

Parent and Student RAD Information Pack.

Complete breakdown of RAD information pack from Class Awards to Examination. Including Pre-Primary to Primary, Grades 1-5, Intermediate foundation, Intermediate, Advance Foundation, Advanced One and Advanced two.

Contents Page ...

Page 2

What you will need to have prepared on exam day

Page 3

Minimum age, Pre requisites and Reasonable Adjustments.

Page 4-6

Graded Examination Uniform Table and Presentation Guidelines

Page 7-8

Vocational Graded Examination Uniform Table and Presentation Guidelines

Page 9

In the Exam Studio

Page 10-12

Pre-Primary to Primary information

Page 13-25

Grades 1-5 Class Award and Examination Information

Page 26-40

Graded Vocational Intermediate Foundation and Intermediate Information

Page 41-56

Advanced Foundation, Advanced 1 and Advanced 2 Information

***Vocational Graded Students**, Please note that you are required to know all the vocabulary for you exam. This is also including you're previous exam Vocabulary requirments.*

What you will need to know for exam Day:

- Arrive 1 hour prior to Exam NO later.
- Dressed in Exam Uniform with Da Beat attire over the top
- Hair, Hair styles will be appointed (Pre-Primary, Primary, Grades 1-4 will have their hair done by a teacher, Grade 5 and above are to manage their own hair)
- Hair Attire (Hair Spray/ Gel, Bun Pins, Bobby Pins, Hair Net x2, Hair ties x 4, Brush and comb)
- Light make up for Vocational Graded exams only (mascara, blush lip gloss, nothing too heavy)
- No jewellery (Rings, earrings, necklaces)
- Clean Nails (clear coat expectable)
- Spare tights, socks and leotard (bring double of everything, just to be safe)
- No visible undergarments or underwear (Flesh coloured ONLY, try to avoid coloured straps clear is best if needed)
- Strapping and or Braces (nude or white coloured only)
- Pointe Shoes (Vocational Grades only)
- Pointe Shoe inserts (lamb's wool, toe pads, toe spacers etc.)
- Clean shoes and ribbons (Double check stitching is secure)
- Stitch kits (Needle and Thread)
- Drink bottle and sweat towel

- Warm up will be conducted prior to students entering exam

All other information is outlined in detail throughout this information pack which includes all RAD levels for 2018 at Da Beat, please find your appropriate information.

Minimum ages

The RAD has set minimum ages for exams to ensure safe dance practice and maximise achievement. Candidates must have reached the minimum age by the local cut-off date for the session. (1st September)

Exams, class awards, presentation classes and solo performance awards:

Exam / level	Minimum age
Pre- primary in dance	5
Primary in Dance	6
Grades 1-5	7
Grades 6-8 and Intermediate Foundation	11
Discovering Repertoire levels 2,3 and 4	12
Intermediate	12
Advanced Foundation	13
Advanced 1	14
Advanced 2	15
Solo Seal	15

There are no maximum age limits for any exams.

Pre-requisites:

There are no pre-requisites for graded exams, class awards, solo performance awards, presentation classes, demonstration classes, or Discovering Repertoire exams or class awards.

Examination	Pre-requisite
Advanced Foundation	Intermediate
Advanced 1	Intermediate
Advanced 2	Advanced 1
Solo Seal	Advanced 2 (Distinction)

Where pre-requisites apply, candidates must have passed these before entering for any subsequent exam.

Reasonable adjustments

Candidates who feel unable to enter or are concerned about entering for an exam due to a barrier which is known about at the time of entry, such as a disability or medical condition, may request special arrangements to be put in place.

In these cases, the RAD will make adjustments to administrative and / or exam procedures if these are judged to be reasonable, necessary and practicable.

In order to safeguard the integrity of the award, all candidates will be assessed against the same criteria and no concessions will be made in this respect. In some

cases no adjustment may be necessary, but the RAD will make the examiner aware of the candidate's condition.

Uniform Graded Examinations:

Level	Female	Male
Pre-Primary in Dance	<p>Short sleeved leotard pink, lilac or marine blue</p> <p>Wrap over skirt – colour to match leotard</p> <p>Pink socks</p> <p>Pink soft toe ballet shoes (satin or leather)</p>	<p>Blue or white t-shirt</p> <p>Navy or black polycotton / lycra shorts</p> <p>White socks</p> <p>Canvas/leather shoes white or black</p>
Grades 1-3	<p>Sleeveless or short sleeved scooped neck leotard in pink, lilac, marine blue, mulberry, lavender or navy (any matt effect fabric), with matching elasticated belt</p> <p>Pink soft ballet shoes in satin, canvas or leather, with pink elastic or ribbons (Split sole shoes are permitted)</p> <p>Option of short pink socks or pink nylon tights</p>	<p>White short sleeved leotard or well-fitted t-shirt with Navy Lycra or cotton shorts</p> <p>Navy stirrup tights may be worn instead of shorts</p> <p>White ballet shoes in canvas or leather, with white elastic</p> <p>Short white socks</p>
Grades 4-5	<p>Sleeveless or short sleeved scooped neck leotard (any matt effect fabric) in pale pink, pale blue, red, mulberry / fuschia, navy, lavender, burgundy or dark green, with matching elasticated belt</p> <p>Pink soft ballet shoes in satin, canvas or leather, with either pink elastic or pink ribbons. Split sole shoes are permitted</p> <p>Option of short pink socks or</p>	<p>White short sleeved leotard or well-fitted t-shirt with Navy Lycra or cotton shorts</p> <p>Navy stirrup tights may be worn instead of shorts</p> <p>White ballet shoes in canvas or leather, with white elastic</p> <p>Short white socks</p>

	<p>pink nylon tights</p> <p>Candidates may perform the Free Movement exercises and study in either ballet shoes or bare feet</p>	
Grades 6-8	<p>Any classic style of leotard in cotton lycra in any colour, but in particular the following are recommended: black, navy blue, royal blue, lavender, red, burgundy or mulberry</p> <p>The skirt (worn after the barre work) should be in a soft, flimsy, lightweight material, such as georgette or chiffon and approximately mid-calf length, and in any colour. Circular skirts are the most flattering, but gathered at the waist is acceptable</p> <p>A short skirt may also be worn for the barre work of Grade 8 exams, if candidates prefer</p> <p>A light silk scarf of no more than 1m x 2m of any colour. The colour of the leotard, skirt and scarf should match or tone with each other</p> <p>Pink soft satin, canvas or leather shoes with either elastic or ribbons (Soft pointe shoes should not be worn, but split soles can be)</p> <p>Candidates may perform the Free Movement exercises and study in either ballet shoes or bare feet</p>	<p>Short sleeved or sleeveless white PCL leotard (or well-fitting white t-shirt if leotard felt to be unsuitable). Navy PCL or lycra stirrup tights</p> <p>White ballet shoes in canvas or leather with white elastic</p> <p>Short white socks</p> <p>Candidates may perform the Free Movement exercises and study in either ballet shoes or bare feet</p> <p>The 'cloak' for Free Movement is represented by a piece of light cotton material, similar in size and shape to the silk used by female candidates. It may be white or dyed any colour</p>
Character	<p>Character skirts should be in black cotton material, with</p>	<p>The male uniform remains the same throughout all</p>

	<p>braiding which complements the colour of the leotard, and either circular in style or gathered at the waist, although the former is preferable. The hem of the skirt should be approximately 3 inches (7.6cm) below the knee</p> <p>Character shoes must be worn and should ideally be black canvas. These are available in two heel sizes - low heel in sizes 3 - 7 (including half sizes) and Cuban in sizes 2 - 8 (including half sizes). The Cuban heel should ideally be worn from Grade 3 onwards</p> <p>Standard black leather Character shoes are acceptable as an alternative. Other colours may be worn</p> <p>Shoes should be fitted with pink elastic.</p>	<p>Examinations / Class Awards / Solo Performance Awards except for the shoes</p> <p>Laced up Character shoes should be worn</p>
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All candidates are expected to present for examination according to the guidelines in the tables above.

Presentation - general guide lines:

- Uniform should be clean and well-fitting and underwear should not be visible.
- Elastic or ribbons should be firmly sewn on shoes in the correct position and securely fastened before entering the studio.
- Hair should be neatly and appropriately styled off the face and neck in order that the line of the head and neck is not obscured.
- Glasses may be worn.
- Jewellery must not be worn, unless required for religious or cultural reasons.
- Where used, make-up and nail varnish should be light and kept to a minimum.
- Visible tattoos should be covered with make-up where possible.
- Candidates may wear arm or leg supports if necessary. (These should be white or flesh coloured)
- Candidates using pointe shoes may bring an additional spare pair of pointe shoes into the exam studio if they wish.

