

**LAMDA**

**COMMUNICATION  
GRADED EXAMINATION SYLLABUS**

**With effect from 1 August 2019**  
5th print edition

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## About LAMDA

Founded in 1861, LAMDA is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 130 years ago. Since then we have developed an enviable reputation for excellence in the provision of Communication and Performance examinations in the UK, and we are rapidly extending our reach internationally.

The process of preparing for and succeeding in a LAMDA Examination helps Learners, whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. Our examinations develop a Learner's ability to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation
- work both on their own and participate as a member of a team.

No matter what direction Learners choose to follow in the future, our examinations provide the opportunity to nurture their natural abilities. These critical skills will enhance their

self-confidence to engage and contribute fully, whether at school, in further education, at work or in the community. In other words, to fulfil their potential.

All our examinations are rooted in encouraging Learners of all ages to develop a love of literature, poetry and drama and thus improve standards of communication through the spoken word. This syllabus provides a wide range of opportunities to do so.

Ultimately, it is a sense of achievement that empowers the Learner. We believe that succeeding in a LAMDA Examination demonstrates not only that they have met rigorous Assessment Criteria in a particular discipline, but also that they have grown as individuals through participating in a worthwhile activity that is respected as a global standard.

## **LAMDA Qualifications**

LAMDA is recognised as an awarding organisation by Ofqual, the Office of Qualifications and Examinations Regulation in England, Qualifications Wales, and Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.



## **Qualification Framework**

The LAMDA Graded Examinations in Communication reside on the Regulated Qualifications Framework (RQF).

The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA qualifications and others).

## **About this Syllabus Specification**

This syllabus specification outlines the specifications for LAMDA Graded Examinations in Communication. It is designed for use by centres, Teachers, Learners and parents.

## **Structure of the Qualifications**

LAMDA Graded Examinations in Communication are available in the following subjects:

- Speaking Verse and Prose
- Reading for Performance
- Speaking in Public

LAMDA Graded Examinations in Communication are open to all. There are no minimum age restrictions, and the choice of repertoire is intended to appeal to Learners of all ages.

Learners do not require prior knowledge or an understanding of the Communication subjects prior to studying for a LAMDA Examination.

The Qualifications are available at four levels on the RQF and each examination subject is available from Entry Level to Grade 8.

RQF LEVEL	GRADE
Entry Level (E3)	Entry Level
Level 1	Grade 1 Grade 2 Grade 3
Level 2	Grade 4 Grade 5
Level 3	Grade 6 Grade 7 Grade 8

## **LAMDA Qualification Titles Covered in This Syllabus Specification**

603/4001/0 LAMDA Entry Level Award in Communication  
(Entry 3)

603/4002/2 LAMDA Level 1 Award in Communication  
(Grade 1)

603/4003/4 LAMDA Level 1 Award in Communication  
(Grade 2)

603/4004/6 LAMDA Level 1 Award in Communication  
(Grade 3)

603/4005/8 LAMDA Level 2 Award in Communication  
(Grade 4)

603/4006/X LAMDA Level 2 Award in Communication  
(Grade 5)

603/4007/1 LAMDA Level 3 Certificate in Communication  
(Grade 6)

603/4008/3 LAMDA Level 3 Certificate in Communication  
(Grade 7)

603/4009/5 LAMDA Level 3 Certificate in Communication  
(Grade 8)

The Qualification Number (QN) is a unique identifier provided by Ofqual.

The appropriate Qualification title and Qualification Number (QN) will appear on Learners' final certification documentation.

## **Reasonable Adjustments and Special Considerations**

Reasonable Adjustments and Special Considerations are designed to facilitate access to examinations for Learners who have particular requirements. Further information can be obtained from LAMDA Examinations' published Reasonable Adjustments and Special Considerations Policy, which is available to download from the LAMDA website: [www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations)

## **Assessment and Grading**

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to meet all the Assessment Criteria and achieve the Learning Outcomes within a Qualification and/or Unit.

All LAMDA graded Qualifications require external assessment. External assessment is a form of independent assessment where Assessment Criteria for each Qualification are set by LAMDA and marked by a LAMDA Examiner.

LAMDA Graded Examinations in Communication use practical assessment as the method for external assessment.

## **Assessment Requirements**

All assessment for LAMDA regulated Qualifications is criterion- referenced, based on the achievement of specified Learning Outcomes and Assessment Criteria. Each Qualification and/or Unit within the Qualification has specified Assessment Criteria which are used for grading purposes. A Qualification grade can be awarded at Pass, Merit or Distinction.

A Pass, Merit or Distinction is awarded respectively for the achievement of all outcomes against the specified Assessment Criteria for each grading criterion detailed in the syllabus specification.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## **Invalidation Policy**

LAMDA operates an Invalidation Policy for all its Qualifications.

All Learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners who do not conform to these requirements will be referred to LAMDA by the Examiner.

The referral will be reviewed by the appropriate personnel at LAMDA who will determine whether an Invalidation exists.

For all confirmed Invalidation decisions, a letter detailing the reasons for the Invalidation along with the Learner's Examination Report (marked Invalid) will be sent directly to the Centre Coordinator or the named accountable person detailed at the time of examination entry.

## **A Note on Language**

English is used and explicitly expressed in all LAMDA syllabus specifications and assessment materials for the examinations. Examinations are conducted solely in English. The language used in all syllabus specifications and assessment materials, and during practical assessment, is explicit, plain and free from bias.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh (Cymraeg) or Irish (Gaelige) languages.

There is no requirement for Learners to conform linguistically to all features of British Standard English or Received Pronunciation.

However, Learners' oral communication must be at a level that will not impose any difficulty of comprehension or strain on the Examiner during the Assessment.

## **Essential Resources**

The LAMDA Verse and Prose Anthology – Volume 19 is a collection of verse and prose and is a required publication for Learners taking LAMDA Graded Examinations in Speaking Verse and Prose from Entry Level to Grade 8.

Details of all LAMDA publications for the examinations are available on the LAMDA website:

[www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations)

## **Glossary of Terms**

A glossary of the terminology used in this syllabus specification is available at the back of this document.

## **Support Material**

LAMDA has provided additional support material to aid centres, Teachers and Learners when preparing for LAMDA Graded Examinations in Communication. This document is entitled Teacher Support Material: Graded Examinations in Communication. It is available to download free of charge on the LAMDA website at [www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations) or upon request from LAMDA.

# LAMDA

## Graded Examinations in Communication: Speaking Verse and Prose

### Changes from the Previous Syllabus (September 2014)

ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC wording separation: 2.1 Speak with audibility and clarity of diction	Speak with audibility appropriate to the performance space Speak with clarity of diction
AC wording change: 3.2 Give the meaning of two/ three/four out of four individual words taken from the two verse selections	3.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated



<p>AC separation and wording change:</p> <p>Speak from memory, using some/most/all key words to communicate meaning</p> <p>Indicate some/most/all changes in mood</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>1.1 Speak accurately from memory</p> <p>1.2 Use key words to communicate meaning</p> <p>1.3 Indicate changes in mood with an awareness of rhythm and shape</p> <p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>
<p>AC wording change:</p> <p>4.2 Give the meaning of two/ three/four out of four individual words taken from the two verse selections</p>	<p>4.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections</p>
<p><b>LEVEL 1, GRADES 2 AND 3</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>All Set Pieces have been changed and updated</p>
<p>AC separation and wording change:</p> <p>1.1 Speak from memory, using some/most/all key words to communicate meaning</p>	<p>1.1 Speak accurately from memory</p> <p>1.2 Use key words to communicate meaning</p>

1.2 Indicate some/most/all changes in mood 2.1 Speak with audibility and clarity of diction 2.2 Demonstrate vocal contrast between moods, narrative and dialogue some/most/ all of the time	1.3 Indicate changes in mood with an awareness of rhythm and shape 2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods, narrative and dialogue
<b>LEVEL 2, GRADE 4</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
<b>LEVEL 2, GRADE 5</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC separation: 6.1 Give a description of two types of phrasing and two types of pause, using examples	6.1 Give a description of two types of phrasing, using examples 6.2 Give a description of two types of pause, using examples
<b>LEVEL 3, GRADE 6</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated

<p>AC wording change:</p> <p>2.2 Use/sustain effective modulation in response to the text some/most/all of the time</p> <p>2.3 Sustain clarity of diction some/most/all of the time</p> <p>3.1 Apply body language and facial expression to reflect the text some/most/all of the time</p> <p>4.1 Sight-read with expression and fluency some/most/all of the time</p> <p>5.2 Give a brief/accurate/accurate and detailed summary the content of the verse selection</p>	<p>2.2 Respond to the text with appropriate and effective modulation</p> <p>2.3 Articulate clearly</p> <p>3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience</p> <p>4.1 Communicate the sight-reading text with expression and fluency</p> <p>5.2 Outline the content of the verse selection</p>
<p><b>LEVEL 3, GRADE 7</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>All Set Pieces have been changed and updated</p>
<p>AC wording change:</p> <p>2.2 Use/sustain effective modulation in response to the text some/most/all of the time</p>	<p>2.2 Respond to the text with appropriate and effective modulation</p> <p>2.3 Articulate clearly</p>

<p>2.3 Speak with clarity of diction some/most/all of the time</p> <p>3.1 Apply body language and facial expression to reflect the text some/most/all of the time</p> <p>4.1 Sight-read with expression and fluency some/most/all of the time</p>	<p>3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience</p> <p>4.1 Communicate the sight-reading text with expression and fluency</p>
<p><b>LEVEL 3, GRADE 8</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>All Set Pieces have been changed and updated</p>
<p>AC wording change:</p> <p>2.2 Use/sustain effective modulation in response to the text some/most/all of the time</p> <p>2.3 Sustain clarity of diction some/most/all of the time</p> <p>3.1 Apply body language and facial expression to reflect the text some/most/all of the time</p>	<p>2.2 Respond to the text with appropriate and effective modulation</p> <p>2.3 Articulate clearly</p> <p>3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience</p> <p>4.1 Communicate the sight-reading text with expression and fluency</p>

<p>4.1 Sight-read with expression and fluency some/most/all of the time</p> <p>7.2 Give a brief/secure/detailed summary of the life, work and the context of writing of one of the other authors selected</p>	<p>7.2 Give a summary of the life and work, and the context of writing of one of the other authors selected for Piece 1 or Piece 2</p>
<p>Knowledge Requirement Change:</p> <p>Learners will answer questions on the following:</p> <p>The life and work of one of the other authors selected (chosen by the learner)</p>	<p>Learners will answer questions on the following:</p> <p>The life and work of one of the other authors selected for Piece 1 or Piece 2</p> <p>The Examiner will now choose the piece to discuss, not the Learner</p>

# **Speaking Verse and Prose (August 2019)**

## **Purpose of the Qualification**

LAMDA Graded Examinations in Communication: Speaking Verse and Prose are designed to develop the skills necessary for effective oral communication of the written word.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Knowledge of literature

## **Broad Objectives of the Qualifications**

1. Interpretative skills

The Learner will be required to:

- engage imaginatively with the thought, emotion, style and form of a text

2. Technical skills

The Learner will be required to:

- develop skills in voice, diction and posture

3. Knowledge of literature

The Learner will be required to:

- know and understand the chosen selections

- understand voice, speech and versification theory to communicate the specific demands of the text

## Structure

The qualification is available at four levels, in line with the Regulated Qualifications Framework

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6 – Bronze Medal
	Grade 7 – Silver Medal
	Grade 8 – Gold Medal

Learners may enter for a Speaking Verse and Prose Examination at any grade. Each grade is independently assessed. Learning Outcomes are set at each Level and cover a range of grades (for example, Level 1 covers Grades 1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each Level. This is because:

- the set repertoire increases in technical difficulty as the grades progress
- the knowledge required increases as the grades progress

LAMDA Examinations in Speaking Verse and Prose are offered in the following formats:

- Solo (one Learner) where the Learner performs alone

## **Examination Regulations**

Set selections of verse and prose for each grade are printed in full in the LAMDA Verse and Prose Anthology – Volume 19.

