

**Graded Qualifications Alliance**  
**Regulated Qualifications Framework Levels 1 - 3**

**General Graded Examinations**  
**In Musical Theatre**

**Specification/Syllabus**

**Graded Qualifications Alliance**  
**Garden Street**  
**Leicester**  
**LE1 3UA**

**Specification January 2019**

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## 1. Rationale

Musical Theatre is a form of theatrical performance that combines singing, spoken dialogue, acting, dance and movement. Musical Theatre offers opportunities for exploration, discovery and the development of knowledge, skills and understanding. Musical Theatre offers many benefits for candidates by encouraging creative learning and self expression whilst developing self confidence, performance and interpretation skills. It is the teacher's responsibility to ensure that the resources and material used must be appropriate for the learner's age and ability; social, emotional and intellectual maturity; physical and vocal capabilities.

All areas of study are of equal emphasis to provide candidates with the experience of 'triple threat' performance of Musical Theatre, appropriate for progression to further study leading to employment in the Musical Theatre industry.

GQAL is committed to ensuring access to all candidates who have the capacity to safely participate in its examinations. GQAL Graded Examinations in Musical Theatre make a distinctive contribution to education and training in the expressive and performing arts. This is because they:

- encourage individual candidates to select pathways that provide for the development of expressive and/or applied abilities and interests;
- enable candidates to work towards qualifications that meet their aspirations for a range of careers (e.g. as performers, teachers, producers, directors, choreographers, workers in the theatre, TV or media);
- place an emphasis on performance in solo or group work;
- provide all candidates with opportunities to experience, understand, and value the narratives of Musical Theatre and enable them to develop a broad base of skills and abilities in different disciplines.

This specification offers candidates the scope to study the three Musical Theatre disciplines in order to learn, perform and progress by developing their knowledge, skills and understanding of Musical Theatre. This encourages a broad and continuing interest and participation in Musical Theatre as an expressive medium offering appropriate progression for those who aspire to careers as Musical Theatre professionals or in related occupations. The specification aims and objectives emphasise the breadth of study and the development of practical abilities. There is an explicit requirement and emphasis upon performance and an expectation that candidates will be able to demonstrate the critical and contextual knowledge necessary for an understanding, skill and enjoyment of Musical Theatre.

The content of the specification, the structure of the examination, and the method of assessment place a clear emphasis on making progress through the performance of the skills and artistry of Musical Theatre and related disciplines. These include opportunities for the development of:

- creative expression;
- aesthetic perception;
- kinaesthetic sense;
- critical thinking and analytical skills;
- co-operation and teamwork;
- self-expression and self-esteem;
- cultural literacy;

- communicating narratives, ideas and emotions through movement, spoken word and song.

## **2. Specification Aims**

A course of study based on this specification aims to:

- promote the progression of performance of musical theatre as a medium for personal expression and enjoyment;
- encourage the acquisition and development of personal, social, emotional, creative and physical skills and abilities;
- provide opportunities for active and discriminating participation both as performer and as audience;
- encourage the acquisition of aesthetic and critical understanding and judgement;
- develop increasing awareness of the cultural contribution of musical theatre.

## **3. Specification Objectives**

The content is intended to enable the following objectives to be met through a course of study based on this specification, which provide opportunities for:

- interpretation and choice of styles within the 3 musical theatre disciplines and within a coherent and structured context;
- progressing through the disciplines, skills and concepts of musical theatre and demonstrating increasing levels of self confidence, physical co-ordination and inter-personal skills;
- practical work based on sound principles that pay due regard to the health, safety and well being of those involved;
- developing a capacity for an informed response to critical, creative and aesthetic judgements.
- communicating feelings and ideas through the three disciplines.

The purpose may be summarised as fostering intuitive, aesthetic and imaginative thinking expressed through musical theatre and encouraging active and continuing participation in the performing arts.

