

# *paa*

Performance **Arts Awards**



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## Unique group graded performing arts examinations in Dance and Musical Theatre

Performance Arts Awards (PAA) are group graded examinations in musical theatre and dance ranging from absolute beginner (Premiere) to advanced (Grade 8). Developed by industry specialists, PAA exams are specifically designed to measure, assess and reward progress whilst encouraging innovation and creativity.

**The PAA Syllabuses are perfect for setting students up for success! A truly creative and inclusive structure for any performing arts teachers and their students.**

**Hannah Pearce - Performing Arts Teacher**

### Entering For An Exam

Entering for a PAA exam couldn't be easier: download the syllabus guide from [rslawards.com](https://www.rslawards.com) and contact [paa@rslawards.com](mailto:paa@rslawards.com)

### Our Examiners Come To You

Our highly trained and experienced examiners come to your school or centre. Contact us to find out more or arrange your group exam [paa@rslawards.com](mailto:paa@rslawards.com)

# MUSICAL THEATRE

## GRADES PREMIERE - 8

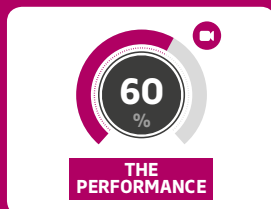
**Unique examinations designed to give teachers the creative freedom to build a bespoke curriculum around their own teaching styles and existing programmes.**

Musical Theatre examinations offer group performance whilst assessing each candidate individually.

They are accessible for all ages and abilities and provide teachers with the creativity and flexibility to enable every child to succeed.



### Musical Theatre examinations contain three core elements:



#### The Performance

The performance can be an extract of a musical, original work or full scale performance. Candidates must perform a selection of acting singing and dancing.



#### Technical Skills

PAA technical skills encourage a deeper understanding and proficiency of the skills required as a musical theatre performer.



#### Understanding & Reflection

Candidates are asked to reflect on the performance and rehearsal process, encouraging students to self evaluate and communicate their understanding of the performance and technical skills required.

# The Benefits

## Ability to Specialise

From Grade 6 to Grade 8, the Technical skills Demonstration gives you the opportunity to further demonstrate technical ability in any one of the disciplines; acting, singing or dancing.

## Choose your own Repertoire

There are no set pieces. Teachers are able to choose repertoire that best suits their students and that they know they will enjoy. The Performance can be an extract of a musical, original work or full-scale performance.

## Supporting Resources

Acting scenarios and example song extracts are included in the syllabus and further supporting resources, including downloadable audio, are available on the website.

## No Membership Fees

With no membership fees and free supporting materials PAA provides the full package to help guide, inspire and motivate your students.

## Regulated by Ofqual and Internationally Recognised

Fully regulated by Ofqual, Qualifications Wales and CCEA.

## Beginners to advanced

Entry level (premiere) all the way up to level 3 (grade 8).

UCAS POINTS  
AVAILABLE AT  
GRADES 6-8

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[www.rslawards.com/paa](http://www.rslawards.com/paa)

# Total Qualification Time Allocations for Graded Examinations

Qualification	Guided Learning Hours	Practice Hours	Total Qualification Time	Credit Value
Premiere	8	22	30	3
Debut	10	30	40	4
Grade 1	12	48	60	6
Grade 2	16	64	80	8
Grade 3	18	82	100	10
Grade 4	20	110	130	13
Grade 5	24	126	150	15
Grade 6	26	144	170	17
Grade 7	30	160	190	19
Grade 8	40	200	240	24

## Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.
Unit Format	Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

# Qualification Summary

## Aims and Broad Objectives

The aim of the Musical Theatre qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Musical Theatre. The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement. These qualifications are suitable for learners of all ages.

## Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams, and for that reason industry professionals are confident that candidates achieving the highest level of graded qualifications will have the skills necessary to work in other areas of the business.

## Qualification Structure

A graded qualification consists of a range of both practical and knowledge based tasks which are based on detailed requirements outlined in the relevant syllabus. Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

## Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Musical Theatre grades, please visit the RSL website at [www.rslawards.com](http://www.rslawards.com)

## LEARN MORE

[www.rslawards.com/paa/musical-theatre](http://www.rslawards.com/paa/musical-theatre)

**The whole experience has been brilliant, the examiners, the process and of course the students loved performing and receiving the certificates.**

# Assessment Information

## Assessment Methodology

The graded examinations in Musical Theatre are assessed through three components:

- Performance
- Technical Skills Demonstration
- Understanding and Reflection

**Premiere candidates** are assessed on their:

- Performance: Acting, Singing, Dancing **[90% of marks]**
- Understanding and Reflection **[10% of marks]**

**Debut to Grade 8 candidates** are assessed on their:

- Performance: Acting, Singing, Dancing **[60% of marks]**
- Technical skills **[30% of marks]**
- Understanding and Reflection **[10% of marks]**

## Expectations of Knowledge, Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamental skills demanded in each grade. Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Musical Theatre knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

## Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.