1. The Learner will speak the chosen set selections as they are presented in the LAMDA Verse and Prose Anthology – Volume 19. Edits are not permitted.
2. No unauthorised person will be allowed to be present during the examination.
3. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
4. Real knives or other weapons are not permitted in the examination room.
5. Live animals are not permitted in the examination room.
6. The selected repertoire must be performed in English.



# **Entry Level**

## **Speaking Verse and Prose**

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

### **Level Description**

LAMDA Entry Level Award in Communication: Speaking Verse and Prose is designed to introduce Learners to basic skills in verse speaking. Learners will perform two verse selections from memory, audibly and clearly. They will be able to show that they understand the meaning of what they are speaking.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform two verse selections from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills to engage the listener

Knowledge

LO3: know the meaning and general content of the two selections

## **Total Time Allowance**

10 minutes

## **Examination Content**

Piece 1 (Set Piece): Interpretation and Technique

The Learner will speak from memory one of the following set verse selections:

Some One

Walter de la Mare

The Star

Ann and Jane Taylor

Have You Ever Seen?

Anonymous

The Robin Makes a

Sallie Wolf

Laughing Sound

Pop-Corn

Evaleen Stein

The Moon

Robert Louis Stevenson

The Dodo

Peter Wesley-Smith

Riches

Sara Teasdale

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

The Learner will speak from memory a piece of verse of their own choice.

The own choice verse must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- the general content of both verse selections
- the meaning of four individual words or phrases taken from the two verse selections (selected by the Examiner at the time of the examination)

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	40
	Technique	20	
Piece 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking Verse and Prose

## ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 perform two verse selections from memory, demonstrating an understanding of the material	1.1 Communicate the sense of the written word 1.2 Speak accurately from memory 1.3 Demonstrate an awareness of rhythm and shape
LO2 use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
LO3 know the meaning and general content of the two selections	3.1 Describe the general content of the two verse selections 3.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Speaking Verse and Prose Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated the ability to communicate the sense of their poems to the audience in a clear and engaging way, speaking audibly and clearly throughout the presentation. They will have also given a detailed description of the content of their poems, and accurate definitions of all four words chosen by the Examiner.

### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the content, rhythm and shape of the pieces performed. They will have presented them with good diction and audibility will be secure, but not consistent, and there may be some errors with memory. Learners will

also provide accurate meanings of three words chosen by the Examiner.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated some understanding of the content of their pieces, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will be apparent, but lapses in memory may affect this. Two of the words chosen by the Examiner will be explained accurately.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# **Level 1**

## **Speaking Verse and Prose**

RQF Level: 1

Grade 1 Guided Learning Hours: 20 (hours)  
Total Qualification Time: 60 (hours)  
Credit Value 6

Grade 2 Guided Learning Hours: 25 (hours)  
Total Qualification Time: 70 (hours)  
Credit Value: 7

Grade 3 Guided Learning Hours: 30 (hours)  
Total Qualification Time: 80 (hours)  
Credit Value: 8

## **Level Description**

The LAMDA Level 1 Award in Communication: Speaking Verse and Prose is designed to enable Learners to develop basic skills in verse and prose speaking. Learners will perform two selections from memory, audibly and clearly. They will be able to demonstrate their knowledge, understanding and skills by producing a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in

volume, pace and pitch they will be able to create and convey mood. The use of appropriate body language will complement their vocal performance.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform two selections from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills to engage the listener

LO3: use body language to complement vocal performance

Knowledge

LO4: know and understand the two selections

LO5: demonstrate an awareness of the fundamental differences between verse and prose (Grade 3 only)

## **Total Time Allowance for Each Grade**

Grade 1 – 10 minutes

Grade 2 – 15 minutes

Grade 3 – 15 minutes

# Examination Content

## GRADE 1

### **Piece 1 (Set Piece): Interpretation and Technique**

The Learner will speak from memory one of the following set verse selections:

Bed in Summer

Robert Louis Stevenson

The Sandman

Evaleen Stein

Step Dad

Debra Bertulis

The African Lion

A. E. Housman

Migration

Richard Macwilliam

I Tried to Do My Homework

Kenn Nesbitt

Answer to a Child's Question

Samuel Taylor Coleridge

Carousel

Rebecca Kai Dotlich

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory a piece of verse of their own choice.

The own choice verse must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:  
the content and mood of the two verse selections  
the meaning of four individual words or phrases taken from the two verse selections (selected by the Examiner at the time of the examination)

## **GRADE 2**

### **Piece 1 (Set Piece): Interpretation and Technique**

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

## Verse

The Sloth

Baby Ate a Microchip

A Teacher's Lament

Up-Hill

Jaguar

A Marvel

The Letter A

Little Trotty Wagtail

Theodore Roethke

Neal Levin

Kalli Dakos

Christina Rossetti

Francisco X. Alarcón

Carolyn Wells

Darren Sardelli

John Clare

## Prose

The Town Mouse and the  
Country Mouse

Operation Gadgetman!

Olivia's First Term

The Many Worlds of Albie Bright

Sophie's Snail

Five Go Adventuring Again

Arsenic for Tea

Black Beauty

Aesop

Malorie Blackman

Lyn Gardner

Christopher Edge

Dick King-Smith

Enid Blyton

Robin Stevens

Anna Sewell

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- one character (of their own choice) from the book from which the prose selection has been taken
- the content of the verse selection
- the mood of the verse and prose selections

## GRADE 3

Piece 1 (Set Piece): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

### Verse

Truth	Barrie Wade
Extract from The Bed Book	Sylvia Plath
People Ask	Seni Seneviratne
The Jade Staircase	Li Po, translated by Edward Powys Mathers
Do Not Stand at My Grave and Weep	Mary Elizabeth Frye
The Travellers and the Purse	Marmaduke Park
Beachcomber	George Mackay Brown
It Couldn't Be Done	Edgar A. Guest

### Prose

White Boots	Noel Streatfeild
Letters from the Lighthouse	Emma Carroll
The Curious Book of Birds	Abbie Farwell Brown
The Girl of Ink & Stars	Kiran Millwood Hargrave
Moonlocket	Peter Bunzl
Moni the Goat-Boy	Johanna Spyri
Noah Barleywater Runs Away	John Boyne
The Travels of Tom Thumb	Jacob and Wilhelm Grimm

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- two characters (of their own choice) from the book from which the prose selection has been taken
- the content of the verse selection



- the mood of the verse and prose selections
- the fundamental differences between verse and prose

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	40
	Technique	20	
Piece 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking Verse and Prose

## LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Speak accurately from memory 1.2 Use key words to communicate meaning 1.3 Indicate changes in mood with an awareness of rhythm and shape
LO2: use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods
LO3: use body language to complement vocal performance	3.1 Use posture appropriate to the two verse selections 3.2 Use facial expression to reflect inner feeling
LO4: know and understand the two selections	4.1 Give an explanation of the content and mood of the two verse selections

	4.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections
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## **Assessment and Grading Criteria: Speaking Verse and Prose**

### **LEVEL 1: GRADE 2**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Speak accurately from memory 1.2 Use key words to communicate meaning 1.3 Indicate changes in mood with an awareness of rhythm and shape
LO2: use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods, narrative and dialogue

<p>LO3: use body language to complement vocal performance</p>	<p>3.1 Use posture appropriate to the verse and prose selections</p> <p>3.2 Use facial expression to reflect inner feeling</p>
<p>LO4: know and understand the two selections</p>	<p>4.1 Give a description of one character from the book from which the prose selection has been taken</p> <p>4.2 Give an explanation of the content of the verse selection</p> <p>4.3 Give an explanation of the mood of the verse and prose selections</p>

## **Assessment and Grading Criteria: Speaking Verse and Prose**

### **LEVEL 1: GRADE 3**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>LO1: perform two selections from memory, demonstrating an understanding of the material</p>	<p>1.1 Speak accurately from memory</p> <p>1.2 Use key words to communicate meaning</p>

	1.3 Indicate changes in mood with an awareness of rhythm and shape
LO2: use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods, narrative and dialogue
LO3: use body language to complement vocal performance	3.1 Use posture appropriate to the verse and prose selections 3.2 Use facial expression to reflect inner feeling
LO4: know and understand the two selections	4.1 Discuss two characters from the book from which the prose selection has been taken 4.2 Give an explanation of the content of the verse selection 4.3 Give an explanation of the mood of the verse and prose selections
LO5: demonstrate an awareness of the fundamental differences between verse and prose	5.1 Identify the differences between verse and prose

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 (Grades 1, 2 and 3) Speaking Verse and Prose Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated complete understanding of the mood with awareness of rhythm and shape, and content of the chosen material throughout the examination. The performance should be clear, audible and engaging throughout, and performed with some naturalness. The Learner will have used thoughtful, effective body language to complement and support the content of the chosen material. Learners will also give accurate meanings of all four words (Grade 1 only) and give a detailed explanation of the differences between verse and prose (Grade 3 only).

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the chosen material, whilst indicating some originality in their interpretation. They will have shown a secure understanding of the mood of their verse piece(s) with an awareness of rhythm and shape for most of the presentation.

The Learner will be mostly clear and audible in their presentation, frequently using body and voice in response to the text. Learners will also give accurate meanings of three out of four words (Grade 1 only) and a general explanation of the differences between verse and prose (Grade 3 only).

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen material, demonstrating some awareness of the rhythm and shape of their chosen verse piece(s). They will have demonstrated basic performance skills and some imaginative interpretation of the texts. Learners will also give accurate meanings of two out of four words (Grade 1 only) and a basic explanation of the differences between verse and prose (Grade 3 only).

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



## **Level 2**

### **Speaking Verse and Prose**

RQF Level: 2

Grade 4    Guided Learning Hours: 40 (hours)  
              Total Qualification Time: 100 (hours)  
              Credit Value: 10

Grade 5    Guided Learning Hours: 50 (hours)  
              Total Qualification Time: 120 (hours)  
              Credit Value: 12

### **Level Description**

The LAMDA Level 2 Award in Communication: Speaking Verse and Prose is designed to enable Learners to develop a range of skills in verse and prose speaking. Learners will perform two selections from memory and read at sight a previously unseen text. Presentation will be audible, with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a secure performance. Use of voice, body

and facial expression will be effectively combined to communicate the text and engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform two selections from memory, demonstrating an understanding of the material

Technique

LO2: create a vocal response to the text

LO3: create a physical response to the text, to engage an audience

Sight-Reading

LO4: sight-read, sharing the text with the audience

Knowledge

LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection

LO6: know and understand figures of speech (Grade 4) and phrasing and pauses (Grade 5)

## **Total Time Allowance for Each Grade**

Grade 4 – 15 minutes

Grade 5 – 20 minutes

## **Examination Content**

### **GRADE 4**

#### **Piece 1 (Set Piece):**

#### **Interpretation and Technique**

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

Verse

The Kitten in the Falling Snow	James Kirkup
Encounter	Czeslaw Milosz, translated by Czeslaw Milosz and Lillian Vallee
Barter	Sara Teasdale
The Disappointed	Ella Wheeler Wilcox
Empty House	Gareth Owen
Playthings	Rabindranath Tagore
Herbert Glerbertt	Jack Prelutsky

I Ask My Mother to Sing	Li-Young Lee
Prose	
Rooftoppers	Katherine Rundell
Neverwhere	Neil Gaiman
The Garden Party and other stories	Katherine Mansfield
The Curious Incident of the Dog in the Night-Time	Mark Haddon
Harry Potter and the Deathly Hallows	J. K. Rowling
The Diary of a Nobody	George and Weedon Grossmith
The Extinction Trials	S. M. Wilson
The ABC Murders	Agatha Christie

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:  
the relationship between two characters (of their own choice) from the book from which the prose selection has been taken  
the content of the verse selection  
common figures of speech

The Learner must describe and give examples of three common figures of speech selected by the Examiner at the time of the examination from the following list: alliteration, assonance, onomatopoeia, antithesis, simile, personification

and metaphor. The Learner may use examples from their chosen verse and prose selections or from other texts. The Learner will be required to know and understand all the common figures of speech listed above in preparation for the examination.