## **4. Progression**

Progression is achieved through the Graded Examination structure, with each of the eight grades being progressively differentiated by content and performance.

Opportunities are available to further extend and develop individual abilities by courses leading to vocational, professional and teaching qualifications.

The opportunities for progression underline the contribution of the specification for Graded Examinations in Musical Theatre to the national provision of training and qualifications for Musical Theatre 'artists' in the theatre and allied professions.

Candidates are able to select pathways that provide for the development of expressive and/or applied abilities and interests and to work towards qualifications that meet their aspirations for a range of careers, in further and higher education.

## **5. Target Groups**

This specification is designed to provide opportunities for candidates from seven years of age and onwards.

A typical candidate might be expected to take twelve years of study to progress from Grade 1 to Grade 8. Entry to the grades is not age related and is open to any prospective candidate who has the physical capability to safely undertake the study requirements. Candidates with additional educational needs are not targeted separately although special provision may be made for them.

Continuing Education candidates include those returning to learn Musical Theatre as well as those starting to learn as mature candidates. No prior learning or ability is required but prospective candidates are expected to start at a grade appropriate to their physical capabilities. There are no age restrictions, the age of candidates being entered for these examinations include those who are 70+. Mature candidates who are considering learning Musical Theatre are encouraged to contact GQAL for a list of teaching centres in their area and for advice on what is appropriate to them.

Age or Description	Grades	RQF Level
4+	Preliminary Grades	N/A
7+	1 – 5	Level 1 and Level 2
13+	6 – 8	Level 2 and Level 3
Continuing Education	Grades 1 – 8	All Levels

## 6. Specification Overview

Examinations at **Grades 1 – 8** are available in Musical Theatre. Progression through the Grades is provided through a **Programme of Study** based on this specification. Each grade requires the practical demonstration of the minimum levels of achievement set out in the **Level Descriptors**. All the examinations require candidates to demonstrate achievement in the disciplines of **Acting/Spoken Word, Singing, and Dance** for each examination.

This specification provides opportunities for interpretation and choice of styles of Musical Theatre disciplines within a coherent and structured context. The intention is to provide a firm foundation of technique that can be progressively built on. The structure allows candidates to selectively develop progress with their performance of their chosen disciplines and to use this as a basis for their education, vocational and professional training in Musical Theatre and related fields. The structure gives opportunities to learn and be examined as a Solo, in Pairs or as part of a Group, the examination certificate will state whether the candidate has been examined as a Solo Performer, in a Pair or as part of a Group.

## 7. Subject Content/Areas of Study

**There are no optional** Areas of Study, though there are options for candidates to learn and be examined performing as a Solo Performer, in Pairs or as part of a Group. The specification covers the three following **Disciplines** of Musical Theatre:

Acting/Spoken Word, Singing, and Dance. The Subject Content summary of these as given below should be read in conjunction with the **Level Descriptors** provided in the **Scheme of Assessment**. Information for teachers and advice on specification requirements is available from GQAL, Garden Street, Leicester LE1 3UA.

**Acting/Spoken Word:** An activity in which a story is told by means of its enactment by an actor or actress who adopts a character. Spoken word is an oral art that focuses on the aesthetics of word play, intonation and voice inflection.

**Singing:** The act of producing musical sounds with the voice and augments regular speech by the use of sustained tonality, rhythm, and a variety of vocal techniques.

**Dance:** A performing art form consisting of a series of steps or movements that has aesthetic and symbolic value which match the speed and rhythm of a piece of music.

Each Graded Examination from Grade 1 to Grade 8 follows the same pattern. This continuity ensures that both teachers and candidates have a clear understanding of what is to be assessed. In each discipline the level of ability, expression and performance become progressively more demanding as the candidate enters the next grade.

