

# Next Generation Higher National Unit Grading Pack

## Higher National Certificate Acting and Performance

Qualification code: GV1T 47

Valid from: session 2024 to 2025

**Prototype for pilot delivery only**

This grading pack provides information about the process of grading the Higher National Certificate (HNC) Acting and Performance. It is for lecturers and assessors, and contains all the mandatory information you need to grade the HNC. You must read it alongside the Educator Guide.

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# Approach to grading

Grading in Next Generation: Higher National (NextGen: HN) Qualifications produces a valid and reliable record of a learner's level of achievement across the breadth of the qualification content.

As well as grading the whole qualification, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole-qualification grading.

## Whole-qualification grade outcomes

Learners who pass NextGen: HN Qualifications receive one of the following grade outcomes for the qualification as a whole:

- Achieved with Distinction
- Achieved with Merit
- Achieved

To determine a learner's whole-qualification grade, you use the grading matrix to assess and judge their performance across the key aspects of the HNC. You must align your judgements with the following whole-qualification grade descriptors.

## Whole-qualification grade descriptors

### Achieved with Distinction

The learner has achieved an excellent standard across the course content, going significantly beyond meeting the qualification requirements. They showed a comprehensive knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete high-quality work. They engaged

significantly with the process of developing their meta-skills in the context of their HN Qualification.

### **Achieved with Merit**

The learner has achieved a very good standard across the course content, going beyond meeting the qualification requirements. They showed a very good knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete work of a standard above that expected for an Achieved grade. They actively engaged with the process of developing their meta-skills in the context of their HN Qualification.

### **Achieved**

The learner has achieved a good standard across the course content, credibly meeting the qualification requirements. They showed a good knowledge and understanding of course concepts and principles, and used them to apply skills to complete work of the required standard. They engaged with the process of developing their meta-skills in the context of their HN Qualification.

## **What the whole-qualification grade descriptors do and how they are used**

The whole-qualification grade descriptors outline the skills, knowledge and understanding a learner needs to show across the whole qualification to achieve that specific grade. They align with the Scottish Credit and Qualifications Framework (SCQF) level descriptors.

NextGen: HNC qualifications are at SCQF level 7. Learners who complete a NextGen: HNC can:

- convey knowledge of the subject's main theories, concepts and principles
- apply skills, knowledge and understanding of the subject in relevant practical and professional contexts
- use a broad range of approaches to address problems and issues in the context of the subject area
- exercise initiative and independence in carrying out activities, and have started to develop their professional practice and behaviours relevant to the context of the qualification
- differentiate between and appropriately apply the knowledge gained through practice, research and other sources

Please use this information, as well as the whole-qualification grade descriptors, to help you understand the standard at which learners should be assessed and graded.

Higher education institutes (HEIs) can use the grade descriptors to set admissions requirements, and employers can use them to help make decisions during a recruitment process.

SQA's quality assurance teams use the grade descriptors and the grading matrix to ensure that grades awarded in a particular NextGen: HN Qualification are at a consistent national standard, regardless of the setting in which they are achieved.

Successful learners receive their grade, along with the grade descriptor, on their certificate.

## Using the grading matrix

You must use the grading matrix to judge the learner's whole-qualification grade. You can use the grading matrix at any time, but you only make a whole-qualification grading judgement when you are confident the learner has met all the evidence requirements of all the required units.

The criteria in the grading matrix reflect the knowledge, skills and qualities HEIs and employers can expect of a learner who has completed the qualification. These criteria align with the overall purpose of the qualification, and remain the same for its duration.

Each criterion has sector-specific descriptors of a typical learner's performance standard, aligned to the whole-qualification grade outcomes of Achieved, Achieved with Merit and Achieved with Distinction. These descriptors describe the standard a learner of that whole-qualification grade is expected to show.

The guidance accompanying each criterion can include, but is not limited to, information on:

- relevant types of assessment that may produce useful or meaningful evidence for judging that criterion
- mapping to content that is particularly relevant to that criterion
- mapping to meta-skills

This guidance may be updated over time.

When you make your final grading judgement, you must use a 'best fit' approach based on the learner's achievement across the grading matrix. This may be straightforward — for example, if the learner's evidence shows a consistent standard across the grading matrix criteria. If it is not straightforward, you must make a 'best fit' judgement — for example, if a learner shows a mix of standards across the grading matrix criteria, with no clear pattern. The criteria may not always have equal value. You can decide some are more important to the final grade than others.