Uniform Vocational Grade Examinations:

Level	Female	Male
Intermediate Foundation	<p>Sleeveless leotard – black, royal blue, navy blue or purple</p> <p>Waistband (optional) - 2cm elastic, the same colour as leotard</p> <p>Tights – pink</p> <p>Head ribbons (optional) – velvet, in the same colour as the leotard</p> <p>Soft pointe shoes or soft ballet shoes – pink with ribbons</p> <p>Pointe shoes (pointe work section) – pink with ribbons</p> <p>Split sole shoes are permitted</p>	<p>White leotard or a short sleeved white t-shirt worn inside tights</p> <p>Tights - black or navy blue</p> <p>White socks worn over the tights</p> <p>Black or white shoes with white elastic</p> <p>Split sole shoes are permitted</p>
Intermediate Advanced Foundation Advance 1 Advanced 2	<p>Sleeveless leotard – black, royal blue, navy blue or purple</p> <p>Waistband (optional) - 2cm elastic, the same colour as leotard</p> <p>Tights – pink</p> <p>Head ribbons (optional) – velvet, in the same colour as the leotard</p> <p>Soft pointe shoes – pink with ribbons</p> <p>Pointe shoes (pointe work section) – pink with ribbons</p> <p>Soft ballet shoes may not be worn</p> <p>Split sole soft pointe / pointe</p>	<p>White leotard or a short sleeved white t-shirt worn inside tights</p> <p>Tights - black or navy blue</p> <p>White socks worn over the tights</p> <p>Black or white shoes with white elastic</p> <p>Split sole shoes are permitted</p>

	shoes are permitted	
Solo Seal	<p>Port de Bras Any colour sleeveless leotard with:</p> <ul style="list-style-type: none"> • Soft chiffon circular (mid-calf length) skirt in matching or toning colour to the leotard • Soft chiffon wrap around (mid-calf length) skirt in similar matching or toning colour to the leotard <p>21st Century Variation Any colour sleeveless leotard with:</p> <ul style="list-style-type: none"> • Soft short chiffon wrap around skirt in matching or toning colour to the leotard <p>Classical Repertoire Variation Any colour sleeveless leotard with:</p> <ul style="list-style-type: none"> • tutu skirt in matching or toning colour to the leotard <p>Pink tights should be worn for all variations Pointe shoes should be worn for all variations Split sole shoes are permitted</p>	<p>Largo and Classical Repertoire Variation</p> <ul style="list-style-type: none"> • Any colour leotard or short sleeved t-shirt worn inside tights • Any colour tights and socks • Any colour unitard • Black or white ballet shoes <p>21st Century Variation</p> <ul style="list-style-type: none"> • Any colour leotard or short sleeved t-shirt • Any colour $\frac{3}{4}$ or full length tights • Any colour unitard • Black, white or flesh colour ballet shoes

All candidates are expected to present for examination according to the guidelines in the tables above.

Presentation - general guide lines:

- Uniform should be clean and well-fitting and underwear should not be visible.
- Elastic or ribbons should be firmly sewn on shoes in the correct position and securely fastened before entering the studio.
- Hair should be neatly and appropriately styled off the face and neck in order that the line of the head and neck is not obscured.
- Glasses may be worn.
- Jewellery must not be worn, unless required for religious or cultural reasons.
- Where used, make-up and nail varnish should be light and kept to a minimum.
- Visible tattoos should be covered with make-up where possible.
- Candidates may wear arm or leg supports if necessary. (These should be white or flesh coloured)
- Candidates using pointe shoes may bring an additional spare pair of pointe shoes into the exam studio if they wish.

In the exam studio:

- Candidates can take a plastic water bottle into the exam studio. Normally water should only be drunk during official rest breaks.
- Candidates who are diabetic can take their insulin or a snack into the exam studio.
- Candidates who require asthma pumps and sprays can take these into the exam studio.
- Candidates taking **vocational graded exams** can take a hand towel into the studio.
- Candidates using pointe shoes may bring an additional spare pair of pointe shoes into the studio.
- All items taken into the exam studio should be placed where they will not impede any candidates' dancing.

Pre-Primary and Primary *Class Award*

Exam Content

Pre-Primary in Dance and Primary in Dance CLASS AWARD:

Pre-Primary and Primary Class Award Exercises:

Pre-Primary	Primary
Warm up	Warm up
Legs and Feet	Legs and Feet
Fingers and Hands	Arms and Head
Walks	Bend and Run
Run and Balance	Bend and Point
Bounce and jump	Transfer of Weight
Bend and Spin	Marches
Picked Up Gallops	Jumps
Claps and Jump	Springs
Skips	Hops, Jumps and Springs
Imaginative sequence/ Dance	Gallops and Skips
Cool Down	Run and Leap
	Dance A or B
	Cool Down

Overview

Type	Class Award	
Level(s)	Pre-Primary in Dance, Primary in Dance	
Title(s)	Pre-Primary n Dance Class Award and Primary in Dance Class Award	
No of Candidates	1-2	15 Minutes
Minimum age	3-4	20 Minutes
Time	5-8	30 Minutes
Assessed?	Yes, a broad indication of standard rather than a breakdown.	
Outcome	Assessment report, certificate and medal for successful candidates.	
Regulated?	No, Class Awards are not regulated qualifications.	

Learning outcomes and assessment criteria

Learning outcomes describe what a learner should know, understand or be able to do on completion of a learning process, defined in terms of knowledge, skills and competence. Assessment criteria specify the standard a learner is expected to meet in order to demonstrate that the learning outcomes have been achieved.

On successful completion of a course of study based on Pre-Primary in Dance and Primary in Dance, students, through participation and practice, will be able to:

- articulate parts of the body
- demonstrate awareness of positions of the body
- perform with an awareness of space
- demonstrate control and co-ordination
- demonstrate elevation
- demonstrate use of appropriate movement dynamics
- respond to the elements of music
- perform expressively
- perform a sequence of simple steps to depict a story
- Confidently recall the settings

What is a Class Awards for Pre-Primary and Primary in Dance?

The assessment system for class awards is formative in nature rather than summative, and is intended to give broad overview of the candidate's achievement and progress to date as observed by the examiner. Class awards do not provide a specified level of attainment for the candidate and are not qualifications.

Candidates are assessed, through the performance of the entire class award content, on the following criteria:

Section	Key Features	Definition
Technique	Stability	Demonstration Control and co-ordination
Music	Timing/ Dynamics	Showing correct time and appropriate reaction to the style of music
Performance	Expression	Maintaining appropriate expression through face and body
Imaginative Movement Dance/ Sequence	Confidence/ Creativity	Expressing a story through movement and confidence and creativity

Attainment	Descriptor
Not Shown	Elements to be assessed were not shown
Occasionally	The Candidate showed an ability to achieve required assessment criteria some of the time
Generally	The Candidate showed an ability to achieve required assessment criteria more than half of the time
Frequently	The Candidate showed an ability to achieve required assessment criteria almost all of the time

Grades 1-5

***Graded Examinations
and Class Award***

The aims of the graded syllabus

- Promote the study of ballet and related dance disciplines.
- Motivate students by providing a series of clearly defined goals.
- Provide teachers with a means by which to measure the individual progress of their students.
- Measure the acquisition of technical, musical and performance skills in ballet and related dance disciplines.
- Promote and encourage enjoyment of movement as a form of physical exercise.
- Provide all candidates with an opportunity of experiencing dance accompanied by live and recorded music.
- Encourage personal self-confidence and group awareness through the experience of dancing solo, in partners and in small groups.
- Promote a developing appreciation of music through dancing to various musical styles and rhythmic patterns.
- Promote the principles of safe dance practice.

A student who has followed a pathway of learning based on the graded syllabus will show:

- An increasing ability to demonstrate practical knowledge of the dance disciplines of ballet and character.
- A graduated measure of attainment against specific criteria.
- Increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances.
- Developing self-discipline and an awareness and understanding of working with others.
- An appreciation, through practical experience, of contrasting dance disciplines with their accompanying music.