## 8 Total Qualification Time

Each course for General Graded Examinations from Grade 1 to Grade 8 follows the same pattern and will require the following **minimum** amount of study:

Grade	Guided Learning	Other learning	Total Qualification Time	Current credit value
Grade 1	60	10	<b>70</b>	7
Grade 2	60	10	<b>70</b>	7
Grade 3	60	10	<b>70</b>	7
Grade 4	75	20	<b>95</b>	10
Grade 5	75	20	<b>95</b>	10
Grade 6	90	40	<b>130</b>	13
Grade 7	90	40	<b>130</b>	13
Grade 8	90	40	<b>130</b>	13

## 9 Availability of Examinations and Entry Details

These examinations are available to anyone who is capable of safely reaching the required standard. The entry requirements are intended to ensure that there are no barriers to restrict access and progression and that equal opportunities exist for all candidates. Centres and teachers are required to provide applicants with information and advice on the Programme of Study, the level of demand and associated physical requirements and the expectations of performance at the Grade sought. GQAL reserves the right to decline entry to an examination where previous qualifications, experience and level of physical fitness give rise to concerns about the safety and well being of the candidate during an examination performance. There are no prior entry requirements. No restrictions for entry are placed on candidates who are studying for other qualifications, whether this is with GQAL or other awarding organisations.

Examinations are available through the teacher with a minimum notice period of 8 weeks. Further details are available in the Entry Details Booklet.

## 10 Duration of Examinations

All examinations are performance based and are structured so that the duration of each examination provides opportunities for all candidates to demonstrate achievement in the chosen discipline whilst ensuring an appropriate level of demand across the disciplines at each grade. The duration of examinations at each grade is set out in the following table.

Grade	1	2	3	4	5	6	7	8
Maximum duration of the examination in minutes	10	12	12	15	15	20	25	28

At each level and between some grades there is an increase in the time required to ensure that candidates have adequate opportunities to demonstrate the necessary levels of performance.

## 11. Scheme of Assessment

Assessment is by external examination.

During an examination candidates will be assessed on their ability to demonstrate performance of the following five **Assessment Categories**:

1. **Technique;**
2. **Timing;**
3. **Appearance;**
4. **Performance Skills;**
5. **Knowledge and Understanding.**

Coverage of the Assessment Categories			
Assessment Categories	Musical Theatre Disciplines		
	Acting/ Spoken Word	Singing	Dance
1A Technique A - Technical Skills			
1B Technique B - Interpretation			
2 Timing			
3 Appearance			
4A Performance Skills A			
4B Performance Skills B			
5A Knowledge and Understanding - Content			
5B Knowledge and Understanding – Interview/Integration			

The marking scheme comprises a balanced structure of **Musical Theatre Disciplines** and **Assessment Categories**. Taken together they form a matrix that enables the performance of each candidate to be systematically assessed and marked in order to produce both a final score and a profile of achievement.

The **Musical Theatre Disciplines** i.e. Acting/Spoken Word, Singing and Dance are not weighted, i.e they are of equal importance in terms of their assessment.

The five **Assessment Categories** i.e. Technique, Timing, Appearance, Performance Skills, Knowledge & Understanding are weighted as follows:

Weightings for Assessment Categories				
Technique	Timing	Appearance	Performance Skills	Knowledge and Understanding
30%	15%	5%	30%	20%

The description of what is required at each Grade for each Assessment Category/Strand is termed **Assessment Criteria**. Each **Assessment Criterion** is exemplified by reference to the list of terms as described in the tables in section 12, These tables are provided to guide and direct examiners as a means of ensuring common levels of understanding and expectation.



## 12. Level 1 Descriptor of Achievement and Assessment Criteria

**LEVEL 1 Descriptor of Achievement** - Musical Theatre examinations provide evidence that Musical Theatre candidates have demonstrated Musical Theatre skills and artistry at a **BASIC** level of achievement in the Assessment Criteria. Differentiation between grades 1, 2 and 3 is defined by the progressive requirements and standards prescribed in the Programmes of Study for each Grade. These Programmes of Study provide a framework for the teaching and learning of **BASIC** Musical Theatre skills and artistry.