UCAS POINTS  
AVAILABLE AT  
GRADES 6-8

# Candidate Access & Registration

## Access and Registration

The qualifications will:

- Be available to everyone who is capable of reaching the required standards
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification. Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world. Dates will be published on the website at [www.rslawards.com](http://www.rslawards.com)

## Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

**LEARN MORE**

[www.rslawards.com/paa](http://www.rslawards.com/paa)



# Musical Theatre Overview

**Musical Theatre exams encourage the development of learners within a group performance. RSL was the first examination board to assess group performances in Musical Theatre, awarding each candidate an individual grade and certification.**

Candidates are required to demonstrate their practical skills through a group performance and a technical skills demonstration, and to demonstrate their understanding through a discussion with the examiner.

Candidates taking a PAA examination will not only gain practical performance skills but are also encouraged to reflect on their performance and the rehearsal process, developing their understanding of the material, characters, and the creative choices made on and off the stage. RSL is proud to offer an accessible exam for all candidates, encouraging development of well-rounded and highly skilled performers. PAA encourage creativity; the performance material selected is of free choice to the teacher or candidates. Candidates perform acting, singing and dancing throughout the examination in a format that can be tailored to suit each centre and its students.

## The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabi, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabi, examinations and resources.

## Safeguarding (Including Health & Safety)

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website:

[www.rslawards.com/about-us/safeguarding](http://www.rslawards.com/about-us/safeguarding)

**A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.**

## RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for University entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:

[www.rslawards.com/about-us/ucas-points](http://www.rslawards.com/about-us/ucas-points)

## Period of Operation

This syllabus specification covers Musical Theatre Graded Examinations from November 2017.

## Estimated Examination Time

(Based on groups of eight candidates – Group Exam performance format option):

### ■ PREMIERE:

**Performance:** 6–8 minutes

**Understanding & Reflection:** 10 minutes

### ■ DEBUT:

**Performance:** 8–10 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 20 minutes

### ■ GRADE 1:

**Performance:** 10–12 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 25 minutes

### ■ GRADE 2:

**Performance:** 12–14 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 25 minutes

### ■ GRADE 3:

**Performance:** 14–16 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 25 minutes

### ■ GRADE 4:

**Performance:** 16–18 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 30 minutes

### ■ GRADE 5:

**Performance:** 18–20 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 30 minutes

### ■ GRADE 6:

**Performance:** 20–23 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 35 minutes

### ■ GRADE 7:

**Performance:** 23–26 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 40 minutes

### ■ GRADE 8:

**Performance:** 26–30 minutes

**Technical Skills Demonstration and**

**Understanding & Reflection:** 45 minutes

**Please note:** Estimated examination times may vary accordingly to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

The greatest thing about the musical theatre examinations for myself is that I get to enter my students in different grades, so they're all within the same class. For example, I might have students who have only been with us for a few weeks and I've also got students who have been with us for a few years, they can all perform at different levels but get graded at the same time.



### Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age	RQF Level
Premiere	4–5 years	Entry Level 2
Debut	5–6 years	Entry Level 3
1	7–8 years	Level 1
2	9–10 years	Level 1
3	11–12 years	Level 1
4	13–14 years	Level 2
5	15–16 years	Level 2
6	16+	Level 3
7	16+	Level 3
8	16+	Level 3

### Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to Health & Safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes or bare feet is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

# Marking Schemes & Attainment Bands

**The examination is marked with credits awarded through:**

- Performance, and Understanding and Reflection for Premiere candidates
- Performance, Technical Skills Demonstration, and Understanding and Reflection for Debut to Grade 8 candidates

## Premiere Candidates

### THE PERFORMANCE

Component 1 (LO1)..... /90

### UNDERSTANDING AND REFLECTION

Component 3 (LO3)..... /10

**TOTAL: ..... out of 100**

## Debut-Grade 8 Candidates

### THE PERFORMANCE

Component 1 (LO1)..... /60

### UNDERSTANDING AND REFLECTION

Component 3 (LO3)..... /30

### UNDERSTANDING AND REFLECTION

Component 3 (LO3)..... /10

**TOTAL: ..... out of 100**

The attainment bands for Musical Theatre graded examinations are as follows:

Attainment Bands	
Unclassified	0–49%
Pass	50–64%
Merit	65–84%
Distinction	85% and above

**I think that the biggest thing about doing the qualification within in is to give the discipline and then that skill then is transferrable into everyday life, into other aspects of our lifestyle, it gets them to follow a structure, even though it's really flexible. It gets them to work towards something and gives them a sense of achievement.**

**Municipal de Naron**

# Performance

The performance consists of a group piece of musical theatre, performed from memory, in which candidates perform a range of acting, singing and dancing throughout. Performances can include candidates from **Premiere to Grade 8** and must have a **minimum of two** candidates.

