Graded Examinations in Screen Acting

SPECIFICATION

MN AWARDS

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ABOUT US

MN Awards was created as a solution to a distinct lack in formal education in Screen Acting. We have spent much of the last decade creating and fine-tuning the classes we run. Nowadays we are a leading body on the subject of screen-acting, having taught in over 200 primary and secondary schools.

MN Graded Examinations in Screen Acting are unique. They offer a new perspective on acting and develop skills, imagination and stylistic qualities unique to film, television, gaming and the special effects industries. Our objective is the personal development and engagement of our learners, while preparing them for potential employment in the Film and TV sector – a major contributor to the UK creative industries economy and one of the UK's strongest (growing) global markets. MN Awards in Screen Acting help people to learn screen specific skills and develop confidence performing and presenting to a camera.

The key difference in comparison to existing graded Theatre exams is firstly in content and delivery, the second is during the assessment process. We do not grade learners via in-person face-to-face performance, MN Awards are examined via live remote assessment or pre-recorded submissions (Centres only) to replicate the Film and TV experience, all learners are examined remotely via our Online Portal. This reflects today's industry standards: performers are expected to self-tape for auditions/castings with an ever-increasing frequency. By entering examinations with MN Awards, learners are not only expanding their performance skills and knowledge; they are also developing practical skills needed for a career in Screen Acting.

The examination structure remains the same throughout the grades, but the skills learnt cross all areas of the industry including green screen, mo-cap, riffing, taking direction and developing an understanding of continuity, for example. As learners work their way through the grades, they are challenged in increasingly complex tasks. This results in a safe and supportive environment for learners to explore their newfound skills at their own pace, exposing them to new worlds, while developing a genuine understanding of how modern screen acting differs from its theatrical cousin. The MN Graded Examinations in Screen Acting will bridge this gap between the two creative industries of Film and Theatre, allowing learners to develop a well-rounded understanding of the complementing skills and knowledge.

AIMS AND PURPOSE

MN Graded Examinations in Screen Acting are designed for people interested in learning practical skills relevant for (solo) acting on camera (based on a naturalistic style). With a focus on vocal, physical, internal and technical skills that cross a broad range of film production, including green screen and mo-cap. The Learner has a number of practical challenges and is tasked with performing a variety of extracts, including devised, monologue and multi-character scenes. A gradual comprehension of key skills is designed to lead to an advanced understanding via a progressive mastery approach. The identified skills have been developed by MN over the past decade. Transferable life-skills including communication, confidence and creativity are a byproduct of our awards and relevant both on a personal level, and as part of a team. These skills are invaluable for life in the 21st century and play a major role within the workplace.

What is the purpose of MN Award's Graded Examinations in Screen Acting?

1 Develop a learner's self awareness

Delivering the chosen material (script or scenario), engaging with the dialogue & characters in scene & seamlessly combining the technical skills & understanding required when performing on camera.

2 Recognition in achievement in Film & TV performance

The opportunity to earn a recognised certificate, by a credible name within the industry, recording & recognising the achievements attained in film and television performance.

3 Real world preparation

Give learners the confidence & tools required for possible employment or further study. By inspiring the next generation of actors & filmmakers, MN Awards could be the catalyst needed to a future career in film & TV.

4 Provide a route for progression

Using a mastery approach, MN Awards aims to provide learners with the framework needed to develop skills gradually, at the learners own pace.

MN AWARDS QUALIFICATIONS AND THE RQF

→ The Graded Examinations in Screen Acting are a suite of 8 qualifications:

Level	Name of qualification
1	MNA Level 1 Award in Graded Examinations in Screen Acting (Grade 1)
	MNA Level 1 Award in Graded Examinations in Screen Acting (Grade 2)
	MNA Level 1 Award in Graded Examinations in Screen Acting (Grade 3)
2	MNA Level 2 Award in Graded Examinations in Screen Acting (Grade 4)
	MNA Level 2 Award in Graded Examinations in Screen Acting (Grade 5)
3	MNA Level 3 Certificate in Graded Examinations in Screen Acting (Grade 6)
	MNA Level 3 Certificate in Graded Examinations in Screen Acting (Grade 7)
	MNA Level 3 Certificate in Graded Examinations in Screen Acting (Grade 8)

ENTRY REQUIREMENTS AND RECOGNITION OF PRIOR LEARNING

MN Graded Examinations in Screen Acting are designed to appeal to learners of all ages and backgrounds and are open to all who are able to meet the required standard. Where appropriate, learners are able to apply for reasonable adjustments or special considerations. For further information, please see the Reasonable Adjustment and Special Consideration Policy.

Whilst the graded examinations are open to all, learners need to be able to access a range of tasks that will include speaking, movement and memorization.

There is no requirement for Learners to have undertaken previous qualifications or completed the lower levels prior to the upper grades. However, due to the nature of the progressive development of the grades, it is assumed that the learner has achieved the necessary standard for previous level(s) when submitting to any given grade.

There is no age limitation for the qualifications, learners should be entered at the appropriate level at the teacher's discretion. A key philosophy behind MN's examination process is the belief that learners should be encouraged to reach their full potential and should receive credit for their positive achievement.

TEACHING THE AWARDS

We want teachers of our examinations to feel supported and inspired. The Online Portal has an extensive, constantly evolving, collection of training tools and teaching resources, including video tutorials, learning exercises, scripts and more. These are freely available to all registered teachers.

Teachers should be suitably qualified and experienced to prepare learners for examinations. There are no formal teaching qualifications required to teach MN Awards. However, teachers should have experience teaching and/or industry experience in film and tv. In order to become an MN Awards Teacher, applicants must register on the MN Online Portal. Once registered, teachers have access to the training tools and the training provider agreement. This will provide teachers with everything they need to start preparing learners for examinations.

For those who wish to, registered teachers can apply to become 'Centres'. Centre's have the ability to submit learners for pre-recorded assessments. This gives them the freedom and flexibility to book exam slots outside of traditional working hours (suitable for evening or weekend classes). Centre's must adhere to additional quality assurance requirements and provide a detailed application with supporting policies. For further information, please see the Centre Approval Policy.

