I-PATH International Performing Arts & Theatre

MUSIC TEACHERS' BOARD







Performance and Communication Specification

Graded Examinations and Qualifications

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MTB I-PATH Performance and Communication Syllabus Specification

Preparatory to Grade 8
International Performing Arts & Theatre
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1. About This Syllabus

The MTB I-PATH Performance and Communication Syllabus provides a progressive pathway for learners studying Performance. Learners develop technical ability, musicality, performance skills, creativity and confidence as they progress through the grades.

The syllabus includes:

- Preparatory
- Primary
- Grades 1 to 8

Detailed technical content for each performance discipline and grade is contained within the relevant MTB I-PATH Programme of Study.

2. Specialisations

The MTB I-PATH Performance and Communication Syllabus is available in:

1. Acting for Screen
2. Acting for Stage
3. Classical Theatre & Poetry
4. Musical Theatre
5. Public Speaking
6. Singing

Each discipline and grade has its own Programme of Study containing the exercises, technical content and grade requirements which can be accessed by members on the following link Members Area - I-PATH

3. Qualification Pathway

Qualification name	Qualification level	Qualification number	GLH	TQT	Credit Value
MTB I-PATH Entry Level Award in Performance and Communication: Preparatory	Entry Level 2	610/8328/8	10	40	3
MTB I-PATH Entry Level Award in Performance and Communication: Primary	Entry Level 3	610/8329/X	15	40	4
MTB I-PATH Level 1 Award in Performance and Communication: Grade 1	Level 1	610/8330/6	20	60	6
MTB I-PATH Level 1 Award in Performance and Communication: Grade 2	Level 1	610/8331/8	25	70	7
MTB I-PATH Level 1 Award in Performance and Communication: Grade 3	Level 1	610/8332/X	30	80	8
MTB I-PATH Level 2 Award in Performance and Communication: Grade 4	Level 2	610/8333/1	40	100	10
MTB I-PATH Level 2 Award in Performance and Communication: Grade 5	Level 2	610/8334/3	50	120	12
MTB I-PATH Level 2 Certificate in Performance and Communication: Grade 6	Level 3	610/8335/5	60	140	14
MTB I-PATH Level 2 Certificate in Performance and Communication: Grade 7	Level 3	610/8336/7	80	180	18
MTB I-PATH Level 2 Certificate in Performance and Communication: Grade 8	Level 3	610/8337/9	90	240	24

4. Who Can Take an I-PATH Examination?

MTB I-PATH examinations are open to learners of different ages, backgrounds and levels of experience. There are no formal prerequisite qualifications for Preparatory, Primary or Grades 1 to 8.

Learners can enter at the grade that is most appropriate to their current ability and experience. They do not have to complete every previous MTB I-PATH grade.

Teachers are responsible for ensuring that learners are appropriately prepared for the level entered.

There is no upper age limit.

5. Recommended Ages

The following ages are a guide only.

Qualification	Suggested Age
Preparatory and Primary	From approximately age 4
Grades 1 to 5	Children, young people and adults
Grades 6 to 8	Older learners and adults

Ability, experience and readiness are more important than age.

6. How Examinations Can Be Taken

Depending on the qualification and examination arrangements available, MTB I-PATH examinations may be taken through:

Face-to-Face Exam (F2F): An I-PATH examiner attends the centre and assesses learners in person.
Live Video Exam (LVE): The examination takes place live online with an I-PATH examiner.
Recorded Video Exam (RVE): The exam is recorded and submitted for assessment by an I-PATH examiner.

All learners are assessed against the same qualification standards regardless of the examination method used. This flexibility over delivery methods removes barriers to entry, allowing our qualifications to be taken anywhere and at any time.

Specific recording, technical or submission requirements are provided separately by I-PATH.

7. Examination Times

Examination times vary according to the grade and the number of learners being examined.

Grade	1-2 Learners	3-4 Learners	5-6 Learners
Preparatory	15 mins	20 mins	20 mins
Primary	15 mins	20 mins	20 mins
Grade 1	20 mins	25 mins	30 mins
Grade 2	25 mins	30 mins	35 mins
Grade 3	30 mins	35 mins	40 mins
Grade 4	35 mins	40 mins	45 mins
Grade 5	40 mins	45 mins	50 mins
Grade 6	45 mins	50 mins	Maximum 4 learners
Grade 7	50 mins	55 mins	Maximum 4 learners
Grade 8	55 mins	60 mins	Maximum 4 learners

Times are indicative and may vary slightly depending on the examination.

