

## **Social distancing guidance**

A history of the  
RAD in Greece

Adaptations to  
exam formats



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## Welcome to Focus on Exams

What strange times we find ourselves in. Indeed, it is hard to 'focus on exams' during the extraordinary events that have unfolded with the worldwide spread of COVID-19.

Towards the beginning of the year we worked to adjust examiner travel and exam dates where the virus was having a direct impact. What we had hoped would be straightforward and contained alterations to exam sessions suddenly changed from manageable logistics into a full time job as we tried to monitor the government advice pouring in from round the world and to adjust travel and exam days accordingly.

In March we were faced with the decision to halt examiner travel, and, in lots of cases, suspend exams without a fixed date to resume. Our priority was to comply with the best government advice to ensure candidate, teacher and examiner safety. But we do understand the disappointment of the candidates who were ready to take their exams.

Everyone has been impacted by the virus. Most of us are still living with some forms of social distancing, isolation, temperature checks, queues for services, facemasks and other measures that we would not have dreamed about at the beginning of the year, but are now very much the norm.

What has been remarkable among the difficulties, however, has been the way that people have responded – the bravery, the kindnesses, the ingenuity and creativity of people everywhere living with a frightening and new reality.

We have seen video conferencing transformed from a tool for big business, to a way for families and friends to connect (and for teachers to provide dance classes to their students!). A new sense of community has started to grow in many places, as we are fixed in our immediate neighbourhood for most of the time. Local walks mean finding roads we didn't know existed, living room exercise has become more normal, and home baking has seen a resurgence (see Instagram for details!).

At the RAD, we have worked with our members to offer support and guidance – with countries in different stages of the pandemic this has been challenging. We are now working with offices to try and resume exams where it is safe, and where teachers and candidates feel happy to do so. Examinations have now taken place – or are planned – in Australia, Cyprus, Greece, Hong Kong, New Zealand, Portugal, Spain, and Taiwan. We have offered filmed examinations where it has been impossible to send an examiner and will continue to use this option until March 2021 when we will review.

In consultation with our regulators, we have issued additional examination format adaptations for teachers to help with reduced preparation time and have published guidance on exams and safe practice and social distancing.

In this issue:

- Updates and reminders
- Adaptations to exam formats to help teachers
- Social distancing guidance for exams
- A history of the RAD in Greece by RAD Examiner Belinda Tanner

As we start to resume some sort of normality, we want to say thank you for your patience and understanding. We are looking forward to working with our members to build exams again as soon as it is safe and practical to do so. We hope to see you soon in the studio... from an appropriate social distance!

Stay safe and best wishes

**James Stockdale**  
Director of Examinations

If you have any questions or feedback about RAD exams, contact us at [exams@rad.org.uk](mailto:exams@rad.org.uk)



**Would your exam candidates like to feature in Focus on Exams?**

We would love include examples of candidates' exam experiences – [share your story](#).

## FAQs – exams during COVID-19

We are working towards resuming a 'live' exams service of scheduled sessions for the remainder of 2020 while following government regulations and guidance. Where live exams are not possible, or where exams were cancelled due to COVID-19 and cannot be rescheduled, there may be the option for teachers to film entries. Teachers should contact their local organiser regarding available options.

**Q: For how long will live examinations be postponed?**

**A:** This will vary from country to country, depending on government restrictions as well as the number of examiners resident in that area who can facilitate local examinations. Contact your local office for more details.

**Q: I am planning to enter my students in an upcoming examination session, but I am concerned about COVID-19. Should I delay?**

**A:** The RAD is monitoring the situation closely in conjunction with local representatives. We will only plan examinations where we feel that there is a good chance that they will go ahead, and that we are meeting safety requirements.

**Q: I have heard that filming examinations may be an option. Can I do this?**

**A:** Contact your local office to see if this option is viable. If it is not possible to facilitate live examinations, there may be an opportunity for teachers film their examination, but it may not be suitable in all cases.

**Q: What advice does the RAD have about exams during the pandemic? What do I do about social distancing? Can I wear a mask?**

**A:** The article on page 4 has general guidance on exams and social distancing.

**Q: I was ready for my exam and it was cancelled – can I just use a teacher's predicted grade to get my result?**

**A:** After careful review, the RAD will not be awarding grades based on predicted marks. We have worked with Ofqual to provide the option of filmed examinations where live ones are not possible.