## **GRADE 5**

### **Piece 1 (Set Piece): Interpretation and Technique**

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

Verse

The Wolf and the Crane

Love and Friendship

An Irish Airman Foresees His  
Death

A Bird Came Down the Walk

The Usual Suspect

Song of the Sirens

Tula ['Books are door-shaped']

Examiner

Marmaduke Park

Emily Brontë

W. B. Yeats

Emily Dickinson (originally  
published as In the Garden)

David Harsent

Ginny Avery

Margarita Engle Dear Mr

Gareth Owen

## Prose

Skulduggery Pleasant (Book 1)	Derek Landy
North and South	Elizabeth Cleghorn Gaskell
Private Peaceful	Michael Morpurgo
The Model Millionaire	Oscar Wilde
The Subtle Knife	Philip Pullman
Miss Mapp	E. F. Benson
The Hobbit	J. R. R. Tolkien
Tik-Tok of Oz	L. Frank Baum

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce

the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the main plot of the book from which the prose selection has been taken
- the content of the verse selection
- types of phrasing

The Learner must describe and give examples of two types of phrasing selected by the Examiner at the time of the examination from the following list: sense-groups, breath-groups and parenthesis. The Learner may use examples from their chosen verse and prose selections or from other texts.

- types of pause

The Learner must describe and give examples of two types of pause selected by the Examiner at the time of the examination from the following list: sense pause, emphatic pause, rhythmical or metrical pause, suspensory pause,



caesural pause and emotional pause. The Learner may use examples from their chosen verse and prose selections or from other texts.

The Learner will be required to know and understand all the types of phrasing and pauses listed above in preparation for the examination.

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	35
	Technique	15	
Piece 2 (Own Choice)	Interpretation	20	35
	Technique	15	
Sight-Reading			10
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking Verse and Prose

## LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings
LO2: create a vocal response to the text	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction
LO3: create a physical response to the text, to engage an audience	3.1 Apply body language and facial expression to reflect the text and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Sight-read with fluency and expression 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the book from which the prose selection has been taken	5.1 Give a description of the relationship between two characters from the book from

and the content of the verse selection	which the prose selection has been taken 5.2 Give a description of the content of the verse selection
LO6: know and understand figures of speech	6.1 Give a description of three common figures of speech, using examples

## **Assessment and Grading Criteria: Speaking Verse and Prose**

### **LEVEL 2: GRADE 5**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings
LO2: create a vocal response to the text	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction

LO3: create a physical response to the text, to engage an audience	3.1 Apply body language and facial expression to reflect the text and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Sight-read with fluency and expression 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection	5.1 Give a description of the main plot of the book from which the prose selection has been taken 5.2 Give a description of the content of the verse selection
LO6: know and understand figures of speech and phrasing and pauses	6.1 Give a description of two types of phrasing, using examples 6.2 Give a description of two types of pause, using examples

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 (Grades 4 and 5) Speaking Verse and Prose Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment

Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

## **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated complete and thorough understanding of the chosen material throughout the examination. They will have sustained focus and created a personal and appropriate response to the text(s). The Learner will have engaged the audience by using appropriate vocal and physical skills, and exhibited strong sight-reading skills. Knowledge of the material and techniques required for verse and prose speaking will be wide-ranging and detailed.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the examination. They will have responded vocally and physically to the material and sight-reading text with some originality and personalisation, and have shown a relatively wide range of techniques to engage the audience. Knowledge of the material and techniques required for verse and prose speaking will be fairly thorough and secure.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills in a slightly personalised way. Sight-reading skills will have been appropriate, but will have been lacking in fluency and expression. Knowledge of the material and techniques required for verse and prose speaking will be accurate but will lack detail.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum

pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## **Level 3**

### **Speaking Verse and Prose**

RQF Level: 3

Grade 6 Guided Learning Hours: 60 (hours)  
Total Qualification Time: 140 (hours)  
Credit Value: 14

Grade 7 Guided Learning Hours: 80 (hours)  
Total Qualification Time: 180 (hours)  
Credit Value: 18

Grade 8 Guided Learning Hours: 90 (hours)  
Total Qualification Time: 240 (hours)  
Credit Value: 24

### **Level Description**

The LAMDA Level 3 Certificate in Communication: Speaking Verse and Prose is designed to enable Learners to develop a wide range of skills in verse and prose speaking. Learners will perform their chosen selections from memory and read at sight a previously unseen text, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and



relevant preparation. Learners will combine physical and vocal flexibility to engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform the chosen selections from memory, demonstrating an understanding of the material

Technique

LO2: create a vocal response to the text

LO3: create a physical response to the text, to engage the audience

Sight-Reading

LO4: sight-read, sharing the text with the audience

Knowledge

LO5: know and understand the content of the verse and prose selections

LO6: know and understand the techniques required for speaking verse and prose

LO7: know and understand the writers' key biographical details and the context of their writing (Grade 8 only)

## **Time Allowance for Each Grade**

Grade 6

Bronze Medal – 20 minutes

Grade 7

Silver Medal – 25 minutes

Grade 8

Gold Medal – 30 minutes

## **Examination Content**

### **GRADE 6 – BRONZE MEDAL**

#### **Piece 1 (Set Piece):**

#### **Interpretation and Technique**

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

Verse

City of Ships

Those Winter Sundays

[love is more thicker than forget]

Tree

Walt Whitman

Robert Hayden

E. E. Cummings A Poison

William Blake

Friday	Ann Drysdale
Ah, Ah	Joy Harjo
I Am Offering This Poem	Jimmy Santiago Baca
It Ain't What You Do, It's What It Does to You	Simon Armitage

### Prose

Marley & Me: Life and Love with the World's Worst Dog	John Grogan
The Maze Runner (Book One)	James Dashner
Frankenstein; or, the Modern Prometheus	Mary Wollstonecraft (Godwin) Shelley
My Sister's Keeper	Jodi Picoult
The Bone Sparrow	Zana Fraillon
Washington Square	Henry James
The Perks of Being a Wallflower	Stephen Chbosky
The Adventure of the Mazarin Stone	Arthur Conan Doyle

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the key themes in the book from which the prose selection has been taken
- the content of the verse selection

- the techniques involved in breathing, voice and basic speech production (including resonance, projection and articulation)

## **GRADE 7 – SILVER MEDAL**

Piece 1 (Set Piece): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

Verse

The Football Phone-In

Smiles

After I Wake Up

The Life of a Digger

Valentine

You are Old, Father William

Parting

Lifted

Benjamin Bridson

Ella Wheeler Wilcox

Hilary Corke

Margarita Engle

Carol Ann Duffy

Lewis Carroll

Charlotte Brontë

Jo Bell

Prose

Go Set a Watchman

The King's Speech

The War of the Worlds

The Book Thief

Harper Lee

Mark Logue and Peter  
Conradi

H. G. Wells

Markus Zusak

The Black Tulip	Alexandre Dumas
The Dragon's Blade: The Reborn King	Michael R. Miller
Northanger Abbey	Jane Austen
The Fault in our Stars	John Green

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sonnet (Own Choice): Interpretation and Technique**

The Learner will speak from memory a sonnet of their own choice (excluding sonnets by William Shakespeare).

The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the key themes and any underlying themes in the book from which the prose selection has been taken
- the content of the poem and sonnet presented
- the verse form, metre and rhythm of the poem and sonnet presented
- emphasis and modulation, which includes stress, volume, pace, rate, pitch, inflection, tone colour and intensity

The Learner must explain emphasis and modulation using examples, either from their chosen verse and prose selections or from other texts.

## **GRADE 8 – GOLD MEDAL**

### **Piece 1 (Set Piece): Interpretation and Technique**

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

Human Family

The Thing about Symmetry

Letter to a City under Siege

Dulce et Decorum est

The Quangle Wangle's Hat

Woman Skating

Bridge

These are the Hands

Maya Angelou

Alessandra Davison

Carolyn Forché

Wilfred Owen

Edward Lear

Margaret Atwood

Aisha Borja

Michael Rosen

#### Prose

The Tenant of Wildfell Hall

Shakespeare: The World as  
a Stage

And the Mountains Echoed

The Cask of Amontillado

Anne Brontë

Bill Bryson

Khaled Hosseini

Edgar Allan Poe



Never Let Me Go

Kazuo Ishiguro

The Swedish Match

Anton Chekhov

Starter for Ten

David Nicholls

The Voyage Out

Virginia Woolf

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a piece of verse of their own choice.

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sonnet (Own Choice): Interpretation and Technique**

The Learner will speak from memory a sonnet of their own choice by William Shakespeare.

The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the content of the book from which the prose selection has been taken, noting key characters and events within it
- the content of the poem and sonnet presented
- the verse form, metre and rhythm of the poem and sonnet presented
- the life, work and influence of William Shakespeare
- the life, work and the context of writing of one of the other authors selected for Piece 1 or Piece 2 (selected by the Examiner at the time of the examination)

# Level 3 Marking Scheme

## Grade 6 – Bronze Medal

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	35
	Technique	15	
Piece 2 (Own Choice)	Interpretation	20	35
	Technique	15	
Sight-Reading			10
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

## Grade 7 – Silver Medal / Grade 8 – Gold Medal

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	15	25
	Technique	10	
Piece 2 (Own Choice)	Interpretation	15	25
	Technique	10	
Sonnet (Own Choice)	Interpretation	10	20
	Technique	10	
Sight-Reading			10
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking Verse and Prose

## LEVEL 3: GRADE 6 – BRONZE MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform the chosen selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection  1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse selection  1.3 Demonstrate an appreciation of the style of writing
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone  2.2 Respond to the text with appropriate and effective modulation  2.3 Articulate clearly
LO3: create a physical response to the text, to engage the audience	3.1 Use body language and facial expression to demonstrate understanding of

	the text, and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content of the verse and prose selections	5.1 Summarise the key themes in the book from which the prose selection has been taken 5.2 Outline the content of the verse selection
LO6: know and understand the techniques required for speaking verse and prose	6.1 Give an explanation of the techniques involved in breathing, voice production, resonance and projection 6.2 Give an explanation of the techniques involved in speech production, including articulation

# Assessment and Grading Criteria: Speaking Verse and Prose

## LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform the chosen selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection  1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse and sonnet presented  1.3 Demonstrate an appreciation of the style of writing
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone  2.2 Respond to the text with appropriate and effective modulation  2.3 Articulate clearly
LO3: create a physical response to the text, to engage the audience	3.1 Use body language and facial expression to demonstrate understanding of

	the text, and engage the audience
LO4: sight-read, sharing the text with the audience	<p>4.1 Communicate the sight-reading text with expression and fluency</p> <p>4.2 Sight-read, sharing the text with the audience</p>
LO5: know and understand the content of the verse and prose selections	<p>5.1 Give an explanation of the key themes and any underlying themes in the book from which the prose selection has been taken</p> <p>5.2 Give a summary of the content of the poem and sonnet presented</p>
LO6: know and understand the techniques required for speaking verse and prose	<p>6.1 Give an explanation of the verse form used in the poem and sonnet presented</p> <p>6.2 Give an explanation of the metre and rhythm used in the poem and sonnet presented</p> <p>6.3 Give an explanation of emphasis and modulation, using examples</p>



