

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

**General Graded Examinations
In Drama**

Specification

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1. Rationale

Drama is a form of performance that involves conflicts, emotions, and portrayal of human experiences through dialogue and action. It is a creative subject that teaches students a range of linguistic, physical, emotional and metacognitive skills to enhance their individuality and performance. It presents a story or situation that engages the audiences' emotions and feelings. Drama offers opportunities for exploration, discovery and the development of skills, knowledge, and understanding. Drama offers many benefits for candidates by encouraging creative learning and self-expression whilst developing self-confidence, communication and performance skills.

All areas of study are appropriate for progression to further study leading to employment in the drama industry.

GQAL is committed to ensuring access to all candidates who have the capacity to participate in its examinations. GQAL Graded Examinations in Drama 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/actors, teachers, producers, directors, workers in the theatre, TV or media, public relations, marketing, public services;
- place an emphasis on performance;
- provide all candidates with opportunities to experience, understand, and value the narratives of drama and enable them to develop a broad base of skills and abilities in different areas of study.

This specification offers candidates the scope to study many elements of drama in order to “*learn, perform, progress*” by developing their skills, knowledge, and understanding of drama. This encourages a broad and continuing interest and participation in drama as an expressive medium offering appropriate progression for those who aspire to careers as drama 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 drama.

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 drama and related areas of study. 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.

2. Specification Aims

A course of study based on this specification aims to:

- promote the progression of the performance of drama 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 equal 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 drama.

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 provides opportunities for:

- interpretation and choice of styles within the drama material and within a coherent and structured context;
- progressing through the areas of study, skills and concepts of drama and demonstrating increasing levels of poise and co-ordination;
- demonstrating their interpersonal skills by developing the abilities to communicate and express themselves which are essential for success in both personal and professional environments;
- 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 material presented.

The purpose may be summarised as fostering intuitive, aesthetic and imaginative thinking expressed through drama 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 professional and teaching qualifications.

The opportunities for progression underline the contribution of the specification for Graded Examinations in Drama to the national provision of training and qualifications for drama 'artistes' in the theatre and allied professions. Candidates are able to make choices 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, further and higher education.

5. Target Groups

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

A typical candidate might be expected to take eight 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 capability to safely undertake the study requirements.

Continuing education candidates include those returning to learn drama 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 capabilities. There are no age restrictions. Mature candidates who are considering learning drama 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 Drama. 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**.

At Level 1 all the examinations require candidates to demonstrate achievement in the following areas: poetry, prose, mime, communication skills, and research.

At Level 2 and Level 3 all the examinations require candidates to demonstrate achievement in the following areas: poetry, prose, acting, mime, communication skills, improvisation, sight reading, and research.

This specification provides for the above areas to be examined in one examination rather than several examinations. It provides opportunities for interpretation and choice of styles of drama 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 develop and make progress through their performances in the areas of study, and to use this as a basis for their education, vocational and professional training in drama and related fields.

7. Examination Components (Areas of Study)

There are no optional Areas of Study.

The specification covers the **Examination Components** (Areas of Study) and their **Subject Content** as given below and should be read in conjunction with the **Level Descriptors** provided in the **Scheme of Assessment**.

Poem – A form of literary art that uses language in a creative and imaginative way to express ideas, emotions or tell a story. It often involves rhythm, rhyme and imagery. The delivery is both vocal and physical which may be enhanced by some body movement, gesture and facial expression.

Prose – A piece of writing that uses ordinary language, structured in sentences and paragraphs with a natural conversational flow. It can be used to narrate events, develop characters and explore themes. Fiction or non-fiction can be used.

Mime – Is a theatrical technique that uses gestures, facial expressions and body movements to communicate stories, ideas or emotions without using words. Mime encourages the students to develop their acting skills in terms of body language and gives awareness of its importance as a form of communication.

Talk – This practices the art of public speaking. The act of delivering a speech or presentation to an audience. It involves conveying information, ideas or opinions to a group of listeners, aiming to inform, persuade, entertain or motivate them. This requires strong communication skills, including clear vocal delivery, use of body language and the ability to connect with the audience.