**Q: Can my students have a special consideration because of the pandemic?**

**A:** We are currently not awarding blanket special consideration marks to any candidates. We will be paying attention to all examination marks awarded at this time in our post examination quality assurance and results monitoring processes, and will review this decision if necessary.

**Q: I would like my students to take an examination in the near future, but I am concerned about the loss of preparation time?**

**A:** We have made **temporary adaptations** to the format of some Examinations and Class Awards to help minimise the preparation time for candidates and teachers in a period where learning times and environments may have been compromised due to social distancing measures. See page 7 for further details.

**Q: I had an examination day earlier this year – when will I get my results? And what about my certificates and medals?**

**A:** Most examination results for the spring sessions have now been sent to teachers.

We are still processing some filmed examinations, and it is likely that there may be a delay in releasing the results of these. This is for a number of reasons:

- In the UK, to meet government directives, RAD headquarters is currently closed. This means that our data processing capability has been reduced as many staff are on furlough and those that remain are working remotely.
- In some instances, results have been delayed – e.g. where travel restrictions were suddenly put into place, where results have been sent but have not yet arrived due to pandemic closures, or where we have had technical issues.

We will work as hard as we can to process results so that we can get these out to teachers and candidates as soon as possible.

The printing and delivery of certificates and the distribution of medals will be affected by pandemic closures. We don't have access to our printers, nor is our distribution centre open. We will keep teachers and students informed about when they can expect results, certificates and medals and will distribute them as soon as we can.

Photo: Elliott Franks



## Class Award option

There are no prerequisites for our Graded examinations, Solo performance awards, Class awards and Presentation classes. If candidates have been previously working towards, or entered for, an examination, the entry can be changed to a Class Award if this is a more appropriate option under present circumstances.

## Grade 6, 7, 8 Class Awards

We are working to bring forward the introduction of the Grades 6, 7 and 8 Class Awards. We hope to have these in place by September for teachers who would like to take this option instead of an examination.

Once the Grade 6, 7 and 8 Class Awards are implemented, we will no longer provide Grade 6, 7 and 8 Presentation Classes.

Successful candidates for Grade 6, 7 and 8 Class Awards will receive a certificate, result form and a medal, although due to the current pandemic-related supply issues, it is likely that students are sent their medals at a later date (for the remainder of 2020 at least).

We will update teachers with developments as soon as we have them.

## Pianists for vocational graded examinations

Teachers will not be required to use a pianist for their vocational examinations in AECs and for filmed examinations. In RAVs, where possible, a pianist will be provided. If teachers can use a pianist, and would like to do so, we would of course encourage this. This hiatus will be in force from now until March 2021, at which time we will review.

## Free Enchaînements (Intermediate Foundation, Intermediate, Advanced Foundation)

To facilitate the free enchaînement in live examinations without a pianist at the relevant levels, teachers should provide access to the free music found on the official RAD Vocational CDs, associated with the level that is being examined.

Guidance for teachers regarding how to deliver the free enchaînement in filmed examinations can be found in the filming guideline documents available from local offices.

## Syllabus format adaptations

From **June 2020 – March 2021**, the following syllabus format adaptations are permissible. These changes have been made to help minimise the preparation time for candidates and teachers in a period where learning times and environments may have been compromised due to COVID-19 social distancing measures.

## Class Awards

### Pre-Primary in Dance – Class Award

- The Warm-up, Cool-down and Imaginative Movement Sequence should be presented.
- Teachers may choose to present any 7 of the 9 set exercises.

### Primary in Dance – Class Award

The following exercise choices are permitted at the teacher's discretion.

Technique 2	Bend and run <b>OR</b> Bend and point
Technique 4	<b>TWO of the following exercises:</b> Jumps Spring Hops, jumps and springs
Technique 4	Galops and skips <b>OR</b> Run and leap

See pages 5 and 6 for format adaptations for graded and vocational graded examinations.

## Further guidelines

- AEC – Where there is a choice of exercise or starting position, all candidates in the same set should perform the same setting when they are required to demonstrate the work all together or 2 x 2.
- RAV – where exercises are shown all together or 2 x 2 in sets with candidates from mixed schools, groupings in the examination will be adapted to facilitate the candidate's choice of starting foot.
- Candidates in the same set may choose different diagonals/sides to perform continuous 1 x 1 exercises.
- Reasonable adjustments to floor patterns exercises will be accepted if required to facilitate social distancing guidelines.
- There will be no change to the length of examinations.
- Should you have any questions about the adaptations, please contact your local office or the headquarters Examinations Department at [exams@rad.org.uk](mailto:exams@rad.org.uk)