# Assessment and Grading Criteria: Speaking Verse and Prose

## LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>LO1: perform the chosen selections from memory, demonstrating an understanding of the material</p>	<p>1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection</p> <p>1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse and sonnet presented</p> <p>1.3 Demonstrate an appreciation of the style of writing</p>
<p>LO2: create a vocal response to the text</p>	<p>2.1 Use breath support to produce a free vocal tone</p> <p>2.2 Respond to the text with appropriate and effective modulation</p> <p>2.3 Articulate clearly</p>
<p>LO3: create a physical response to the text, to engage the audience</p>	<p>3.1 Use body language and facial expression to demonstrate understanding of</p>

	the text, and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content of the verse and prose selections	5.1 Give a summary of the content of the book from which the prose selection has been taken, noting key characters and events within it 5.2 Give a summary of the content of the poem and sonnet presented
LO6: know and understand the techniques required for speaking verse and prose	6.1 Give an explanation of the verse form used in the poem and sonnet presented 6.2 Give an explanation of the metre and rhythm used in the poem and sonnet presented
LO7: know and understand the writers' key biographical details and the context of their writing	7.1 Give a summary of the life, work and influence of William Shakespeare 7.2 Give a summary of the life, work and the context of writing of one of the other authors selected for Piece 1 or Piece 2

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 (Grades 6, 7 and 8) Speaking Verse and Prose Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. Knowledge and understanding of material and the techniques required for speaking verse and prose will have been comprehensive. Learners taking examinations at Grade 8 will have been able to discuss maturely detailed and in-depth biographical and contextual details about their chosen writer.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. The presentation will have been complex and well prepared. Knowledge and understanding of material and the techniques required for speaking verse and prose will have been well researched and presented. Learners taking examinations at Grade 8 will have been able to demonstrate sound biographical and contextual knowledge of their chosen writer.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text will have included some personalisation and self-assurance. Learners will have demonstrated some widespread knowledge of techniques required for speaking verse and prose. Learners taking examinations at Grade 8 will have been able to discuss biographical and contextual details about their chosen writer, but knowledge will be undeveloped.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

# LAMDA

## Graded Examinations in Communication: Reading for Performance

### Changes from the Previous Syllabus (September 2014)

ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
AC wording change: 2.3 Perform the recital with confidence some/most/all of the time 3.2 Give the meaning of two/ three/four out of four individual words taken from the two verse selections	2.3 Perform the recital with confidence and audience awareness 3.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections
AC separation: 2.1 Speak with audibility appropriate to the performance space and clarity of diction some/most/all of the time	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
AC wording change:	

<p>1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion</p> <p>4.3 Give the meaning of two/ three/four out of four individual words taken from the two verse selections</p>	<p>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</p> <p>4.3 Give accurate meanings of up to four of the words or phrases taken from the two verse selections</p>
<p>AC separation:</p> <p>2.1 Speak with audibility appropriate to the performance space and clarity of diction some/most/all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>
<p>LEVEL 1, GRADE 2</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
<p>AC wording change:</p> <p>1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion</p> <p>3.3 Make effective use of the performance space some/ most/all of the time</p> <p>4.3 Give the meaning of two/ three/four out of four</p>	<p>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</p> <p>3.3 Make appropriate use of the performance space</p> <p>4.3 Give accurate meanings of the words or phrases taken from the two verse selections</p>

individual words taken from the two verse selections	
<p>Knowledge requirement change from:</p> <p>The Learner will be asked about the story of the book from which the prose reading has been taken</p> <p>4.2 Give a brief/secure/detailed description/explanation of the story of the book from which the prose reading was selected</p>	<p>To:</p> <p>Learners will be asked to provide an outline of the book from which the prose reading has been selected</p> <p>4.2 Give an outline of the book from which the prose reading has been taken</p>
<p>AC separation and word change:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.2 Read with fluency some/most/all of the time</p> <p>2.3 Demonstrate vocal contrast between moods, narrative and dialogue some/most/all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Read with fluency and audience awareness</p> <p>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</p>
<b>LEVEL 1, GRADE 3</b>	
2014 Syllabus	2019 Syllabus
Knowledge requirement change from:	To:



<p>The Learner will be asked about the mood and contrast between the verse and prose readings</p> <p>4.3 Give a brief/secure/detailed explanation of the mood of the verse and prose readings and the contrast between them</p>	<p>The Learner will be asked about the contrast between the verse and prose readings presented</p> <p>4.3 Give an explanation of the contrast between the verse and prose readings</p>
<p>AC separation and word change:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.2 Read with fluency some/most/all of the time</p> <p>2.3 Demonstrate vocal contrast between moods, narrative and dialogue some/most/all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Read with fluency and audience awareness</p> <p>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</p>
<p>AC wording change:</p> <p>1.2 Indicate changes in mood through secure phrasing some/most/all of the time</p> <p>1.3 Prepare and deliver brief/secure/clear and</p>	<p>1.2 Indicate changes in mood through confident phrasing</p> <p>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</p>

<p>defined links in the form of an introduction, linking statement and conclusion</p> <p>3.3 Make effective use of the performance space some/ most/all of the time</p>	<p>3.3 Make appropriate use of the performance space</p>
<p>LEVEL 2, GRADE 4</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
<p>AC wording change:</p> <p>1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion</p> <p>2.3 Speak with clarity of diction some/most/all of the time</p> <p>4.3 Give a brief/secure/detailed description of the mood of the verse and prose readings and the contrast between them</p>	<p>1.3 Deliver links from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion</p> <p>2.3 Speak with clear and precise diction</p> <p>4.3 Explain the mood of the verse and prose readings and the contrast between them</p>
<p>AC separation and word change:</p> <p>3.1 Make effective use of body language, facial expression and the performance space to</p>	<p>3.1 Make effective use of body language and facial expression</p> <p>3.2 Make appropriate use of the performance space to</p>

complement the recital some/most/all of the time	complement the recital, and engage the audience
<b>LEVEL 2, GRADE 5</b>	
<b>2014 Syllabus</b>	<b>2019 Syllabus</b>
AC wording change: 1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion 2.3 Speak with clarity of diction some/most/all of the time	1.3 Deliver links from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion 2.3 Speak with clear and precise diction
AC separation and word change: 3.1 Make effective use of body language, facial expression and the performance space to complement the recital some/most/all of the time	3.1 Make effective use of body language and facial expression 3.2 Make appropriate use of the performance space to complement the recital, and engage the audience
<b>LEVEL 3, GRADES 6 AND 7</b>	
<b>2014 Syllabus</b>	<b>2019 Syllabus</b>
AC wording change: 1.3 Develop and apply basic/secure/clear and defined links in the form of an introduction, linking statement and conclusion	1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion

<p>2.3 Speak with clarity of diction some/most/all of the time</p> <p>3.2 Make effective use of the performance space to complement the recital some/most/all of the time</p>	<p>2.3 Speak with clear and precise diction</p> <p>3.2 Use the performance space appropriately to complement the recital and engage the audience</p>
<p>LEVEL 3, GRADE 8</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
<p>AC separation and word change:</p> <p>1.3 Develop and apply basic/ secure/clear and detailed links appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion</p>	<p>1.3 Deliver links from memory with spontaneity</p> <p>1.4 Deliver links, with a mature understanding, in the form of an introduction, two linking statements and a conclusion</p>
<p>AC wording change:</p> <p>2.3 Speak with clarity of diction some/most/all of the time</p> <p>3.2 Make effective use of the performance space to complement the recital some/most/all of the time</p> <p>5.1 Give a brief/secure/detailed explanation of the reasons</p>	<p>2.3 Speak with clear and precise diction</p> <p>3.2 Use the performance space appropriately to complement the recital and engage the audience</p> <p>5.1 Describe and justify the reasons behind the choice of readings, theme and staging</p>

behind the choice of readings, theme and staging	
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# **Reading for Performance (August 2019)**

## **Purpose of the Qualification**

LAMDA Graded Examinations in Communication: Reading for Performance are designed to develop the skills necessary for reading aloud to an audience and devising a recital for performance.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Knowledge of literature and how to devise and present a programme of material for performance

## **Broad Objectives of the Qualification**

1. Interpretative skills

The Learner will be required to:

- engage imaginatively with the thought, emotion, style and form of a text

2. Technical skills

The Learner will be required to:

- develop skills in voice, diction, posture, reading aloud and audience communication

3. Knowledge of literature and how to devise and present a programme of material for performance

The Learner will be required to:

- know and understand the chosen readings
- know and understand what is required to present a recital in reading for performance

## Structure

The qualification is available at four Levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6
	Grade 7
	Grade 8

Learners may enter for an examination in Reading for Performance at any grade. Each grade is independently assessed. Learning Outcomes are set at each Level and cover a range of grades (for example, Level 1 covers Grades

1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each Level. This is because:

- the readings and theme chosen by the Learner should increase in technical difficulty as the grades progress
- the knowledge required increases as the grades progress

LAMDA Examinations in Reading for Performance are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Learners have the freedom to present their recital from any appropriate space within the examination room. They may choose to remain in one place throughout, or change placement and levels as they deem fit. Learners should consider the placement, stillness and movement around the space as part of the performance of their recital.

## **Examination Regulations**

1. The Learner must not memorise the readings for their recital. They must read them aloud from a book or folder.
2. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.
3. Small hand props are permitted but must be kept to a minimum.



4. No unauthorised person will be allowed to be present during the examination.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required as a prop for use in the recital. If an electronic device is required as a prop for use in the recital this must be approved by the Examiner at the beginning of
6. the examination. Electronic devices used as props must be switched off for use in the examination.
7. Real knives or other weapons are not permitted in the examination room.
8. Live animals are not permitted in the examination room.
9. The recital must be performed in English.
- 10.

# **Entry Level Reading for Performance**

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

## **Level Description**

The LAMDA Entry Level Award in Communication: Reading for Performance is designed to introduce Learners to basic skills in reading aloud to an audience. Learners will perform a recital consisting of two verse readings and links (an introduction, a linking statement and a conclusion). They will be able to show that they understand the meaning of what they are speaking/reading. They will perform audibly and clearly, demonstrating rhythmic awareness and fluency. During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

# **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform a recital, demonstrating an understanding of the material

Technique

LO2: use communication skills to engage the audience

Knowledge

LO3: know the meaning and general content of the chosen material

## **Total Time Allowance**

10 minutes

## **Examination Content**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a short statement linking the first reading to the second reading
- a verse reading

- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed five minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:  
the reasons behind the choice of readings and theme  
the meaning of four individual words or phrases taken from the two verse readings (selected by the Examiner at the time of the examination)

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	20	50
	Reading 2	20	
	Links	10	
Technique			30
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Reading for Performance

## ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Communicate the sense of the written word 1.2 Demonstrate awareness of rhythm and shape 1.3 Deliver links, from memory, in the form of an introduction, a linking statement and a conclusion
LO2: use communication skills to engage the audience	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency 2.4 Perform the recital with confidence and audience awareness
LO3: know the meaning and general content of the chosen material	3.1 Give an explanation of the reasons behind the choice of readings and theme 3.2 Give accurate meanings of up to four of the words or phrases

	taken from the two verse selections
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The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Reading for Performance Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated the ability to communicate the sense of their pieces to the audience with fluency and confidence throughout. Learners will have had an awareness of the audience throughout the presentation. They will have also given detailed explanations behind their choice of readings, and accurate definitions of all four words chosen by the Examiner.

### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure awareness of the rhythm and shape of the pieces

performed. The recital will have been spoken with good diction and audibility, but this will not have been consistent, and there may be some errors with memory and fluency. Learners will also provide accurate definitions of three out of four words.

### **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated some sense of their pieces, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will have been apparent, but lapses in memory may have affected the fluency of the overall recital. Two out of the four words will have been defined accurately.