<b>Level 1 Assessment Criteria</b>		
<b>Assessment Category</b>		<b>Assessment Requirements</b>
<b>Technique</b>		
<b>Technical Skills – speech and song</b>	Diction – projection – Dynamics – Intonation and Pitch – Tone and Clarity - Fluency	Audible and clear diction using dynamics and pitch. Fluent delivery.
<b>Technical Skills - dance</b>	Placement – Alignment – Control - Stamina	Use of the body placed correctly and securely and aligned in the correct positions. Control of the body and stamina maintained.
<b>Interpretation</b>	Mood – Emotion – Style – Posture - Characterisation	An awareness of the mood, feelings and style of the pieces and expression of character.
<b>Timing</b>	Pace – Phrasing- Rhythm	Work is demonstrated with correct pace/timing and showing an awareness of rhythm and phrasing.
<b>Appearance</b>	As required in the POS	Musical Theatre.
<b>Performance Skills</b>		
<b>PS A</b>	Engaging Audience – Facial Expression	Awareness of the audience and use of appropriate facial expression.
<b>PS B</b>	Attitude – Responsiveness – Spatial Awareness	Appropriate use of the performance space. A positive attitude to the examination and responsiveness to the examiners instructions.
<b>Knowledge and Understanding</b>		
<b>Content of Pieces Presented</b>	Preparation – Understanding - Delivery	Knowledge of the chosen material and awareness of it's meaning, performed from memory
<b>Interview (Solo exam only)</b>	Preparation – Understanding - Delivery	Candidate is prepared and can communicate an awareness of the meaning and understanding of their chosen material.
<b>Interaction (Pair and Group exams)</b>	Preparation – Understanding - Delivery	An awareness of the relationships between the characters and interaction to the group.

### 13 Level 2 Descriptor of Achievement and Assessment Criteria

**LEVEL 2 Descriptor of Achievement** - Musical Theatre examinations provide evidence that Musical Theatre candidates have demonstrated an **INCREASING CONSOLIDATION** of Musical Theatre skills and artistry in the Assessment Criteria. Differentiation between grades 4 and 5 is defined by the progressive requirements and expectations prescribed in the Programmes of Study for each Grade. These Programmes of Study provide a framework for the teaching and learning of an **INCREASING CONSOLIDATION** of Musical Theatre skills and artistry.

<b>Level 2 Assessment Criteria</b>		
<b>Assessment Category</b>		<b>Assessment Requirements</b>
<b>Technique</b>		
<b>Technical Skills – speech and song</b>	Diction – Projection – Dynamics – Intonation and Pitch – Tone and Clarity - Fluency	Audible, clear and articulated using dynamics and pitch. Performed with fluency and focus.
<b>Technical Skills - dance</b>	Placement – Alignment – Control - Stamina	Use of the body placed correctly and securely and aligned in the correct positions. Movements should be co-ordinated, controlled and stamina maintained.
<b>Interpretation</b>	Mood – Emotion – Style – Posture - Characterisation	Imaginative Interpretation. Awareness of communicating relevant characteristics, mood, emotion and style.
<b>Timing</b>	Pace – Phrasing - Rhythm	Work is demonstrated with correct pace, timing and breath support. Accurate melody and rhythm. Vocal control through to end of phrases/ spoken work.
<b>Appearance</b>	As required in the POS	Musical Theatre
<b>Performance Skills</b>		
<b>PS A</b>	Engaging Audience – Facial Expression	A secure performance, engaging the audience. Using appropriate facial expression.
<b>PS B</b>	Attitude – Responsiveness – Spatial Awareness	Space used creatively and effectively. A positive attitude to the examination and responsiveness to the examiners instructions.
<b>Knowledge and Understanding</b>		
<b>Content of Pieces Presented</b>	Preparation – Understanding - Delivery	Secure performance with a sound understanding of the content and context of the chosen material performed from memory
<b>Interview (Solo exam only)</b>	Preparation – Understanding - Delivery	Well prepared and can communicate a sound understanding of material with clear, accurate and confident responses
<b>Interaction (Pair and Group exams)</b>	Preparation – Understanding - Delivery	A secure understanding of the relationships between the characters. Reaction to the words, actions and attitudes of the group showing an understanding of the text and music.