Acting – This is the art of performing a character by portraying their emotions, motivations, and behaviours in a believable way. It is a form of storytelling where a combination of physical movements, vocal techniques, and facial expressions are used to bring the character to life and engage audiences.

Sight reading – (also known as cold reading) refers to the practice of reading a text or script aloud for the first time, without prior rehearsal or preparation. The reader must quickly analyse the text, understand the characters and situation and make choices about how to deliver the lines. The emphasis is not on perfection but on how the reader responds to the material.

Improvisation – Prepared improvisation involves planning before presenting. The student creates a short, improvised performance based on a theme or situation but with prior thought. This allows for a more structured plot, exploration of character, relationships and narrative. Unprepared improvisation is when the dialogue, action, story and characters are created as the improvisation unfolds in present time without preparation with the stimulus decided on the day by the examiner.

Research – A project must be presented with copies of all their chosen pieces. This can include gathering information, analysing text and their interpretation of information to increase their understanding of the material presented. A description about what is happening in their mime, and research into the topic for their talk must also be included. From grade 4 upwards a task is also included which requires in-depth study and investigation to discover facts and develop new knowledge

Graded examinations within each level follow the same pattern. This continuity ensures that both teachers and candidates have a clear understanding of what is to be assessed. In each area of study the requirements become progressively more demanding as the candidate enters the next grade.

8 Total Qualification Time

Grade	Minimum Hours			Current credit value
	Guided Learning	Other learning	<i>Total Qualification Time</i>	
Grade 1	20	40	60	6
Grade 2	20	50	70	7
Grade 3	20	60	80	8
Grade 4	30	70	100	10
Grade 5	30	90	120	12
Grade 6	40	110	150	15
Grade 7	50	130	180	18
Grade 8	70	180	250	25

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 requirements and the expectations of performance at the grade sought. 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 1 month. Further details are available in the Entry Details Booklet.

The examination will be conducted by either a Visiting Examiner, or a Remote Examiner. The option of a remote examination is at the discretion of GQAL, Centres/Teachers wishing to have the examination conducted remotely should make a request to GQAL. GQAL reserves the right to insist on remote examining in certain circumstances.

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 whilst ensuring an appropriate level of demand across each grade. The duration of examinations at each grade is set out in the following table. The time allotted is for each candidate.

Grade	1	2	3	4	5	6	7	8
Maximum duration of the examination in minutes for each candidate	8	10	10	20	20	25	30	30

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.

The marking scheme comprises a balanced structure of **Drama related Examination Components** 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 **Examination Components** are as follows:

Level 1:

Poem, Prose, Talk, Mime, Project.

Level 2 & Level 3:

Poem, Prose, Acting & Mime, Talk, Improvisation & Sight Reading, Project & Task.

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

- Technique
- Timing
- Performance Skills
- Knowledge & Understanding
- Appearance

WEIGHTINGS OF ASSESSMENT CATEGORIES					
	Technique %	Timing %	Performance Skills %	K & U %	App %
Level 1	40	20	20	15	5
Level 2 & 3	45	20	20	10	5

The description of what is required at each **Grade** for each **Assessment Category** is termed **Assessment Criteria**. Each **Assessment Criteria** is exemplified by reference to the **Assessment Requirements** described in the tables in Sections 12, 13 and 14. These tables are provided to guide and direct examiners as a means of ensuring common levels of understanding and expectation.

12. Assessment Criteria

Drama Level 1 Assessment Criteria & Assessment Requirements

Level 1 Drama examinations provide evidence that Drama candidates have demonstrated Drama 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** skills and artistry.