## Group Exam

This is typically a class of candidates at a similar grade level. Candidates must perform for the specified duration per grade. If the Group Exam consists of candidates at different grades, the performance must meet the minimum duration for the highest grade in the group. A Group Exam can be extracts from musicals or original work. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.** If there are more than eight candidates in the group the performance must be repeated.

or

## Show Exam

This is typically a large group/whole school of more than 25 candidates. Candidates must perform for the minimum duration required at the grade for which they are entered. A Show Exam can be a full production of a musical, a variety show consisting of extracts from musicals or original work. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.**

**Please contact RSL for assistance with selecting a Performance format option most appropriate to your centre.**

## Notes for Groups Exams and Show Exams:

- All candidates must wear their allocated candidate number on the front and back of their clothing throughout the performance
- Candidates must perform a range of acting, singing and dancing throughout
- A member of staff must be present for the performance component of the examination
- Both performance formats can include students who are not exam candidates as long as the minimum number of exam candidates has been met
- A member of staff must operate the music playback equipment
- The school's uniform is sufficient, however, costume and props are permitted
- An audience is permitted

# Technical Skills Demonstration

Prior to, or following the performance, each candidate will undertake the Technical Skills Demonstration. This consists of acting, singing or dancing skills demonstrated through a series of short exercises designed to be achievable during a class warm up or technical workshop over a number of weeks.

- **PREMIERE** – There is no Technical Skills Demonstration
- **DEBUT** – The Technical Skills Demonstration gives candidates the opportunity to share imaginative ideas and build confidence in an exam setting
- **GRADES 1–5** – Candidates will prepare any one of the technical skills as chosen by the Teacher. All candidates will demonstrate technical skills from the same discipline
- **GRADES 6–8** – Candidates will choose and prepare any one of the technical skills

The Technical Skills Demonstration is performed to the examiner in groups. From Debut to Grade 5, all candidates in the same performance group will demonstrate technical skills in the same discipline. From Grades 6 to 8, candidates will specialise by demonstrating technical skills in one discipline of their choice.

Candidates must be arranged into groups by the teacher in advance of the examination day. Please refer to the content description for each grade for group size requirements. Candidates may be arranged into even smaller groups where necessary, e.g. in order to perform different song extracts appropriate to vocal range.

As students progress through the grades, the time, length, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills Demonstration can be found in the content description for each grade.

A member of staff must be present for any component of the examination that requires the operation of music playback equipment. A member of staff must be present throughout Singing and Dancing Technical Skills Demonstrations to operate the music and/or to provide a starting note or clapping rhythm where necessary. Staff must not direct, lead or influence the candidates in any way. For the Acting Skills Demonstration, a member of staff does not need to be present.

An audience is not permitted for the Technical Skills Demonstration.

# Understanding & Reflection

The examination is concluded with an Understanding and Reflection discussion facilitated by the examiner. Candidates will be asked to share ideas on the given topic based on the performance seen in the examination. As students progress through the grades, the questions become more complex, and include a discussion about the rehearsal process and the importance of the technical skills required for each discipline.

The understanding and reflection discussion must take place **after** the Performance and Technical Skills Demonstration.

Candidates must be arranged into groups by the **teacher in advance of the examination day.**

An audience is **not** permitted for the Understanding and Reflection component of the examination.

Please note that a member of staff does not need to be present for the Understanding and Reflection component of the examination.

## Suggested Repertoire

PAA exams encourage creativity and do not make any compulsory recommendations for material selection. However, each performance is required to adhere to the required performance duration. Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific grade they are entering. Performance Arts Awards have a catalogue of repertoire and a list of performance ideas. The repertoire can be accessed via our website: [www.rslawards.com/performance-arts](http://www.rslawards.com/performance-arts)



# General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

**Centres must provide examiners with an adequate table, chair, lighting and refreshments. Examiners must not sit in close proximity to the audience at any time.**

Centres must provide an appropriate space to conduct a Musical Theatre examination and at least one room in addition to the performance space to conduct the Technical Skills Demonstration and Understanding and Reflection components of the examination. A member of staff **must** be present for the Performance component of the examination. A member of staff **must** be present for any component of the examination that requires the operation of music playback equipment or a starting note or clapped rhythm to be provided. A member of staff **must** be on hand to support the organisation of candidates and to chaperone candidates from the examination once completed.

The nature of each performance will be unique to your particular centre, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material in all three disciplines.

**Staff must not lead, direct or influence the candidates during any component of the**

**examination**, and the examiner reserves the right to stop the examination in such instances. A reasonable level of prompting is permitted at Premiere only.

Candidates must be arranged into groups for the Technical Skills Demonstration and Understanding and Reflection components by the **teacher in advance of the examination day**. For advice regarding candidate grouping please contact RSL.

**As a principal of a school, I really enjoy seeing my students taking these examinations because it shows a progression. So for example, I've had some students who've started off with us doing a Grade 1 and now they are on Grade 6, and to see them develop and to know that they are hitting baselines that they'll be able to take on in the future is really rewarding and it makes me extremely proud.**

**Kate Poole - Performing Arts School Principal**

# STREET DANCE

## GRADES 1 - 8

**Unique examinations designed to give teachers the creative freedom to build a bespoke curriculum around their own teaching styles and existing programmes.**

Street Dance examinations offer group performance whilst assessing each candidate individually.

They are accessible for all ages and abilities and provide teachers with the creativity and flexibility to enable every child to succeed.

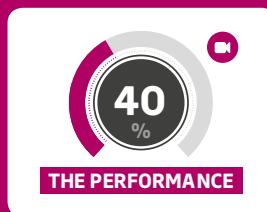


### Street Dance examinations contain two core elements:



#### Technical Exercises

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises encourage the development of a strong technique, whilst embedding performance skills and style.