## 14 Level 3 Descriptor of Achievement and Assessment Criteria

**LEVEL 3 Descriptor of Achievement** - Musical Theatre examinations provide evidence that Musical Theatre candidates have demonstrated **SOUND AND ESTABLISHED** Musical Theatre skills, understanding and artistry in the Assessment Criteria. Differentiation between grades 6, 7 and 8 is defined by the progressive requirements and expectations prescribed in the Programmes of Study for each Grade. These Programmes of Study provide a framework for the teaching and learning of the vocabulary and **SOUND AND ESTABLISHED** technical skills, understanding and artistry of Musical Theatre.

Level 3 Assessment Criteria		
Assessment Category		Assessment Requirements
<b>Technique</b>		
<b>Technical Skills – speech and song</b>	Diction – Projection – Dynamics – Intonation and Pitch – Tone and Clarity - Fluency	Accurate Intonation, pitch, clarity and diction. Audible and clear with appropriate dynamics. Performed with fluency and focus.
<b>Technical Skills - dance</b>	Placement – Alignment – Control - Stamina	Use of the body precisely placed and aligned in the correct positions, which are co-ordinated and controlled. Stamina consistently sustained.
<b>Interpretation</b>	Mood – Emotion – Style – Posture - Characterisation	An individual and imaginative Interpretation. Sound communication of relevant characteristics through stance, movement and gestures. Mood, emotion and style are established.
<b>Timing</b>	Pace – Phrasing - Rhythm	Work is demonstrated with correct pace, timing and breath support. Accurate melody and rhythm. Sustained vocal control through to end of phrases with developing resonance.
<b>Appearance</b>	As required in the POS	Musical Theatre.
<b>Performance Skills</b>		
<b>PS A</b>	Engaging Audience – Facial Expression	A secure, confident and sustained performance. An understanding of the relationship between performer and audience is evident. Thorough presentation using appropriate facial expression. Flair and individuality is established.
<b>PS B</b>	Attitude – Responsiveness – Spatial Awareness	Effective use of the performance space. A positive and confident attitude and responsiveness to the examiner is evident throughout.
<b>Knowledge and Understanding</b>		
<b>Pieces Presented</b>	Preparation – Understanding - Delivery	Secure and sustained performance with a thorough and sophisticated understanding of the content and context of the chosen material performed from memory.
<b>Interview (Solo exam only)</b>	Preparation – Understanding - Delivery	Thorough preparation and communication. An in-depth understanding of material with articulate, clear, accurate and confident responses in a mature manner.
<b>Interaction (Pair and Group exams)</b>	Preparation – Understanding - Delivery	A sound understanding throughout of the relationships between the characters. Reaction to the words, actions and attitudes of the group showing an in-depth understanding of the text and music.

## 15 Marking

Marks are awarded for the extent to which the performance of a candidate matches each of the five **Assessment Categories** in each of the three **Disciplines** as shown in the **Mark Allocation** tables below.