ASSESSMENT CRITERIA		ASSESSMENT REQUIREMENTS
TECHNIQUE		
Technique A	Diction – Projection – Dynamics - Intonation and Pitch – Tone and Clarity - Fluency	Audible and clear diction using dynamics and pitch. Fluent delivery.
Technique B	Mood – Emotion – Style – Posture – Characterisation – Body Language - Gestures (In Mime - Space)	An awareness of the mood, feelings and style of the pieces and expression of character where appropriate. Communicate thoughts, feelings, mood and atmosphere through body language, posture, and gesture. Appropriate use of the performance space.
Technique C	Reality – Control - Precision	Communicate a sense of reality showing a basic awareness of imaginary, surroundings and objects.
Technique D	Explanation – Structure – Attitude	A clear explanation with a positive attitude showing some confidence. Relevant vocabulary with a clear structure.
TIMING	Pace – Phrasing - Rhythm	Work is demonstrated with appropriate pace/timing and showing an awareness of rhythm and phrasing.
PERFORMANCE SKILLS	Engaging Audience – Facial Expression	Awareness of the audience and use of appropriate facial expressions.
KNOWLEDGE, UNDERSTANDING & PREPARATION	Knowledge – Understanding - Preparation	Knowledge of the chosen material. An awareness of the meaning and understanding of their chosen pieces. The project has been prepared in order and presented neatly.
APPEARANCE	As required in the POS	Drama.

13. Drama Level 2 Assessment Criteria and Assessment Requirements

Drama examinations provide evidence that Drama candidates have demonstrated an **INCREASING CONSOLIDATION** of Drama 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 Drama skills and artistry.

ASSESSMENT CRITERIA		ASSESSMENT REQUIREMENTS
TECHNIQUE		
Technique A	Diction - Projection – Dynamics – Intonation and Pitch – Tone and Clarity - Fluency	Audible, clear, and articulated using dynamics and pitch. Performed with fluency and focus.
Technique B	Mood – Emotion – Style – posture - Characterisation – Body Language – Gestures (In Mime, Acting and Improvisation - Space)	An awareness of communicating the relevant characteristics, Thoughts, feelings and emotion, mood, atmosphere, and style. Using appropriate body language, stance, posture, movement and gesture. Space used creatively and effectively.
Technique C	Reality – Control - Precision	Clearly communicate a sense of reality, control, and precision. Showing an awareness of imaginary surroundings and objects, for example weight, size, and shape.
Technique D	Explanation – Structure – Attitude	A confident explanation with a positive attitude. Appropriate vocabulary with a clear structure.
TIMING	Pace- Phrasing- Rhythm	Work is demonstrated with appropriate pace/timing. Accurate rhythm and phrasing.
PERFORMANCE SKILLS	Engaging Audience – Facial Expression	A secure performance engaging the audience using appropriate facial expression. Sight Reading - share the text with the audience by bringing the eyes off the page.
KNOWLEDGE, UNDERSTANDING, PREPARATION & RESPONSE	Knowledge- Understanding- Preparation, Response to Stimuli in Improvisation	Secure performance with a sound knowledge and understanding of the content and context of the material performed. Clear response to the stimulus in improvisation. Project prepared in order and presented neatly with good presentation. A sound understanding of the task with clear, accurate and confident responses.
APPEARANCE	As required in the POS.	Drama

14. Drama Level 3 Assessment Criteria and Assessment Requirements

Level 3 Drama examinations provide evidence that Drama candidates have demonstrated **SOUND AND ESTABLISHED** Drama 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 Drama.

ASSESSMENT CRITERIA		ASSESSMENT REQUIREMENTS
TECHNIQUE		
Technique A	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.
Technique B	Mood – Emotion – Style – posture – Characterisation- Body Language - Gestures (In Mime, Acting and Improvisation - Space)	Sound communication of relevant characteristics, Thoughts, feelings and emotion, mood, atmosphere, and style. Using appropriate body language, stance, posture, movement and gesture. Space used creatively and effectively.
Technique C	Reality – Control - Precision	Clearly communicate a sense of reality, with accurate control, and precision. Showing a thorough understanding of imaginary surroundings and objects, for example weight, size, and shape.
Technique D	Explanation – Structure – Attitude	A secure, confident and in-depth explanation with a positive attitude. Appropriate vocabulary with a clear structure.
TIMING	Pace- Phrasing- Rhythm	Work is demonstrated with appropriate pace/timing. Accurate rhythm and phrasing. Timing should reflect the emotional content.
PERFORMANCE SKILLS	Engaging Audience – Facial Expression	A secure confident, and sustained performance engaging the audience. An understanding of the relationship between performer and audience is evident. Thorough presentation using appropriate facial expression Sight Reading - share the text with the audience by bringing the eyes off the page.
KNOWLEDGE, UNDERSTANDING, PREPARATION & RESPONSE	Knowledge- Understanding- Preparation, Response to Stimuli in Improvisation	Secure and sustained performance with a thorough and sophisticated knowledge and understanding of the content and context of the material performed. Clear and direct response to the stimulus in the improvisation. Project thoroughly prepared in order and presented neatly with detailed presentation. An in-depth understanding of the task with clear, accurate and confident responses in a mature manner.
APPEARANCE	As required in the POS.	Drama