### **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have



failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

# **Level 1**

## **Reading for Performance**

RQF Level: 1

Grade 1    Guided Learning Hours: 20 (hours)  
              Total Qualification Time: 60 (hours)  
              Credit Value: 6

Grade 2    Guided Learning Hours: 25 (hours)  
              Total Qualification Time: 70 (hours)  
              Credit Value: 7

Grade 3    Guided Learning Hours: 30 (hours)  
              Total Qualification Time: 80 (hours)  
              Credit Value: 8

### **Level Description**

The LAMDA Level 1 Award in Communication: Reading for Performance is designed to enable Learners to develop basic skills in reading aloud to an audience. Learners will be able to demonstrate their knowledge, understanding and skills by performing a recital consisting of one verse reading, one prose reading and links (an introduction, a linking statement and a conclusion). The recital will be based on creative engagement with the material and careful preparation.

Learners will speak audibly, clearly and fluently, communicating with their audience. Through variations in volume, pace and pitch they will be able to create and convey mood. Their use of the performance space will complement their recital.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform a recital, demonstrating an understanding of the material

Technique

LO2: create a vocal response to the text

LO3: create a visual interest in response to the recital

Knowledge

LO4: know and understand the chosen material

## **Total Time Allowance for Each Grade**

15 minutes

# Examination Content

## GRADE 1

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a short reflective statement linking the verse reading to the prose reading
- a prose reading
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed eight minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings and theme
- one key event in the book from which the prose reading has been taken
- the meaning of four individual words or phrases taken from the verse and prose readings (selected by the Examiner at the time of the examination)

## **GRADE 2**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a short reflective statement linking the verse reading to the prose reading
- a prose reading
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction,

linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed eight minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings and theme
- an outline of the book from which the prose reading has been taken
- the meaning of four individual words or phrases taken from the verse and prose readings (selected by the Examiner at the time of the examination)

## **GRADE 3**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a short reflective statement linking the verse reading to the prose reading

- a prose reading
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed eight minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings and theme
- two characters (of their own choice) from the book from which the prose reading has been taken
- the contrast between the verse and prose readings presented

## Level 1 Marking Scheme

ASSESSMENT TASK		TOTAL	TOTAL MARKS
Interpretation	Reading 1	20	50
	Reading 2	20	
	Links	10	
Technique			30
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+



# Assessment and Grading Criteria: Reading for Performance

## LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Use key words to communicate meaning 1.2 Indicate changes in mood through secure phrasing 1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
LO2: create a vocal response to the text	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency and audience awareness 2.4 Demonstrate vocal contrast between moods, narrative and dialogue
LO3: create a visual interest in response to the recital	3.1 Use posture appropriate to the recital, including management of the book or folder

	<p>3.2 Use facial expression to reflect inner feeling</p> <p>3.3 Make appropriate use of the performance space</p>
LO4: know and understand the chosen material	<p>4.1 Explain the reasons behind the choice of readings and theme</p> <p>4.2 Describe one key event in the book from which the prose reading has been taken</p> <p>4.3 Give accurate meanings of up to four of the words or phrases taken from the two selections</p>

## **Assessment and Grading Criteria: Reading for Performance**

### **LEVEL 1: GRADE 2**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
LO1: perform a recital, demonstrating an understanding of the material	<p>1.1 Use key words to communicate meaning</p> <p>1.2 Indicate changes in mood through secure phrasing</p>

	1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
LO2: create a vocal response to the text	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency and audience awareness 2.4 Demonstrate vocal contrast between moods, narrative and dialogue
LO3: create a visual interest in response to the recital	3.1 Use posture appropriate to the recital, including management of the book or folder 3.2 Use facial expression to reflect inner feeling 3.3 Make appropriate use of the performance space
LO4: know and understand the chosen material	4.1 Explain the reasons behind the choice of readings and theme 4.2 Give an outline of the book from which the prose reading has been taken

	4.3 Give accurate meanings of up to four of the words or phrases taken from the two selections
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## Assessment and Grading Criteria: Reading for Performance

### LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Use key words to communicate meaning 1.2 Indicate changes in mood through confident phrasing 1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
LO2: create a vocal response to the text	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency and audience awareness

	2.4 Demonstrate vocal contrast between moods, narrative and dialogue
LO3: create a visual interest in response to the recital	3.1 Use posture appropriate to the recital, including management of the book or folder 3.2 Use facial expression to reflect inner feeling 3.3 Make appropriate use of the performance space
LO4: know and understand the chosen material	4.1 Explain the reasons behind the choice of readings and theme 4.2 Discuss two characters from the book from which the prose reading has been taken 4.3 Give an explanation of the contrast between the verse and prose readings

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 (Grades 1, 2 and 3) Reading for Performance examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass,

or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

## **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have used key words to communicate the meaning of the chosen material throughout the examination, using appropriate phrasing to indicate changes in mood. Readings will have been clear and fluent throughout, and thoughtful, effective body language will have been used to complement and support the content of the chosen material. Learners will have also provided detailed explanations to questions asked about their chosen material.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have communicated a secure understanding of the chosen material, whilst indicating some originality in their interpretation. The Learner will be mostly clear and audible in their presentation, frequently using body and voice in response to the text. Learners will have also given general responses to questions asked about their chosen material.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen material. They will have demonstrated basic performance skills and some imaginative interpretation of the texts. Learners will have also given brief answers to questions asked about their chosen material.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of

the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



## **Level 2**

### **Reading for Performance**

RQF Level: 2

Grade 4 Guided Learning Hours: 40 (hours)  
Total Qualification Time: 100 (hours)  
Credit Value: 10

Grade 5 Guided Learning Hours: 50 (hours)  
Total Qualification Time: 120 (hours)  
Credit Value: 12

### **Level Description**

The LAMDA Level 2 Award in Communication: Reading for Performance is designed to enable Learners to develop a range of skills in reading aloud to an audience. Learners will perform a recital consisting of three readings and links (an introduction, two linking statements and a conclusion).

Presentation will be audible, with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a confident performance. Use of

body language and the performance space will aid communication of the text and engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform a recital, demonstrating an understanding of the material

Technique

LO2: create a vocal response to the text

LO3: create a visual interest in response to the recital

Knowledge

LO4: know and understand the content and context of the chosen material

## **Total Time Allowance for Each Grade**

20 minutes

# **Examination Content**

## **GRADE 4**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a short reflective statement linking the verse reading to the prose reading
- a prose reading
- a short reflective statement linking the prose reading to the next reading
- a verse reading or a prose reading
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 12 minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- the relationship between two characters (of their own choice) from the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- the mood and contrast between the verse and prose readings

## **GRADE 5**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a short reflective statement linking the verse reading to the prose reading
- a prose reading

- a short reflective statement linking the prose reading to the next reading
- a verse reading or a prose reading
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 12 minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- the main plot of the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- the content and mood of the verse reading(s)
- the contrast between the verse and prose readings

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	15	55
	Reading 2	15	
	Reading 3	15	
	Links	10	
Technique			25
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Reading for Performance

## LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Demonstrate sufficient fluency to convey style and content 1.2 Demonstrate understanding of the author's thoughts and feelings 1.3 Deliver links, from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion
LO2: create a vocal response to the text	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clear and precise diction
LO3: create a visual interest in response to the recital	3.1 Make effective use of body language and facial expression 3.2 Make appropriate use of the performance space to

	complement the recital, and engage the audience
LO4: know and understand the content and context of the chosen material	<p>4.1 Give an explanation of the reasons behind the choice of readings, theme and staging</p> <p>4.2 Give a description of the relationship between two characters from the book from which the prose reading has been taken</p> <p>4.3 Explain the mood of the verse and prose readings and the contrast between them</p>

## **Assessment and Grading Criteria: Reading for Performance**

### **LEVEL 2: GRADE 5**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
LO1: perform a recital, demonstrating an understanding of the material	<p>1.1 Demonstrate sufficient fluency to convey style and content</p> <p>1.2 Demonstrate an understanding of the author's thoughts and feelings</p>



	<p>1.3 Deliver links, from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion</p>
<p>LO2: create a vocal response to the text</p>	<p>2.1 Sustain vocal power through to the end of phrases</p> <p>2.2 Use adequate modulation</p> <p>2.3 Speak with clear and precise diction</p>
<p>LO3: create a visual interest in response to the recital</p>	<p>3.1 Make effective use of body language and facial expression</p> <p>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</p>
<p>LO4: know and understand the content and context of the chosen material</p>	<p>4.1 Give an explanation of the reasons behind the choice of readings, theme and staging</p> <p>4.2 Give a description of the main plot of the book from which the prose reading has been taken</p> <p>4.3 Give a description of the general content and mood of the verse reading(s)</p> <p>4.4 Give a description of the contrast between the verse and prose readings</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 (Grades 4 and 5) Reading for Performance examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated complete and thorough understanding of the chosen material throughout the examination and sustained an accurate and sustained response. The Learner will have created an appropriate and personal response to the text both vocally and physically, and used appropriate modulation throughout. Knowledge of the material and rationale behind choices will be wide-ranging and detailed.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the examination. They will have responded vocally and physically to the material, and have shown a relatively wide range of techniques to engage the audience. Knowledge of the material and justification for choices will be fairly thorough and secure.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills. Modulation will be adequate but will not have been used consistently throughout the recital. Knowledge of the material and reasons for choices will be accurate but will lack detail.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of

interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## **Level 3**

### **Reading for Performance**

RQF Level: 3

Grade 6    Guided Learning Hours: 60 (hours)  
              Total Qualification Time: 140 (hours)  
              Credit Value: 14

Grade 7    Guided Learning Hours: 80 (hours)  
              Total Qualification Time: 180 (hours)  
              Credit Value: 18

Grade 8    Guided Learning Hours: 90 (hours)  
              Total Qualification Time: 240 (hours)  
              Credit Value: 24

### **Level Description**

The LAMDA Level 3 Certificate in Communication: Reading for Performance is designed to enable Learners to develop a wide range of skills in reading aloud to an audience. Learners will perform a recital consisting of three readings and links (an introduction, two linking statements and a conclusion) and read at sight a previously unseen text. They will integrate their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-

awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: perform a recital, demonstrating an understanding of the material

Technique

LO2: create a vocal response to the text

LO3: create a visual interest in response to the recital

Sight-Reading

LO4: sight-read, sharing the text with the audience

Knowledge

LO5: know and understand the content and context of the chosen material

LO6: know and understand the techniques required for reading for performance

## **Time Allowance for Each Grade**

Grade 6

30 minutes

Grade 7

35 minutes

Grade 8

35 minutes

## **Examination Content**

### **GRADE 6**

#### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a reflective statement linking the verse reading to the prose reading
- a prose reading
- a reflective statement linking the prose reading to the next reading
- a verse reading or a prose reading or the reading of a dramatic monologue

- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 15 minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- the key themes in the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)



- the content of the other readings presented
- the research and preparation of the linking statements

## **GRADE 7**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a reflective statement linking the verse reading to the prose reading
- a prose reading
- a reflective statement linking the prose reading to the next reading
- a verse reading or a prose reading or the reading of a dramatic monologue
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 15 minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- the text and subtext of the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- the content of the other readings presented
- the techniques required for conveying contrasts of mood and style in the chosen readings

## **GRADE 8**

### **Interpretation and Technique**

The Learner will perform a recital, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a verse reading
- a reflective statement linking the verse reading to the prose reading
- a prose reading
- a reflective statement linking the prose reading to the next reading
- a verse reading or a prose reading or the reading of a dramatic monologue
- a conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 17 minutes in length. Legible copies of all readings should be provided for the Examiner.