MN Awards also offer CPD training for teachers interested in expanding their own knowledge of Screen Acting. Details regarding upcoming CPD events can be found on the website. These training days offer a hands-on learning experience, where teachers can get in front of the camera themselves, learn new techniques and exercises, and leave feeling invigorated and inspired.

Register as an MN
Teacher for free on
www.mnawards.co.uk

FORM OF ASSESSMENT

All examinations are graded externally by MN Examiners. Learners must register via their teacher, with two methods of submitting a learner for assessment:

Teachers and Centres can book live remote assessments via the Portal (up to 10 learners at a time may be booked)- these are live video calls, facilitated via Zoom through the Portal. Centre's may select a pre-recorded option, where they are able to book an exam slot at a time that suits them and facilitate the examination themselves via the Portal. An MN Examiner will not be on the call, and will examine the learner's recorded submission.

Assessment tasks take the form of practical demonstrations, as well as verbal responses to set questions, assessed according to our Examination Regulations. The submissions are normally assessed by a single examiner, however for training/monitoring purposes, it may be necessary for more than one examiner to view a submission.

GUIDANCE ON SCRIPT SELECTION

Each task is clearly labelled as requiring either: monologue, duologue, scene, devised or non-verbal. The type of script ensures learners have the opportunity to demonstrate the necessary criterion, at the appropriate level.

Learners select their own scripts in accordance with the task requirements, allowing learners to select text which is of interest and is relatable to them. Further guidance for this can be found in the Teacher and Centre Handbook on the Portal.
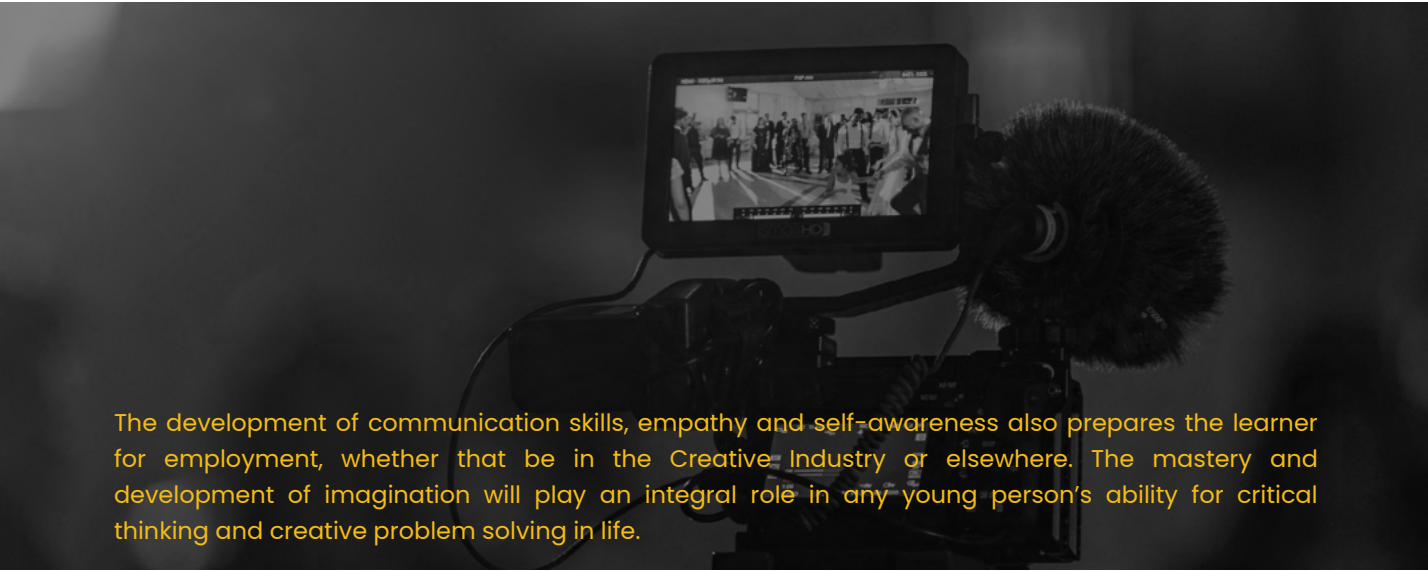
USE OF LANGUAGES

English is used throughout all assessment materials and throughout the examination process. The language used in all communications, assessment content and guidance is free from bias and appropriate to the assessment.

There is no reasonable adjustment or special consideration that can be applied for Learner's for whom English is a second language. MN Awards qualifications have been written, developed and are awarded in English, and therefore it is understood that Learners must have a good understanding of the English Language that enables them to achieve the necessary level. Whilst the Learner's use of English must be intelligible to the examiner, they are not required to conform to any particular model of pronunciation or usage. MN accept learners may have distinctive features of pronunciation for example, which are unique to the Learner, and these will not affect the marking of assessment criteria.

EMPLOYABILITY AND CAREERS

MN Graded Examinations in Screen Acting could help a learner in their application to Acting, Computer Science (special effects, animation, gaming), Film, Writing and any Media related Courses at further and higher educational institutions.

The development of communication skills, empathy and self-awareness also prepares the learner for employment, whether that be in the Creative Industry or elsewhere. The mastery and development of imagination will play an integral role in any young person's ability for critical thinking and creative problem solving in life.

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS

Teachers may apply for special considerations or reasonable adjustments via the online portal. For Reasonable Adjustments, teachers should allow enough time for the application to be processed ahead of the examination. For full details of policy and procedure, please see the Reasonable Adjustment and Special Considerations Policy on the Online Portal.

QUALITY ASSURANCE

All MN examinations take the form of external assessment. Our quality assurance processes ensure that all exams are marked fairly and accurately, to the same standard. Examiners are appointed, trained and standardised by MN. For more information on MN's quality assurance procedures, please see the Quality Assurance Policy.

