Unit has been designed to cover.

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The assessment task should be a performance project. Candidates should be given a brief for a mock audition where they will perform two contrasting pieces lasting a total of 5-6 minutes. These may be monologues or pieces involving more than one performer. To avoid plagiarism centres must ensure that no two candidates, in any year of examination, select the same monologue for final assessment. Similarly duologues should only be selected by one pair of students. In addition to this the assessment task should also include a sight-reading exercise for which the candidate has access to the text for no more than 5 minutes beforehand. It is essential that centres ensure that the text is unfamiliar to the candidates so that no candidate has unfair advantage. This may involve the use of more than one text.

There must be more than one assessor present for the practical performance and audition interview element of the practical assignment.

Higher National 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.

Grade A	Grade C
<p>Is a dynamic piece of piece of work which:</p> <ul style="list-style-type: none"> • Has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related • Independent preparatory work demonstrating insightful interpretation of the text • A daring and imaginative approach to exploratory and experimental work in the rehearsal environment • A consistent and professional approach to all aspects of the assignment • An ability to skilfully integrate a range of required knowledge and skills • Communicate orally a high level of analytical skills in relation to the text. • Demonstrates an advanced level of development in the creative process and an ability to articulate this self development in evaluation • A detailed characterisation (vocal, physical and internal) • A high level of engagement with the text • Confident and fully sustained physical and imaginative concentration • Significant level of communication with the audience • Skilful and focused performance • Free from unnecessary physical and vocal tension 	<p>Is a satisfactory piece of work which:</p> <ul style="list-style-type: none"> • Has sufficient evidence of the three essential phases of the project, and is produced to an acceptable standard. • Undertakes preparatory work which demonstrates satisfactory but limited attention to detail. • A limited but acceptable approach to exploratory and experimental work in the rehearsal environment • A mainly consistent and professional approach to all aspects of the assignment. • Satisfactory ability to apply required knowledge and skills. • Communicate orally an adequate understanding of text • Demonstrates a satisfactory level of development in the creative process and some ability to articulate this self development in evaluation. • A satisfactory characterisation (vocal, physical and internal) • A satisfactory level of engagement with the text • Acceptable physical and imaginative concentration • An acceptable level of communication with the audience • Adequately focused • Tension does not unduly hamper performance

Higher National 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 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 above in order to pass the Planning stage.</i></p> <p>Evidence of planning :</p> <p>A folio which contains:</p> <ul style="list-style-type: none"> • The candidate’s performance pieces with a statement of justification of choice in relation to the selection process. The total length of planned performance time should be 5-6 minutes. • Analysis of content, structure and language of selected texts. • Detailed character studies based on interpretation of the text to include description of characters objectives, feelings, thoughts and behaviour. • Marketing materials in the form of a covering letter, C.V. and photograph • Research evidence which demonstrates knowledge of current trends and developments in the profession. • A realistic approach to entering the profession demonstrated by describing various methods of getting work.

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

Project Stage	Minimum Evidence Requirements
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><i>Evidence of Development:</i></p> <ul style="list-style-type: none"> • Rehearsal log whereby candidates give written evidence of character development and progress towards performance. The log should include an analysis of the effectiveness of their approaches in relation to their performance aims and should include evaluation in response to feedback and achievements. • Demonstrate, in rehearsal, appropriate ways of working to accomplish performance aims. • Learn and memorise lines accurately, well and in good time • Demonstrate the ability to integrate the research process into rehearsal and performance • Perform for 5-6 minutes to an accepted professional standard by demonstrating proficiency and technique in the practical skills areas of voice and movement and apply appropriately to the demands of character, text and performance. • Create and sustain believable characterisations (minimum of two) by communicating characters' feelings, thoughts and behaviour appropriate to the lifestyle, relationships and the inner psychological state of the character. • Demonstrate focus and concentration. • Operate in a confident manner in the performance space • Communicate the performance in relation to audience • Dress appropriately for audition purposes. • Sight read approximately two pages from a dramatic text with confidence, demonstrating appropriate vocal and emotional responses to the text. • Respond appropriately in audition interview to questions relating to choice of performance pieces, previous experience and communicates a mature and realistic approach to entering the profession.

Higher National 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>Evaluation:</p> <ul style="list-style-type: none"> • Analysis of the effectiveness of research materials in the development of the performance. • Analysis of vocal, movement and character building skills throughout the process. • Assessment of the strengths and weaknesses of the performance. • Discussion on any unforeseen events and their impact on the performance. • Identify any changes in approach to audition in light of experience. <p>The evaluation should consist of 1000-1200 words.</p>