#### The Performance

The Performance is the final element to the examination and can include any style or variation of the dance discipline. Teachers have creative control over the content of the group performance creating a truly unique and tailored experience for their students.

# The Benefits

## Ability to Specialise

At every grade there is the opportunity to specialise in a style(s) of Street Dance; choose from Locking, Popping, House and Breaking.

## Choose your own Repertoire

There are no set music tracks. Teachers are able to choose tracks that best suits their students and that they know they will enjoy. The Performance can include any style or variation of Street Dance.

## Opportunity to be Creative

From Grade 4 -8, you can freestyle dance as part of your examination. At the higher grades, this takes the form of a crew battle.

## Supporting Resources

Video demonstration of the Technical Skills are available on our website as well as a Scheme of Work and Suggested Repertoire.

## No Membership Fees

With no membership fees and free supporting materials PAA provides the full package to help guide, inspire and motivate your students.

## Regulated by Ofqual and Internationally Recognised

Fully regulated by Ofqual, Qualifications Wales and CCEA. Entry level (premiere) all the way up to level 3 (grade 8).

**The new PAA Street Dance syllabus allows creativity and industry relevant progression. This syllabus is a fresh and exciting new approach for dance education.**

**CAITLIN BARNETT - Dancer**

BBC Switch, 'The Rules of Love', 'TV's Greatest Dance Moments'

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GRADES 6-8

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# Total Qualification Time Allocations for Graded Examinations

Qualification	Guided Learning Hours	Practice Hours	Total Qualification Time	Credit Value
Grade 1	60	10	70	7
Grade 2	60	10	70	7
Grade 3	60	10	70	7
Grade 4	75	20	95	10
Grade 5	75	20	95	10
Grade 6	90	40	130	13
Grade 7	90	40	130	13
Grade 8	90	40	130	13

## Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.
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# Qualification Summary

## Aims and Broad Objectives

The aim of the Street Dance qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Street Dance.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in all age groups.

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## Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Street Dance grades please visit the RSL website at [www.rslawards.com](http://www.rslawards.com)

## LEARN MORE

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# Assessment Information

## Assessment Methodology

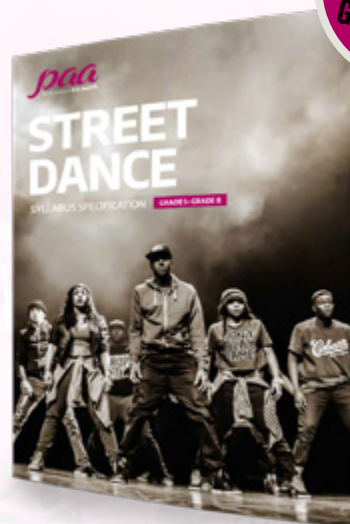
The graded examinations in Street Dance are assessed through two components:

### Grades 1–3

■ Technical Skills	<b>60 marks</b>
■ Performance	<b>40 marks</b>

### Grades 4–8

■ Technical Skills (including Freestyle)	<b>60 marks (30+30)</b>
■ Performance	<b>40 marks</b>



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GRADES 6-8

## Expectations of Knowledge, Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery'; each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamental skills demanded in each grade. Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Street Dance knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

## Quality Assurance

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# Candidate Access & Registration

## Access and Registration

The qualifications will:

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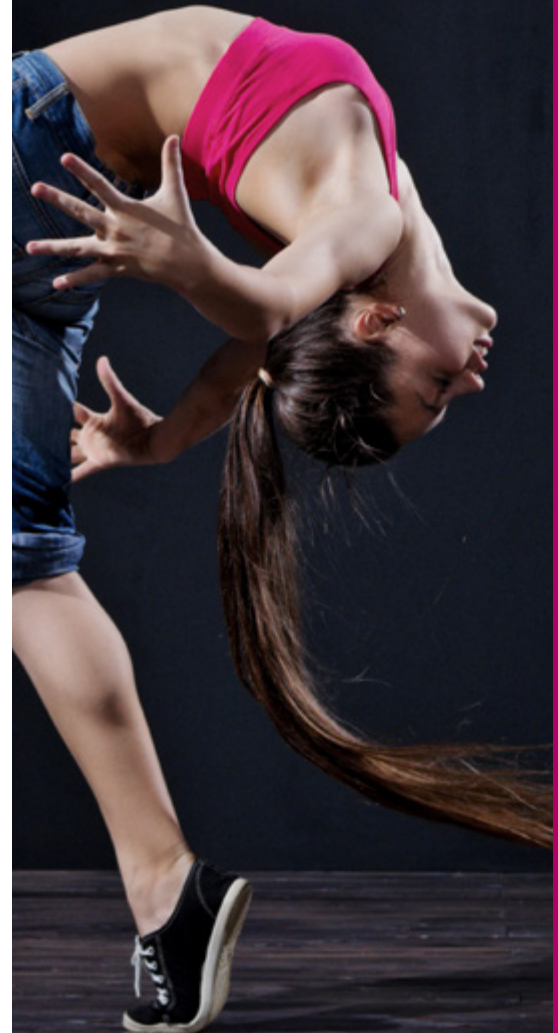
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**LEARN MORE**

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# Street Dance Overview

**Street Dance is emerging as one of the most popular styles of dance today and is slowly becoming an ubiquitous form of expression in the arts. PAA offers the opportunity for candidates to earn a recognised and quality-assured qualification whilst doing something they enjoy.**

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises should encourage the development of a strong dance technique, whilst embedding performance skills. As candidates progress through the grades, the demand of the technical exercises will increase to ensure the development of equipped dancers.