HOW TO ENTER AN EXAM

Exams are entered for via the MN Online Portal. Please visit our website for further details.

Should a learner fail an examination, they are able to re-sit the examination in full. Learners are not permitted to re-sit part of the assessment tasks. The teacher or centre must book the exam on the portal as normal. The learner will be charged the exam fee in full each time they sit the exam.

MARKS AND ATTAINMENT LEVELS

All MN Grades are single unit qualifications, which consist of practical performances and responses to set questions. The specification below explains the tasks in detail and explains what the learners must have prepared for the examination. These include scripted and non-verbal performances. The exam questions are randomly selected from our question bank, and learners must verbally respond to these questions. Learners will not be aware of which question they will be asked in advance.

Teachers must see the 'Exam Regulations' document for further guidance prior to submitting learners for examination.

Learners are awarded the final grade of Distinction, Merit, Pass or 'Standard not yet attained'. Learners are entered for an examination at a particular grade (1 - 8). If they do not achieve the necessary standard for that grade they cannot be awarded the grade below. Teachers should feel confident that the learner can access the examination at the grade for which they are entered.

For each graded exam the learner is examined on a number of timed tasks that have to be taken on the same day. Teachers must ensure that there is sufficient time to brief the learner and to set up the necessary equipment, as well as to run through the assessment with the number of required takes.

For each task in each graded exam there is a set of assessment criteria for the following categories:

 • Engagement & Knowledge
 • Technical
 • Audience

Each task has specified assessment criteria. These criteria are marked out of 3. At the end of the exam, the average mark for each criteria is calculated and added together to find the total marks awarded and resulting percentage.

MARKS	LEVEL OF ATTAINMENT FOR CRITERIA
0	Standard Not Yet Attained
1	Pass
2	Merit
3	Distinction

Learners must pass all criteria in order to pass the grade overall. If a learner achieves an average mark of '0' for one or more criteria, they will fail the grade regardless of the overall percentage.

The overall percentage is calculated to provide a grade within the following bands:

OVERALL PERCENTAGE	GRADE AWARDED
86 - 100%	Distinction
56 - 85%	Merit
33 - 55%	Pass
0 - 32%	Standard Not Yet Attained

MN aim to deliver the results of examinations within two weeks of the teacher uploading the submission or live assessment.

TIMING OF EXAMS

The maximum time allowance for each task within the exam is the time available for the learner to demonstrate their range of skills, so we advise learners to make full use of the allocated time for each task. All tasks for an exam submission should be performed in sequence under exam conditions.

TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

All regulated qualifications are assigned a total qualification time. This information is guidance only.

MN Awards view the below timings as the estimated time for the average learner to reach the required standard and serves as a guide for teachers with regards to time needed and commitment to independent study. These hours are dependent on each individual learner's rate of learning, experience and ability. Learner's may take more or less time than the below guide, at the teacher's discretion. The independent learning hours below include assessment time.

Level of Qualification	Guided Learning Hours	Independent learning hours	Total Qualification Time	Credit Value
Grade 1	15	45	60	6
Grade 2	18	62	80	8
Grade 3	18	82	100	10
Grade 4	24	106	130	13
Grade 5	24	126	150	15
Grade 6	30	140	170	17
Grade 7	30	160	190	19
Grade 8	48	202	250	25

SCREEN ACTING

LEVEL 1

LEVEL 1 OBJECTIVE

To introduce the camera & develop a basic understanding of the technical & practical skills involved when acting on screen.

The objective of level 1 is to develop confidence in front of the camera and introduce the concept of being conversational and using imagination when required. The focus is on retaining qualities unique to the Learner, making dialogue feel like their own and begin to approach 'character' as an extension of oneself, not a caricature.

Learner's will develop confidence in front of the camera and will work to understand 'audience absence'. One of the fundamental differences between theatre and film is the absence of a physical audience. Throughout level one, learners will build a foundation around this concept, in preparation for levels two and three.

LEVEL 1 LEARNING OUTCOMES

GRADE 1	
LO1: Perform tasks from memory, demonstrating an understanding of the material.	**Knowledge & Engagement**
LO2: Use screen-specific skills in response to the tasks	**Technical**
LO3: Perform like no-one is watching.	**Audience**

GRADES 2 & 3	
LO1: Perform tasks from memory, demonstrating an understanding of the material, listening and responding according to the scene.	**Knowledge & Engagement**
LO2: Use screen-specific skills in response to the tasks	**Technical**
LO3: Perform like no-one is watching.	**Audience**

LEVEL ONE

LEVEL 1 ASSESSMENT CRITERIA

GRADES 1, 2 & 3	
LO1: Perform tasks from memory, demonstrating an understanding of the material.	AC1.1: Perform a task accurately and fluently from memory
	AC1.2: Demonstrate an understanding of the scenarios/text.
	AC1.3: Is able to select relevant context and identify effective communication.
	AC1.4: Demonstrate 'active listening'. **[Grades 2 & 3 Only]**
LO2: Use screen-specific skills in response to the tasks.	AC2.1: The Learner's dialogue is audible but appropriate to the scenario.
	AC2.2: Demonstrate an understanding of framing.
	AC2.3 Communicate imagined circumstances through physicality/vocal skills.
	AC2.4 Demonstrate understanding of location and impact on performance. **[Grade 3 Only]**
LO3: Perform like no-one is watching.	AC3.1: Demonstrate an awareness of 'audience absence'.