Exam Content Grades 1-5:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Barre	Barre	Barre	Barre
Warm up	Plies	Plies	Plies	Plies
Legs and arms	Battements tendus	Battements tendus and Battements Glisses	Battements tendu and battements glisses	Battements tendu and battement glisses
Port de bras	Preparation for grands battements	Battement Fondu and Developpes Devant	Battements fondus and ronds de jambe a terre	Ronds de jambe a terre and battements fondus
	Centre			
Demi plie	Port de bras	Grands Battements Devant and Grands Battements to Second and Derriere	Developpes	Developpe
		Centre		
Transfer weight	Fondus	Port de Bras	Grands Battements	Grands battements
			Centre	Centre
Walks	Transfer of weight	Ronds de Jambe A terre	Pots de bras	Port de bras
Sautes	Adage	Transfer of weight	Centre practice	Centre practice
Petit jets and spring points	Sautes and echappes	Adage	Adage	Pirouettes
Gallops	Echappe saute and petti jetes	Sautes and changements	Transfer of weight	Adage
Springs	Gallops	Glissdes, sissone and assemble	Sautes, echappes sautes and changements	Transfer of weight
Step hop and parallel assemble	Turns and Parallel assemble	Pose temps leves	Jetes ordinaries and pas de chat	Petit allegro
	Grand Allegro	Turns	Assemble temps leves	Glissades and sissones
Dances A,B,C or D	Dance A,B,C or D	Grand allegro	Turns	Sissones ordinaries and pas de valse
Reverence	Reverence	Dance A,B,C,D or E Reverence	Grand allegro	Turns
			Dance A,D,C,D,E or F Reverence	Grand allegro
				Dance A,B,C,D,E or F Reverence

Grades 1-5

Overview CLASS AWARD

Type	Class Award	
Level(s)	Grades 1-5	
Title(s)	Grades 1-5 Class Award	
No of Candidates	1-8	
Minimum age	7	
Time	Grade 1	
	1-2 Candidates	15 Minutes
	3-4 Candidates	20 Minutes
	5-8 Candidates	30 Minutes
	Grade 2, Grade 3	
	1-2 Candidates	20 Minutes
	3-4 Candidates	25 Minutes
	5-8 Candidates	35 Minutes
	Grade 4, Grade 5	
	1-2 Candidates	25 Minutes
	3-4 Candidates	30 Minutes
	5-8 Candidates	40 Minutes
Assessed?	Yes, a broad indication of standard rather than a breakdown.	
Outcome	Assessment report, certificate and medal for successful candidates.	
Regulated?	No, Class Awards are not regulated qualifications.	

Examination Grades 1-5

Type	Examination	
Level(s)	Grades 1-5	
Title(s)	RAD level Award in Graded examination in Dance Grade 1 (Ballet) RAD level Award in Graded examination in Dance Grade 2 (Ballet) RAD level Award in Graded examination in Dance Grade 3 (Ballet) RAD level Award in Graded examination in Dance Grade 4 (Ballet) RAD level Award in Graded examination in Dance Grade 5 (Ballet)	
No of Candidates	1-4	
Minimum age	7	
Time	Grade 1 , Grade 2	
	1 Candidates	20 Minutes
	2 Candidates	25 Minutes
	3 Candidates	35Minutes
	4 Candidates	40 Minutes
	Grade 3	
	1 Candidates	25 Minutes
	2 Candidates	30 Minutes
	3 Candidates	40 Minutes
	4 Candidates	45 Minutes
	Grade 4, Grade 5	
	1 Candidates	30 Minutes
	2 Candidates	35 Minutes
	3 Candidates	45 Minutes
	4 Candidates	50 Minutes
Assessed?	Yes, as per marking criteria	
Outcome	Result form, certificate and medal for successful candidates.	
Regulated?	Yes, Grades 1-5 are regulated in England, Wales and Northern Island.	

Learning Outcomes and Assessment Criteria:

Grade 1

Outcomes the learner will:

- be able to demonstrate appropriate technique through the performance of basic movement sequences and dances in ballet
- be able to show awareness of musicality through the performance of basic movement sequences and dances in ballet
- be able to show awareness of performance skills in basic movement sequences and dances in ballet

Criteria the learner can:

- demonstrate knowledge of the vocabulary of ballet
- demonstrate technical skills as required by a basic level of choreographic demand
- demonstrate appropriate timing
- demonstrate responsiveness to music as required by a basic level of choreographic demand
- demonstrate use of expression, communication, interpretation and projection as required by a basic level of choreographic demand

Grade 2

Outcomes the learner will:

- be able to demonstrate appropriate technique through the performance of simple movement sequences and dances in ballet
- be able to show awareness of musicality through the performance of simple movement sequences and dances in ballet
- be able to show awareness of performance skills in simple movement sequences and dances in ballet

Criteria the learner can:

- demonstrate knowledge of the vocabulary of ballet
- demonstrate technical skills as required by a simple level of choreographic demand
- demonstrate appropriate timing
- demonstrate responsiveness to music as required by a simple level of choreographic demand
- demonstrate use of expression, communication, interpretation and projection as required by a simple level of choreographic demand

Grade 3

Outcomes the learner will:

- Be able to demonstrate appropriate technique through the performance of simple to moderate movement sequences and dances in ballet.
- Be able to show awareness of musicality through the performance of simple to moderate movement sequences and dances in ballet.
- Be able to show awareness of performance skills in simple to moderate movement sequences and dances in ballet.

Criteria the learner can:

- Demonstrate knowledge of the vocabulary of ballet
- Demonstrate technical skills as required by a simple to moderate level of choreographic demand.
- Demonstrate appropriate timing.
- Demonstrate responsiveness to music as required by a simple to moderate level of choreographic demand.
- Demonstrate use of expression, communication, interpretation and projection as required by a simple to moderate level of choreographic demand.

Grade 4

Outcomes the learner will:

- Be able to demonstrate appropriate technique through the performance of moderate movement sequences and dances in ballet.
- Be able to show awareness of musicality through the performance of moderate movement sequences and dances in ballet.
- Be able to show awareness of performance skills in moderate movement sequences and dances in ballet.

Criteria the learner can:

- Demonstrate knowledge of the vocabulary of ballet and demonstrate technical skills as required by a moderate level of choreographic demand.
- Demonstrate appropriate timing.
- Demonstrate responsiveness to music as required by a moderate level of choreographic demand.
- Demonstrate use of expression, communication, interpretation and projection as required by a moderate level of choreographic demand.

Grade 5

Outcomes the learner will:

- Be able to demonstrate appropriate technique through the performance of intermediate movement sequences and dances in ballet.
- Be able to show awareness of musicality through the performance of intermediate movement sequences and dances in ballet.
- Be able to show awareness of performance skills in intermediate movement sequences and dances in ballet

Criteria the learner can:

- Demonstrate knowledge of the vocabulary of ballet.
- Demonstrate technical skills as required by an intermediate level of choreographic demand.
- Demonstrate appropriate timing.
- Demonstrate responsiveness to music as required by an intermediate level of choreographic demand.
- Demonstrate use of expression, communication, interpretation and projection as required by an intermediate level of choreographic demand.

A candidate who has successfully completed a course of study based on Grades 1-5 will be able to:

Technique:

- Demonstrate knowledge and understanding of the fundamental and relevant technique required at Level 1 / Level 2
- Demonstrate co-ordination, control and accuracy in a range of sequences
- Perform with an awareness of line
- Perform with spatial awareness of the body in travelling movements and turning actions
- Demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary.

Music:

- Perform with correct and accurate timing and appropriate response to the music.

Performance:

- Perform with expression and communication.

In the exam, candidates will be assessed on their ability to:

- Perform a series of prepared ballet exercises which require the ability to demonstrate secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values
- Dance, throughout the examination, in time to the music and show responsiveness to the music
- Dance, throughout the examination, with expression and communication
- Perform two dances which require the candidate to demonstrate all the above aspects of technique, music and performance.

Grades 1-5 Class Award Marking Criteria:

The assessment system for class awards is formative in nature rather than summative, and is intended to give broad overview of the candidate's achievement and progress to date as observed by the examiner. Class awards do not provide a specified level of attainment for the candidate and are not qualifications.

Candidates are assessed, through the performance of the entire class award content, on the following criteria:

Section	Key Features	Definition
Technique	Stability	Demonstration Control and co-ordination
Music	Timing/ Dynamics	Showing correct time and appropriate reaction to the style of music
Performance	Expression	Maintaining appropriate expression through face and body
Dance/ Variation	Stability/ timing/ response/ expression	Demonstrating control and co-ordination Showing correct timing and appropriate response to the music Maintaining appropriate expression through face and body

Attainment	Descriptor
Not Shown	Elements to be assessed were not shown
Occasionally	The Candidate showed an ability to achieve required assessment criteria some of the time
Generally	The Candidate showed an ability to achieve required assessment criteria more than half of the time
Frequently	The Candidate showed an ability to achieve required assessment criteria almost all of the time

Grades 1-3 exams

Examination content	Component marks
EXERCISES	
1. Technique 1 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
2. Technique 2 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
3. Technique 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
4. Technique 4 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
5. Music <ul style="list-style-type: none"> • Timing 	10
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	10
DANCES	
7. Dance A or B: Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
8. Dance A or B: Music and performance <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
9. Character dance C or D and Révérence: Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
10. Character dance C or D and Révérence: Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	10
TOTAL	100

Grades 4-5 exams

Examination content	Component marks
EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
2. Technique 2: Centre <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
3. Technique 3: Allegro <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
4. Technique 4: Turns and Grand Allegro <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
5. Music <ul style="list-style-type: none"> Timing Responsiveness to music 	10
6. Performance <ul style="list-style-type: none"> Expression Communication Interpretation Projection 	10
DANCES	
7. Dance A, B or C: Technique <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
8. Dance A, B or C: Music and performance <ul style="list-style-type: none"> Timing Responsiveness to music Expression Communication Interpretation Projection 	10
9. Character dance D, E or F and Révérence: Technique <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
10. Character dance D, E or F and Révérence: Music and performance <ul style="list-style-type: none"> Timing Responsiveness to music Expression Communication Interpretation Projection 	10
TOTAL	100

Attainment descriptors

In the exam, the examiner awards a mark of between 0 and 10 for each component.