## Graded Examinations

Level	Exercise	Adaptations
Primary in Dance	Run and leap	One diagonal only – <b>Teacher/candidate's choice</b>
Grade 1	Step hop and parallel assemblé	One diagonal only – <b>Teacher/candidate's choice</b>
Grade 2	Turns and parallel assemblés	One side only – <b>Teacher/candidate's choice</b>
Grade 3	Grands battements A – devant <b>OR</b> Grands battements B – second and derrière	<b>Teacher/candidate's choice</b> of exercise
	Ronds de jambe à terre	<b>Teacher/candidate's choice</b> of en dehors <b>OR</b> en dedans
	Glissades, sissonnes and assemblés	<b>Teacher/candidate's choice</b> of starting right <b>OR</b> left foot devant
	Turns	One diagonal only – <b>Teacher/candidate's choice</b>
Grade 4	Assemblés and temps levés	<b>Teacher/candidate's choice</b> of starting right <b>OR</b> left foot devant
Grade 5	Glissades and sissonnes	<b>Teacher/candidate's choice</b> of starting right <b>OR</b> left foot devant
	Turns	One diagonal only – <b>Teacher/candidate's choice</b>
Grade 6	Battements frappés <b>OR</b> Demi-pointe enchaînement	<b>Teacher/candidate's choice</b> of exercise
	Pirouettes en dehors <b>OR</b> Pirouettes en dedans	<b>Teacher/candidate's choice</b> of exercise

## Vocational Graded Examinations

Level	Exercise	Adaptations
Intermediate Foundation (male/female)	Port de bras	Teacher/candidate's choice of starting right OR left foot devant
Intermediate (male/female)	Pirouettes en dedans and posé pirouettes (female)	Teacher/candidate's choice of starting side (corner 7 OR 8)
	Relevés passés derrière OR Relevés passés devant (female)	Teacher/candidate's choice of exercise
	Allegro 5 (male)	Performed one side only – Teacher/candidate's choice
Advanced Foundation (female)	Pirouettes (pointe work)	Teacher/candidate's choice of starting side (corner 7 OR 8)
Advanced 1 (male/female)	Port de bras	Teacher/candidate's choice of starting side – right OR left foot devant
	Pirouette enchaînement	Teacher/candidate's choice of starting side – right OR left foot devant; Double pirouette en dehors finishing in <i>attitude derrière en croisé</i> OR <i>2nd arabesque</i>
	Adage (female)	Teacher/candidate's choice of pivot en dehors in <i>arabesque</i> OR <i>attitude derrière</i>
Advanced 2 (female)	Port de bras	Teacher/candidate's choice of starting side – right OR left foot devant
	Pirouette enchaînement	Teacher/candidate's choice of starting side – right OR left foot devant
	Allegro 3	Teacher/candidate's choice of starting side – right OR left foot devant
Advanced 2 (male)	Port de bras	Teacher/candidate's choice of starting side – right OR left foot devant; Double pirouette en dedans in <i>attitude derrière</i> OR <i>1st arabesque</i>
	Battement fondus and ronds de jambe en l'air	Teacher/candidate's choice of starting side – right OR left foot devant; Double pirouette en dedans in <i>attitude derrière</i> OR <i>1st arabesque</i>
	Pirouette en dehors in attitude or arabesque	Teacher/candidate's choice of double pirouette en dehors in <i>2nd arabesque</i> OR <i>attitude derrière</i>
	Pirouette enchaînement	Teacher/candidate's choice of starting side – right OR left foot devant
	Allegro 4	Teacher/candidate's choice of starting side – right OR left foot devant

## Discovering Repertoire

Level	Exercise	Adaptations
Level 3 – unit: class	Allegro 3	Teacher/candidate's choice of starting side

## Social distancing guidance

Teachers should follow local social distancing government guidance with regard to teaching and examinations. Reasonable measures to facilitate social distancing in examinations are permitted and will vary from country to country, school to school. The following are some suggestions of how social distancing can be incorporated into your examinations. If necessary, please liaise with your local office for further guidance specific to your area.