MARK ALLOCATION FOR <u>SOLO</u> PERFORMANCE								
Disciplines	Assessment Categories							
	Technique		Timing	Appearance	Performance Skills		Knowledge & Understanding	
	Tech A Technical Skills	Tech B Interpretation			PS A	PS B	Content of Pieces Presented	Interview
Acting/ Spoken Word	5	5	5	5	5	5	5	Preparation 5
Singing	5	5	5		5	5		Understanding 5
Dance	5	5	5		5	5		Delivery 5

MARK ALLOCATION FOR <u>PAIR AND GROUP</u> PERFORMANCE								
Disciplines	Assessment Categories							
	Technique		Timing	Appearance	Performance Skills		Knowledge & Understanding	
	Tech A Technical Skills	Tech B Interpretation			PS A	PS B	Content of Pieces Presented	Interaction
Acting/ Spoken Word	5	5	5	5	5	5	5	5
Singing	5	5	5		5	5		5
Dance	5	5	5		5	5		5

For each **Assessment Category**, a mark between 0 and 5 will be awarded indicating the degree to which the candidate has met the **Required Standard** as defined in the **Marking Grid** below. Appearance is only assessed once during the examination.

MARKING GRID						
	0	1	2	3	4	5
Mark Definition	Required standard <b>not</b> demonstrated	Required standard demonstrated in a very <b>limited</b> way	Required standard demonstrated in a way that is sometimes <b>limited</b> and sometimes <b>partial</b>	Required standard demonstrated in a way that is sometimes <b>partial</b> and sometimes of the <b>required</b> standard	Required standard <b>demonstrated</b>	Required standard <b>exceeded</b>

The descriptions in the **Assessment Criteria** are to be used in conjunction with the requirements of the **Programme of Study** for each Grade. The judgement is made by the examiner in relation to the appropriate **Level Descriptor**.

## **16 Level Descriptors of Achievement**

Level 1, 2, and 3 Descriptors of Achievement provide a guide to the qualities and extent of the level of performance that candidates achieving a particular grade are expected to demonstrate. Strength in one area of performance may compensate for weakness in another. The overall achievement necessary to match these descriptions will have been demonstrated by a candidate awarded a Pass. Candidates achieving a Pass with Merit, or a Pass with Distinction, will have matched and exceeded the qualities of performance described. The Level Descriptors of Achievement form a context for the examiner's judgement and when taken as a whole, are indicative of expectations; they are assessed through the Assessment Categories.

**Level 1** Assessment Criteria cover **Grades 1, 2, 3**.

**Level 2** Assessment Criteria cover **Grades 4, 5**.

**Level 3** Assessment Criteria cover **Grades 6, 7, 8**.

The candidate's performance of the progressively challenging programmes of study within each level description determines the grade within that level range.

## **17 National Standards**

The following Musical Theatre Level Descriptors have been developed by GQAL from the original work undertaken by the Council for Dance, Drama and Musical Theatre, (CDMT) formerly the Council for Dance Education and Training (CDET), related to Dance.

<b>Level Descriptors for General Graded Examinations in Musical Theatre</b>		
<b>General Descriptor</b>	<b>Knowledge Statement. <i>The candidate .....</i></b>	<b>Skills Statement. <i>The candidate can .....</i></b>
Achievement at <b>level 1</b> reflects the ability to understand and use and apply relevant knowledge, understanding and skills in relation to an increasing vocabulary in expressive movement, singing, spoken word and acting.	Demonstrates knowledge and understanding of the basic technical and performance skills in the three disciplines of Musical Theatre with developing precision and control.	Demonstrate basic techniques through using an increasing vocabulary of expressive movement, singing, spoken word and acting.  Demonstrate the ability to interpret their chosen pieces with a sense of appropriate mood, characterisation, feeling and style.  Demonstrate performance with an increasing confidence and awareness to an audience.
Achievement at <b>level 2</b> reflects the ability to build upon skills, knowledge and understanding in relation to an increasing vocabulary of expressive movement, singing, spoken word and acting and artistic understanding showing an increased confidence and assurance in application.	Demonstrates a clear knowledge and understanding of technique and performance skills which are reflected in the ability to integrate more complex combinations of the three disciplines of Musical Theatre with increasing precision and control.	Demonstrate an increasing consolidation of technical skills in expressive movement, singing, spoken word and acting.  Demonstrate an increased ability to interpret music and display sensitivity to their chosen pieces through mood, characterisation, feeling and style.  Developing the skills of integrating the three disciplines with relation to each other.  Demonstrate confidence and responsiveness to an audience.
Achievement at <b>Level 3</b> reflects the ability to build upon a range of skills, knowledge and understanding in relation to an increasingly refined vocabulary of expressive movement, singing, spoken word and acting.	Demonstrates a sound and established knowledge and understanding of the technique and performance skills in the three disciplines of Musical Theatre with sound precision and control.  Demonstrates an increased awareness of performance and an increased understanding of the relationship between performer and audience.	Demonstrate a wide range of expressive movement, singing, spoken word and acting performed consistently and confidently with technical accuracy and control.  Demonstrate an increased sensitivity to their chosen pieces, with sound performance through mood, characterisation, feeling and style.  Demonstrate dynamics, fluidity and integration of all three Musical theatre disciplines incorporating the use of space and a maturity and individuality in interpretation and expression, engaging the audience.

