

# Next Generation Higher National Unit Grading Pack

## Higher National Diploma Acting and Performance

Qualification code: GV5J 48

Valid from: session 2024 to 2025

**Prototype for pilot delivery only**

This grading pack provides information about the process of grading the Higher National Diploma (HND) Acting and Performance. It is for lecturers and assessors, and contains all the mandatory information you need to grade the HND. 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 HND. 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: HND qualifications are at SCQF level 8. Learners who complete a NextGen: HND can:

- convey an insightful understanding of the subject's core theories, concepts and principles, along with its scope and defining features
- apply skills, knowledge and understanding of the subject in relevant practical and professional contexts, showing some specialist knowledge and using a range of relevant techniques and materials
- describe and explain significant topical issues and specific areas of interest
- exercise autonomy and initiative in carrying out activities, and have developed their professional practice and behaviours relevant to the context of the qualification
- formulate and critically evaluate evidence-based responses to issues in the context of the subject area, appropriately applying research and academic processes

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:

- Performance Skills for the Actor (all outcomes)



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

This aligns with and provides evidence for meta-skills in Performance Skills: Advanced Application (outcome 1).

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Criterion 2	Achieved	Merit	Distinction
<b>Apply key acting practices in performances.</b>	<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:

- Performance Skills for the Actor (outcome 1)
- Performance Skills: Advanced Application
  - stage-based work (outcome 5)
  - devised work (outcome 5)

- screen work (outcome 5)
- small group project (outcome 4)
- 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:

- Performance Skills for the Actor (outcomes 1, 2 and 3)
- Performance Skills: Advanced Application
  - stage-based work (outcomes 3 and 5)
  - devised work (outcomes 3 and 5 (if appropriate))
  - screen work (outcomes 2, 4 and 5)

- small group project (outcome 4)
- Industry and Audition Advanced Skills (outcomes 2 and 4)

<b>Criterion 4</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
<b>Demonstrate movement techniques in a range of materials</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>● demonstrates appropriate movement techniques across a range of materials</li> </ul>	<p>The learner:</p> <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>	<p>The learner:</p> <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:

- Performance Skills for the Actor (outcomes 1, 4 and 5)
- Performance Skills: Advanced Application
  - stage-based work (outcomes 2, 4 and 5)
  - devised work (outcomes 3 and 5)
  - screen work (outcomes 2, 4 and 5)
  - small group project (outcome 4)
- Industry and Audition Advanced Skills (outcomes 2 and 4)

## Professional behaviours

Criterion 1	Achieved	Merit	Distinction
<b>Working with others</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>works effectively with others in classes, workshops, rehearsals and performances</li> </ul>	<p>The learner:</p> <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>	<p>The learner:</p> <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:

- Performance Skills for the Actor (outcomes 1, 2, 5 and 6)
- Performance Skills: Advanced Application
  - stage-based work (outcomes 2, 4 and 5)
  - devised work (outcomes 2, 4 and 5)
  - screen work (outcomes 3, 4 and 5)
  - small group project (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced 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:

- Performance Skills for the Actor (all outcomes)
- Performance Skills: Advanced Application (all outcomes)
- Industry and Audition Advanced Skills (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced 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 Advance Skills (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced 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 effective audition skills, including performances and articulate responses</li> </ul>	The learner: <ul style="list-style-type: none"> <li>presents excellent audition skills, including performances, articulate responses and a connection with the audition panel</li> </ul>

## Guidance

This criterion should be evidenced in:

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

## Academic competence

Criterion 1	Achieved	Merit	Distinction
<b>Critical thinking</b>	The learner: <ul style="list-style-type: none"><li>• adequately analyses, interprets and develops ideas and stimuli</li></ul>	The learner: <ul style="list-style-type: none"><li>• competently questions, analyses, interprets and evaluates ideas and stimuli</li></ul>	The learner: <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:

- Performance Skills for the Actor (outcome 6)



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

- Performance Skills for the Actor (outcome 6)
- Performance Skills: Advanced Application
  - stage-based work (outcome 1)
  - devised work (outcome 1)
  - screen work (outcome 1)
  - small group project (outcome 1)
- Industry and Audition Advanced 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>• takes 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>• takes on board feedback and develops in a positive way</li> <li>• analyses and evaluates self as well as others</li> </ul>