PAA gives the teacher the freedom to create inspiring work which will stretch and challenge every student. As there are no set combinations within the Street Dance syllabus, teachers will have creative control and will be required to lift the set technical steps and tasks from the pages and bring them to life. The teacher is encouraged to apply stylistic features, dynamics and energy to all exercises. PAA examinations in Street Dance are designed to develop the skills necessary to communicate through dance and movement to an audience. Candidates who prepare themselves appropriately will develop relevant skills through exploring a range of Street Dance styles and techniques.

## The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabuses, examinations and resources.

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[www.rslawards.com/about-us/safeguarding](http://www.rslawards.com/about-us/safeguarding)

**A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.**

## RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for University entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:

[www.rslawards.com/about-us/ucas-points](http://www.rslawards.com/about-us/ucas-points)

## Period of Operation

This syllabus specification covers Street Dance Graded Examinations from April 2018.

## Estimated Examination Timings for Street Dance:

- **GRADE 1:** 25 minutes
- **GRADE 2:** 25 minutes
- **GRADE 3:** 25 minutes
- **GRADE 4:** 30 minutes
- **GRADE 5:** 30 minutes
- **GRADE 6:** 35 minutes
- **GRADE 7:** 35 minutes
- **GRADE 8:** 35 minutes

**Please note:** Estimated examination times may vary according to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

## Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age	RQF Level
1	7–8 years	Level 1
2	9–10 years	Level 1
3	11–12 years	Level 1
4	13–14 years	Level 2
5	15–16 years	Level 2
6	16+	Level 3
7	16+	Level 3
8	16+	Level 3

## Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to health and safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes or bare feet is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

# Unit Specifications

## Content:

- The skills and understanding required at each grade
- The Street Dance content is divided into two examined components;
  - Technical Skills
  - The Performance

## Assessment Criteria:

- Criteria against which the candidate is assessed

## Learning Outcome:

- A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

## Grade Descriptor:

- An indication of the level of attainment required for each attainment band (Unclassified, Pass, Merit or Distinction) at each grade.

**LEARN MORE**

[www.rslawards.com/paa/street-dance](http://www.rslawards.com/paa/street-dance)



# Technical Skills

Candidates will dance a selection of technical moves provided by RSL that are designed to be achievable during a class warm up or technical workshop over a number of weeks.

**The technical moves and combination are demonstrated as a group but each candidate must be visible to the examiner at all times.**

A maximum of **eight** candidates can be assessed at any one time. Candidates may be arranged into even smaller groups where necessary, e.g. where there are different chosen styles within the same exam group.

Candidates will demonstrate each technical move:

- One move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- As a combination

Candidates may perform the technical moves in the same combination but this is not a requirement.

The teacher should select a music track/s appropriate to the chosen style.

A video demonstrating all the technical moves is available to download from: [www.rslawards.com/performance-arts/syllabus](http://www.rslawards.com/performance-arts/syllabus)

As candidates progress through the grades, the range of styles, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills demonstration can be found in the content description for each grade.

Props and costumes are **not** permitted.

An audience is **not** permitted.

- **LEVEL 1 (GRADE 1, 2 AND 3)** – The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner
- **LEVEL 2 (GRADE 4 AND 5)** – The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner
- **LEVEL 3 (GRADE 6, 7 AND 8)** – The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

# Performance

**The Performance consists of a group dance routine which can include any style or variation of street dance. Teachers have creative control over the concept, content and choreography of the group performance but must adhere to the minimum and maximum durations specified per grade (including the music track/s selected).**

Teachers can refer to the Technical Moves listed at each grade for guidance regarding the level of difficulty expected for the Performance choreography at each grade.

A maximum of eight candidates can be assessed at any one time. If there are more than **eight** candidates in the group the performance may need to be repeated. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.**

The school's uniform is sufficient, however, costumes and props are permitted. An audience is permitted. Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific qualification level they are entering.

## Choosing music for Performance

The selection of music is the teacher's choice and should allow the candidates the best opportunity to respond to phrasing, dynamics and atmosphere. The style and the mood of the music should allow for as much expression as possible, creating a performance that fulfils requirements for technique, musicality and communication.

## Notes for the Examination:

- All candidates must wear their allocated candidate number on the **front and back** of their clothing throughout
- The examination can include students who are not exam candidates as long as the minimum number of candidates has been met
- A member of staff **must** be present for the examination in order to operate music playback equipment
- Staff **must** be on hand to chaperone students from the examination once completed

# General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

**Centres must provide examiners with an adequate table, chair, lighting and refreshments.**

Examiners must not be in close proximity to the audience at any time.

The nature of each performance will be unique to your particular school, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Learning Outcomes, Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material.

**Staff must not lead, direct or influence the candidates during any component of the examination,** and the examiner reserves the right to stop the examination in such instances.