A mark of 1 or higher signifies the standard attained by the candidate with respect to that component. A mark of 0 signifies that no work was shown for the section of the exam relating to that component.

Mark Descriptor

- 0 No work was shown
- 1 The candidate showed an extremely limited ability to achieve the elements assessed
- 2 The candidate showed a very limited ability to achieve the elements assessed
- 3 The candidate showed a limited ability to achieve the elements assessed
- 4 The candidate showed an adequate ability to achieve the elements assessed
- 5 The candidate showed a fair ability to achieve the elements assessed
- 6 The candidate showed a fairly good ability to achieve the elements assessed
- 7 The candidate showed a good ability to achieve the elements assessed
- 8 The candidate showed a very good ability to achieve the elements assessed
- 9 The candidate showed an excellent ability to achieve the elements assessed
- 10 The candidate showed an exceptional ability to achieve the elements assessed

Definitions of terms used in the markschemes Examinations:

Technique

Term	Definition
Correct posture and weight placement	Secure use of torso (refer to page 8 The Foundations of Classical Ballet Technique) The body weight centred over one or two legs or transferring with ease from one to two legs and two to one leg sur place or in travelling movements
Co-ordination of the whole body	The harmonious relationship of torso, limbs, head and eye focus in movement
Control	Sustained and balanced movements, achieved through strength and correct use of turnout (as appropriate to the genre)
Line	The ability to demonstrate a range of harmonious lines through the whole body
Spatial Awareness	Effective use of peripheral space and performance space, also the ability to move through space
Dynamic Values	The ability to perform the range of movement dynamics appropriate to each step

Awarding and reporting

Marks and attainment bands

For examinations candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: pass, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

Marks are aggregated to arrive at an overall total which corresponds to the following result classifications:

Result Classification	Total Marks	Medal Classification (Graded examinations only)
Standard not attained	0-39	N/A
Pass	40-54	Bronze
Merit	55-74	Silver
Distinction	75-100	Gold

Attainment band descriptors:

The descriptors below give a general indication of expected overall outcome for each attainment band. Because of the compensatory nature of the markscheme in most cases, some aspects may be stronger and others weaker for some candidates.

Attainment Band	Descriptor
Distinction	Secure and precise technique overall, with an ability to demonstrate contrast in style as required by the content. Musicality is highly developed most of the time and performance shows appropriate expression and communication.
Merit	Proficient technique overall, although probably stronger in some areas than in others. Musical qualities are evident, although they could sometimes be more consistent. Performance shows expression and communication, although these aspects could be more sustained.
Pass	A basic competence in the technical aspects of the work, although some areas are stronger than others. Some musicality is evident although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.
Standard not attained	Little awareness of technique is shown overall. Musical and performance qualities are rarely evident.

Intermediate Foundation and Intermediate

The aims of the vocational graded syllabus are to:

- Measure the acquisition of technical, musical and performance skills in ballet.
- Motivate students by providing them with a series of clearly defined goals.
- Provide candidates with a sound ballet base in preparation for further training and/or a career in dance or dance related subjects.
- Provide candidates with an opportunity to gain internationally recognised qualifications in ballet to an advanced level.
- Provide a progressive measure of attainment in ballet against specific criteria.
- Promote the principles of safe dance practice.

A student who has followed a pathway of learning based on the vocational graded syllabus will show:

- An increasing ability to demonstrate in-depth knowledge and practical skills in ballet.

Exam Content Intermediate Foundation and Intermediate Exercises:

Intermediate Foundation	Intermediate
Barre	Barre
Plies	Plies
Battements Tendu	Battements Tendu
Battements Glissès	Battements Glissès and Battements Jetès
Ronds de Jambe A terre	Ronds de Jambe A Terre
Battements Fondus a Terre	Battements Fondus
Petits Battements Sur la Cou-de-pied and Battements Frappes	Petits Battements Sur la Cou-de-pied
Adage	Ronds de Jambe En l'air
Grands Battements and Grands Battements En Cloche	Grands Battements and Grands Battements En Cloche
Centre	Centre
Port de Bras	Port de Bras
Centre Practice and Pirouettes en dehors	Centre Practice and Pirouettes en dehors
Pirouettes en dehors	Pirouettes En dehors and Pose Pirouettes
Adage	Adage
Allegro 1	Allegro 1
Allegro 2	Allegro 2
Free Enchainment	*Free Enchainment*
Allegro 3	Allegro 3
Variation 1 or 2	Variation 1 or 2
Pointe Barre	Pointe Barre
Rises	Rises
Echappe Releve and Courns	Releve passes Derriere or Releve Passé Devant
Pointe Centre	Pose and Coupe Fouettè Raccourci
Echappe Releve and Classical Walks	Pointe Centre
Reverence	Temps Lie and Courns
	Releve and Echappe Releve
	Reverence

Examination Intermediate Foundation and Intermediate

Type	Examination	
Level(s)	Intermediate Foundation and Intermediate	
Title(s)	RAD level 2 Certificate in Vocational Graded examination in Dance Intermediate Foundation (Ballet) RAD level 3 Certificate in Vocational Graded examination in Dance Intermediate (Ballet)	
No of Candidates	1-4	
Minimum age	(Inter Found) 11	(Inter) 12
Time	Intermediate Foundation	
	1 Candidates	40 Minutes
	2 Candidates	45 Minutes
	3-4 Candidates	65 Minutes
	Intermediate	
	1 Candidates	45 Minutes
	2 Candidates	50 Minutes
	3-4 Candidates	75 Minutes
Assessed?	Yes, as per marking criteria	
Outcome	Result form, certificate and medal for successful candidates.	
Regulated?	Yes, Intermediate Foundation and Intermediate are regulated in England, Wales and Northern Island.	

Intermediate Foundation vocabulary

Candidates are expected to have knowledge of the following:

Female	Male
Arabesques 1st arabesque 2nd arabesque	Arabesques 1st arabesque 2nd arabesque
Assemblés Assemblé devant, derrière, dessus and dessous Parallèle assemblé en avant and en tournant Petit assemblé devant and derrière	Assemblés Assemblé devant, derrière, dessus and dessous Petit assemblé devant and derrière
Balancés Balancé de côté	Balancés Balancé de côté
Battements frappés Battement frappé to 2 nd	Battements frappés Battement frappé to 2nd
Battements glissés Battement glissé devant, to 2nd and derrière from 5th position in 2 counts Battement glissé to 2nd from 1st position in 1 count	Battements glissés Battement glissé devant, to 2nd and derrière from 5th position in 2 counts Battement glissé to 2nd from 1st position in 1 count
Battements tendus Battement tendu devant, to 2nd and derrière from 5th position in 2 counts	Battements tendus Battement tendu devant, to 2nd and derrière from 5th position in 2 counts
	Cabrioles Cabriole de côté in parallèle 1st position
Changements Changement by ¼ turn Changement battu	Changements Changement by ¼ turn Grand changement Changement battu
Chassés Chassé en avant and en arrière Chassé to 2nd position Chassé passé en avant	Chassés Chassé en avant and en arrière Chassé to 2nd position Chassé passé en avant
Classical walks	Classical walks
Coupés Coupé dessus and dessous	Coupés Coupé dessus and dessous
Courus Cours en tournant, en demi-pointe and en demi plié Cours sur place en pointe	
Développés Développé devant and to 2nd position	Développés Développé devant and to 2nd position
Echappés relevés Echappé relevé changé en demi-pointe Echappé relevé changé en pointe	Echappés relevés Echappé relevé changé en demi-pointe
Echappés sautés Echappé sauté battu fermé Echappé sauté fermé from 2nd position Echappé sauté changé Echappé sauté to 2nd position	Echappés sautés Echappé sauté battu fermé Echappé sauté fermé from 2nd position Echappé sauté changé Echappé sauté to 2nd position