- Provision of hand sanitiser for candidates, music operators/pianists, teachers, parents, and examiner. Regular hand washing should be encouraged at appropriate times, e.g. during scheduled breaks. Gloves may be used, as required.
- Masks and face coverings may be worn by candidates, music operators, pianists, teachers, and examiners if there is a personal preference or required by local law. If masks are worn by candidates, performance will be assessed via expression shown through the body including the eyes. All participants should be aware that verbal communication may be affected.
- If required sanitise the barre and floor surface between examination sets.
- Positions at the barre and general dance space can be marked with tape to help candidates space their performance and waiting positions within social distancing guidelines.
- Examination group sizes may be reduced, if required, to meet local social distancing guidelines. For example, a group of four could be divided to make two groups of two. Please liaise with the tour organiser to facilitate this. This may not be necessary in schools with larger studio spaces.
- Depending on local guidelines, teachers are advised to consider adapting their settings for the 'teacher arrangement' exercises found in Pre-Primary-Grade 5 to remove any physical contact between candidates, e.g. handholding. As already permitted, the Grade 6 Character exercises may be performed 2 x 2 as two solos on the same side rather than working in opposition.
- The use of props is optional for most settings. Where props are required for some dances, we suggest candidates have their own personal props to avoid shared usage.
- Reasonable adjustments to floor patterns for exercises will be accepted if required to facilitate social distancing guidelines.
- Teachers may require candidates to arrive at the exam venue ready (wearing uniform, hair in bun, etc.) to limit the amount of time/people in changing area.
- Separate entrance and exit pathways for venues/examination room could be employed if there is the facility to do so.
- Extra time may be allowed for changeover between sets – teachers can add notes for this in their exam entry so that tour organisers can add additional breaks as required.
- Shared restroom facilities should be appropriately sanitised between usage.
- Single use candidate identification numbers may be used.
- Consider social distancing in the warm-up space or changing area, with staggered arrival times to limit the number of people congregating. Markers on floor/cornered areas for warm up and changing areas and the use of personal yoga mats in shared warm up areas.
- Examiners will be updated regarding the local social distancing protocols prior to their tour. They may choose to follow their own personal preference with regard to wearing a mask and gloves even if it is not required by law. Should there be specific information you wish to share with the examiner about the protocols at your school prior to their arrival, please add notes in your exam entry so that the tour organiser can share this with the examiner.
- Please contact your local office or the examinations team at headquarters if you have any queries or concerns, require further guidance, or feel that further measures or exceptions may be required to accommodate your particular situation. We are aiming to deliver as much flexibility as possible to facilitate examinations during this time.

## Attainment bands from 2021

We will be revising attainment bands for examinations with effect from 1 January 2021:

Result classification	Total marks	Medal classification (graded exams only)
Standard not attained	0 – 39	n/a
Pass	40 – 54	Bronze
Merit	55 – 64	Silver
High Merit	65 – 74	
Distinction	75 – 84	Gold
High Distinction	85 – 100	

These new attainment bands will be shown on certificates, and result forms however, there will be no changes to medals.

It should also be noted that candidates will not be able to change their banding retrospectively, i.e. replacement certificates for exams awarded before 1 January 2021 will still use the current bands.

We hope that these new attainment bands will be helpful to candidates and teachers and will prove a more accurate reflection of achievement.

## Exam payments from 2021

From January 2021, to improve our membership service and finance processes, there will only be one payment option of 'online card payments' available to you in your online exam entry. When you submit your entry, you will be automatically directed to the card payment portal. If you don't have a card payment facility available to you, please contact your local office to arrange an alternative method of payment. As per our specifications, this payment must be received on the date the entry is submitted.

If at the stage of submitting your entry, you have a query regarding the total fee, please contact your local office prior to completing the 'submit' process.

Please also note that we only accept the payment from the school, this includes RAV entry payments, with reference to our specifications, we will not accept separate payments from individual students.

Photo: Elliott Franks





Sybil Spenser and Maya Sofou with the first major examination candidates, April 1973  
Photo: courtesy of Maya Sofou

## A history of the RAD in Greece

*Examiner Belinda Tanner explores the history of the Royal Academy of Dance in Greece*

Let's take a few 'coursus en arrière' to New Year's Eve 1920. Greece was in the midst of the Greco-Turkish war and suffering another year of political instability and indecision about the monarchy.

In London, the newly formed Association of Teachers of Operatic Dancing was emerging from the Grafton Galleries in Regent Street.

Despite ancient Greece being a source of inspiration for choreographers from Beauchamps to Balanchine, ballet in modern Greece was conspicuously absent. At this time, devoid of dance schools and omitted from the itineraries of European ballet companies, Terpsichore appeared to have temporarily abandoned her tambourine. Although it would take a while to formally arrive, Marie Reymont was unknowingly sowing the first seeds with her teaching, which would later blossom into the Royal Academy of Dance in Greece.