Candidates must be arranged into groups by the **teacher in advance of the examination day.** For advice regarding candidate grouping please contact RSL.

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# JAZZ DANCE

## GRADES PREMIERE - 8

**Unique examinations designed to give teachers the creative freedom to build a bespoke curriculum around their own teaching styles and existing programmes.**

Jazz Dance examinations offer group performance whilst assessing each candidate individually.

They are accessible for all ages and abilities and provide teachers with the creativity and flexibility to enable every child to succeed.

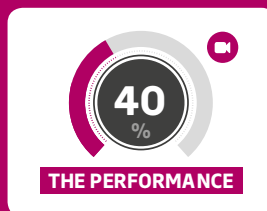


## Jazz Dance examinations contain two core elements:



### Technical Exercises

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises encourage the development of a strong technique, whilst embedding performance skills and style.



### The Performance

The Performance is the final element to the examination and can include any style or variation of the dance discipline. Teachers have creative control over the content of the group performance creating a truly unique and tailored experience for their students.

# The Benefits

## Choose your own Repertoire

There are no set music tracks. Teachers are able to choose tracks that best suits their students and that they know they will enjoy. The Performance can include any style or variation of Jazz Dance.

## Opportunity to be Creative

From Grade 4 -8, you can improvise as part of your examination.

## Video Demonstration

Video demonstration of all the Technical Skills are available on our website.

## Audio Download

Music is provided for the Technical Skills section of the examination.

## No Membership Fees

With no membership fees and free supporting materials PAA provides the full package to help guide, inspire and motivate your students.

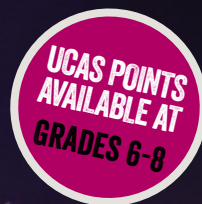
## Regulated by Ofqual and Internationally Recognised

Fully regulated by Ofqual, Qualifications Wales and CCEA.

**Never has there been a Jazz syllabus that gives dance teachers such freedom, autonomy and flexibility to build their own bespoke curriculum around their students.**

**FABIO SANTOS - Performer**

'The Illusionist', 'High School Musical', Dolce & Gabbana's  
2015 summer collection launch



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[www.rslawards.com/paa](http://www.rslawards.com/paa)

# Total Qualification Time Allocations for Graded Examinations

Qualification	Guided Learning Hours	Other Learning	Total Qualification Time	Credit Value
Premiere	40	5	45	5
Debut	40	5	45	5
Grade 1	60	10	70	7
Grade 2	60	10	70	7
Grade 3	60	10	70	7
Grade 4	75	20	95	10
Grade 5	75	20	95	10
Grade 6	90	40	130	13
Grade 7	90	40	130	13
Grade 8	90	40	130	13

## Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.
Unit Format	Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

# Qualification Summary

## Aims and Broad Objectives

The aim of the Jazz Dance qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Jazz Dance.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in all age groups.

## Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to Further Education and Higher Education courses. Graded qualifications operate according to a well established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams and for that reason industry professionals are confident that, through achievement in graded qualifications at the highest level, candidates will have the skills necessary to work in other areas of the industry.

## Qualification Structure

A graded qualification consists of a range of both practical and knowledge based tasks which are based on detailed requirements outlined in the relevant syllabus. Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

## Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for Street Dance grades please visit the RSL website at [www.rslawards.com](http://www.rslawards.com)

## LEARN MORE

[www.rslawards.com/paa/jazz-dance](http://www.rslawards.com/paa/jazz-dance)

# Assessment Information

## Assessment Methodology

The graded examinations in Jazz Dance are assessed using two distinct sections:

### Premiere - Grade 3

■ Technical Skills	60 marks
■ Performance	40 marks

### Grades 4-8

■ Technical Skills (including improvisation)	60 marks
■ Performance	40 marks



## Expectations of Knowledge, Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamental skills demanded in each grade. Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate knowledge, skills and understanding in Jazz Dance relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

## Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

# Candidate Access & Registration

## Access and Registration

The qualifications will:

- Be available to everyone who is capable of reaching the required standards
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world. Dates will be published on the website at [www.rslawards.com](http://www.rslawards.com)

## Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

**LEARN MORE**

[www.rslawards.com/paa](http://www.rslawards.com/paa)



# Jazz Dance Overview

**Jazz Dance has always been one of the most popular styles of dance for students, professional dancers and choreographers. PAA offers the opportunity for candidates to earn a recognised and quality-assured qualification whilst doing something they enjoy.**

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises should encourage the development of strong dance technique, whilst embedding performance skills. As candidates progress through the grades, the demand of the technical exercises will increase to ensure the development of equipped dancers.

PAA gives the teacher the freedom to create inspiring work which will stretch and challenge every student. As there are no set combinations within the Jazz Dance syllabus, teachers will have creative control and will be required to lift the set technical steps and tasks from the pages and bring them to life. The teacher is encouraged to apply stylistic features, dynamics and energy to all exercises. PAA examinations in Jazz Dance are designed to develop the skills necessary to communicate through dance and movement to an audience. Candidates who prepare themselves appropriately will develop relevant skills through exploring a range of Jazz Dance styles and techniques.