Glissades Glissade devant, derrière, dessus and dessous Running glissade en avant and de côté	Glissades Glissade devant, derrière, dessus and dessous Running glissade en avant and de côté
Grands battements Grand battement devant, to 2nd and derrière Grand battement en cloche	Grands battements Grand battement devant, to 2nd and derrière Grand battement en cloche
Jetés Grand jeté en avant Jeté in petit attitude devant Jeté ordinaire devant and derrière Jeté passé devant and derrière	Jetés Grand jeté en avant Jeté en avant at glissé height Jeté ordinaire devant and derrière
Pas de bourrées Pas de bourrées devant, derrière, dessus and dessous	Pas de bourrées Pas de bourrées devant, derrière, dessus and dessous
Pas de chats	Pas de chats
Pas de valse Pas de valse en tournant	
Pas soutenus Pas soutenu devant and derrière	Pas soutenus Pas soutenu devant and derrière
Petits battements	Petits battements
Pirouettes En dehors: single from demi-plié in 4th position En dedans: single from 4th position en fondu	Pirouettes En dehors: single from demi-plié in 4th position En dedans: single from 4th position en fondu Single from 4th position en fondu in parallel retiré
Pivots Pivots à terre	Pivots Pivots à terre
Pivot steps Pivot step de côté en face Pivot step en tournant	
Pliés Demi-plié in 1st, 2nd, 4th and 5th positions Grand plié in 1st, 2nd and 5th positions	Pliés Demi-plié in 1st, 2nd, 4th and 5th positions Grand plié in 1st, 2nd and 5th positions Grand plié in parallel 1st position
Port de bras Port de bras with forward bend Port de bras with side bend Port de bras with back bend	Port de bras Port de bras with forward bend Port de bras with side bend Port de bras with back bend
Posés Posé en avant, en arrière and de côté Posé en avant into 1st arabesque en demi-pointe Posé into retiré and retiré derrière en demi-pointe	Posés Posé en avant, en arrière and de côté Posé into retiré derrière en demi-pointe
Poses of the body Croisé devant Croisé derrière Effacé devant Effacé derrière	Poses of the body Croisé devant Croisé derrière Effacé devant Effacé derrière
Relevés Relevé in 1st, 2nd and 5th position Relevé devant and derrière Relevé passé devant and derrière	Relevés Relevé in 1st, 2nd and 5th position Relevé devant and derrière Relevé passé devant and derrière

Rises Rise onto demi-pointe in 1st, 2nd and 5th position Rise onto pointe in 1st position	Rises Rise onto demi-pointe in 1st, 2nd and 5th position
Ronds de jambe Demi grand rond de jambe en dehors and en dedans Demi rond de jambe en dehors and en dedans à terre Rond de jambe à terre, en dehors and en dedans	Ronds de jambe Demi grand rond de jambe en dehors and en dedans Demi rond de jambe en dehors and en dedans à terre Rond de jambe à terre, en dehors and en dedans
Sautés Sauté in 1st, 2nd and 4th position	Sautés Sauté in 1st, 2nd and 4th position Sauté in parallel 1st position
Sissonnes Sissonne fermée de côté devant, derrière, dessus and dessous	Sissonnes Sissonne fermée de côté devant, derrière, dessus and dessous
Soubresauts	Soubresauts
Spring points	Spring points
Temps levés Temps levé in attitude devant Temps levé with low développé passé devant Temps levé in parallel retiré Temps levé in retiré derrière Temps levé in 1st and 2nd arabesque	Temps levés Temps levé in attitude devant Temps levé in parallel retiré Temps levé in 1st and 2nd arabesque
Temps liés Basic temps lié en avant Basic temps lié to 2 nd	Temps liés Basic temps lié en avant Basic temps lié to 2 nd
	Tours en l'air Single tour en l'air
Transfers of weight Basic transfer of weight in 2nd position Full transfer of weight through 2nd position Full transfer of weight through 4th position en avant and en arrière	Transfers of weight Basic transfer of weight in 2nd position Full transfer of weight through 2nd position Full transfer of weight through 4th position en avant and en arrière

Free enchaînement vocabulary

Focal step Linking steps	Sissonnes fermées de côté, devant, derrière, dessus and dessous Pas de bourrées devant, derrière, dessus and dessous Changement, changement battu, relevé in 5th position
Focal step Linking steps	Assemblés devant, derrière, dessus and dessous Glissades devant, derrière, dessus and dessous Changement, changement battu, relevé in 5th position
Focal step Linking steps	Jetés ordinaires devant and derrière Petits assemblés devant and derrière Temps levé (not in a series) Changement, changement battu, relevé in 5th position

Intermediate vocabulary

Candidates are expected to have knowledge of the following:

Female	Male
Assemblés Assemblé battu dessus Assemblé porté de côté dessus	Assemblés Assemblé battu dessus Assemblé porté de côté dessus
Battements fondus Battement fondu devant, to 2nd and derriere at 45°	Battements fondus Battement fondu devant, to 2nd and derriere at 45°
Battements frappés Battement frappé devant and derrière Battement frappé fouetté to 2nd position	Battements frappés Battement frappé devant and derrière Battement frappé fouetté to 2nd position
Battements jetés Battement jeté to 2nd position	Battements jetés Battement jeté to 2nd position
Battements tendus Battement tendu devant, to 2nd and derrière in 1 count	Battements tendus Battement tendu devant, to 2nd and derrière in 1 count
Battements glissés Battement glissé devant, to 2nd and derrière from 5th position in 2 counts Battement glissé to 2nd from 1st position in 1 count	Battements glissés Battement glissé devant, to 2nd and derrière from 5th position in 2 counts Battement glissé to 2nd from 1st position in 1 count
Battements tendus Battement tendu devant, to 2nd and derrière from 5th position in 2 counts	Battements tendus Battement tendu devant, to 2nd and derrière from 5th position in 2 counts
Brisés Brisé dessus	Brisés Brisé dessus
Chaînes Single chaîné	
Chassés Chassé passé en avant with ¼ turn	Chassés Chassé passé en avant with ¼ turn
Courus Cours en tournant en demi-pointe	
Détournés Demi détourné en demi-pointe Détourné with ¼ turn	Détournés Demi détourné en demi-pointe Détourné with ¼ turn
Développés Développé derrière	Développés Développé derrière
Echappés sautés Echappé sauté in 4th position	Echappés sautés Echappé sauté in 4th position Grand échappé sauté battu fermé
Entrechats Entrechat quatre	Entrechats Entrechat quatre
Fouettés Fouetté à terre Coupé fouetté raccourci en pointe Coupé fouetté raccourci sauté Fouetté of adage	Fouettés Fouetté à terre Coupé fouetté raccourci sauté Fouetté of adage
Grands battements Grand battement in 2nd arabesque	Grands battements Grand battement in 2nd arabesque

	Jetés Jeté ordinaire en avant
Pas de basques Pas de basque glissé en avant Pas de basque sauté en avant and en arrière	Pas de basques Pas de basque glissé en avant Pas de basque sauté en avant and en arrière
Pas de bourrées Pas de bourrée piqué sur le cou-de-pied en pointe Running pas de bourrée en avant	
Pirouettes En dehors: double from demi-plié in 4th position En dedans: double from 4th position en fondu Posé pirouettes in series	Pirouettes En dehors: double from demi-plié in 4th position En dedans: double from 4th position en fondu
Pliés Grand plié in 4th position	Pliés Grand plié in 4th position
Posés Posé coupé de côté en demi-pointe Posé coupé de côté en pointe Posé de côté and en arrière to 5th en demi-pointe Posé passé en avant en demi-pointe	Posés Posé coupé de côté en demi-pointe Posé de côté and en arrière to 5th en demi-pointe
Poses of the body Ecarté devant	Poses of the body Ecarté devant
Relevés Relevé devant and derrière en pointe	
Ronds de jambe Grand rond de jambe en dehors and en dedans Rond de jambe en l'air en dehors and en dedans, singles and doubles	Ronds de jambe Grand rond de jambe en dehors and en dedans Rond de jambe en l'air en dehors and en dedans, singles and doubles
Rotation Rotation à terre	Rotation Rotation à terre
Sissonnes Sissonnes fermées, ouvertes en avant and en arrière	Sissonnes Sissonnes fermées, ouvertes en avant and en arrière
Temps levés Temps levé in attitude derrière	Temps levés Temps levé in attitude derrière
Temps liés Temps lié en avant and to 2nd position en pointe	
Turns Soutenu turn	Turns Barrel turn Soutenu turn
Walks Walks en demi-pointe in low parallel retiré	Walks Walks en demi-pointe in low parallel retire

Free enchaînement vocabulary

Focal step Linking steps	Pas de basque sauté en avant and en arrière Pas de bourrées devant, derrière, dessus and dessous Coupé chassé pas de bourrée Changement, changement battu, entrechat quatre and relevé in 5th position
Focal step Linking steps	Assemblés <ul style="list-style-type: none"> • Assemblé battu dessus • Assemblés devant, derrière, dessus and dessous • Assemblé porté de côté dessus Glissades devant, derrière, dessus and dessous Changement, changement battu, entrechat quatre and relevé in 5th position
Focal step Linking steps	Sissonnes <ul style="list-style-type: none"> • Sissonnes fermées de côté devant, derrière, dessus and dessous • Sissonnes fermées and ouvertes en avant and en arrière Pas de bourrées devant, derrière, dessus and dessous Coupé chassé pas de bourrée Changement, changement battu, entrechat quatre and relevé in 5th position

As well as Vocabulary from Intermediate Foundation

Learning Outcomes: (Intermediate Foundation)

Outcomes the learner will:

- Apply and demonstrate, through performance of a range of moderately challenging movement sequences, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet.
- Apply and demonstrate, through performance of a range of moderately challenging movement sequences, fundamental and relevant knowledge and secure understanding of musicality in ballet.
- Apply and demonstrate, through performance of a range of moderately challenging movement sequences, fundamental and relevant knowledge and secure understanding of performance skills in ballet.