## **Sight-Reading**

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- the content of the book from which the prose reading has been taken, noting key characters and events within it (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- the content of one of the other readings presented (selected by the Examiner at the time of the examination)
- the techniques required for conveying contrasts of period, style and form in the chosen readings
- the techniques required for effective sight-reading

## Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	10	40
	Reading 2	10	
	Reading 3	10	
	Links	10	
Technique			30
Sight-Reading			10
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Reading for Performance

## LEVEL 3: GRADE 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
LO3: create a visual interest in response to the recital	3.1 Demonstrate a variety of movement appropriate to the content of the recital

	3.2 Use the performance space appropriately to complement the recital and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content and context of the chosen material	5.1 Explain the reasons for the choice of readings, theme and staging 5.2 Give a summary of the key themes in the book from which the prose reading has been taken 5.3 Give a summary of the content of the other readings presented
LO6: know and understand the techniques required for reading for performance	6.1 Give an analysis of the research and preparation required to develop the linking statements

# Assessment and Grading Criteria: Reading for Performance

## LEVEL 3: GRADE 7

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
LO3: create a visual interest in response to the recital	3.1 Demonstrate a variety of movement appropriate to the content of the recital



	3.2 Use the performance space appropriately to complement the recital and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content and context of the chosen material	5.1 Explain the reasons for the choice of readings, theme and staging 5.2 Give an explanation of the text and subtext of the book from which the prose reading has been taken 5.3 Give a summary of the content of the other readings presented
LO6: know and understand the techniques required for reading for performance	6.1 Give an explanation of the techniques required for conveying contrasts of mood and style in the readings presented

# Assessment and Grading Criteria: Reading for Performance

## LEVEL 3: GRADE 8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform a recital, demonstrating an understanding of the material	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity 1.4 Deliver links, with a mature understanding, in the form of an introduction, two linking statements and a conclusion
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction

<p>LO3: create a visual interest in response to the recital</p>	<p>3.1 Demonstrate a variety of movement appropriate to the content of the recital</p> <p>3.2 Use the performance space appropriately to complement the recital and engage the audience</p>
<p>LO4: sight-read, sharing the text with the audience</p>	<p>4.1 Sight-read with expression, spontaneity and fluency</p> <p>4.2 Sight-read, sharing the text with the audience</p>
<p>LO5: know and understand the content and context of the chosen material</p>	<p>5.1 Describe and justify the reasons behind the choice of readings, theme and staging</p> <p>5.2 Give a summary of the content of the book from which the prose reading has been taken, noting key characters and events within it</p> <p>5.3 Give a summary of the content of one of the other readings presented</p>
<p>LO6: know and understand the techniques required for reading for performance</p>	<p>6.1 Give an explanation of the techniques required for conveying contrasts of period, style and form in the readings presented</p>

	6.2 Give an explanation of the techniques required for effective sight-reading
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The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 (Grades 6, 7, and 8) Reading for Performance Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

**Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. The Learner will have been spontaneous, expressive and fluent throughout the sight-reading element of the examination, and knowledge and understanding of material will have been comprehensive.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. The presentation will have been complex and well prepared but may have lacked accurate breath control, or a full appreciation for the style of writing. The Learner will have sight-read securely, with confidence and personalisation most of the time. Knowledge and understanding of material will have been well researched and presented.

## **Pass (50–64)**

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text will have included some personalisation and self-assurance, and the sight-reading will have been delivered in an attempt to share it with the audience. Learners will have demonstrated some widespread knowledge and understanding of their chosen material.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will

have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

# LAMDA

## Graded Examinations in Communication: Speaking in Public

### Changes from the Previous Syllabus (September 2014)

ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
AC wording change: 1.1 Give a prepared speech about a book using basic/ a range/ a wide range of vocabulary and a clear and defined structure	1.1 Give a prepared speech about a book using relevant vocabulary and a clear structure
AC wording separation: 2.1 Speak with audibility appropriate to the performance space and clarity of diction some/most/all of the time	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
AC wording change: 1.1 Give a prepared speech about an experience, event	

<p>or visit using basic/ a range/ a wide range of vocabulary and a clear and defined structure</p> <p>1.2 Demonstrate basic/secure/ in-depth subject knowledge</p> <p>2.2 Use facial expression appropriate to the content of the speech some/most/all of the time</p> <p>3.2 Demonstrate concentration in the conversation some/most/ all of the time</p> <p>3.3 Respond appropriately to some/most/all questions in the conversation</p>	<p>1.1 Give a prepared speech about an experience, event or visit using relevant vocabulary and a clear structure</p> <p>1.2 Demonstrate subject knowledge</p> <p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/ all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>
<p><b>LEVEL 1, GRADE 2</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>



<p>AC wording change:</p> <p>1.1 Give a prepared speech about an object using basic/ a range/ a wide range of vocabulary and a clear and defined structure</p> <p>1.2 Demonstrate basic/secure/ in-depth subject knowledge</p> <p>2.2 Use facial expression appropriate to the content of the speech some/most/all of the time</p> <p>3.2 Demonstrate concentration in the conversation some/most/ all of the time</p> <p>3.3 Respond appropriately to some/most/all questions in the conversation</p>	<p>1.1 Give a prepared speech about an object using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate subject knowledge</p> <p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/ all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>
<p><b>LEVEL 1, GRADE 3</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>

<p>AC wording change:</p>	
<p>1.1 Give a prepared speech about a hobby or personal interest using basic/ a range/ a wide range of vocabulary and a clear and defined structure</p> <p>1.2 Demonstrate basic/secure/ in-depth subject knowledge</p>	<p>1.1 Give a prepared speech about a hobby or personal interest using relevant vocabulary and a clear structure</p> <p>1.2 Demonstrate subject knowledge</p>
<p>AC wording change:</p> <p>2.2 Use facial expression appropriate to the content of the speech some/most/all of the time</p> <p>3.2 Demonstrate concentration in the conversation some/most/ all of the time</p> <p>3.3 Respond appropriately to some/most/all questions in the conversation</p>	<p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage appropriately in the conversation by responding to and asking questions</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/ all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>

<p>Knowledge requirement: During the conversation, the Learner must ask questions to further the conversation AC 3.4 Ask at least one/two/three questions to further the conversation about the chosen topic</p>	<p>This has been removed, and Learners will no longer be required to achieve this. Instead, the Learner will be required to be engaged in the conversation, responding appropriately as per AC 3.3 Engage appropriately in the conversation by responding to and asking questions</p>
<p><b>LEVEL 2, GRADES 4 AND 5</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>Set subject topics for Prepared Speech 2 have changed and been updated</p>
<p>AC wording change: 1.1 Apply subject knowledge using a basic/secure/clear and defined structure</p>	<p>1.1 Deliver each speech confidently, using subject knowledge with a clear structure</p>
<p>AC wording change: 1.2 Use vocabulary appropriate to the imagined audience some/ most/all of the time 2.4 Demonstrate effective use of visual aids in one</p>	<p>1.2 Use appropriate vocabulary that suits the imagined audience and speech subject</p>

<p>speech some/most/all of the time</p> <p>3.4 Respond adequately to some/most/all questions in the conversation</p>	<p>2.5 Use visual aids effectively and appropriately in at least one speech</p> <p>3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>Speak with audibility appropriate to the performance space</p> <p>Speak with clarity of diction</p>
<p>Knowledge requirement:</p> <p>During the conversation, the Learner must ask questions to further the conversation</p> <p>AC 3.5 Ask at least one/two/three questions to further the conversation about the chosen topic</p>	<p>This has been removed, and Learners will no longer be required to achieve this</p> <p>Instead, the Learner will be required to be engaged in the conversation, responding appropriately as per AC 3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>
<p><b>LEVEL 3, GRADES 6 AND 8</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
<p>Examination Format Change:</p> <p>Level 3 (Grades 6, 7 and 8)</p>	

<p>Learners have 15 minutes prior to entering the Examination to prepare their Impromptu Speech</p>	<p>Learners will have an extra 15 minutes in the examination room to prepare their Impromptu Speech therefore the Examination time will increase to 40 minutes (Grade 6) and 45 minutes (Grade 8)</p>
<p>AC wording change: 1.1 Apply subject knowledge using a basic/secure/clear and defined structure</p>	<p>1.1 Apply thorough knowledge of the chosen subject to create a clear structure</p>
<p>AC wording change: 1.3 Apply vocabulary appropriate to the imagined audience some/most/all of the time 2.1 Project the voice audibly with clarity of diction some/most/ all of the time 2.2 Apply body language appropriate to the subject matter some/most/all of the time 2.3 Communicate with spontaneity some/most/all of the time 2.4 Demonstrate effective use of visual aids in one</p>	<p>1.3 Apply a range of vocabulary appropriate to the imagined audience 2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity</p>

speech some/most/all of the time	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
<b>LEVEL 3, GRADE 7</b>	
<b>2014 Syllabus</b>	<b>2019 Syllabus</b>
<p>Examination Format Change: Level 3 (Grades 6, 7 and 8)</p> <p>Learners have 15 minutes prior to entering the Examination to prepare their Impromptu Speech</p>	<p>Learners will have an extra 15 minutes in the examination room to prepare their Impromptu Speech therefore the Examination time will increase to 40 minutes</p>
<p>AC wording change:</p> <p>1.1 Apply subject knowledge using a basic/secure/clear and defined structure</p> <p>1.3 Apply vocabulary appropriate to the imagined audience some/most/all of the time</p> <p>2.1 Project the voice audibly with clarity of diction some/most/ all of the time</p>	<p>1.1 Apply thorough knowledge of the chosen subject to create a clear structure</p> <p>1.3 Apply a range of vocabulary appropriate to the imagined audience</p> <p>2.1 Project the voice audibly</p>

<p>2.2 Apply body language appropriate to the subject matter some/most/all of the time</p> <p>2.3 mCommunicate with spontaneity some/most/all of the time</p> <p>2.4 Demonstrate effective use of visual aids in one speech some/most/all of the time</p> <p>4.2 Give a brief/secure/detailed explanation of the techniques required for effective audience communication, including eye contact, use of note cards, and body language</p>	<p>2.2 Speak with clear and precise diction</p> <p>2.3 Use effective modulation, appropriate for the speech</p> <p>2.4 Use appropriate body language and facial expression to convey and enhance the subject matter</p> <p>2.5 Communicate with the imagined audience with confidence and spontaneity</p> <p>2.6 Effectively use visual aids to support the delivery of at least one of the speeches</p> <p>4.2 Give an explanation of the techniques required for effective audience communication, including audience engagement, use of note cards and body language/stance</p>
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# **Speaking in Public (August 2019)**

## **Purpose of the Qualification**

LAMDA Graded Examinations in Communication: Speaking in Public are designed to develop the skills necessary for effective oral communication and public presentation. These examinations will benefit those wishing to communicate confidently using the English language.

Learners who prepare themselves appropriately will develop:

1. Oral language skills
2. Technical skills
3. Knowledge of oral communication skills

## **Broad Objectives of the Qualification**

1. Oral language skills

The Learner will be required to:

- select, structure and shape subject matter into a coherent and concise speech
- adapt language and form to audience, purpose and situation where appropriate

2. Technical skills

The Learner will be required to:

- build skills in vocal projection and clarity of speech



- match tonal register to audience, purpose and situation where appropriate
- integrate body language, notes and visual aids where appropriate, to support the subject matter and engage the listener

### 3. Knowledge of oral communication skills

The Learner will be required to:

- have a knowledge and understanding of the techniques required for speaking in public

## Structure

The qualification is available at four levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6 – Bronze Medal
	Grade 7 – Silver Medal
	Grade 8 – Gold Medal

Learners may enter for a Speaking in Public examination at any grade. Each grade is independently assessed. Learning Outcomes are set at each Level and cover a range of grades (for example, Level 1 covers Grades 1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each level. This is because:

- set requirements and/or topics for speeches increase in difficulty as the grades progress
- the knowledge required increases as the grades progress

LAMDA Examinations in Speaking in Public are offered in the following formats:

- Solo (one Learner) where the Learner performs alone

## **Examination Regulations**

1. No unauthorised person will be allowed to be present during the examination.
2. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of visual aids. If an electronic device is required for the use of visual aids this must be approved by the Examiner at the beginning of the examination.
3. Real knives or other weapons are not permitted in the examination room.