LEVEL ONE

MNA Level 1 Award in Graded Examinations in Screen Acting (Grade 1)

Exam Duration   **7 Minutes**

Assessment Task	Notes	Shot Type
Task 1: Scripted Monologue The learner performs a scripted monologue from memory. *Pre-prepared verbal intro required* *(Time: no longer than 2.5 min inc. intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show.	Stationary Mid-shot
Task 2: Physical Green Screen Response The learner performs a sustained physical reaction, as a response to **one** of the following stimuli: • A reaction to an explosion or earthquake • Walking a pirate's plank • Crossing a lava pit on stepping-stones • Walking along the ledge of a tall building • Magically appearing in a new location *Pre-prepared verbal intro required* *(Time: no longer than 1 min 30 secs)*	• Learner must set the scene for their response in their pre-prepared intro. • Learner must select a stimulus from the provided list. • This task is not a mime, the learner can make sound whilst demonstrating their physical reaction.	Stationary wide shot
Task 3: Response to questions The learner verbally responds to reflective questions. *(Time: maximum 3 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid-shot

	AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1
Task 1	✔	✔	✔	✔	✔		✔
Task 2	✔	✔	✔		✔	✔	✔
Task 3		✔	✔				
Total marks for each criteria	3	3	3	3	3	3	3
Total marks available	**21**						

MNA Level 1 Award in Graded Examinations in Screen Acting (Grade 2)

Exam Duration   **9 Minutes**

Assessment Task	Notes	Shot Type
Task 1: Scripted Duologue The learner performs a scripted duologue from memory. *Pre-prepared verbal intro required* *(Time: no longer than 2.5 mins inc. intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided.	Stationary Mid shot
Task 2: Devised Performance Using the circumstances from Task 1, the learner performs a non-verbal devised solo scene, as a response to the following stimulus: • An everyday task. **Temporal Relationship**: The everyday task must occur pre or post Task 1's duologue. It should be clear and should influence the performance. For example, if Task 2 is set before Task 1, the learner might be seen preparing for or anticipating the events of Task 1. If it's set after, the learner might be reflecting on or reacting to those events. *Pre-prepared verbal intro required, must explain the temporal relationship and provide context.* *(Time: no longer than 1.5 mins including intro)*	• This task should take place directly pre or post the chosen duologue in Task 1. • The use of set / props for this task is encouraged.	Stationary Mid Shot
Task 3: Physical non-verbal interaction. **Green Screen/Mocap Response** The learner must devise a non-verbal physical interaction with a fictitious non-human character of the Learner's choice. Scenario: It is the first time the learner has either seen or met the character. The learner must approach and make contact with the character. *Pre-prepared verbal intro explaining context and their relationship with this creature/character required.* *(Time: no longer than 2 mins inc. intro)*	• Examples of fictitious characters: An elf, a dragon, a unicorn etc. • The learner's interaction should clearly portray an inner monologue throughout, creating a narrative.	Stationary Wide Shot

LEVEL ONE - GRADE TWO

| Task 4: Response to questions

The learner verbally responds to set reflective questions.

(Time: maximum 3 mins)	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC2.2	AC2.3	AC3.1
Task 1	✔	✔	✔	✔	✔	✔		✔
Task 2	✔	✔	✔			✔	✔	✔
Task 3	✔	✔	✔			✔	✔	✔
Task 4		✔	✔					
Total marks for each criteria	3	3	3	3	3	3	3	3
Total marks available	**24**							

MNA Level 1 Award in Graded Examinations in Screen Acting (Grade 3)

Exam Duration   12 Minutes

LEVEL ONE - GRADE THREE

Assessment Task	Notes	Shot Type
Task 1 - 2: Scripted Duologue- Environmental Awareness The learner performs TWO takes of the same scripted duologue from memory, recording two alternate versions; Version 1: A private setting, a conversation with no others in the vicinity. Version 2: A public setting, the same conversation where they may be overheard. *Pre-prepared verbal intro required, explaining the location and context.* *(Time: no longer than 2 mins per take plus 30 sec intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided. • Environmental Awareness: Understanding how the setting (public or private) influences the characters' behaviour, tone, and emotional expression. • Contextual Adaptation: Altering the delivery of lines, body language, and overall demeanor to suit the context.	Stationary Mid shot
Task 3: Devised Performance The learner performs a devised solo scene, as a response to **one** of the following stimulus: • Receiving bad news via telephone. • Receiving good news via telephone *Pre-prepared verbal intro required* *(Time: no longer than 2 mins inc. intro)*	• The learner should imagine the other half of the conversation- there should not be someone on the other end of the phone. • This task is an evolution of Grade 2 Task 3, the learner must communicate their inner-monologue with the addition of verbal response and reaction to imagined dialogue.	Stationary Mid Shot
Task 4: Scripted Green Screen/Mocap Response The learner performs a scripted duologue, physically and vocally interacting with a fictitious character of the Learner's choice. *Pre-prepared verbal intro required* *(Time: no longer than 2.5 mins inc. intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show, or a piece from MN's official scene selection. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided.	Stationary Wide Shot
Task 5: Response to questions The learner verbally responds to set reflective questions. *(Time: maximum 3 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid Shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC2.2	AC2.3	AC2.4	AC3.1
Task 1	✔	✔	✔	✔	✔	✔		✔	✔
Task 2	✔	✔	✔	✔	✔	✔		✔	✔
Task 3	✔	✔	✔	✔	✔	✔	✔		✔
Task 4	✔	✔	✔	✔	✔	✔	✔		✔
Task 5		✔	✔						
Total marks for each criteria	3	3	3	3	3	3	3	3	3
Total marks available	**27**								

LEVEL 2

LEVEL 2 OBJECTIVE

The objective of Level 2 is to enhance the learners' screen acting skills by introducing more complex technical and practical tasks, focusing particularly on the increased complexity of active listening skills and taking direction.

This level is dedicated to deepening the learners' ability to portray various scenarios on camera authentically, encouraging them to adapt their performances to communicate different contexts and emotions effectively. The heightened emphasis on active listening skills is crucial in this stage, as it allows learners to respond more naturally and dynamically in their performances, thereby increasing their believability and engagement with the scene.