## Guidance

This criterion should be evidenced in:

- Performance Skills for the Actor (outcome 6)
- Performance Skills: Advanced Application
  - stage-based work (outcome 4)
  - devised work (outcome 4)
  - screen work (outcome 4)
  - small group project (outcome 4)
- Industry and Audition Advanced Skills (outcomes 2 and 4)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

Criterion 4	Achieved	Merit	Distinction
<b>Presentation skills</b>	The learner: <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>	The learner: <ul style="list-style-type: none"> <li>• competently presents themselves and their ideas</li> <li>• is articulate and genuine</li> </ul>	The learner: <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:

- Performance Skills for the Actor (outcome 6)
- Performance Skills: Advanced Application
  - stage-based work (outcome 4)
  - devised work (outcome 4)
  - screen work (outcome 4)
  - small group project (outcome 4)
- Industry and Audition Advanced Skills (outcomes 2 and 4)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

## Meta-skills

Criterion	Achieved	Merit	Distinction
<p><b>Develops meta-skills</b></p>	<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.

It is important to remember that 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 one unit, 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.

# 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 they provide opportunities for learners to cover all the unit requirements and all the 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 for the Actor
- larger performance projects in Performance Skills: Advanced Application
- industry and audition requirements in Industry and Audition Advanced 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 HND 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 within the qualification:

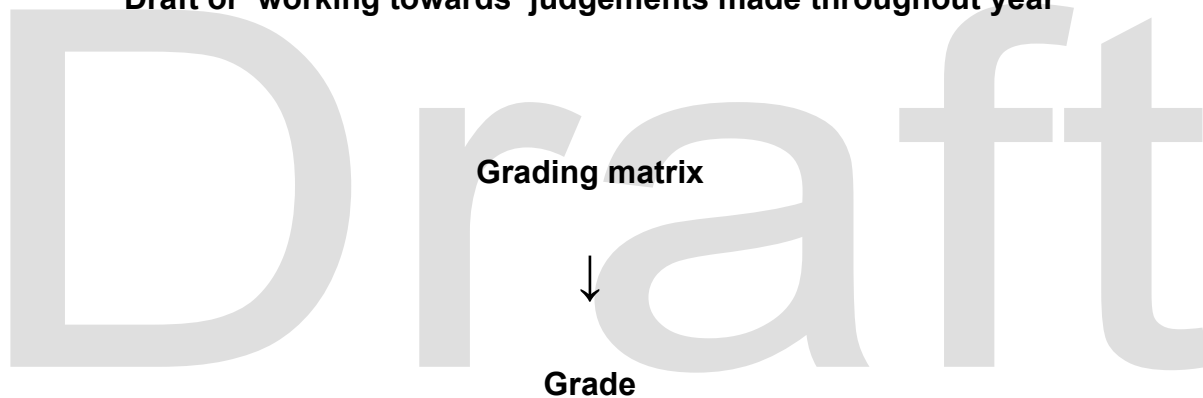
**Delivery of mandatory units, projects and activities**



**Aligned with key competencies**



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



**Grading matrix**



**Grade**



## Grading model

### Sector-specific competencies

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

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced 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 for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

## Sector-specific competencies comments

## Professional behaviours

### Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			

### Criterion 2: timekeeping and preparation

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

**Criterion 3: industry standards**

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

**Criterion 4: audition skills**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Industry and Audition Advanced 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 for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

**Criterion 2: research**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

**Criterion 3: reflective practice**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

#### **Criterion 4: presentation skills**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			



**Academic competencies comments**

**Meta-skills**

<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			

**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 for the Actor	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor	X		
Performance Skills: Advanced Application project 1	X		

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

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

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

## Sector-specific competencies comments

Candidate A reached a fair standard of performance. You could still see the 'joins' and the thought processes in their performances. They need to trust their instincts more and rely less on thinking everything through, to give performances that are 'in the moment' and 'present'.