## **Meta-skills**

Meta-skills are a key part of NextGen: HN Qualifications and learners can develop them throughout the qualification. A learner's engagement with developing their own meta-skills contributes to their qualification grade. You do not assess or grade competence or progress in individual meta-skills — for example, by judging the quality of a learner's feeling or creativity. Instead, you look at the process of development learners go through. This means learners need to provide evidence of planning, developing and reflecting on their meta-skills.

If qualification content also contributes to meta-skills development, it contributes to a learner's whole-qualification grading through the grading matrix approach.

## **Learning for Sustainability**

Learning for Sustainability does not contribute to a learner's qualification grade.

If qualification content is also Learning for Sustainability content, it does contribute to a learner's whole-qualification grade through the grading matrix approach.

## Grading matrix

### Sector-specific competencies

| Criterion 1                                     | Achieved   | Merit  | Distinction   |
|---|--|--|---|
| <b>Apply key acting practices in rehearsals</b> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• understands rehearsal etiquette</li> <li>• works effectively with other actors and directors</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• engages with all aspects of the rehearsal process</li> <li>• develops character throughout the rehearsal process</li> <li>• works highly effectively with other actors and directors</li> <li>• collaborates positively throughout</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• is highly engaged and engaging in the rehearsal process</li> <li>• is prepared to take risks and challenges in the rehearsal process</li> <li>• can reflect with maturity</li> </ul> |

### Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcomes 1 and 2)



- Performance Skills: Application
  - stage-based work (outcomes 2 and 4)
  - devised work (outcomes 2, 3 and 4)
  - screen work (outcomes 2, 3 and 4)
  
- Industry and Audition Skills (outcome 3)

This aligns with and provides evidence for meta-skills in Performance Skills: Application (outcome 6).

| Criterion 2   | Achieved  | Merit   | Distinction   |
|---|---|---|---|
| <p><b>Apply key acting practices in performances.</b></p> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates an understanding of character or character, using textual clues</li> <li>• sustains a character or characters</li> <li>• conveys relationships through interaction with other characters</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates a clear understanding of a character or characters, using textual clues</li> <li>• sustains a character or characters</li> <li>• conveys believable relationships through credible interaction with other characters</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates a fully integrated character or characters</li> <li>• demonstrates a highly convincing connection with a character or characters and textual clues</li> <li>• sustains a fully rounded character or characters</li> <li>• conveys believable relationships through highly credible interaction with other characters</li> </ul> |

## Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcome 1)
- Performance Skills: Application
  - stage-based work (outcome 5)
  - devised work (outcome 5)
  - screen work (outcome 5)
- Industry and Audition Skills (outcomes 2 and 4)

| Criterion 3   | Achieved   | Merit  | Distinction   |
|---|--|--|---|
| <b>Demonstrate vocal techniques in a range of materials</b> | The learner: <ul style="list-style-type: none"> <li>• demonstrates appropriate vocal techniques across a range of materials</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• demonstrates highly effective vocal techniques across a range of materials</li> <li>• conveys clear and credible character and emotions</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• demonstrates versatility, creativity, range and consistency throughout voice work</li> <li>• is highly convincing and credible</li> </ul> |

## Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcomes 1, 2, 3, 4 and 5)
- Performance Skills: Application
  - stage-based work (outcomes 3 and 5)
  - devised work (outcomes 3 and 5 (if appropriate))
  - screen work (outcomes 2, 4 and 5)
- Industry and Audition Skills (outcomes 2 and 4)

| Criterion 4  | Achieved  | Merit   | Distinction  |
|--|---|---|--|
| <b>Demonstrate movement techniques in a range of materials</b> | The learner: <ul style="list-style-type: none"> <li>• demonstrates appropriate movement techniques across a range of materials</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• demonstrates highly effective movement techniques across a range of materials</li> <li>• conveys clear and credible character and emotions</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• demonstrates versatility, creativity, range and consistency throughout movement work</li> <li>• is highly convincing and credible</li> </ul> |

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcomes 1, 2, 3, 6 and 7)
- Performance Skills: Application
  - stage-based work (outcomes 2, 4 and 5)
  - devised work (outcomes 3 and 5)
  - screen work (outcomes 2, 4 and 5)
- Industry and Audition Skills (outcomes 2 and 4)