Grand jeté en avant to 1971, as the RAD entered its second half century. Greece was entrenched in a seven-year military dictatorship and on the verge of abolishing the monarchy again. Several dance institutions had taken root, and ballet performances inspired audiences at the Athens Festival, but society's interpretation of the term 'ballet' had schools struggling for artistic acceptance.

Teachers Rallou Manou and Iro Sismani (a pupil of Marie Reymont) founded schools in 1941 and 1949 respectively, and their students Mary Liatsou (Manou's school) and Maya Sofou (Sismani's school), opened schools in Thessaloniki in 1960 and in Athens in 1962. In 1971 Mary Liatsou prepared her students for exams. RAD examiner Stella Potter travelled to Thessalonika and conducted the country's first children's examinations, making Greece the 32nd country to join the RAD fold.

Further south, teachers Carol Hanis, Elizabeth Scarlatos and Julie Kalaitzis were also warming up candidates. The summer of 1972 found Maya Sofou announcing to the RAD administration in Battersea that she wanted to introduce the 'English system' to her school and become their representative in Greece. Sofou returned clutching syllabus and music books. Standard ballet terms were familiar, but assistance was required for quintessential English expressions such as 'shuffle round'.<sup>1</sup>

The first major examinations took place in March 1973, examined by Sybil Spenser. A few months' later Sofou arranged the first children's examination tour to Athens and Thessaloniki. 70 candidates were examined over two days by Daphne Ellis and the occasion was celebrated with an illustrated article in the Greek magazine, *Woman*, enlightening readers about the RAD's aims and syllabus. Sofou would never forget the sight of students overwhelmed with emotion as they received their diplomas signed by Margot Fonteyn. 1975 witnessed new entries from Soula Zachariadi's school in Athens and Vicky Sianou's in Thessaloniki. June Christian undoubtedly increased the RAD's popularity by entertaining customers at a taverna as she demonstrated corrections for the Birdcage Polka.

Dance shops were scarce in the seventies and inadequately equipped with regulation uniform. London gave permission for leather shoes to replace satin, and local shoemakers were conscripted to make character shoes. Birdcages were located in Monastiraki markets, and 'blue material with white dots' downtown. Teachers made the dresses and character skirts by hand or hired dressmakers. Pink socks were ordered by post from England, as were records and cassettes for class, until more pianists were found.

In 1974 *Dance Gazette's* 'Worldwide Branches' page officially confirmed Sofou as the Local Organizer and she celebrated by attending the official opening of headquarters in Battersea, graced by Her Majesty the Queen. Guests were informed that "trouser suits for ladies are acceptable and hats and gloves are not obligatory, even for those to be presented."<sup>2</sup>

Organisation was not an easy undertaking during the junta. Within an adverse socio-political and economic climate, permission was needed from the Ministry of Culture for exams to go ahead and indeed for teaching the RAD work generally. Fortunately, the Minister "understood the benefits of the RAD for Greek students".<sup>3</sup> Even additional minor obstacles such as strict currency exchange regulations, postal strikes, even earthquakes didn't manage to disrupt plans.

Finally, free from artistic constraints, growth accelerated as word spread within a small dance community. The first public performance of the children's syllabus took place at the Alike theatre in Athens in 1977, organised by Sofou and orchestrated by Taylor, with Nitsa Chrysovergi – a constant figure during the pioneer years – accompanying on the piano. Students represented the six schools already teaching the RAD, plus newcomers Sophie Katsouli, Diana Theodoridou-Kazi, Pavlina Leclanche Goutta and Niki Hannan. One newspaper review reported "aspiring Pavlovas filled the theatre".<sup>4</sup>

By the end of the 70s there were 17 RAD schools, with teachers attracted by the methodical structure for teaching children and the prestigious diplomas. A typical exam day in 1979 ran from 9.30 until 19.40, with three hours for lunch. With fledgling schools, examiners often endured whole days of Primary candidates entering two by two.

1. RAD (1984) Primary Syllabus. Royal Academy of Dancing, p10.

2. Maya Sofou collection, invitation

3. Maya Sofou collection, correspondence

4. *Eleytherotypia*, Tuesday, 24 May 1977



Danielle Taylor orchestrating the demonstration, May 23 1977  
Photo: courtesy of Maya Sofou

By 1978 major tours had nestled into a regular spot in March and April, Children's exams remained in May and June, but not until 1983 were two examiners required to cope with increasing numbers. A winter session became a routine fixture in 1982, but caught several examiners unprepared; one, confronted with an icy blast of air on arrival, rushed off to buy a warm coat. Not all examiners were lucky enough to travel by plane; in the 80s one examiner travelled by bus from Thessaloniki to Athens – a journey of over eight hours – but was fortunately entertained on her journey by students having a sing-along.