## Professional behaviours

### Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		

**Criterion 2: timekeeping and preparation**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

**Criterion 3: industry standards**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Industry and Audition Advanced Skills	X		

#### Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills	X		

#### Professional behaviours comments

Candidate A has excellent attendance and timekeeping. They occasionally missed the task in hand and focused on being academically prepared, rather than 'in the moment' of the rehearsal.

#### Academic competencies

##### Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills		X	

### Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills		X	



**Criterion 3: reflective practice**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

**Criterion 4: presentation skills**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor	X		
Performance Skills: Advanced Application project 1		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

### Academic competencies comments

Candidate A is academically bright. They produced a very good e-portfolio for their stage-based project. All of their work was appropriately referenced. They produced very good research for their stage-based project and their devised project. Their oral presentations suffered from a lack of clarity, but their digital work was very well presented. They have a very clear and analytical approach to their work.

## 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 with their meta-skills journey. They set clear and measurable goals. They could see the value in developing meta-skills and their application in future work and studies.

**Final grade: Achieved**

## Worked example of grading model: Candidate B

### Sector-specific competencies

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

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

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

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills		X	

## Sector-specific competencies comments

Candidate B engaged with all aspects of the rehearsal process. They:

- worked highly effectively with other actors and directors
- collaborated positively throughout the rehearsal and the performance process
- demonstrated a clear understanding of characters and used textual clues
- demonstrated a range of vocal techniques in a range of materials
- demonstrated versatility, creativity, range and consistency in their movement work, particularly in their first stage production and in their small group project

## Professional behaviours

### Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application small group project			X

**Criterion 2: timekeeping and preparation**

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X



### Criterion 3: industry standards

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills		X	

### Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills		X	

### Professional behaviours comments

Candidate B works with others in a highly effective manner. They are reliable, supportive and helpful. They are always on time and prepared for classes, rehearsals and performances, with a focused and mature approach. They have excellent attendance. They have an insightful and accurate understanding of industry requirements and standards

## Academic competencies

### Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

### Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

### Criterion 3: reflective practice

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills		X	

#### Criterion 4: presentation skills

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

#### Academic competencies comments

Candidate B worked very well throughout the course, researching relevant materials, and justifying their choices and decisions. They made very good use of sources and stimulus. They reflected well, and took on feedback from 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 and was reflective during professional discussions. They set clear and measurable goals.

**Final grade: Merit**

## 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 for the Actor			X
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

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

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

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

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	



## Sector-specific competencies comments

Candidate C was highly engaged and engaging in the rehearsal process. They were prepared to take risks and challenges in the rehearsal room. In their screen-based project, they sustained character and believable relationships through credible interaction with other characters. In their stage-based production, they demonstrated fully-integrated characters, highly convincing connections, and sustained highly credible and believable relationships with the other characters on stage. They demonstrated versatility, creativity, range and consistency throughout their voice work and highly effective movement techniques across a range of materials.

## Professional behaviours

### Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X

**Criterion 2: timekeeping and preparation**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

**Criterion 3: industry standards**

<b>Project or activities</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Industry and Audition Advanced Skills			X

#### Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills			X

#### Professional behaviours comments

Candidate C works with others in a highly effective and mature manner. They are fully committed, reliable, supportive and helpful. They have strong emotional intelligence. They are always reliable, arriving on time and always prepared for classes, rehearsals and performances. In Industry and Audition Advanced Skills they demonstrated a highly insightful, accurate and in-depth understanding of industry requirements and standards. They presented excellent audition skills and connection with their audition panel.

#### Academic competencies

#### Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

### Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills		X	

### Criterion 3: reflective practice

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

#### Criterion 4: presentation skills

Project or activities	Achieved	Merit	Distinction
Performance Skills for the Actor			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

#### Academic competencies comments

Candidate C is Insightful and perceptive. They can reflect objectively. They can take on board feedback and develop in a positive way. They can analyse and evaluate themselves as well as others. They confidently present themselves and their ideas. They are highly articulate and engaging.

## 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 was reflective during professional discussions. They set clear and measurable goals, with action strategies for all three categories.

**Final grade: Distinction**

# Administrative information

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## 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).