LEVEL 2 LEARNING OUTCOMES

GRADE 4 & GRADE 5	
LO1: Perform a variety of tasks accurately and fluently, demonstrating an understanding of the material, listening and responding according to the scene.	**Knowledge & Engagement**
LO2: Use screen-specific skills with accuracy in response to the tasks.	**Technical**
LO3: Use vocal and physical skills to perform a motion capture task.	
LO4: Perform like no-one is watching.	**Audience**

LEVEL TWO

LEVEL 2 ASSESSMENT CRITERIA

GRADES 4 & 5	
LO1: Perform a variety of tasks accurately and fluently, demonstrating an understanding of the material, listening and responding according to the scene.	AC1.1 Perform accurately and fluently, engaging with the written dialogue and situation.
	AC1.2 Demonstrate 'Active Listening' and react according to the moment.
	AC1.3 Demonstrate an understanding of the context & scenario.
	AC1.4 Is able to select and interpret relevant context and skills and discuss how it was effectively demonstrated.
	AC1.5 Riffing is used appropriately and effectively.
LO2: Use screen-specific skills with accuracy in response to the tasks.	AC2.1: The Learner's dialogue is audible but appropriate to the scenario.
	AC2.2 Demonstrate an accurate understanding of framing.
	AC2.3 Demonstrate an understanding of eye lines.
LO3: Use vocal and physical skills to perform a motion capture task.	AC3.1 Demonstrate an ability to express imagined circumstances, character and Context via physical, vocal and emotional response.
LO4: Perform like no-one is watching.	AC4.1 Demonstrate an awareness of 'audience absence'.
	AC4.2 The learner's interpretation of the script/scenario is conceivable.

MNA Level 2 Award in Graded Examinations in Screen Acting (Grade 4)

Exam Duration   **14.5 Minutes**

Assessment Task	Notes	Shot Type
Task 1: Scripted Scene - Duologue Riffing with 'fillers' The learner performs a scripted scene from memory, incorporating riffing. Students must improvise around the script using 'fillers' to make their performances feel more genuine and tailored to their own style of talking or reacting. ***Definition of 'Fillers':*** *Verbal fillers are speech disfluencies integrated into acting to add realism, making scripted dialogue sound more natural and authentic.* • Improvisation within Boundaries: Dialogue should be delivered EXACTLY as written, learners are encouraged to add personal 'fillers' either before, during, or after the dialogue. *Pre-prepared verbal intro required* *(Time: no longer than 3.5mins inc. intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. • Learner must 'hit their mark' upon entering the shot. • Either another learner or the teacher must act the opposing character's lines from off camera, including fillers. 'Flat reads' from off camera should be avoided.	Stationary Mid shot
Task 2 & 3: Monologue Performance - Reinterpreting Monologue Status (The Multiverse Part 1) The learner performs two opposing versions of the same scripted monologue from memory. **Reality One - Lower Status Interpretation:** Camera Angle: Downward shot, symbolising lower status. Acting Approach: Adapt the monologue to a lower status portrayal. This is an exercise in subtly altering performance aspects like tone, posture, and emotional expression. **Reality Two - Higher Status Interpretation:** Camera Angle: Upward shot for higher status. Acting Approach: Transform the monologue to reflect higher status. This requires a discernible shift in performance style, demonstrating early adaptability skills. ***Demonstrate adaptability***: *Reinterpret a monologue to convey a shift in status.* *Pre-prepared verbal intro required.* *(Time: no longer than 4.5 mins inc. intro).*	• The Learner can choose to perform either a piece from a published play, film or TV show. • In performing these monologues, it's important to instruct students on the significance of the camera's positioning relative to them, as their eyeline during the performance naturally stems from and is shaped by their awareness of the camera's location.	Version 1: Stationary down shot in Mid Version 2: Stationary Up shot in Mid

Assessment Task	Notes	Shot Type
Task 4: Physical 'Mocap Action' The Learner performs a non-verbal, devised physicalisation, using the following stimulus: • A non-human/mythical character completing an everyday task. *(Time: no longer than 2.5 mins inc. intro)*	• The Learner must base their devised everyday task on a character from either a published play, film or TV show. • Learners should avoid human-like characters.	Stationary Wide or Mid shot
Task 5: Response to questions The learner verbally responds to set exam questions. *(Time: maximum 4 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid Shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC1.5	AC2.1	AC2.2	AC2.3	AC3.1	AC4.1	AC4.2
Task 1	✓	✓	✓	✓	✓	✓	✓			✓	✓
Task 2	✓		✓	✓		✓	✓	✓		✓	✓
Task 3	✓		✓	✓		✓	✓	✓		✓	✓
Task 4	✓		✓	✓			✓		✓	✓	✓
Task 5			✓	✓							
Total marks for each criteria	3	3	3	3	3	3	3	3	3	3	3
Total marks available	**33**										

MNA Level 2 Award in Graded Examinations in Screen Acting (Grade 5)

Exam Duration   **14.5 Minutes**

Assessment Task	Notes	Shot Type
Task 1: Scripted Scene - Enhanced Riffing on Subtext Building upon the skills developed in Grade 4, Task 1, personal 'fillers' should continue to be used to enhance realism. Additionally, students are now tasked with improvising around the subtext of the dialogue. **Improvisation within Boundaries:** Dialogue should be delivered EXACTLY as written, learners are encouraged to add subtext and personal 'fillers' either before, during, or after the dialogue. When multiple actors riff simultaneously, the unpredictability of subtextual riffing demands even more acute active listening skills. Actors must be highly attentive to their counterparts, responding appropriately to the nuanced layers of the conversation. ***Riffing on subtext:*** *This involves expressing the underlying messages or unspoken thoughts that might not be directly stated in the script and making them sound coherent.* *Pre-prepared verbal intro required.* *(Time: no longer than 3.5 mins inc. intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. • Learner must 'hit their mark' upon entering the shot. • Either another learner or the teacher must act the opposing character's lines from off camera, including fillers. 'Flat reads' from off camera should be avoided.	Stationary Mid shot
Tasks 2 & 3 Duologue Performance - Reinterpreting Duologue Status (The Multiverse Part 2) The learner performs two opposing versions of the same scripted duologue from memory: **Reality One - Lower Status Interpretation:** *Camera Angle: Neutral Mid-shot.* Acting Approach: Adapt the duologue to a lower status portrayal. This is an exercise in subtly altering performance aspects like tone, posture, and emotional expression. **Reality Two - Higher Status Interpretation:** *Camera Angle: Neutral Mid-Shot* Acting Approach: Transform the duologue to reflect higher status. This requires a discernible shift in performance style, demonstrating early adaptability skills.	• The Learner can choose to perform either a piece from a published play, film or TV show. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided.	Stationary Mid shot