Criteria the learner can:

- Apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary.
- Respond to and interpret direction correctly.
- Demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by a moderately challenging level of choreographic demand.
- Demonstrate a clear understanding of a range of rhythmical sounds, accents and timings.
- Demonstrate a clear understanding of musical interpretation as required by a moderately challenging level of choreographic demand.
- Demonstrate the clear ability to engage an audience.
- Demonstrate an awareness of the subtleties of performance as required by a moderately challenging level of choreographic demand.

Learning Outcomes: (Intermediate)

Outcomes the learner will:

- Apply and demonstrate, through performance of a range of challenging movement sequences, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet.
- Apply and demonstrate, through performance of a range of challenging movement sequences, fundamental and relevant knowledge and secure understanding of musicality in ballet.
- Apply and demonstrate, through performance of a range of challenging movement sequences, fundamental and relevant knowledge and secure understanding of performance skills in ballet.

Criteria the learner can:

- Apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary.
- Respond to and interpret direction correctly.
- Demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by a challenging level of choreographic demand.
- Demonstrate a clear understanding of a range of rhythmical sounds, accents and timings.
- Demonstrate a clear understanding of musical interpretation as required by a challenging level of choreographic demand.
- Demonstrate the ability to engage an audience and demonstrate an awareness of the subtleties of performance as required by a challenging level of choreographic demand.

A candidate who has successfully completed a course of study based on Intermediate Foundation and Intermediate will be able to:

Technique:

- Demonstrate knowledge and understanding of the fundamental and relevant technique required at Levels 2 and 3.
- Demonstrate sound co-ordination, control and accuracy in a range of sequences.
- Perform with an aesthetic awareness of line.
- Perform with spatial awareness of the body in travelling movements and turning actions.
- Demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary.
- Perform a range of movement's en pointe with control (female only).

Music:

- Demonstrate understanding of a range of movements within different rhythmical frameworks.
- Perform with awareness of phrasing and appropriate use of musical dynamics.

Performance:

- Perform showing understanding of interpretation and expression.
- Demonstrate communication and projection in performance.

Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content at each level. An understanding of technique is reflected in an ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement, within the range of the candidates' physical capacity.

Candidates demonstrate that they can confidently communicate to an audience. They are able to interpret music and display sensitivity to the musical content and style of the movements.

Marching Scheme:

Intermediate Foundation and Intermediate

Examination content	Component marks
EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
3. Technique 3: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
4. Technique 4: Allegro 1, 2 and 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
5. Technique 5: Free enchaînement <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
6. Technique 6: Allegro 4 & 5 (male) / Pointe work (female) <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
7. Music <ul style="list-style-type: none"> • Timing 	10
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	10
VARIATION	
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	10
TOTAL	100

Attainment descriptors

In the exam, the examiner awards a mark of between 0 and 10 for each component.

A mark of 1 or higher signifies the standard attained by the candidate with respect to that component. A mark of 0 signifies that no work was shown for the section of the exam relating to that component.

Mark Descriptor

- 0 No work was shown
- 1 The candidate showed an extremely limited ability to achieve the elements assessed
- 2 The candidate showed a very limited ability to achieve the elements assessed
- 3 The candidate showed a limited ability to achieve the elements assessed
- 4 The candidate showed an adequate ability to achieve the elements assessed
- 5 The candidate showed a fair ability to achieve the elements assessed
- 6 The candidate showed a fairly good ability to achieve the elements assessed
- 7 The candidate showed a good ability to achieve the elements assessed
- 8 The candidate showed a very good ability to achieve the elements assessed
- 9 The candidate showed an excellent ability to achieve the elements assessed
- 10 The candidate showed an exceptional ability to achieve the elements assessed

Definitions of terms used in the markschemes Examinations:

Technique

Term	Definition
Correct posture and weight placement	Secure use of torso (refer to page 8 The Foundations of Classical Ballet Technique) The body weight centred over one or two legs or transferring with ease from one to two legs and two to one leg sur place or in travelling movements
Co-ordination of the whole body	The harmonious relationship of torso, limbs, head and eye focus in movement
Control	Sustained and balanced movements, achieved through strength and correct use of turnout (as appropriate to the genre)
Line	The ability to demonstrate a range of harmonious lines through the whole body
Spatial Awareness	Effective use of peripheral space and performance space, also the ability to move through space
Dynamic Values	The ability to perform the range of movement dynamics appropriate to each step

Awarding and reporting

Marks and attainment bands

For examinations candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: pass, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

Marks are aggregated to arrive at an overall total which corresponds to the following result classifications:

Result Classification	Total Marks	Medal Classification (Graded examinations only)
Standard not attained	0-39	N/A
Pass	40-54	Bronze
Merit	55-74	Silver
Distinction	75-100	Gold

Attainment band descriptors:

The descriptors below give a general indication of expected overall outcome for each attainment band. Because of the compensatory nature of the markscheme in most cases, some aspects may be stronger and others weaker for some candidates.

Attainment Band	Descriptor
Distinction	Secure and precise technique overall, with an ability to demonstrate contrast in style as required by the content. Musicality is highly developed most of the time and performance shows appropriate expression and communication.
Merit	Proficient technique overall, although probably stronger in some areas than in others. Musical qualities are evident, although they could sometimes be more consistent. Performance shows expression and communication, although these aspects could be more sustained.
Pass	A basic competence in the technical aspects of the work, although some areas are stronger than others. Some musicality is evident although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.
Standard not attained	Little awareness of technique is shown overall. Musical and performance qualities are rarely evident.

Advanced Foundation, Advanced 1 and Advanced 2

Advanced Foundation, Advanced 1 and Advanced 2 Exercises:

Advanced Foundation	Advanced 1	Advanced 2
Barre	Barre	Barre
Plies	Plies	Plies
Battements Tendu	Battements Tendu	Battements Tendu
Battements Glissés and Battements Jetés	Battements Glissés and Battements Jetés	Battements Glissés and Battements Piques
Ronds de Jambe A terre	Ronds de Jambe A Terre	Ronds de Jambe a Terre
Battements Fondus and Ronds de Jambe en L'air	Battements Fondus and Ronds de Jambe en L'air	Battements Fondu and Ronds de Jambe En L'air
Battements Frappes and Petits Battements Serres	Petits Battements and Petit Battements	Petit Battements and Battements Frappes
Adage	Adage	Adage
Grands Battements and Grands Battements En Cloche	Grands Battements and Grands Battements En Cloche	Grands Battements and Grands Battements En Cloche
Centre	Centre	Centre
Port de Bras	Port de Bras	Port de Bras
Centre Practice and Pirouette	Centre Practice and Pirouettes	Centre Practice and Pirouettes
Pirouettes enchainment	Pirouettes Enchainment	Pirouette Enchainment
Adage	Adage	Adage
Allegro 1	Allegro 1	Allegro 1
Allegro 2	Allegro 2	Allegro 2
Free Enchainment	Allegro 3	Allegro 3
Allegro 3	Allegro 4	Allegro 4
Allegro 4		
Pointe Barre	Pointe Barre	Pointe Barre
Rises	Rises	Rises and Relevés
Releve and pose	Pose and Fouette	Ballottes and Poses
	Pointe Centre	Pointe Centre
Pointe Centre	Pointe Enchainment 1	Pointe Enchainment 1
Echappe Releve and Emboites	Pointe Enchainment 2	Pointe Enchainment 2
Courus and Pose	Pointe Enchainment 3	Pointe Enchainment 3
Pirouettes	Variation 1 or 2	Pointe Enchainment 4
Variation 1 or 2		Pointe Enchainment 5
Reverence	Reverence	Variation 1 or 2
		Reverence

Examination Intermediate Foundation and Intermediate

Type	Examination		
Level(s)	Advanced Foundation, Advanced 1 and Advanced 2		
Title(s)	RAD level 3 Certificate in Vocational Graded examination in Dance Advanced Foundation (Ballet) RAD level 4 Certificate in Vocational Graded examination in Dance Advanced 1 (Ballet) RAD level 4 Diploma in Vocational Graded examination in Dance Advanced 2 (Ballet)		
No of Candidates	1-4		
Minimum age	(Adv Found) 13	(Adv 1) 14	(Adv 2) 15
Time	Advanced Foundation		
	1 Candidates	55 Minutes	
	2 Candidates	65 Minutes	
	3-4 Candidates	85 Minutes	
	Advanced 1		
	1 Candidates	55 Minutes	
	2 Candidates	65 Minutes	
	3-4 Candidates	85 Minutes	
	Advanced 2		
	1 Candidates	55 Minutes	
	2 Candidates	65 Minutes	
	3-4 Candidates	85 Minutes	
Assessed?	Yes, as per marking criteria		
Outcome	Result form and certificate for successful candidates.		
Regulated?	Yes, Advanced Foundation, Advanced 1 and Advanced 2 are regulated in England, Wales and Northern Island.		