## 18 Candidates with Additional Needs

Information on assessment, examination and entry requirements for candidates with particular needs are published on the GQAL website as 'Reasonable Adjustments and Special Considerations'.

## 19 Examination Results

*Repeats of Examinations* - Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination at that Grade is permitted. All examination components must be completed on re-examination. Marks from examination components may not be carried forward or credited.

*Issuing Results* - Results and certificates will normally be issued six weeks after the date of the examination. This time is necessary to ensure that all results are properly standardised and checked by GQAL.

## 20 Awards of Pass, Pass with Merit, or Pass with Distinction

Depending on the level of performance demonstrated during the examination a candidate may be awarded either a Pass, or a Pass with Merit, or a Pass with Distinction. Each award broadly corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award.

Award	Description of Achievement	Mark Boundary
<b>Pass</b>	<p>To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard of Musical Theatre skills in most but not necessarily all of the assessment criteria.</p> <p>The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another.</p> <p>A defining characteristic of the overall performance of a candidate awarded a Pass is that it reaches or partially reaches the required standard of Musical Theatre skills indicated in the Assessment Criteria and Level Descriptors.</p>	44%

<b>Merit</b>	<p>To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard of Musical Theatre skills in the majority of assessment criteria.</p> <p>The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another.</p> <p>A defining characteristic of the overall performance of a candidate awarded a Pass with Merit is that it consistently matches and occasionally may exceed the required standard of Musical Theatre skills indicated in the Assessment Criteria and Level Descriptors.</p>	59%
<b>Distinction</b>	<p>To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard of Musical Theatre skills in the majority of assessment criteria.</p> <p>The performance of some candidates may have exceeded the required standard by a considerable margin in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another.</p> <p>A defining characteristic of the overall performance of a candidate awarded a Pass with Distinction is that it consistently exceeds the required standard of Musical Theatre skills indicated in the Assessment Criteria and Level Descriptors.</p>	77%

## 21 Language and Bias

Every effort has been made to ensure that this specification and associated mark schemes, procedures and materials are free from any form of bias, and have no hidden requirements for entry or assessment. Care has been taken to ensure that the specification, grade descriptions and examination requirements make appropriate demands on candidates both in terms of their physical safety, well being, and expectations of physical and cognitive performance in relation to their age and level of ability.

The selection of materials with inappropriate themes or lyrics cannot be accepted and are not the responsibility of GQAL. Where the Centre or Teacher is in any doubt about the suitability of their chosen materials they should contact the Responsible Officer at GQAL.

## 22 Statutory Requirements

It is a requirement that all centres, teachers of this qualification and examiners make themselves aware of and comply with the relevant current legislation, relating to Safeguarding, Health and Safety, Equalities, Data Protection and Performing Rights.

## 23. Validity of Specification

This specification is valid from 01/01/2019 – 31/12/2021