Assessment Task	Notes	Shot Type
Task 2 & 3 Continued • Demonstrate adaptability: Reinterpret a duologue to convey a shift in status. Incorporating active listening and reaction in both 'realities'. • Learners are unaided by camera angle, both takes will be in a neutral mid-shot. Emphasis is placed on interpretation. *Pre-prepared verbal intro required.* *(Time: no longer than 4.5 mins inc. intro).*		Stationary Mid shot
Task 4: Devised Mocap Action The learner performs a devised monologue from memory as a non-human character. *Pre-prepared verbal intro required.* *(Time: no longer than 2.5 mins including intro)*	• The Learner must base their devised monologue on a character from either a published play, film or TV show. • Must be an existing fictitious character.	Stationary Mid-Shot
Task 5: Response to questions The learner verbally responds to set exam questions. *(Time: maximum 4 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid-Shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC1.5	AC2.1	AC2.2	AC2.3	AC3.1	AC4.1	AC4.2
Task 1	✔	✔	✔	✔	✔	✔	✔			✔	✔
Task 2	✔		✔	✔		✔	✔	✔		✔	✔
Task 3	✔		✔	✔		✔	✔	✔		✔	✔
Task 4	✔		✔	✔		✔	✔		✔	✔	✔
Task 5			✔	✔							
Total marks for each criteria	3	3	3	3	3	3	3	3	3	3	3
Total marks available	**33**										

LEVEL 3

LEVEL 3 OBJECTIVE

Level 3 is designed to elevate learners' abilities to manage increasingly sophisticated technical and practical challenges in screen acting.

This level underscores the fusion of accumulated knowledge and skills to create performances that are original, engaging, and nuanced. For Grades 6, 7, and 8, the focus intensifies on developing a profound understanding of character interpretation, refining technical skills for various shot types, and mastering captivating storytelling. A critical component at this stage is the learners' capacity to take direction effectively and react authentically 'in the moment', preparing them for realistic on-set expectations.

Learners are expected to demonstrate an advanced ability to adapt their performances to different scenarios, ensuring their portrayal is both genuine and dynamic. This includes a comprehensive grasp of screen-specific techniques and the subtleties of on-camera acting, enabling them to respond instantaneously and appropriately to the ever-changing dynamics of a live filming environment

LEVEL 3 LEARNING OUTCOMES

GRADES 6, 7 & 8	
LO1: Perform a variety of tasks accurately and fluently, demonstrating an understanding of the material, listening and responding according to the scene.	**Knowledge & Engagement**
LO2: Reflect on a selected practitioner, referencing their methods and analysing their approaches to Screen Acting.	
LO3: Use screen-specific skills with accuracy in response to the tasks	**Technical**
LO4: Use imaginative vocal and physical skills to perform a motion capture task.	
LO5: Perform with creativity and spontaneity, like no-one is watching	**Audience**

LEVEL 3 ASSESSMENT CRITERIA

GRADES 6, 7 & 8	
LO1: Perform a variety of tasks accurately and fluently, demonstrating an understanding of the material, listening and responding according to the scene.	AC1.1 Perform accurately and fluently, engaging with the written dialogue and situation.
	AC1.2 Demonstrate 'Active Listening' and react according to the moment.
	AC1.3 Demonstrate an understanding of context, character and skill in both performance and response to set questions.
	AC1.4 Demonstrate an ability to take live direction and adapt in the moment accordingly.
LO2: Reflect on a selected practitioner, referencing their methods and analysing their approaches to Screen Acting.	AC2.1 Deliver a short presentation on the chosen practitioner with clear communication and comparisons to the learner's own work.
LO3: Use screen-specific skills with accuracy in response to the tasks.	AC3.1 The learner's dialogue is audible but appropriate, communicating context and meaning.
	AC3.2 Demonstrate an accurate understanding of framing.
	AC3.3 Demonstrate an accurate understanding of eye lines.
	AC3.4 Demonstrate an understanding of continuity.
LO4: Use imaginative vocal and physical skills to perform a motion capture task.	AC4.1 Demonstrate an ability to express imagined circumstances, character and context via physical, vocal and emotional response.
LO5: Perform with creativity and spontaneity, like no-one is watching.	AC5.1 Demonstrate a developed sense of 'audience absence'.
	AC5.2 The learner's interpretation of the script/scenario is conceivable and seemingly spontaneous.

MNA Level 3 Certificate in Graded Examinations in Screen Acting (Grade 6)

Exam Duration   20 Minutes

Assessment Task	Notes	Shot Type
Task 1: Technical Blocking & Non-Verbal Response to Live Direction in the Wide-Shot The learner performs a non-verbal reaction to the Examiners (Teacher if Centre certified) direction/narration of one of the set scenarios in a wide-shot. Scenarios are randomly allocated at the point of examination. Learners will complete two takes, the best of the two will be examined. Learners will begin on 'action' and not stop until 'cut'. **WIDE-SHOT** The wide-shot emphasises the importance of broader physical movements in conveying emotions and reactions. The focus is on ensuring that physical movements are clear, expressive, and contribute effectively to the storytelling within the wide frame. *(Scenarios can be found on the Portal).* *(Time: no longer than 4 mins inc. intro).*	• The Learner will be randomly assigned one of the MN official set scenarios at the point of examination. • Examiners or Teachers must recite the scenario from off-camera. • Examiner/Teacher will provide the direction line by line. • It's important to begin to instruct students on the significance of the camera's positioning relative to them, as their eyeline during the performance naturally stems from and is shaped by their awareness of the camera's location.	Stationary Wide shot
Task 2-3: Scripted Performance (Mid/Close up) Choose two emotionally contrasting scenes, that are non-sequential and from the same script: **CLOSE-UP:** Choose a dramatic scene appropriate for a close-up. Limit the use of eyelines to two specific points. This restriction is meant to challenge the student to convey complex emotions while maintaining a controlled performance. **MID-SHOT:** Choose a contrasting scene more appropriate for a mid-shot. Allow for more physical expressiveness and a broader range of motion. Learners may use multiple eyelines. *Verbal Intro from memory required, must include a clear explanation regarding the events that have led up to the scenes.* *(Time: no longer than 6 mins in total, inc 30 sec intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. The chosen scene should present the opportunity for multiple eyelines for characters and action. • Learner will verbally explain the context surrounding the scene from memory. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided. • Multiple eye lines for character and action. • Learner must 'hit their mark' upon entering both shots.	Stationary Mid shot and Close up