Advanced Foundation vocabulary

Candidates are expected to have knowledge of the following:

Female	
Arabesques	2nd arabesque en fondu
Assemblés	Assemblés en avant and en arrière Assemblés de côté dessus and dessous
Attitude	Attitude derrière en ouvert
Ballonnés	Ballonnés composés en avant, en arrière and de côté Ballonnés simples en avant, en arrière, de côté and à la seconde
Brisés	Brisé dessous
Emboité	Emboité en pointe
Entrechats	Entrechats trois devant and derrière Entrechats cinq devant and derrière
Failli	Failli
Fondu	Battement fondu en demi-pointe
Glissades	Glissades en avant and en arrière
Jetés	Grand jeté en tournant Jeté ordinaire derrière de côté
Pas de bourrées	Pas de bourrée en avant and en arrière Pas de bourrée dessus and dessous en tournant Pas de bourrées pique dessous en tournant en pointe
Petits battements	Petits battements serrés
Piqués	Battements piqués en croix Grands battements piqués
Port de bras	Circular port de bras towards barre Port de bras with forward and back bend in 4th en fondu
Pirouettes	En dehors: doubles finished in 4th position en fondu En dehors: singles en pointe closing in 5th position En dehors: singles with posés en demi-pointe En dedans: doubles with fouetté En dedans: singles en pointe without fouetté En dedans: singles with posés en pointe
Pivots	Pivots en dedans in attitude
Posés	Posés en avant and en arrière en pointe Posés en avant with développé passé devant en pointe Posés en avant in arabesque and en arrière in attitude Posés en avant in arabesque and attitude en pointe Posés en arrière to retirés devant en pointe
Relevés	Relevés I to I en pointe Relevés in attitude devant en pointe Relevés with développé to 2nd en pointe
Ronds de jambe	Ronds de jambe jetés en dehors and en dedans
Rotation	Rotation en l'air
Sissonnes	Sissonnes doublées dessus, dessous, en avant and en arrière

Soutenu	Petits soutenus en tournant en demi- pointe and en pointe Soutenus en tournant en dehors en pointe Posé assemblé soutenu en tournant en dedans en pointe
Temps de cuisse	French temps de cuisse dessus and dessous

Male	
Arabesques	2nd arabesque en fondu
Assemblés	Assemblés en avant and en arrière Assemblés de côté dessus and dessous
Attitude	Attitude derrière en ouvert
Brisés	Brisé dessous
Coupé	Coupé dessous en tournant chassé en avant
Entrechats	Entrechats trois devant and derrière Entrechats cinq devant and derrière
Failli	Failli
Fondu	Battement fondu en demi-pointe
Glissades	Glissades en avant and en arrière
Jetés	Grand jeté en tournant Jeté ordinaire derrière de côté
Mazurka	Mazurka step
Pas de bourrées	Pas de bourrée en avant and en arrière Pas de bourrée dessus and dessous en tournant
Petits battements	Petits battements serrés
Piqués	Battements piqués en croix Grands battements piqués
Port de bras	Circular port de bras towards barre Port de bras with forward and back bend in 4th en fondu
Pirouettes	En dehors: doubles finished in 4th position en fondu En dehors: doubles with posés En dedans: doubles with fouetté
Pivots	Pivots en dedans in attitude Pivots en dehors in 2nd position
Posés	Posés en avant in arabesque and en arrière in attitude
Rotation	Rotation en l'air
Sissonnes	Sissonnes doublées dessus, dessous, en avant and en arrière
Soutenu	Petits soutenus en tournant en demi-pointe Soutenus en tournant en dehors en demi-pointe
Temps de cuisse	French temps de cuisse dessus and dessous
Tour en l'air	Double tour en l'air

Free enchaînement vocabulary

Focal steps	<p>Focal steps listed for previous levels will NOT be used.</p> <ul style="list-style-type: none">• Ballonné composé en avant, en arrière and de côté• Ballonné simple en avant, en arrière, de côté and à la seconde• Sissonne doublée dessus, dessous, en avant and en arrière• Assemblé en avant, en arrière, de côté dessus and dessous and battu dessus and dessous
Additional steps	<p>In addition to the linking steps listed in Intermediate Foundation and Intermediate, candidates are expected to have knowledge of the following steps:</p> <ul style="list-style-type: none">• Coupé dessus and dessous• Entrechat trois and cinq devant and derrière• Failli• French temps de cuisse dessus and dessous• Glissades en avant and en arrière• Pas de bourrées en avant, en arrière, and en tournant dessus and dessous• Soubresaut• Temps levés

Advanced I: vocabulary

Candidates are expected to have knowledge of the following:

Female	
Arabesque	Arabesque penchée
Ballottés	Ballottés sautés dessous and dessus
Battement lent	Battement lent devant
Brisés	Coupé brisés devant and derrière Brisés dessus travelling en avant
Chainés	Chainés en diagonale Chainés en diagonale en pointe
Demi contretemps	Demi contretemps
Développés	Développé to 2nd en pointe Grand battement développé
Fouettés	Coupé fouetté raccourci sauté battu Fouetté rond de jambe en tournant Fouetté sauté
Jetés	Jeté battement en avant Jeté passé in attitude derrière Grand jeté en avant in attitude
Pas de bourrées	Pas de bourrées courus en avant and en arrière to dégagé, and de côté to demi-plie
Pirouettes	En dehors: doubles finishing in attitude and arabesque En dehors: singles finishing in 4th position en fondu en pointe En dehors: doubles with posé en demi-pointe En dedans: singles with fouetté en pointe En dedans and en dehors: with posé en demi-pointe En dedans and en dehors: with posé en pointe
Pivot	Pivots en dehors and en dedans in arabesque and en dehors in attitude
Port de bras	Circular port de bras Circular port de bras away from the barre
Relevés	Relevés passés with half turn en diagonale Relevés I to I in arabesque Relevés in attitude derrière
Ronds de jambe	Grand rond de jambe en l'air en dehors Single rond de jambe en l'air en dedans with relevés en pointe
Sissonnes	Sissonnes fermées relevées de côté dessus en pointe Sissonnes fermées relevées en avant and en arrière en pointe Sissonnes ouvertes changées en avant into attitude Sissonnes fermées changées en avant and en arrière

Advanced 2: vocabulary

Candidates are expected to have knowledge of the following:

Female	
Assemblés	Assemblé dessus en tournant Petit assemblé devant and derrière en pointe
Ballottés	Ballottés dessous and dessus en pointe
Brisés	Brisés volés devant and derrière
Cabrioles	Cabrioles ouvertes devant and derrière
Changements	Changements en pointe
Entrechats	Entrechat six Entrechat six de volées de côté
Fouettés	Fouettés relevés en pointe Grands fouettés relevés en tournant en pointe Fouetté sauté battu en tournant Fouetté rond de jambe en tournant en pointe
Gargouillade	Gargouillade
Grand battement	Grand battement envelope
Jetés	Jeté élané en tournant Coupé jeté en tournant Grand jeté en avant with développé Grand jeté en avant en tournant in attitude
Pas de basque	Petit pas de basque en manège en pointe
Pirouettes	En dehors: doubles en demi-pointe in attitude En dedans: singles in 1st arabesque and double in attitude En dehors: double finishing in 2nd arabesque en fondu En dehors and en dedans: triples en demi-pointe
Renversés	Renversés en dehors with relevé en pointe
Saut de basque	Saut de basque
Sissonnes	Sissonnes doublées battues with développé dessous Sissonnes ouvertes changées en tournant in attitude Sissonne ordinaire devant and derrière en pointe
Temps de flèche	Temps de fleche

Advanced Foundation:

Outcomes the learner will:

- Apply and demonstrate, through performance of a range of increasingly advanced movement sequences, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet.
- Apply and demonstrate, through performance of a range of increasingly advanced movement sequences, fundamental and relevant knowledge and secure understanding of musicality in ballet.
- Apply and demonstrate, through performance of a range of increasingly advanced movement sequences, fundamental and relevant knowledge and secure understanding of performance skills in ballet.