## Professional behaviours

| Criterion 1                | Achieved  | Merit   | Distinction   |
|----------------------------|---|---|---|
| <b>Working with others</b> | The learner: <ul style="list-style-type: none"> <li>• works effectively with others in classes, workshops, rehearsals and performances</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• works with others in a highly effective manner</li> <li>• is committed, reliable, supportive and helpful</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• works with others in a highly effective and mature manner</li> <li>• is fully committed, reliable, supportive and helpful</li> <li>• has strong emotional intelligence</li> </ul> |

## Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcomes 1, 2, 5 and 6)
- Performance Skills: Application
  - stage-based work (outcomes 2, 4 and 5)
  - devised work (outcomes 2, 4 and 5)
  - screen work (outcomes 3, 4 and 5)

This aligns with and provides evidence for meta-skills (outcome 6) in Performance Skills: Application.

| Criterion 2                        | Achieved   | Merit   | Distinction   |
|------------------------------------|--|---|---|
| <b>Timekeeping and preparation</b> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• is sometimes late for classes and rehearsals</li> <li>• meets most deadlines</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• is reliable</li> <li>• arrives on time for classes, rehearsals and performances</li> <li>• is prepared</li> <li>• has excellent attendance</li> <li>• meets all deadlines</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• is always reliable</li> <li>• arrives on time for classes, rehearsals and performances</li> <li>• is prepared</li> <li>• is ready, with a focused and mature approach at all times</li> <li>• has excellent attendance</li> <li>• meets all deadlines</li> </ul> |

## Guidance

This criterion is evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (all outcomes)
- Performance Skills: Application (all outcomes)
- Industry and Audition Skills (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 6) in Performance Skills: Application.

| Criterion 3               | Achieved  | Merit   | Distinction   |
|---------------------------|---|---|---|
| <b>Industry standards</b> | The learner: <ul style="list-style-type: none"><li>• demonstrates an understanding of industry requirements and standards</li></ul> | The learner: <ul style="list-style-type: none"><li>• demonstrates an insightful and accurate understanding of industry requirements and standards</li></ul> | The learner: <ul style="list-style-type: none"><li>• demonstrates a highly insightful, accurate and in-depth understanding of industry requirements and standards</li></ul> |

## Guidance

This criterion should be evidenced in:

- Industry and Audition Skills (outcomes 1, 2, 3 and 4)

This aligns with and provides evidence for meta-skills (outcome 6) in Performance Skills: Application.

| Criterion 4            | Achieved  | Merit   | Distinction  |
|------------------------|---|---|--|
| <b>Audition skills</b> | The learner: <ul style="list-style-type: none"> <li>• presents effective audition skills</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• presents very good audition skills</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• presents excellent audition skills and a connection with the audition panel</li> </ul> |

### Guidance

This criterion should be evidenced in:

- Industry and Audition Skills (outcomes 1, 2, 3 and 4)

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## Academic competence

| Criterion 1              | Achieved   | Merit   | Distinction   |
|--------------------------|--|---|---|
| <b>Critical thinking</b> | <p>The learner:</p> <ul style="list-style-type: none"> <li>adequately analyses, interprets and develops ideas and stimuli</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>competently questions, analyses, interprets and evaluates ideas and stimuli</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>can work with complex ideas</li> <li>shows an open mind as they question, analyse, synthesise, interpret and evaluate</li> </ul> |

## Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcome 1)
- 
- Performance Skills: Application
  - stage-based work (outcome 1)
  - devised work (outcome 1)
  - screen work (outcome 1)
- Industry and Audition Skills (outcome 1)



| Criterion 2     | Achieved   | Merit  | Distinction   |
|-----------------|--|--|---|
| <b>Research</b> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates good and mostly relevant research</li> <li>• makes good use of sources</li> <li>• demonstrates sound knowledge and understanding of material</li> <li>• presents their findings in the appropriate format</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates very good, relevant and effective research</li> <li>• cites references appropriately</li> <li>• makes very good use of sources</li> <li>• demonstrates a very good knowledge and understanding of material</li> <li>• presents their findings in the appropriate format</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates detailed, relevant and highly effective research</li> <li>• cites references appropriately</li> <li>• makes excellent use of sources</li> <li>• demonstrates an excellent knowledge and understanding of material</li> <li>• is accurate and insightful</li> <li>• presents their findings in the appropriate format</li> </ul> |