8. What Will Be Assessed

Preparatory, Primary and Grades 1 to 8 are assessed through a practical examination. The examination is marked out of 100 across ten areas.

Technical Skills - 50 Marks

1. Preparation, Technique and Posture
2. Understanding, Safety and Control / Public Speaking Only: Language, Articulation, Accuracy
3. Diction, Projection and Clarity
4. Quality, Dynamics and Discipline
5. Knowledge, Fluency and Application

Presentation and Performance Skills - 50 Marks

6. Interpretation, Communication and Connection
7. Presentation, Responsiveness and Awareness
8. Attitude, Expression and Engagement
9. Concentration, Confidence and Consistency
10. Creativity, Originality and Imagination

Each area is worth a maximum of 10 marks. The examiner applies these areas appropriately to the discipline and grade being assessed. For example, technical expectations in Acting for Stage will be different from those in Singing or Musical Theatre, but the same overall assessment framework is used.

Teachers should refer to the relevant Programme of Study for the assessment requirements of each grade.

Assessment Categories	Mark	Indicative Descriptors
Technical Skills 1	/10	**Preparation:** Demonstrates appropriate preparation and readiness for performance. **Technique:** Applies discipline-specific technical skills accurately and appropriately. **Posture:** Maintains appropriate posture, alignment and professional stage presence throughout the performance.
Technical Skills 2	/10	**Understanding:** Demonstrates understanding of the syllabus content, performance material and the technical requirements of the discipline. **Safety:** Applies safe and sustainable performance practices appropriate to the discipline. **Control:** Demonstrates technical control and coordination of voice, movement and/or performance skills. **Language (Public Speaking Only):** Uses vocabulary and language appropriate to the task and level. **Articulation (Public Speaking Only):** Pronounces words clearly and intelligibly, speaking with continuity and appropriate flow. **Accuracy (Public Speaking Only):** Communicates information and material accurately and effectively.
Technical Skills 3	/10	**Diction:** Conveys ideas, intentions and meaning effectively through clear speaking, articulation, vocal expression and accurate pronunciation. **Projection:** Demonstrates appropriate projection of voice, character and/or performance energy. **Clarity:** Delivers material with clarity, articulation and effective audience communication.
Technical Skills 4	/10	**Quality:** Demonstrates vocal, technical and performance quality, communicating meaning effectively through voice, text, movement, interaction and performance technique. **Dynamics:** Uses changes in speed, pace, energy and volume effectively, including acceleration, deceleration, lightness, strength, loudness and quietness. **Discipline:** Demonstrates concentration, attention to detail and the ability to complete materials accurately.
Technical Skills 5	/10	**Knowledge:** Demonstrates secure preparation, accurate recall and confident command of the performance material and assessment requirements. **Fluency:** Performs with continuity, confidence and flow. **Application:** Applies technical and performance skills effectively within the assessment context.
Presentation and Performance Skills 1	/10	**Interpretation:** Demonstrates understanding of the material and its intended meaning. **Communication:** Engages the audience through effective performance and communication. **Connection:** Demonstrates connection to the material, character, text, music and/or audience.

Presentation and Performance Skills 2	/10	**Presentation:** Demonstrates appropriate professional presentation and performance etiquette. **Responsiveness:** Demonstrates clear awareness of prior teacher guidance and effective application of corrections, responding appropriately to instructions, cues and performance requirements with accurate, timely execution throughout the exam. **Awareness:** Demonstrates awareness of audience, environment and performance context.
Presentation and Performance Skills 3	/10	**Attitude:** Demonstrates a focused and engaged approach to performance **Expression:** Communicates mood, style, character and performance effectively. **Engagement:** Demonstrates consistent involvement in the performance through focused attention and purposeful delivery.
Presentation and Performance Skills 4	/10	**Concentration:** Maintains focus and attention throughout the performance. **Confidence:** Demonstrates assurance and self-belief in the performance material. **Consistency:** Maintains performance standards throughout the examination.
Presentation and Performance Skills 5	/10	**Creativity:** Demonstrates the ability to interpret material with individuality, showing personal style and creative ownership. **Originality:** Shows individuality and personal interpretation within the requirements of the performance. **Imagination:** Demonstrates the ability to generate ideas and expression through their own intuition, showing a personal and instinctive approach to the material.
	/100	

9. Marking

Each assessment area is marked from 0 to 10.

Mark	General Standard
10	Exceeded Expectations
9	Excellent
8	Very Good
7	Good
6	Above Satisfactory
5	Satisfactory
4	Partially Satisfactory
3	Partial
2	Limited
1	Very Limited
0	Not Demonstrated

Examiners consider the standard expected for the grade being taken. A mark of 8 at Grade 2 therefore represents achievement against the Grade 2 standard, while a mark of 8 at Grade 8 represents achievement against the considerably higher Grade 8 standard.