4. Live animals are not permitted in the examination room.
5. Speeches must be presented in English.
6. For Entry Level and Level 1 (Grade 1, Grade 2 and Grade 3) examinations, Learners are not permitted to use PowerPoint presentations (or similar) as their visual aid.

# **Entry Level**

## **Speaking in Public**

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

### **Level Description**

The LAMDA Entry Level Award in Communication: Speaking in Public is designed to introduce Learners to basic skills in public speaking. Learners will be able to prepare and deliver a speech about a book of their own choice. They will speak audibly and clearly. They will be able to answer questions about the reasons for their choice of book and will maintain a brief conversation with the Examiner on a topic of their own choice.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: prepare and deliver a speech about a book, demonstrating an understanding of the subject matter

Technique

LO2: use the skills required for speaking in public

Knowledge

LO3: know and understand the techniques required for speaking in public

## **Total Time Allowance**

10 minutes

# **Examination Content**

## **Prepared Speech: Interpretation and Technique**

The Learner will deliver a prepared speech about a book of their own choice from memory.

The speech must not exceed two minutes in length. Note cards may be used.

Learners may use a visual aid for their examination, but this is not a requirement and will not be marked. The use of PowerPoint (or similar) presentations at this Level is prohibited.

## **Knowledge**

The Learner will answer questions on the following:  
how the speech was prepared

The Learner will then present the Examiner with a choice of two topics. The Examiner will choose one of these topics and use it to initiate a brief conversation with the Learner.

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech	Interpretation	40	80
	Technique	40	
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking in Public

## ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver a speech about a book, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about a book using relevant vocabulary and a clear structure 1.2 Demonstrate subject knowledge
LO2: use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Use facial expression appropriate to the content of the speech
LO3: know and understand the techniques required for speaking in public	3.1 Give an explanation of how the speech was prepared 3.2 Demonstrate concentration in the conversation 3.3 Respond appropriately to questions in the conversation



The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Speaking in Public Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have delivered their speech in a clear and engaging way, using imaginative, but appropriate vocabulary. They will have demonstrated detailed knowledge of their book and fully described how they prepared their speech. Learners will have also engaged fully in the conversation and responded appropriately to questions throughout.

### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure knowledge of their chosen book, and presented their speech using mostly relevant vocabulary. They will have used

good facial expression and diction and audibility will be secure, but not consistent. Learners will have been involved in the conversation for the most part, and will respond appropriately to most questions asked.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have delivered a reasonably convincing speech using some appropriate vocabulary. They will have been audible and clear throughout some of the speech and demonstrated good knowledge of the chosen book. Learners will have been active and engaged for some of the conversation, responding appropriately.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or

presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

# **Level 1**

## **Speaking in Public**

RQF Level: 1

Grade 1    Guided Learning Hours: 20 (hours)  
              Total Qualification Time: 60 (hours)  
              Credit Value: 6

Grade 2    Guided Learning Hours: 25 (hours)  
              Total Qualification Time: 70 (hours)  
              Credit Value: 7

Grade 3    Guided Learning Hours: 30 (hours)  
              Total Qualification Time: 80 (hours)  
              Credit Value: 8

### **Level Description**

The LAMDA Level 1 Award in Communication: Speaking in Public is designed to enable Learners to develop basic skills in public speaking. Learners will be able to prepare and deliver a speech with a clear structure, speaking audibly and clearly. The use of visual aids will help to engage the audience. Learners will be able to answer questions about the content of their speech and maintain a conversation with the

Examiner on a topic of their own choice. They will ask questions to further the conversation (Grade 3 only).

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter

Technique

LO2: use the skills required for speaking in public

Knowledge

LO3: know and understand the techniques required for speaking in public

## **Total Time Allowance for Each Grade**

15 minutes

## **Examination Content**

### **GRADE 1**

## **Prepared Speech: Interpretation and Technique**

The Learner will deliver a prepared speech about an experience, event or visit of their own choice from memory.

The speech must not exceed three minutes in length. Note cards may be used.

Learners may use a visual aid for their examination, but this is not a requirement and will not be marked. The use of PowerPoint (or similar) presentations at this Level is prohibited.

## **Knowledge**

The Learner will answer questions on the following:

- how the speech was prepared

The Learner will then present the Examiner with a choice of two topics. The Examiner will choose one of these topics and use it to initiate a conversation with the Learner.

## **GRADE 2**

## **Prepared Speech: Interpretation and Technique**

The Learner will deliver a prepared speech about an object of their own choice from memory.

The speech must not exceed three minutes in length. Note cards may be used. Visual aids must be used and referred to. The use of PowerPoint (or similar) presentations at this Level is prohibited.

## **Knowledge**

The Learner will answer questions on the following:

- how the speech was prepared

The Learner will then present the Examiner with a choice of two topics. The Examiner will choose one of these topics and use it to initiate a conversation with the Learner.

## **GRADE 3**

Prepared Speech: Interpretation and Technique

The Learner will deliver a prepared speech about a hobby or personal interest of their own choice from memory.

The speech must not exceed three minutes in length. Note cards may be used. Visual aids must be used and referred to. The use of PowerPoint (or similar) presentations at this Level is prohibited.

## Knowledge

The Learner will answer questions on the following:

- how the speech was prepared

The Learner will then present the Examiner with a choice of three topics. The Examiner will choose one of these topics and use it to initiate a conversation with the Learner. The Learner must ask questions to further the conversation.

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech	Interpretation	40	80
	Technique	40	
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+



# Assessment and Grading Criteria: Speaking in Public

## LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about an experience, event or visit using appropriate vocabulary and a clear structure  1.2 Demonstrate knowledge of the chosen subject
LO2: use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space  2.2 Speak with clarity of diction  2.3 Use appropriate facial expression to support the content of the speech  2.4 Communicate with spontaneity
LO3: know and understand the techniques required for speaking in public	3.1 Give an explanation of how the speech was prepared  3.2 Maintain concentration in the conversation

	3.3 Engage and respond appropriately to questions in the conversation
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## Assessment and Grading Criteria: Speaking in Public

### LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about an object using appropriate vocabulary and a clear structure  1.2 Demonstrate knowledge of the chosen subject
LO2: use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space  2.2 Speak with clarity of diction  2.3 Use appropriate facial expression to support the content of the speech

	<p>2.4 Communicate with spontaneity</p> <p>2.5 Demonstrate effective use of visual aid(s)</p>
LO3: know and understand the techniques required for speaking in public	<p>3.1 Give an explanation of how the speech was prepared</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>

## **Assessment and Grading Criteria: Speaking in Public**

### **LEVEL 1: GRADE 3**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter	<p>1.1 Give a prepared speech about a hobby or personal interest using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate knowledge of the chosen subject</p>

<p>LO2: use the skills required for speaking in public</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>2.4 Communicate with spontaneity</p> <p>2.5 Demonstrate effective use of visual aid(s)</p>
<p>LO3: know and understand the techniques required for speaking in public</p>	<p>3.1 Give an explanation of how the speech was prepared</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage appropriately in the conversation by responding to and asking questions</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Speaking in Public Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass,

or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

## **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have given a speech using vocabulary suitable for their chosen topic throughout. The speech will have been spoken audibly and clearly, and delivered with spontaneity using appropriate facial expression. Explanations of how their speech was prepared will have been detailed and clear, and the Learner will have engaged in the conversation, responding to and asking questions throughout (Grade 3 only).

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have delivered a speech using vocabulary that was mostly suitable for their chosen topic. The Learner will have used facial expression to support the content of their speech and communicated with spontaneity for most of the presentation, but not always. Explanations of how they prepared their speech will have been confident, but will have lacked some detail. Learners will have remained engaged in the conversation most of the time, accurately responding to the majority of questions (Grade 3 only).

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen topic using some appropriate vocabulary. They will have attempted to deliver their speech with spontaneity and have used some facial expression. Learners will have given brief and simple explanations of how they prepared their speech, and will have had some engagement in the conversation (Grade 3 only).

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum

pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## **Level 2**

### **Speaking in Public**

RQF Level: 2

Grade 4    Guided Learning Hours: 40 (hours)  
              Total Qualification Time: 100 (hours)  
              Credit Value: 10

Grade 5    Guided Learning Hours: 50 (hours)  
              Total Qualification Time: 120 (hours)  
              Credit Value: 12

### **Level Description**

The LAMDA Level 2 Award in Communication: Speaking in Public is designed to enable Learners to develop a range of skills in public speaking. Learners will be able to select appropriate subject matter and prepare and deliver two speeches. Effective preparation and study will be evident, leading to a confident performance. Use of body language and voice will be combined to engage the audience. Learners will be able to answer questions on the skills required for preparing their speeches and maintain a conversation with the Examiner on a given topic. They will ask questions to further the conversation and listen supportively.



During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter

Technique

LO2: demonstrate the skills required for speaking in public

Knowledge

LO3: know and understand the techniques required for speaking in public

## **Total Time Allowance for Each Grade**

20 minutes

# **Examination Content**

## **GRADE 4**

### **Prepared Speech 1: Interpretation and Technique**

The Learner will deliver a prepared speech on a subject of their own choice from memory. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

### **Prepared Speech 2: Interpretation and Technique**

The Learner will deliver a prepared speech from memory based on one of the following subjects:

- My favourite film
- Family life
- The environment
- Someone I would like to meet (past or present)

The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of subject for each prepared speech
- the research undertaken to prepare both speeches

The Examiner will then present the Learner with a choice of three topics. The Learner will choose one of these topics and use it to initiate a conversation with the Examiner. The Learner must ask questions to further the conversation.

## **GRADE 5**

### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech on a subject of their own choice from memory. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

## **Prepared Speech 2: Interpretation and Technique**

The Learner will deliver a prepared speech from memory based on one of the following subjects:

- Competitions
- Robots
- My favourite writer/artist/musician
- Keeping healthy
- Travel

The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Knowledge**

The Learner will answer questions on the following:

- the reasons behind the choice of subject for each prepared speech
- the research undertaken to prepare both speeches

The Examiner will then present the Learner with a choice of three topics. The Learner will choose one of these topics and use it to initiate a conversation with the Examiner. The Learner must ask questions to further the conversation.

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech 1	Interpretation	20	40
	Technique	20	
Prepared Speech 2	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking in Public

## LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Deliver each speech confidently, using subject knowledge, with a clear structure  1.2 Use appropriate vocabulary that suits the imagined audience and speech subject
LO2: demonstrate the skills required for speaking in public	2.1 Speak with appropriate audibility  2.2 Speak with clarity of diction  2.3 Use body language and facial expression appropriate to the content of the speeches  2.4 Communicate spontaneously with the imagined audience  2.5 Use visual aid(s) effectively and appropriately in at least one speech

<p>LO3: know and understand the techniques required for speaking in public</p>	<p>3.1 Give an explanation of the reasons behind the choice of subject for each speech</p> <p>3.2 Give an explanation of the research undertaken to prepare each speech</p> <p>3.3 Communicate on the given topic with understanding and fluency</p> <p>3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>
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## **Assessment and Grading Criteria: Speaking in Public**

### **LEVEL 2: GRADE 5**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter</p>	<p>1.1 Deliver each speech confidently, using subject knowledge, with a clear structure</p> <p>1.2 Use appropriate vocabulary that suits the imagined audience and speech subject</p>

<p>LO2: demonstrate the skills required for speaking in public</p>	<p>2.1 Speak with appropriate audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use body language and facial expression appropriate to the content of the speeches</p> <p>2.4 Communicate spontaneously with the imagined audience</p> <p>2.5 Use visual aid(s) effectively and appropriately in at least one speech</p>
<p>LO3: know and understand the techniques required for speaking in public</p>	<p>3.1 Give an explanation of the reasons behind the choice of subject for each speech</p> <p>3.2 Give an explanation of the research undertaken to prepare each speech</p> <p>3.3 Communicate on the given topic with understanding and fluency</p> <p>3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>



The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 (Grades 4 and 5) Speaking in Public examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated complete and thorough understanding of the chosen subjects and used thoughtful and relevant vocabulary to connect with their chosen audience throughout. The delivery will have been confident and spontaneous, and Learners will have used engaging facial expression and body language throughout.