## Guidance

This criterion is evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcomes 1 and 2)

- Performance Skills: Application
  - stage-based work (outcome 1)
  - devised work (outcome 1)
  - screen work (outcome 1)
  
- Industry and Audition Skills (outcome 1)

| Criterion 3                | Achieved  | Merit  | Distinction   |
|----------------------------|---|--|---|
| <b>Reflective practice</b> | The learner: <ul style="list-style-type: none"> <li>• can adequately reflect, analyse and evaluate</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• can competently reflect, analyse and evaluate</li> <li>• can take on board feedback from others</li> </ul> | The learner: <ul style="list-style-type: none"> <li>• is insightful and perceptive</li> <li>• can reflect objectively</li> <li>• can take on board feedback and develop in a positive way</li> <li>• can analyse and evaluate self as well as others</li> </ul> |

## Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcome 1)

- Performance Skills: Application
  - stage-based work (outcome 4)
  - devised work (outcome 4)
  - screen work (outcome 4)
- Industry and Audition Skills (outcomes 2 and 4)

This aligns with and provides evidence for meta-skills (outcome 6) in Performance Skills: Application.

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| Criterion 4                | Achieved   | Merit  | Distinction  |
|----------------------------|--|--|--|
| <b>Presentation skills</b> | <p>The learner:</p> <ul style="list-style-type: none"> <li>adequately presents themselves and their ideas</li> <li>uses appropriate language for the situation and audience</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>competently presents themselves and their ideas</li> <li>is articulate and genuine</li> </ul> | <p>The learner:</p> <ul style="list-style-type: none"> <li>confidently presents themselves and their ideas</li> <li>is highly articulate and engaging</li> <li>uses positive and open body language</li> </ul> |

## Guidance

This criterion should be evidenced in:

- Acting and Performance Skills: Acting, Voice and Movement (outcome 1)
- Performance Skills: Application
  - stage-based work (outcome 4)
  - devised work (outcome 4)
  - screen work (outcome 4)
- Industry and Audition Skills (outcomes 2 and 4)

This aligns with and provides evidence for meta-skills (outcome 6) in Performance Skills: Application.

## Meta-skills

| Criterion                   | Achieved   | Merit   | Distinction  |
|-----------------------------|--|---|--|
| <b>Develops meta-skills</b> | <p>The learner adequately engages with the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out a self-assessment of meta-skills, giving reasons for ratings or judgements made</li> <li>• setting clear and measurable goals, plus action strategies to develop meta-skills in all three categories</li> <li>• using reflective practice strategies to track progress and analyse the links between course activities, experiences and meta-skills development</li> </ul> | <p>The learner demonstrates a clear commitment to the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out a self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made</li> <li>• setting clear and measurable goals, plus action strategies to develop meta-skills in all three categories</li> <li>• using reflective practice strategies to track progress and demonstrate some insight into the impact of their course activities and experiences on their meta-skills development</li> </ul> | <p>The learner demonstrates a strong commitment to the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out a self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made</li> <li>• setting clear and measurable goals, plus action strategies to develop meta-skills in all three categories, and updating these as required</li> <li>• using reflective practice strategies very effectively to track progress and demonstrate insight into the impact of their course activities and experiences on their meta-skills development</li> </ul> |

## Guidance

You must make this judgement alongside the separate meta-skills assessment guidance.

This guidance details the expectations of learners' engagement with meta-skills, and how we expect them to go about this in the context of their particular qualification.

We are not judging competence in individual meta-skills here, for example the quality of learners' feeling or creativity. Rather, it is the process of development learners go through — planning, developing, and reflecting — that should be evidenced and assessed.

Although a meta-skills outcome is located in Performance Skills: Application, evidence of meta-skills development can be gathered from any activity at any time during the course. For meaningful reflection to take place, the process of meta-skills development should happen continually throughout the course. The range of contexts in which this can happen is very wide, and dependent on the sector, as well as individual preferences. Each unit signposts opportunities for meta-skills development.

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# Additional grading guidance

## Key competency approach

Learners work on a range of projects and activities created by their subject teams, including rehearsals, performances, reflection and analysis. These projects and activities are in the three mandatory units and provide opportunities for learners to cover all unit requirements and all key competencies required for the qualification.