Criteria the learner can:

- Apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary,
- Respond to and interpret direction correctly.
- Demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by an increasingly advanced level of choreographic demand.
- Demonstrate a clear understanding of a range of rhythmical sounds, accents and timings.
- Demonstrate a clear understanding of musical interpretation as required by an increasingly advanced level of choreographic demand.
- Demonstrate the ability to engage an audience.
- Demonstrate an awareness of the subtleties of performance as required by an increasingly advanced level of choreographic demand.

Advanced 1

Outcomes the learner will:

- Apply and demonstrate, through performance of a range of movement sequences which demand a considered and mature approach, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet.
- Apply and demonstrate, through performance of a range of movement sequences which demand a considered and mature approach, fundamental and relevant knowledge and secure understanding of musicality in ballet.
- Apply and demonstrate, through performance of a range of movement sequences which demand a considered and mature approach, fundamental and relevant knowledge and secure understanding of performance skills in ballet.

Criteria the learner can:

- Apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary.
- Respond to and interpret direction correctly.
- Demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by a level of choreographic demand requiring a considered and mature approach.
- Demonstrate a clear understanding of a range of rhythmical sounds, accents and timings.
- Demonstrate a clear understanding of musical interpretation as required by a level of choreographic demand requiring a considered and mature approach.
- Demonstrate the ability to engage an audience.
- Demonstrate an awareness of the subtleties of performance as required by a level of choreographic demand requiring a considered and mature approach.

Advanced 2

Outcomes the learner will:

- Apply and demonstrate, through performance of a range of movement sequences which demand a mature and professional approach, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet.
- Apply and demonstrate, through performance of a range of movement sequences which demand a mature and professional approach, fundamental and relevant knowledge and secure understanding of musicality in ballet.
- Apply and demonstrate, through performance of a range of movement sequences which demand a mature and professional approach, fundamental and relevant knowledge and secure understanding of performance skills in ballet.

Criteria the learner can:

- Apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary.
- Respond to and interpret direction correctly.
- Demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by a level of choreographic demand requiring a mature and professional approach.
- Demonstrate a clear understanding of a range of rhythmical sounds, accents and timings.

- Demonstrate a clear understanding of musical interpretation as required by a level of choreographic demand requiring a mature and professional approach.
- Demonstrate the ability to engage an audience.
- Demonstrate an awareness of the subtleties of performance as required by a level of choreographic demand requiring a mature and professional approach.

A candidate who has successfully completed a course of study based on Advanced Foundation, 1 and 2 will be able to:

Technique:

- Demonstrate a high level of technical proficiency achieved through advanced study.
- Demonstrate with ease complex exercises, which demand varying combinations of advanced vocabulary.
- Perform with a high level of control showing a refinement of line.
- Perform with a high level of competency in the body, moving through space and within space.
- Perform a breadth of vocabulary enhanced by the appropriate dynamic values.
- Female candidates only: perform a range of movements en pointe with fluidity and control

Music:

- Demonstrate acute sensitivity to the rhythmical structures, melody, texture and dynamic expression of the music.

Performance:

- Demonstrate a high level of understanding of interpretation and expression colouring the performance.
- Demonstrate an assured and confident performance with a high level of engagement.

In the course of these qualifications, candidates are expected to demonstrate an increasingly expansive range of vocabulary as defined by the syllabus content. An understanding of technique is reflected in the ability to co-ordinate complex movements to produce combinations of steps, and quality of movement (i.e. precision and control).

Candidates communicate an increasingly mature and accomplished sense of performance. They are able to interpret music and display an increasingly sophisticated response to musical content and style. Candidates' performances show spatial awareness and sensitive response to an audience

Advanced Foundation

Examination content	Component marks
EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
3. Technique 3: Adage <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
4. Technique 4: Allegro 1, 2, 3 and 4 <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
5. Technique 5: Free enchaînement <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
6. Technique 6: Allegro 5 and 6 (male) / Pointe (female) <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
7. Music <ul style="list-style-type: none"> Timing Responsiveness to music 	10
8. Performance <ul style="list-style-type: none"> Expression Communication Interpretation Projection 	10
VARIATION	
9. Technique <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10
10. Music and Performance <ul style="list-style-type: none"> Timing Responsiveness to music Expression Communication Interpretation Projection 	10
TOTAL	100

Advanced I (female)

Examination content	Max mark	Pass mark
EXERCISES		
1. Technique 1: Barre <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
3. Technique 3: Adage <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
4. Technique 4: Allegro 1, 2, and 3 <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
5. Technique 5: Allegro 4 and 5 <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
6. Technique 6: Pointe <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
7. Music <ul style="list-style-type: none"> Timing Responsiveness to music 	10	4
8. Performance <ul style="list-style-type: none"> Expression Communication Interpretation Projection 	10	4
VARIATION		
9. Technique <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control Line Spatial awareness Dynamic values 	10	4
10. Music and Performance <ul style="list-style-type: none"> Timing Responsiveness to music Expression Communication Interpretation Projection 	10	4
TOTAL	100	

Advanced 2 (female)

Examination content	Max mark	Pass mark
EXERCISES		
1. Technique 1: Barre <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
3. Technique 3: Adage <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
4. Technique 4: Allegro 1, 2, 3 and 4 <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
5. Technique 5: Pointe barre and pointe enchaînements 1 and 2 <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
6. Technique 6: Pointe enchaînements 3, 4 and 5 <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
7. Music <ul style="list-style-type: none"> Timing Responsiveness to music 	10	4
8. Performance <ul style="list-style-type: none"> Expression Communication 	10	4
VARIATION		
9. Technique <ul style="list-style-type: none"> Correct posture and weight placement Co-ordination Control 	10	4
10. Music and Performance <ul style="list-style-type: none"> Timing Responsiveness to music Expression 	10	4
TOTAL		100

Attainment descriptors

In the exam, the examiner awards a mark of between 0 and 10 for each component.

A mark of 1 or higher signifies the standard attained by the candidate with respect to that component. A mark of 0 signifies that no work was shown for the section of the exam relating to that component.

Mark Descriptor

- 0 No work was shown
- 1 The candidate showed an extremely limited ability to achieve the elements assessed
- 2 The candidate showed a very limited ability to achieve the elements assessed
- 3 The candidate showed a limited ability to achieve the elements assessed
- 4 The candidate showed an adequate ability to achieve the elements assessed
- 5 The candidate showed a fair ability to achieve the elements assessed
- 6 The candidate showed a fairly good ability to achieve the elements assessed
- 7 The candidate showed a good ability to achieve the elements assessed
- 8 The candidate showed a very good ability to achieve the elements assessed
- 9 The candidate showed an excellent ability to achieve the elements assessed
- 10 The candidate showed an exceptional ability to achieve the elements assessed

Definitions of terms used in the markschemes Examinations:

Technique

Term	Definition
Correct posture and weight placement	Secure use of torso (refer to page 8 The Foundations of Classical Ballet Technique) The body weight centred over one or two legs or transferring with ease from one to two legs and two to one leg sur place or in travelling movements
Co-ordination of the whole body	The harmonious relationship of torso, limbs, head and eye focus in movement
Control	Sustained and balanced movements, achieved through strength and correct use of turnout (as appropriate to the genre)
Line	The ability to demonstrate a range of harmonious lines through the whole body
Spatial Awareness	Effective use of peripheral space and performance space, also the ability to move through space
Dynamic Values	The ability to perform the range of movement dynamics appropriate to each step

Awarding and reporting

Marks and attainment bands

For examinations candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: pass, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

Marks are aggregated to arrive at an overall total which corresponds to the following result classifications:

Result Classification	Total Marks	Medal Classification (Graded examinations only)
Standard not attained	0-39	N/A
Pass	40-54	Bronze
Merit	55-74	Silver
Distinction	75-100	Gold

Attainment band descriptors:

The descriptors below give a general indication of expected overall outcome for each attainment band. Because of the compensatory nature of the markscheme in most cases, some aspects may be stronger and others weaker for some candidates.

Attainment Band	Descriptor
Distinction	Secure and precise technique overall, with an ability to demonstrate contrast in style as required by the content. Musicality is highly developed most of the time and performance shows appropriate expression and communication.
Merit	Proficient technique overall, although probably stronger in some areas than in others. Musical qualities are evident, although they could sometimes be more consistent. Performance shows expression and communication, although these aspects could be more sustained.
Pass	A basic competence in the technical aspects of the work, although some areas are stronger than others. Some musicality is evident although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.
Standard not attained	Little awareness of technique is shown overall. Musical and performance qualities are rarely evident.

**This Concludes the 2018 RAD
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and Student Information Pack.**