## The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabuses, examinations and resources.

## Safeguarding (Including Health & Safety)

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website:

**[www.rslawards.com/about-us/safeguarding](http://www.rslawards.com/about-us/safeguarding)**

**A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.**

**Please note: In the interest of health and safety, teachers must ensure that candidates have undertaken a thorough physical warm up before commencing with the content of this syllabus.**

## RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for university entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:

**[www.rslawards.com/about-us/ucas-points](http://www.rslawards.com/about-us/ucas-points)**

## Period of Operation

This syllabus specification covers Jazz Dance Graded Examinations from September 2018.

## Estimated Examination Timings for Jazz Dance:

- **PREMIERE:** 20 minutes
- **DEBUT:** 20 minutes
- **GRADE 1:** 25 minutes
- **GRADE 2:** 25 minutes
- **GRADE 3:** 25 minutes
- **GRADE 4:** 35 minutes
- **GRADE 5:** 35 minutes
- **GRADE 6:** 45 minutes
- **GRADE 7:** 45 minutes
- **GRADE 8:** 45 minutes

**Please note:** Estimated examination times may vary according to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

## Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age	RQF Level
Premiere	4–5 years	Entry Level
Debut	5–6 years	Entry Level
1	7–8 years	Level 1
2	9–10 years	Level 1
3	11–12 years	Level 1
4	13–14 years	Level 2
5	15–16 years	Level 2
6	16+	Level 3
7	16+	Level 3
8	16+	Level 3

## Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to health and safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes or bare feet is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

# Unit Specifications

## Content:

- The skills and understanding required at each grade
- The Jazz Dance content is divided into two examined components;
  - Technical Skills
  - The Performance

## Assessment Criteria:

- Criteria against which the candidate is assessed

## Learning Outcome:

- A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

## Grade Descriptor:

- An indication of the level of attainment required for each attainment band (Unclassified, Pass, Merit or Distinction) at each grade.

**LEARN MORE**

[www.rslawards.com/paa/jazz-dance](http://www.rslawards.com/paa/jazz-dance)



# Technical Skills

Teacher's may arrange their own Technical Skills Exercises but must ensure that all exercises are at an appropriate level for each grade. The minimum technical requirement for each grade are listed at the relevant grade. This minimum requirement must be met.

**The set Jazz Dance music must be used for the Technical Skills Exercises.**

**The technical exercises are demonstrated as a group but each candidate must be visible to the examiner at all times.**

A maximum of **eight** candidates can be assessed at any one time.

Props and costumes are **not** permitted. An audience is **not** permitted.

## Suggested Arrangement

Teachers can use a Suggested Arrangement of Technical Skills Exercises provided by RSL if they wish. This is available, along with a video demonstration, as a separate resource and can be accessed at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

Please note: In the interest of health and safety, Technical Skills Exercises must always begin with a thorough warm up which sufficiently prepares candidates for all Technical Skills Exercises, Improvisation (Level 2 & 3 only) and the Performance. Warming up of the legs, ankles and feet must take place before commencing any impact work.

## Improvisation (Level 2 & 3 Only)

The Improvisation section of the examination gives candidates from Grades 4–8 only the opportunity to demonstrate their technical ability, musicality, creativity and individual style without restrictions.

Candidates will be required to interpret the given music through any Jazz Dance style and moves of the candidate's choice for the duration specified per grade.

Candidates may draw upon the technical moves provided for the Technical Skills Exercises in their improvisation if they wish but this is **not** a requirement. However, the improvisation must **not** wholly consist of technical moves that have been provided by RSL.

Candidates will improvise in small groups.

The music will be provided by the examiner and will **not** be heard until the examination.

Props and costumes are **not** permitted. An audience is not permitted.

# Performance

**The Performance consists of a group dance routine which can include any style or variation of Jazz Dance. Teachers have creative control over the concept, content and choreography of the group performance but must adhere to the allocated performance duration boundaries.**

- Teachers can refer to the minimum requirements for the Technical Skills Exercises per grade as well as the Suggested Technical Skills Exercises resource (available on the RSL website) for guidance regarding the level of difficulty expected for the Performance choreography at each grade.
- A maximum of **eight** candidates can be assessed at any one time. If there are more than eight candidates in the group the performance may need to be repeated. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.**
- The school's uniform is sufficient, however, costumes and props are permitted.

## Notes for the Examination:

- All candidates must wear their allocated candidate number on the front and back of their clothing throughout
- The examination can include students who are not exam candidates as long as the minimum number of candidates has been met
- A member of staff must be present for the examination in order to operate music playback equipment
- Staff must be on hand to chaperone students from the examination once completed

- An audience is permitted.
- Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific qualification level they are entering.

## Choosing music for Performance

The selection of music is the teacher's choice and should allow the candidates the best opportunity to respond to phrasing, dynamics and atmosphere. The style and the mood of the music should allow for as much expression as possible, creating a performance that fulfills requirements for technique, musicality and communication.