The number and type of projects can vary, and can include the:

- rehearsal and performance skills evidenced throughout Performance Skills: Acting, Voice and Movement
- larger performance projects in Performance Skills: Application
- industry and audition requirements in Industry and Audition Skills

The projects and assessments are listed under each criterion in the grading tracker. You should use this tracker to record grading judgements against each criterion during qualification delivery, before making a final overall grading judgement at the end of the year's delivery.

Grading for HNC Acting and Performance is on the successful completion of the full 15 credits. However, grades are based on learners' performances across the 12 mandatory credits:

**Delivery of mandatory units, projects and activities**



**Aligned with key competencies**



**Draft or 'working towards' judgements made throughout year**

**Grading matrix**



**Grade**

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## Grading model

### Sector-specific competencies

#### Criterion 1: apply key acting practices in rehearsal

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |
| Performance Skills: Application project 1      |          |       |             |
| Performance Skills: Application project 2      |          |       |             |
| Industry and Audition Skills                   |          |       |             |

#### Criterion 2: apply key acting practices in performances

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |

| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 1 |          |       |             |
| Performance Skills: Application project 2 |          |       |             |
| Industry and Audition Skills              |          |       |             |

**Criterion 3: demonstrate vocal techniques in a range of materials**

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |
| Performance Skills: Application project 1      |          |       |             |
| Performance Skills: Application project 2      |          |       |             |
| Industry and Audition Skills                   |          |       |             |

**Criterion 4: demonstrate movement techniques in a range of materials**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement |                 |              |                    |
| Performance Skills: Application project 1      |                 |              |                    |
| Performance Skills: Application project 2      |                 |              |                    |
| Industry and Audition Skills                   |                 |              |                    |

**Sector-specific competencies comments**

## Professional behaviours

### Criterion 1: working with others

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |
| Performance Skills: Application project 1      |          |       |             |
| Performance Skills: Application project 2      |          |       |             |

### Criterion 2: timekeeping and preparation

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |
| Performance Skills: Application project 1      |          |       |             |
| Performance Skills: Application project 2      |          |       |             |

| <b>Project or activities</b> | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|------------------------------|-----------------|--------------|--------------------|
| Industry and Audition Skills |                 |              |                    |

**Criterion 3: industry standards**

| <b>Project or activities</b> | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|------------------------------|-----------------|--------------|--------------------|
| Industry and Audition Skills |                 |              |                    |

**Criterion 4: audition skills**

| <b>Project or activities</b> | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|------------------------------|-----------------|--------------|--------------------|
| Industry and Audition Skills |                 |              |                    |

**Professional behaviours comments**

**Academic competencies**

**Criterion 1: critical thinking**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement |                 |              |                    |
| Performance Skills: Application project 1      |                 |              |                    |
| Performance Skills: Application project 2      |                 |              |                    |
| Industry and Audition Skills                   |                 |              |                    |

**Criterion 2: research**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement |                 |              |                    |
| Performance Skills: Application project 1      |                 |              |                    |
| Performance Skills: Application project 2      |                 |              |                    |
| Industry and Audition Skills                   |                 |              |                    |

**Criterion 3: reflective practice**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement |                 |              |                    |
| Performance Skills: Application project 1      |                 |              |                    |
| Performance Skills: Application project 2      |                 |              |                    |

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          |       |             |

**Criterion 4: presentation skills**

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |
| Performance Skills: Application project 1      |          |       |             |
| Performance Skills: Application project 2      |          |       |             |
| Industry and Audition Skills                   |          |       |             |

**Academic competencies comments**



## Meta-skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       |             |
| Performance Skills: Application project 1      |          |       |             |
| Performance Skills: Application project 2      |          |       |             |
| Industry and Audition Skills                   |          |       |             |

Meta-skills comments

Final grade:

## Worked example of grading model: Candidate A

### Sector-specific competencies

#### Criterion 1: apply key acting practices in rehearsal

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

#### Criterion 2: apply key acting practices in performances

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |

| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 1 | X        |       |             |
| Performance Skills: Application project 2 |          | X     |             |
| Industry and Audition Skills              |          | X     |             |

**Criterion 3: demonstrate vocal techniques in a range of materials**

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

#### Criterion 4: demonstrate movement techniques in a range of materials

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

#### Sector-specific competences comments

In term one, Candidate A worked steadily to demonstrate appropriate techniques in developing skills. In the devised project they demonstrated an understanding of storyline and characterisation, working effectively with their fellow cast members.