15. Marking

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

Level 1 Examination Components and Assessment Categories Grades 1, 2 and 3.								
	Technique				Timing	Performance Skills	K & U	App
	Tech A	Tech B	Tech C	Tech D				
Poem	5	5			5	5	5	5
Prose	5	5			5	5		
Mime		5	5		5	5	5	
Talk	5			5	5	5		
Project							5	

Level 2 and 3 Examination Components and Assessment Categories Grades 4, 5, 6, 7 and 8								
	Technique				Timing	Performance Skills	K & U	App
	Tech A	Tech B	Tech C	Tech D				
Poem & Prose	5	5			5	5	5	5
Acting & Mime	5	5	5		5	5		
Talk	5			5	5	5		
Impro & Sight Reading	5	5			5	5		
Project & Task							5	

For each of the **Assessment Categories** 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 not demonstrated	Required standard demonstrated in a very limited way	Required standard demonstrated in a way that is sometimes limited and sometimes partial	Required standard demonstrated in a way that is sometimes partial and sometimes of the required standard	Required standard demonstrated	Required standard exceeded

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 Description**.

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 demanding programmes of study within each level description determines the grade within that level range.

17 National Standards

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

Level Descriptors for General Graded Examinations in Drama		
General Descriptor	Knowledge Statement. <i>The candidate</i>	Skills Statement. <i>The candidate can</i>
Achievement at level 1 reflects the ability to understand and use and apply relevant knowledge, understanding and skills in relation to an increasing vocabulary in expression, spoken word and acting.	Demonstrates knowledge and understanding of the basic technical and performance skills in the areas of study of drama with developing precision and control.	Demonstrate basic techniques through using an increasing vocabulary of expression, 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 level 2 reflects the ability to build upon skills, knowledge and understanding in relation to an increasing vocabulary of expression, 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 areas of study of drama with increasing precision and control.	Demonstrate an increasing consolidation of technical skills in expression, spoken word and acting. Demonstrate an increased ability to interpret and display sensitivity to their chosen pieces through mood, characterisation, feeling and style. Developing the skills of integrating the areas of study with relation to each other. Demonstrate confidence and responsiveness to an audience.
Achievement at Level 3 reflects the ability to build upon a range of skills, knowledge and understanding in relation to an increasingly refined vocabulary of expression, spoken word and acting.	Demonstrates a sound and established knowledge and understanding of the technique and performance skills in the areas of study of Drama 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 expression, 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 Drama 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
Pass	<p>To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard of Drama skills in most but not necessarily all of the assessment criteria. 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 Drama skills indicated in the Assessment Criteria and Level Descriptors.</p>	44%
Merit	<p>To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard of Drama skills in the majority of assessment criteria. 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 Drama skills indicated in the Assessment Criteria and Level Descriptors.</p>	59%
Distinction	<p>To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard of Drama skills in the majority of assessment criteria. 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 Drama 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 in terms of their safety, well being, and expectations of physical and cognitive performance in relation to their age and level of ability. It is the teacher's responsibility to ensure that the resources and material used must be appropriate for the learners age and emotional and intellectual maturity. 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 the 1 April 2026 until 31 March 2029.