# General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

**Centres must provide examiners with an adequate table, chair, lighting and refreshments.**

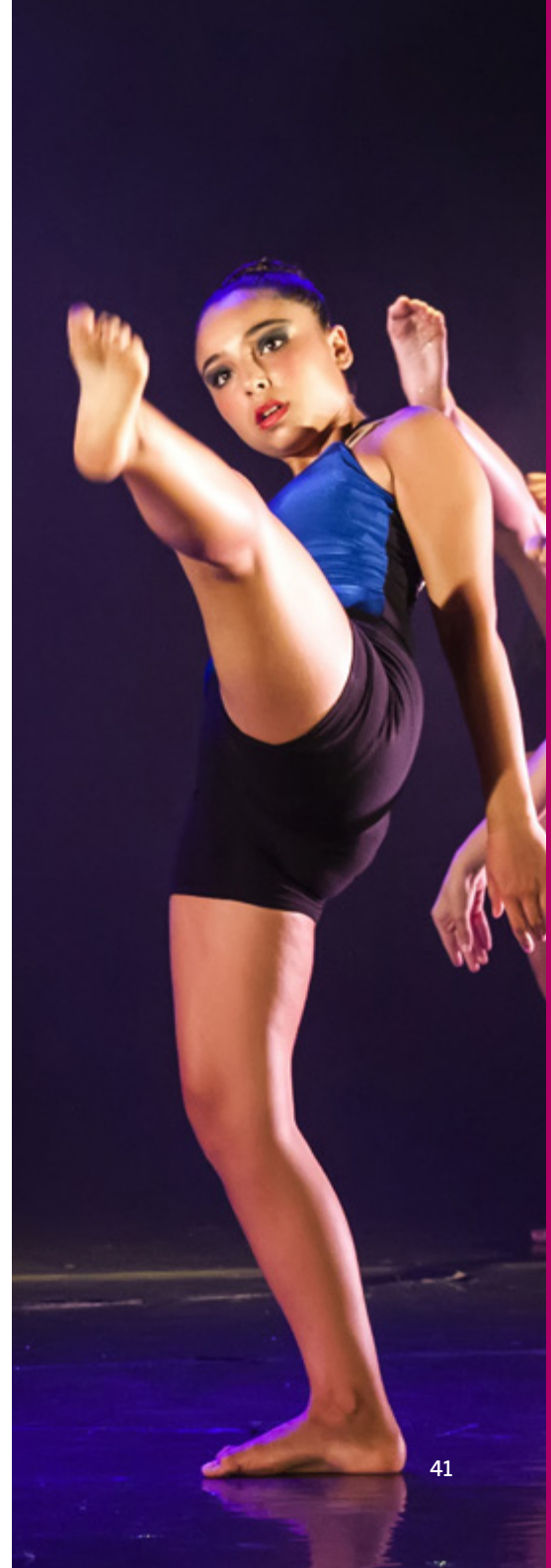
Examiners must not be in close proximity to the audience at any time.

The nature of each performance will be unique to your particular school, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Learning Outcomes, Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material.

**Staff must not lead, direct or influence the candidates during any component of the examination,** and the examiner reserves the right to stop the examination in such instances.

Candidates must be arranged into groups by the **teacher in advance of the examination day.** For advice regarding candidate grouping please contact RSL.

If you wish to adapt any of the Technical Skills Exercises for a candidate who requires a Reasonable Adjustment, you **must** contact RSL Head Office for advice prior to doing so.



# Your Guide To Running PAA Exams

- 1 Download the syllabus and supporting resources for free from our website.
- 2 Contact the Performing Arts Qualifications team if you have any queries about the syllabus [PAA@rslawards.com](mailto:PAA@rslawards.com)
- 3 Contact the Performing Arts Exams Officer [PAA@rslawards.com](mailto:PAA@rslawards.com) to provisionally book in your date. We will ask you for an estimate of the number of candidates because this is the only way we can ensure we have adequate number of examiners booked for your day.
- 4 You will need to communicate the opportunity to take exams to parents and arrange for interested parents to pay you the correct fee for the grade their child is taking.
- 5 Closer to the exam day, you'll need to let the Performing Arts Exams Officer know what candidates are doing what grades and what technical skill you have opted for (acting, singing or dancing).
- 6 From this information, the Performing Arts Exams Officer will create and share with you a schedule for your exam day. You can let them know if there are any problems with it and then this will be finalised prior to the exam day so that you can be relaxed about it.
- 7 The Performing Arts Exams Officer will call you 2 weeks before your exam day to check that all is well and to deal with any queries you may have. At this stage, we can add additional candidates.
- 8 Your examiner will call you 3 days before the exam day to double check all the details and to arrange things like getting there/parking etc. It is crucial that this call takes place because there is still time to deal with any issues identified at this stage.
- 9 Your exam day takes place. If there are any problems on the day itself, speak to the examiner in the first instance. Where this is not possible, you can call the out of hours helpline on **07493 829 801**.
- 10 You will be sent a payment link for the full exam day fee. You will need to pay the full fee, even if some parents haven't paid you yet.
- 11 You will get candidate results and certificates within 3 weeks of your exam day.

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[www.rslawards.com/paa](http://www.rslawards.com/paa)





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RSL Awards has been an independently regulated awarding organisation in the UK since 2002. RSL Awards is the only graded music awarding organisation to be regulated by Ofqual (England), SQA (Scotland), Qualifications Wales (Wales) and CCEA (Northern Ireland).

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