An influx of foreign teachers boosted development of the RAD. During the eighties, growth increased more rapidly with 34 examiners visiting – double the number from the previous decade. Similarly, children's examinations had risen from 821 to 2000+, and majors from 38 to almost 300. Elli Paraskeva's school in Rhodes became the first island to welcome an examiner in 1981.

1983 witnessed the RAD's influence extend beyond ballet schools. New legislation concerning the administration of higher education professional schools included RAD terminology in the curriculum. Valerie Harden laid foundations for the creation of a Bachelor of Arts degree program based on RAD syllabi.

In March 1985, a sharp-eyed reader of *Dance Gazette* might have noticed that the Organiser for Greece had changed to Mrs Aliki Downie. Sofou 'retired' to focus on her own schools, bringing to a close 13 years of dedication in establishing the RAD. Her reverence was organising her 31st examination tour. Crete entered the RAD fold in 1988, followed by schools across the mainland, from Patra to Kavala and Aspropyrgos to Larissa.

During 1984 and 1985, discussions and seminars by Iris Truscott, Chairman of the Panel of Examiners and dual examiner Jean McDonnell, encouraged many teachers to take the Teacher's Certificate examinations. With registration coming into effect for Greece from 1987, these initiatives served as a catalyst for an unprecedented growth in RAD schools.

In December 1989, teachers received notification from the British Council that Mr Brian Chenery, the Cultural Attaché, was taking charge of RAD matters until further notice. Perhaps Terpsichore was returning home to re-claim her tambourine, waiting for her since 1937.

Salus et Felicitas.

Part 2 will explore developments from 1990–2020.

***This article has been edited due to space constraints. The full article is available [here](#).***

## Panel of Examiners

Thank you to our wonderful panel of examiners, who throughout the challenges and pressure caused by the pandemic have performed with grace and professionalism. This includes accepting swift alterations to tour itineraries as we reacted to changing government advice on travel, working to mark video assessments from lockdown in their homes and working on standardisation and training via teleconferencing to maintain their continued professional development.

## In memoriam

It is with great sadness that we note the passing of former RAD examiners **Stella Farrance** and **Morwenna Bowen**, who passed away in September and October last year.

## Fond farewell

Following their retirements this year, we would like to take this opportunity to thank Australian based examiner **Terry Simpson** and UK-based examiner **Wendy Arshamian** for their contribution to the Panel over a number of years. We wish them all the best for the future.

## Future recruitment and training

Our most recent recruitment campaign has now closed and we are no longer accepting applications. Due to the impact of COVID-19 all new examiner training programmes have been delayed until 2021.

Future recruitment campaigns, including details of the role of RAD examiner and the application process, will be advertised on the 'Current Vacancies' page on the RAD website, via members' publications and on the RAD's social media sites. For general queries about examiner recruitment, please contact [examinerrecruitment@rad.org.uk](mailto:examinerrecruitment@rad.org.uk).

## Successful Solo Seal candidates

The Solo Seal is the highest level of examination offered by the RAD. Candidates perform three solo variations and a virtuoso finale (choreographed by the candidate or their teacher), requiring a high degree of technical and expressive artistry, in front of an audience. They must achieve a minimum of 8 marks (out of 10) in every component in order to pass. In a typical year, no more than 20-30 candidates around the world achieve this prestigious award.

Congratulations to the following:

### Australia

Pearl Arrowsmith (September 2019)

Caitlin Garlick (September 2019)

Jazmin Marquez (July 2019)

Penelope Rojas-Antonuccio (July 2019)

Lucinda Worthing-Shore (September 2019)

### Canada

Madelena Klein (March 2020)

### New Zealand

Stella Byers (September 2019)

Briese Phelan-Boyd (September 2019)

### South Africa

Paige McElligott (September 2019)

## Examinations staff

Currently our London headquarters is closed, and colleagues are working remotely. In addition, over half of UK staff are furloughed. Worldwide, RAD staff are working on reduced hours to try and mitigate the serious effect of the pandemic on lost income. We would therefore ask for your patience as we try to monitor inboxes, answer queries and provide services.

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