

Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HNC Musical Theatre. 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: Musical Theatre: Graded Unit 1

Graded Unit Code: DP9P 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 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 Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC/HND Musical Theatre:

- ◆ skills in singing, movement, acting and stagecraft
- ◆ the ability to integrate these skills in performance
- ◆ 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, individually, will prepare and present an audition consisting of a monologue, a song and/or with a dance/movement piece. (The song, acting and dance movement piece may be combined where appropriate). The monologue and song must be chosen from published material. The combined time of the monologue, song and dance/movement piece should be approximately 5–7 minutes and should enable the synthesis of knowledge and skills acquired throughout the HNC Musical Theatre. The candidate will select the material which must then be approved by the mentor/assessor.

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:

- ◆ Acting 1: Developing Skills (DG3K 34)
- ◆ Singing Skills for Musical Theatre 1 (DP8X 34)
- ◆ Performance 1: Developing Skills for Musical Theatre (DP8T 34)
- ◆ Vocal Techniques 1 (DP93 34)
- ◆ one Dance Unit (from Level 1 or 2 — Tap, Jazz, Contemporary or Ballet)

General Information for Centres (cont)

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 SCQF level 4.

Assessment: This Graded Unit will be assessed via a practical assignment. The fleshed-out practical assignment should provide candidates with the opportunity to produce evidence that demonstrates they have met the aims of the Group Award that this Graded Unit covers.

Re-assessment: Re-assessment should be ongoing throughout the programme of work, and candidates should not proceed to the next stage until passing the previous stage.

Administrative Information

Graded Unit Code:	DP9P 34
Graded Unit Title:	Musical Theatre: Graded Unit 1
Original date of publication:	August 2005
Version:	02 (August 2006)

History of Changes:

Version	Description of change	Date
02	<p>Page 1: paragraph under heading 'Purpose' has been changed.</p> <p>Page 5: bullet 3 — content changed change to times in second paragraph paragraph 6 wording changed.</p> <p>Page 7: Stage 1 — bullet 4 — wording changed Stage 2 — 'marks should be allocatedwritten record' deleted Stage 2 — bullet 5 — change to wording.</p> <p>Page 8: Stage 2 — bullet 4 — 'description', 'relevant objects', 'motivation, intentions'. 'action and character development' deleted Stage 2 — bullets 5 and 6 deleted Stage 2 — bullet 7 — 'language style of the speech', 'relationship to others (unseen)', 'variety of playing intentions', 'intensity of action' deleted.</p> <p>Special Needs paragraph updated.</p>	29/8/06

Source: SQA

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 special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

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

Graded Unit Title: Musical Theatre: 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 (eg supplying piano and/or recorded accompaniment) 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.

The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Candidates being re-assessed 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.

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

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 audition material (which they have not previously performed), from published works.

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).

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

Graded Unit Title: Musical Theatre: Graded Unit 1

Candidates will be asked to:

- ◆ interpret the brief
- ◆ gather information in response to the brief
- ◆ select/choreograph, prepare and rehearse the speech, song, and/with a dance/movement piece for an audition
- ◆ 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 plus one dance Unit.

Material should be selected in agreement with the mentor/assessor.

The audition 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 appropriate material and ensure the candidate carries out appropriate preparation of the task.

The audition should last approximately between five and seven 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 an oral evidence viva voce after the performance. The viva voce should last approximately 10 minutes.

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.

Character studies, analysis of speech, plus a description of the rehearsal process should be produced by the candidate as part of written evidence and submitted seven days prior to the assessment.

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

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.

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

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ 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 ◆ demonstrates a justified interpretation of the project brief which shows insight ◆ is highly focused and relevant to the tasks associated with the project ◆ has clear and well structured performance concepts developed from plan to performance ◆ uses language which is of a high standard and appropriate in terms of level, accuracy, and technical content in written work ◆ effectively consolidates and integrates required knowledge and skills 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project ◆ is produced and performed to an acceptable standard ◆ demonstrates an acceptable interpretation of the brief ◆ is focused and relevant to the tasks associated with the project brief ◆ displays satisfactorily structured performance concepts ◆ uses language which is adequate in terms of accuracy and technical content in written work

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.

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

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.</i></p> <p>An action plan which includes:</p> <ul style="list-style-type: none"> ◆ the candidate’s interpretation of the brief ◆ any information gathered in response to the brief ◆ aims of the practical assignment ◆ selection/choreography, and preparation of the speech, song and/with dance/movement piece for an audition ◆ identification of information sources to be used ◆ identification of materials and resources and how they will be accessed ◆ identification of the stages involved and the timescales for completion of each stage
Stage 2 — Developing	<p><i>The Developing Stage is worth 70% of the marks. The candidate must achieve all of the minimum evidence specified below in order to pass the Developing Stage.</i></p> <p>Output: Rehearsal and Performance</p> <ul style="list-style-type: none"> ◆ demonstrate appropriate ways of working to achieve performance aims during the rehearsal process ◆ demonstrate a positive response to the mentoring process ◆ memorise lines, music and choreography accurately, to deadline ◆ demonstrate the ability to integrate research into rehearsal and performance ◆ perform the audition material to meet the minimum standard in each of the practical skills: singing, dance/movement and acting and relating them to demands of character, text, music and performance for the selected material ◆ create and sustain believable characterisations in the audition material by appropriate communication of the character’s feelings, thoughts and behaviour, demonstrate focus, concentration and confidence in performance ◆ respond appropriately in the viva voce to questions relating to the audition material <p>Performances should be video-recorded as supporting evidence. A written record of the processes underpinning the activity should be contained in a structured log book which should consist of the following:</p>

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

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing	<ul style="list-style-type: none"> ◆ the action plan ◆ research evidence of chosen material ◆ audition material selected with justification ◆ detailed character study to include: <ul style="list-style-type: none"> — setting; time; environment; given circumstances; objectives; relationships; obstacles ◆ analysis/description of the rehearsal process in preparation for performance to include: clarification of beats and intentions; physicality; relationship in space; voice; rehearsing; improvising; learning lines; interpretation of text; observation; listening; creative and imaginative interpretation and response to ideas/issues from mentoring
Stage 3 — Evaluating	<p><i>The Evaluating Stage is worth 10% of the marks. The candidate must achieve all of the minimum evidence specified below in order to pass the Evaluating Stage.</i></p> <p>An evaluation report which should:</p> <ul style="list-style-type: none"> ◆ briefly outline the practical assignment ◆ analyse the performance experience ◆ review and update the action plan in light of the performance experience ◆ summarise any unforeseen events during rehearsal and performance and their impact ◆ identify any knowledge and skills which have been gained and/or developed ◆ assess the strengths and weaknesses of the rehearsal and performance of the practical assignment ◆ analyse the use of singing, dance, voice, body, character work, intellectual and emotional engagement with text/song ◆ identify strategies for development ◆ analyse interview experience <p>The evaluation should consist of 750–1,000 words</p>

To achieve a pass in this Graded Unit, candidates must attain a minimum number of marks **in each section** as described in the following table:

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

Section	Available marks %	Minimum mark %
Planning	20	10
Developing	70	35
Evaluating	10	5

The examination will be marked out of 100. Assessors will aggregate the marks achieved by the candidate to arrive at an overall mark for the examination. Assessors will then assign a grade to the candidate for this Graded Unit based on the following grade boundaries:

- ◆ A = 70% — 100%
- ◆ B = 60% — 69%
- ◆ C = 50% — 59%

Candidates will be awarded one of these grades only if they satisfy the minimum mark requirement for each section (irrespective of their total mark).

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

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