As they moved into term two, their confidence grew, and they became highly effective in working with other actors and directors. They collaborated positively throughout the stage-based project, sustaining character and conveying believable relationships through credible interaction with the other characters. They demonstrated highly effective vocal and movement techniques. They applied these skills to two highly effective audition materials: their self-tape and their audition monologue.

## Professional behaviours

### Criterion 1: working with others

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      |          | X     |             |

### Criterion 2: timekeeping and preparation

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          | X     |             |

### Criterion 3: industry standards

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          | X     |             |

### Criterion 4: audition skills

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          | X     |             |

### Professional behaviours comments

Candidate A has worked with others in a highly effective manner throughout the year. They are committed, reliable, supportive and helpful. They always arrive on time for classes, rehearsals and performances. They are always prepared, with excellent attendance, and they meet all deadlines. They demonstrate an insightful and accurate understanding of industry requirements and standards. They presented a professional standard self-tape.

## Academic competencies

### Criterion 1: critical thinking

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   | X        |       |             |

### Criterion 2: research

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |

| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 2 | X        |       |             |
| Industry and Audition Skills              |          | X     |             |

### Criterion 3: reflective practice

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |



#### Criterion 4: presentation skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   |          | X     |             |

#### Academic competencies comments

Candidate A worked steadily throughout the year. In their devised project they adequately analysed, interpreted and developed ideas and stimuli. When researching for projects and presentations, they demonstrated good and mostly relevant research, making good use of sources and demonstrating sound knowledge and understanding of material. Their findings were always presented in the appropriate format. As they worked through the year, they were able to take on board feedback and develop in a positive way. They were able to analyse and evaluate self as well as others.

## Meta-skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

### Meta-skills comments

Candidate A engaged well with their meta-skills journey. They were reflective during professional discussions, where they recognised their meta-skills development, setting goals accordingly.

### Final grade: Merit

## Worked example of grading model: Candidate B

### Sector-specific competence

#### Criterion 1: apply key acting practices in rehearsal

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   | X        |       |             |

#### Criterion 2: apply key acting practices in performances

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |

| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 1 | X        |       |             |
| Performance Skills: Application project 2 | X        |       |             |
| Industry and Audition Skills              | X        |       |             |

**Criterion 3: demonstrate vocal techniques in a range of materials**

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   | X        |       |             |

**Criterion 4: demonstrate movement techniques in a range of materials**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement | X               |              |                    |
| Performance Skills: Application project 1      | X               |              |                    |
| Performance Skills: Application project 2      | X               |              |                    |
| Industry and Audition Skills                   | X               |              |                    |

**Sector-specific competences comments**

In term one, Candidate B worked effectively and demonstrated appropriate techniques in developing skills. In the devised project, they demonstrated an understanding of storyline and characterisation, working effectively with their fellow cast members. In their second project (screen work), they demonstrated an understanding of character and worked with their screen partner to create the relationship required in the screenplay.

## Professional behaviours

### Criterion 1: working with others

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |

### Criterion 2: timekeeping and preparation

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          | X     |             |

**Criterion 3: industry standards**

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          | X     |             |

**Criterion 4: audition skills**

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          | X     |             |

**Professional behaviours comments**

Candidate B has excellent timekeeping and attendance. They come prepared and are very reliable.

## Academic competencies

### Criterion 1: critical thinking

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   | X        |       |             |

### Criterion 2: research

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |



| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 2 |          | X     |             |
| Industry and Audition Skills              |          | X     |             |

### Criterion 3: reflective practice

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   | X        |       |             |

#### Criterion 4: presentation skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

#### Academic competencies comments

Candidate B produces very good folio work: they demonstrate very good, relevant and effective research. They make very good use of sources, demonstrate a very good knowledge and understanding of material, and present their findings in the appropriate format. They can adequately reflect, analyse and evaluate self and others.

## Meta-skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement | X        |       |             |
| Performance Skills: Application project 1      | X        |       |             |
| Performance Skills: Application project 2      | X        |       |             |
| Industry and Audition Skills                   | X        |       |             |

### Meta-skills comments

Candidate B engaged with their meta-skills journey. They accessed the meta-skills profiler and completed the tasks, setting themselves targets and goals for the course.