Assessment Task	Notes	Shot Type
Task 4 and 5: Scripted Mocap Action The learner introduces and performs TWO takes of the same scripted monologue from memory. Using TWO contrasting shot types. Learner's should select character's who have distinct non-human qualities. *Verbal Intro from memory required. For Mo-Cap tasks, the intro must include a brief explanation of what the character looks like.* *(Time: no longer than 6 mins in total inc. 30 sec intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. • Record two takes of the same monologue, one must be in a Mid Shot, the other in a close-up, ensuring continuity is considered	Mid Shot and Close up
Task 6: Response to questions The learner verbally responds to 2 reflective questions (randomly assigned at the point of assessment) **Practitioner Question:** The learner presents a short pre-prepared presentation in response to the following question: Students should select a mo-cap performance by an actor of their own choice. Discuss why this performance captured your attention. What made the performance effective in regard to the actor's movement and characterisation choices? *(Time: maximum 4 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid-Shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC3.1	AC3.2	AC3.3	AC3.4	AC4.1	AC5.1	AC5.2
Task 1	✓	✓	✓	✓			✓				✓	✓
Task 2	✓	✓	✓			✓	✓	✓			✓	✓
Task 3	✓	✓	✓			✓	✓	✓			✓	✓
Task 4	✓		✓			✓	✓	✓		✓	✓	✓
Task 5	✓		✓			✓	✓	✓	✓	✓	✓	✓
Task 6			✓		✓							
Total marks for each criteria	3	3	3	3	3	3	3	3	3	3	3	3
Total marks available	36											

MNA Level 3 Certificate in Graded Examinations in Screen Acting (Grade 7)

Exam Duration   **19.5 Minutes**

Assessment Task	Notes	Shot Type
Task 1: Technical Blocking & Non-Verbal Response to Live Direction in the Mid-Shot The learner performs a non-verbal reaction to the Examiners (Teacher if Centre certified) direction/narration of one of the set scenarios in a mid-shot. Scenarios are randomly allocated at the point of examination. Learners will complete two takes, the best of the two will be examined. Learners will begin on 'action' and not stop until 'cut'. **MID-SHOT** The mid-shot framing necessitates a balanced approach where facial expressions play a more prominent role in conveying emotions and reactions, compared to the broader physical movements emphasised in the wide shots of Grade 6. *(Scenarios can be found on the Portal).* *(Time: no longer than 5 mins).*	• The Learner will be randomly assigned one of the MN official set scenarios at the point of examination. • Examiners or Teachers must recite the scenario from off-camera. • Examiner/Teacher will provide the direction line by line. • It's important to begin to instruct students on the significance of the camera's positioning relative to them, as their eyeline during the performance naturally stems from and is shaped by their awareness of the camera's location.	Stationary Mid Shot
Task 2: Solo Monologue in Close-Up as a Villian with Direction & Technical Aspects The learner performs a monologue in a close-up shot as a villain of their choice. Students are expected to showcase their ability, to control their performance in the close-up, follow direction and evoke a ***specific*** response from the audience, particularly fear and unease, all while adhering to the technical requirements of eyeline management and solo performance. • Eyeline Mark Placement: Prior to the performance, students are required to place a mark where they believe it will be most effective in relation to the camera's location. *Memorized verbal intro required* *(Time: no longer than 3 mins plus 30 sec intro).*	• The Learner can choose to perform either a piece from a published play, film or TV show. • A strong emphasis on the control aspect of their performance. The objective is to deepen the students' understanding of what 'control' entails in the realm of screen acting, particularly in a close-up setting. It challenges them to be acutely aware of the impact their performance has on the audience, ensuring that every aspect, from facial expressions to vocal nuances, is deliberately and thoughtfully executed.	Stationary Close Up

Assessment Task	Notes	Shot Type
Task 3 and 4: Scripted Mocap Action The learner introduces and performs TWO takes of the same scripted duologue from memory. Using TWO contrasting shot types. Learner's should select character's who have distinct non-human qualities. *Verbal Intro from memory required. For Mo-Cap tasks, the intro must include a brief explanation of what the character looks like.* *(Time: no longer than 6 mins in total inc. 30 sec intro)*	• The Learner can choose to perform either a piece from a published play, film or TV show. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided. • Record two takes of the SAME DUOLOUGE, one must be in a fluid handheld shot, the other in a close-up, ensuring continuity throughout. • Multiple eye lines for character and action.	Mid Shot and Close up
Task 5: Response to questions The learner verbally responds to 2 reflective questions (randomly assigned at the point of assessment) The learner presents a short pre-prepared presentation in response to the following question: Select a Director from the list below. Discuss why and how they have contributed to Film. What impact have their films had? What stylistic qualities do they use in their films which make them recognisable? Sergio Leone Quentin Tarantino Stanley Kubrick Ava DuVernay Francis Ford Coppola Greta Gerwig Raj Kapoor Spike Lee Kathryn Bigelow *(Time: maximum 5 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid Shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC3.1	AC3.2	AC3.3	AC3.4	AC4.1	AC5.1	AC5.2
Task 1	✔	✔	✔	✔			✔	✔			✔	✔
Task 2	✔		✔			✔	✔	✔			✔	✔
Task 3	✔	✔	✔			✔	✔	✔		✔	✔	✔
Task 4	✔		✔			✔	✔	✔	✔	✔	✔	✔
Task 5			✔		✔							
Total marks for each criteria	3	3	3	3	3	3	3	3	3	3	3	3
Total marks available	**36**											