10. Final Results

The overall result is calculated from the learner's total mark.

Award	Descriptor	Mark Boundary
Distinction	The candidate demonstrates a high level of technical skill, control and consistency appropriate to the discipline. The performance is confident, secure and engaging, with strong communication, interpretation and understanding of the material. Creative and artistic choices are clear and effective, demonstrating a strong connection to the character, text, music or performance material.	80-100 marks
Merit	The candidate demonstrates good technical skill and control appropriate to the discipline. The performance is generally confident and secure, with clear communication and understanding of the material. Interpretation and creative choices are effective, although some minor inconsistencies may occur.	60-79 marks
Pass	The candidate demonstrates the essential technical and performance skills required for the level. There is a basic understanding of the material and some effective communication and interpretation. Technical control, confidence and consistency may vary, but the performance meets the minimum standard required for the qualification.	40-59 marks
Below Standard	The candidate does not yet demonstrate the technical and performance skills required for the level. The performance may show limited control, confidence, communication or understanding of the material. Greater preparation and development are required before the minimum standard can be achieved.	0-39 marks

Learners receive an Examiner Report showing their assessment marks and overall result. Successful learners receive the appropriate qualification certificate once assessment and quality assurance processes have been completed.

11. Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	I-PATH Assessment Areas
1. Demonstrate appropriate preparation, technical understanding and control within the chosen performance discipline.	**1.1** Demonstrate appropriate preparation and readiness for performance. **1.2** Apply discipline-specific technical skills accurately and appropriately. **1.3** Maintain appropriate posture, alignment and professional stage presence. **1.4** Demonstrate understanding of the syllabus content and technical requirements of the discipline. **1.5** Apply safe and sustainable performance practices. **1.6** Demonstrate appropriate technical control and coordination of voice, movement and/or performance skills. **1.7** Where applicable to Public Speaking, use appropriate language, articulation and accuracy for the task and level.	1. Preparation, Technique & Posture 2. Understanding, Safety & Control
2. Deliver performance material with clarity, quality and secure technical application.	**2.1** Communicate ideas and meaning through appropriate diction, articulation, vocal expression and pronunciation. **2.2** Demonstrate appropriate projection of voice, character and/or performance energy. **2.3** Deliver material with clarity and effective audience communication. **2.4** Demonstrate appropriate vocal, technical and performance quality.	3. Diction, Projection & Clarity 4. Quality, Dynamics & Discipline 5. Knowledge, Fluency & Application

	2.5 Apply appropriate dynamics, including changes in pace, energy, volume, intensity and other discipline-specific qualities. **2.6** Demonstrate concentration, attention to detail and disciplined execution. **2.7** Demonstrate secure knowledge and recall of the required performance material. **2.8** Perform with appropriate fluency and apply technical and performance skills effectively throughout the assessment.	
3. Interpret and communicate performance material effectively.	**3.1** Demonstrate understanding of the material and its intended meaning. **3.2** Communicate effectively with the audience through appropriate performance skills. **3.3** Demonstrate an appropriate connection to the material, character, text, music and/or audience.	6. Interpretation, Communication & Connection
4. Demonstrate appropriate presentation, responsiveness and awareness during performance.	**4.1** Present themselves appropriately for the examination and chosen performance discipline. **4.2** Demonstrate appropriate professional presentation and performance etiquette. **4.3** Respond appropriately to instructions, cues, guidance and performance requirements. **4.4** Demonstrate awareness of the audience, other performers, environment and performance context.	7. Presentation, Responsiveness & Awareness
5. Communicate through performance with confidence, expression and engagement.	**5.1** Demonstrate a focused, positive and engaged approach to performance. **5.2**Communicate appropriate mood, style, character and expression. **5.3** Maintain purposeful engagement throughout the performance. **5.4** Maintain concentration and focus throughout the assessment. **5.5** Demonstrate confidence and assurance in the performance material. **5.6** Maintain an appropriate and consistent standard of performance throughout the examination.	8. Attitude, Expression & Engagement 9. Concentration, Confidence & Consistency
6. Demonstrate creativity and individuality appropriate to the level and chosen performance discipline.	**6.1** Demonstrate personal interpretation and creative ownership of performance material where appropriate. **6.2** Demonstrate originality and individuality within the requirements of the performance or assessment task. **6.3** Apply imagination when interpreting, creating, improvising or responding to performance material where required.	10. Creativity, Originality & Imagination

These Learning Outcomes and Assessment Criteria apply across all MTB I-PATH Performance disciplines. They are assessed at the standard appropriate to the qualification being taken and are applied to the technical and performance requirements contained within the relevant Programme of Study. The complexity, technical demand, independence, accuracy, artistry and level of performance expected increase progressively through the qualification levels.