**Final grade: Achieved**

## Worked example of grading model: Candidate C

### Sector-specific competencies

#### Criterion 1: apply key acting practices in rehearsal

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       | X           |
| Performance Skills: Application project 1      |          |       | X           |
| Performance Skills: Application project 2      |          |       | X           |
| Industry and Audition Skills                   |          |       | X           |

#### Criterion 2: apply key acting practices in performances

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       | X           |
| Performance Skills: Application project 1      |          |       | X           |

| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 2 |          |       | X           |
| Industry and Audition Skills              |          |       | X           |

**Criterion 3: demonstrate vocal techniques in a range of materials**

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       | X           |
| Performance Skills: Application project 1      |          |       | X           |
| Performance Skills: Application project 2      |          |       | X           |
| Industry and Audition Skills                   |          |       | X           |

**Criterion 4: demonstrate movement techniques in a range of materials**

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       | X           |

| Project or activities                     | Achieved | Merit | Distinction |
|---|----------|-------|-------------|
| Performance Skills: Application project 1 |          |       | X           |
| Performance Skills: Application project 2 |          |       | X           |
| Industry and Audition Skills              |          |       | X           |

### Sector-specific competencies comments

Candidate C engaged with all aspects of work throughout rehearsals and performances. In rehearsals, they continuously worked to develop their skills. They demonstrated fully integrated and rounded characters. They demonstrated highly convincing connection with characters and textual clues. They were versatile, creative and credible. In their devised project, they performed in a physical theatre piece that was original, exciting and challenging. In their stage-based project, they performed a challenging role with sensitivity and maturity. They brought an energy to their performance and connected with their audience.

## Professional behaviours

### Criterion 1: working with others

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       | X           |
| Performance Skills: Application project 1      |          |       | X           |
| Performance Skills: Application project 2      |          |       | X           |

### Criterion 2: timekeeping and preparation

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          |       | X           |
| Performance Skills: Application project 1      |          |       | X           |
| Performance Skills: Application project 2      |          |       | X           |

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          |       | X           |

### Criterion 3: industry standards

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          |       | X           |

### Criterion 4: audition skills

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          |       | X           |

### Professional behaviours comments

Candidate C has excellent timekeeping and attendance. They come prepared and are very reliable. They bring a mature and focused approach to their work in rehearsals, in working with others as a member of a cast, and in performance. They are a joy to have in the rehearsal room.



## Academic competencies

### Criterion 1: critical thinking

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

**Criterion 2: research**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement |                 | X            |                    |
| Performance Skills: Application project 1      |                 | X            |                    |
| Performance Skills: Application project 2      |                 | X            |                    |
| Industry and Audition Skills                   |                 | X            |                    |

**Criterion 3: reflective practice**

| <b>Project or activities</b>                   | <b>Achieved</b> | <b>Merit</b> | <b>Distinction</b> |
|--|-----------------|--------------|--------------------|
| Performance Skills: Acting, Voice and Movement |                 |              | X                  |
| Performance Skills: Application project 1      |                 |              | X                  |
| Performance Skills: Application project 2      |                 |              | X                  |

| Project or activities        | Achieved | Merit | Distinction |
|------------------------------|----------|-------|-------------|
| Industry and Audition Skills |          |       | X           |

#### Criterion 4: presentation skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

#### Academic competencies comments

Candidate C competently reflects, analyses and evaluates. They have a mature and realistic approach to reflection. They can take on board feedback from others. They are articulate and genuine in their presentation skills.

## Meta-skills

| Project or activities                          | Achieved | Merit | Distinction |
|--|----------|-------|-------------|
| Performance Skills: Acting, Voice and Movement |          | X     |             |
| Performance Skills: Application project 1      |          | X     |             |
| Performance Skills: Application project 2      |          | X     |             |
| Industry and Audition Skills                   |          | X     |             |

### Meta-skills comments

Candidate C engaged with their meta-skills journey and they were reflective, carrying out self-assessment and giving insightful and reasoned judgements. They set clear and measurable goals.

**Final grade: Distinction**

# Administrative information

Published: November 2024 (version 0.1)

## History of changes

| Version | Description of change | Date |
|---------|-----------------------|------|
|         |                       |      |
|         |                       |      |
|         |                       |      |

Please check [SQA's website](#) to ensure you are using the most up-to-date version of this guide.

If a unit is revised:

- no new centres can be approved to offer the previous version of the unit
- centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For more information on NextGen: HN Qualifications please email [nextgen@sqa.org.uk](mailto:nextgen@sqa.org.uk).