MNA Level 3 Certificate in Graded Examinations in Screen Acting (Grade 8)

Exam Duration   **20.5 Minutes**

Assessment Task	Notes	Shot Type
Task 1: Technical Blocking & Non-Verbal Response to Live Direction in the Close-Up The learner performs a non-verbal reaction to the Examiners (Teacher if Centre certified) direction/narration of one of the set scenarios in a close-up. Scenarios are randomly allocated at the point of examination. Learners will complete two takes, the best of the two will be examined. Learners will begin on 'action' and not stop until 'cut'. **CLOSE-UP** The close-up focuses on the advanced skill of responding non-verbally to live direction within the intimate and detailed context of a close-up shot. *(Scenarios can be found on the Portal).* *(Time: no longer than 5 mins).*	• The Learner will be randomly assigned one of the MN official set scenarios at the point of examination. • Examiners or Teachers must recite the scenario from off-camera. • Examiner/Teacher will provide the direction line by line. • It's important to begin to instruct students on the significance of the camera's positioning relative to them, as their eyeline during the performance naturally stems from and is shaped by their awareness of the camera's location. • Learners are required to interpret the direction creatively and establish a personal backstory or context that aligns with the scenario provided.	Stationary Close Up
Task 2 and 3: Duologue Performance with Variable Framing and Technical Complexity The learner performs two takes of the same scene, one in a close-up and the other in a wider mid-shot, emphasising the student's ability to maintain continuity across different framings. **First Take - Subtler Scene in Mid-Shot:** The duologue in full is to be performed in a mid-shot. This framing allows students to incorporate more physical expressiveness, utilising a broader range of body language and gestures. Students are encouraged to use multiple eyelines in this take. This flexibility will enable them to explore different aspects of their character's interaction with the environment or imagined characters, thereby enhancing the narrative and emotional depth of the scene. Continuity is key and any moments of high drama from the close-up must be recognised and dealt with in the mid-shot.	• The Learner can choose to perform either a piece from a published OR unpublished play, film or TV show. • The scene must include two or more characters. Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided. • Must have at least one moment of high drama in the close-up, this must be replicated in the mid-shot and adhere to the rules of continuity. • Eyeline Mark Placement: As in the previous task, students will choose and place a mark for the eyeline representing the character sitting opposite them. This tests their understanding of how eyeline affects the perception of interaction in different shot types.	First Take: Stationary Mid-Shot Second Take: Stationary Close Up

Assessment Task	Notes	Shot Type
Task 2 & 3 continued: Second Take - Intense Scene in Close-Up: • Students are tasked with identifying at least one moment of high drama within their scene and focusing on building as much tension as possible into this moment. This could involve a gradual escalation of emotions, a poignant pause, or a piercing look. The key is to enhance the drama effectively while maintaining the naturalness of the performance. • The section chosen for the close-up should be no longer than 1 min, and should include the build up to their chosen moment of high drama • Eyeline use should be limited to no more than three specific points. This restriction is designed to challenge students in conveying deep and complex emotions while maintaining a controlled performance. The ability to express a range of feelings through minimal eye movement is essential in close-up shots. *Memorized verbal intro required* *(Time: no longer than 3 mins for first take (mid Shot) no longer than 1 min for second take (close-up) plus 30 sec intro)*	• The Learner will be randomly assigned one of the MN official set scenarios at the point of examination. • Examiners or Teachers must recite the scenario from off-camera. • Examiner/Teacher will provide the direction line by line. • It's important to begin to instruct students on the significance of the camera's positioning relative to them, as their eyeline during the performance naturally stems from and is shaped by their awareness of the camera's location. • Learners are required to interpret the direction creatively and establish a personal backstory or context that aligns with the scenario provided.	
Task 4: Scripted Mocap Action The learner introduces and performs a scripted duologue from memory. Memorized verbal intro required *(Time: no longer than 3 mins inc. intro)*	• The Learner can choose to perform either a piece from a published OR unpublished play, film or TV show. • Can be an existing fictitious or unpublished fictitious character. • Multiple eye lines for character and action. • Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided.	Stationary Mid Shot
Task 5: Scripted Mocap/Green Screen Response The learner introduces and performs the opposing characters response to Task 4. Memorized verbal intro for alternative character required *(Time: no longer than 3 mins inc. intro)*	• Either another learner or the teacher must act the opposing character's lines from off camera. 'Flat reads' from off camera should be avoided. • Multiple eye lines for character and action.	Stationary Mid Shot

Assessment Task	Notes	Shot Type
Task 6: Response to questions The learner verbally responds to 2 reflective questions (randomly assigned at the point of assessment) The learner presents a short pre-prepared presentation in response to the following question: Choose an actor from the list provided. Citing examples, discuss how their approach to acting has helped them to prepare and perform specific roles. Whoopi Goldberg Jeff Goldblum Sigourney Weaver James Franco Joaquin Phoenix Robert De Niro Lupita Nyong'o *(Time: maximum 5 mins)*	• The Examiner will deliver the questions to the learner. For Centres, the portal will release questions at the point of assessment.	Stationary Mid Shot

	AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC3.1	AC3.2	AC3.3	AC3.4	AC4.1	AC5.1	AC5.2
Task 1	✔	✔	✔	✔			✔	✔			✔	✔
Task 2	✔	✔	✔			✔	✔	✔			✔	✔
Task 3	✔	✔	✔			✔	✔	✔	✔		✔	✔
Task 4	✔	✔	✔			✔	✔	✔		✔	✔	✔
Task 5	✔	✔	✔			✔	✔	✔		✔	✔	✔
Task 6			✔		✔							
Total marks for each criteria	3	3	3	3	3	3	3	3	3	3	3	3
Total marks available	**36**											