Level	Expected Standard
Entry Level	Learners demonstrate basic performance skills, confidence, communication and an awareness of character, voice, music or performance material.
Level 1	Learners demonstrate developing technical skills, confidence, communication, interpretation and performance awareness.
Level 2	Learners demonstrate secure technical skills, greater control, fluency, expressive communication and a clear understanding of the performance material.
Level 3	Learners demonstrate well-developed technical ability, confident communication, strong interpretation, stylistic understanding and mature performance skills.

12. Examination Groups

Learners may be assessed individually or in groups.

The maximum group sizes are:

- Preparatory to Grade 5: up to 6 learners
- Grades 6 to 8: up to 4 learners

Centres must ensure that there is enough suitable performance space for every learner to be seen and assessed safely.

13. Examination Clothing

MTB I-PATH does not require one universal examination uniform.

Learners should wear clothing and footwear that is appropriate to the discipline and that does not create a health and safety risk.

Hair should be appropriately secured where necessary and unsafe jewellery should be removed.

Any discipline-specific clothing, footwear, costume or prop requirements will be stated within the relevant Programme of Study.

14. Examination Day

Centres are responsible for providing a safe and suitable examination environment.

Centre staff must not coach, prompt or influence learners while they are being assessed.

The examiner may pause or stop an examination if safety, safeguarding or assessment integrity is compromised.

For Face-to-Face Exams

A centre representative should be available throughout the examination session.

Before the examination begins, the centre representative and examiner should confirm:

- Candidate attendance
- Examination groups and timetable
- Any approved access arrangements
- Any relevant examination requirements

15. Safeguarding

MTB Exams and I-PATH are committed to safeguarding children, young people and adults at risk.

Centres are responsible for ensuring that appropriate safeguarding arrangements are in place during examinations.

For examinations involving learners under 18, a responsible adult from the centre must be available throughout the examination session.

An examiner must not be left alone with a learner under 18.

Full safeguarding requirements are contained within the I-PATH Safeguarding Policy.

16. Reasonable Adjustments and Special Consideration

MTB Exams and I-PATH are committed to providing fair access to qualifications.

Reasonable Adjustments, Access Arrangements and Special Consideration may be available where appropriate.

Centres should refer to the current I-PATH Reasonable Adjustments and Special Consideration Policy for eligibility, evidence requirements and application procedures.

Any adjustment must maintain the standard and integrity of the qualification.

17. Policies and Procedures

Detailed administrative and regulatory procedures do not form part of this syllabus specification.

Centres should refer to the current I-PATH policies and guidance for matters including:

- Reasonable Adjustments and Special Consideration
- Safeguarding
- Equality, Diversity and Inclusion
- Enquiries About Results and Appeals
- Complaints
- Malpractice and Maladministration
- Data Protection
- Examination administration
- Results and certification
- Replacement certificates

The latest policies and guidance are available from MTB Exams and I-PATH using the following links:
Policies & Specifications - MTB Exams / Members Area - I-PATH

18. UCAS Tariff Points

Eligible MTB I-PATH Level 3 qualifications may attract UCAS Tariff points where they have been approved by UCAS.

Teachers and learners should refer to the latest information published by MTB I-PATH and UCAS because tariff arrangements may change.

19. Programmes of Study

This specification explains how the MTB I-PATH Performance and communication qualification framework operates.

The detailed teaching and examination content is contained within the individual Programme of Study for each discipline which can be accessed by members on the following link Members Area - I-PATH

Teachers must use the current Programme of Study for the discipline and grade being entered.

Programmes of Study include, where applicable:

- Required technical content
- Exercises and activities
- Performance requirements
- Music requirements
- Grade-specific expectations
- Learning outcomes
- Assessment requirements
- Supporting teacher guidance

20. Awarding and Quality Assurance

The Performance qualifications contained within this specification are developed by International Performing Arts & Theatre.

Regulated qualifications are awarded through: **MTB Exams**
The Awarding Organisation is responsible for the award and regulatory oversight of the regulated qualifications.

I-PATH examiners are trained and standardised, and assessment decisions are subject to quality assurance processes to support fairness and consistency.

21. Contact

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Centres should always ensure that they are using the latest version of this specification, the relevant Programme of Study and current MTB Exams and I-PATH policies.