Rationale behind the chosen topics will have been thorough and detailed, and Learners will have engaged confidently in the conversation, answering and asking questions appropriately throughout.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen subjects for the majority of their presentation, using mostly appropriate vocabulary to engage their chosen audience. Their speeches will have been delivered with confidence and spontaneity. Justification for the chosen topics will have been sound but not detailed, and Learners will have been engaged for most of the conversation, appropriately answering and asking questions for most of the time.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen topics, and have made an attempt to engage the audience using some facial expression. Speeches will have been delivered with some spontaneity but will have lacked confidence. Explanation behind the chosen topics will have been basic and undeveloped, and Learners will have had some engagement in the conversation, appropriately asking and answering some questions.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will

have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## **Level 3**

### **Speaking in Public**

RQF Level: 3

Grade 6    Guided Learning Hours: 60 (hours)  
              Total Qualification Time: 140 (hours)  
              Credit Value: 14

Grade 7    Guided Learning Hours: 80 (hours)  
              Total Qualification Time: 180 (hours)  
              Credit Value: 18

Grade 8    Guided Learning Hours: 90 (hours)  
              Total Qualification Time: 240 (hours)  
              Credit Value: 24

### **Level Description**

The LAMDA Level 3 Certificate in Communication: Speaking in Public is designed to enable Learners to develop a wide range of skills in public speaking. Learners will be able to deliver two prepared speeches and one impromptu speech. They will integrate their knowledge and skills, demonstrating an understanding of the subject matter and the techniques required to speak in public. Presentation will be grounded in thorough and relevant preparation. Physical and vocal

flexibility will be combined to engage the audience. Learners will be able to answer questions on the techniques required for speaking in public and for preparing speeches. They will also be able to demonstrate knowledge of different styles of speech (Grade 8 only).

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## **LEARNING OUTCOMES**

On completion of this unit the Learner will be able to:

Interpretation

LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter

Technique

LO2: demonstrate the skills required for speaking in public

Impromptu Speech

LO3: prepare and deliver an impromptu speech

Knowledge

LO4: demonstrate an understanding of the techniques required for speaking in public

LO5: demonstrate an understanding of the techniques required for preparing speeches

LO6: know and understand different styles of speech (Grade 8 only)

## **Total Time Allowance**

Grade 6

Bronze Medal – 40 minutes (this includes 15 minutes for Learners to prepare their impromptu speech)

Grade 7

Silver Medal – 40 minutes (this includes 15 minutes for Learners to prepare their impromptu speech)

Grade 8

Gold Medal – 45 minutes (this includes 15 minutes for Learners to prepare their impromptu speech)

## **Examination Content**

### **GRADE 6 – BRONZE MEDAL**

#### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory examining a contemporary issue of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

## **Prepared Speech 2: Interpretation and Technique**

The Learner will deliver a prepared speech from memory on a subject of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Impromptu Speech**

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics, and will have 15 minutes in the examination room to prepare the speech. It must not exceed three minutes in length. The Learner must state the imagined audience to whom the speech is to be given. Note cards may be used.

## **Knowledge**

The Learner will answer questions on the following:

- the techniques required for voice production and projection
- the techniques required for organising material for speeches (including those presented)
- the techniques required for matching topics, presentation and vocabulary to audience

## **GRADE 7 – SILVER MEDAL**

### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory examining a moral or ethical issue of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

### **Prepared Speech 2:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech on a subject of their own choice. The Learner must state the imagined audience to whom the speech is to be given.



The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Impromptu Speech**

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics, and will have 15 minutes in the examination room to prepare the speech. It must not exceed three minutes in length. The Learner must state the imagined audience to whom the speech is to be given. Note cards may be used.

## **Knowledge**

The Learner will answer questions on the following:

- the value of pause, emphasis and clarity of speech
- the techniques required for effective audience communication (including eye contact, use of note cards and body language/ stance)
- the research undertaken to prepare the chosen speeches

## **GRADE 8 – GOLD MEDAL**

### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory examining a political or cultural issue of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

### **Prepared Speech 2:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory on a subject of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Impromptu Speech**

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics, and will have 15 minutes in the examination room to prepare the speech. It must not exceed three minutes in length. The Learner must state the imagined audience to whom the speech is to be given. Note cards may be used.

## **Knowledge**

The Learner will answer questions on the following:

- the effective use of rhetorical questions, variation of tone, inflection, pace and volume
- the effective use of visual aids
- the steps taken in the preparation and delivery of the impromptu speech
- a variety of styles of speech

The Learner must be able to discuss three styles of speech selected by the Examiner at the time of the examination from the following list: persuasive, informative, political, humorous, and a 'vote of thanks'. The Learner will be required to know and understand all the styles of speech on this list in preparation for the examination.

## Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech 1	Interpretation	15	30
	Technique	15	
Prepared Speech 2	Interpretation	15	30
	Technique	15	
Impromptu Speech			20
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria: Speaking in Public

## LEVEL 3: GRADE 6 – BRONZE MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Apply thorough knowledge of the chosen subject using a clear structure 1.2 Demonstrate the use of research to support the content 1.3 Apply a range of vocabulary appropriate to the imagined audience
LO2: demonstrate the skills required for speaking in public	2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity

	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
LO3: prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints
LO4: demonstrate an understanding of the techniques required for speaking in public	4.1 Give an explanation of the techniques required for voice production and projection
LO5: demonstrate an understanding of the techniques required for preparing speeches	5.1 Give an explanation of the techniques required for organising material for speeches, including those presented 5.2 Give an explanation of the techniques required for matching topics, presentation and vocabulary to audience

# Assessment and Grading Criteria: Speaking in Public

## LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Apply thorough knowledge of the chosen subject using a clear structure 1.2 Demonstrate the use of research to support the content 1.3 Apply a range of vocabulary appropriate to the imagined audience
LO2: demonstrate the skills required for speaking in public	2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity

	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
LO3: prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints
LO4: demonstrate an understanding of the techniques required for speaking in public	4.1 Give an explanation of the value of pause, emphasis and clarity of speech 4.2 Give an explanation of the techniques required for effective audience communication, including audience engagement, use of note cards and body language/stance
LO5: demonstrate an understanding of the techniques required for preparing speeches	5.1 Analyse research undertaken to prepare the chosen speeches



# Assessment and Grading Criteria: Speaking in Public

## LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Apply thorough knowledge of the chosen subject using a clear structure 1.2 Demonstrate the use of research to support the content 1.3 Apply a range of vocabulary appropriate to the imagined audience
LO2: demonstrate the skills required for speaking in public	2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity

	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
LO3: prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints
LO4: demonstrate an understanding of the techniques required for speaking in public	4.1 Give an evaluation of the effective use of rhetorical questions, variation of tone, inflection, pace and volume in a speech
LO5: demonstrate an understanding of the techniques required for preparing speeches	5.1 Give an explanation of the use of visual aids to enhance a speech
LO6: know and understand different styles of speech	6.1 Give an explanation of the steps taken to prepare and deliver the impromptu speech 6.2 Give an explanation of three styles of speech

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 (Grades 6, 7 and 8) Speaking in Public examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment

Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

## **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated advanced understanding of the chosen subjects, and have applied wide-ranging research to support the content. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. The Learner will have been spontaneous, expressive and fluent throughout, and will have used effective facial expression and body language.

Answers to questions will have been comprehensive and self-reflective.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging facial expression and body language. The speeches will have been complex and well prepared but may have lacked accurate or fully developed information. Answers to questions will have been general but lacking in detail.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the chosen topics, communicating with some personalisation and self-assurance. Learners will have given accurate but underdeveloped responses to questions asked.

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## **Glossary of Terms: Syllabus Terminology**

assessment – the process of making judgments about the extent to which a Learner’s work meets the Assessment Criteria

of a unit, or any additional assessment requirements of a qualification

Assessment Criteria – descriptions of the requirements a Learner is expected to meet to demonstrate that a learning outcome has been achieved

Award – a qualification with a credit value between 1 and 12

certificate – a record of attainment of credit or a qualification issued by an awarding organisation

Guided Learning Hours (GLH) – the number of hours of Teacher-supervised or Teacher-directed study time required to teach a qualification or the unit of a qualification

Learning Outcome (LO) – a statement of what a Learner can be expected to know, understand or do as a result of a process of learning

Level – an indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the Learner in demonstrating that achievement

Qualification – an award made to a Learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award

qualification syllabus specification – a detailed statement defining the purpose, content, structure and assessment arrangements for a qualification

qualification title – a short description of the level, size and content of a qualification

Total Qualification Time (TQT) – Total Qualification Time is split into three components: guided learning, directed study and dedicated assessment. It includes Learner-initiated study

total time allowance – refers to the length of the Examination for which the Learner has been entered. It is the amount of time in which the Learner has to present all required elements of the Examination.

## **Glossary of Terms: Syllabus Content**

Please note: these definitions should only be used as an initial starting place when preparing for the Knowledge sections of examinations, and Learners are encouraged to explore these terms in greater depth using other sources.

audibility – using sufficient breath and resonance for the sound to be heard by the Examiner

author’s thoughts and feelings – what is expressed and/or implied by the author through the written word

body language – communicating the thought and feeling of a text non-verbally; for example, through the use of facial expression and posture

breathing, voice and basic speech production – for amplification of the techniques involved in breathing, voice and basic speech production, including resonance, projection and articulation (Knowledge requirement for Speaking)

Verse and Prose Grade 6 and Speaking in Public Grade 6), please refer to Knowledge Matters – Volume 3, a LAMDA publication

clarity of diction – articulating sufficiently to be understood by the Examiner without losing the sense or flow of the text



context – the situation and world of the text

conversation – a two-way exchange of ideas between the Learner and the Examiner

dialogue – conversation between two or more characters in a text

dramatic monologue – a dramatised scene for a solo performer

emphasis – when a speaker attaches extra prominence to a particular word or thought

facial expression, or inner feeling reflected on the face – using the face to express the emotion behind the text

figures of speech – for amplification of figures of speech (Knowledge requirement for Speaking Verse and Prose Grade 4), please refer to Knowledge Matters – Volume 3, a LAMDA publication

form – how thoughts are structured in literary composition; the arrangement and shape of words on the page

fundamental differences between verse and prose – for amplification of the fundamental differences between verse and prose (Knowledge requirement for Speaking Verse and Prose Grade 3), please refer to Knowledge Matters – Volume 3, a LAMDA publication

imagined audience – a target audience to whom a speech is directed

impromptu speech – a speech that a Learner has prepared within 15 minutes, based on one topic which has been selected from a choice of three. The choice of topics will include a personal/cultural topic, a topical topic and an abstract topic

inflection – the rise and fall in pitch of the voice during speech

interpretation – a personal understanding of a text, and decisions made in order to bring it to life

key theme – a recurring idea or subject in the text

key words – individual words that carry the sense of the phrase

metre and rhythm – for amplification of metre and rhythm (Knowledge requirement for Speaking Verse and Prose Grades 7 and 8), please refer to Knowledge Matters – Volume 3, a LAMDA publication

modulation – variations in pitch, intonation, pace, volume, tone colour, use of pause and stress

mood – the emotion behind the words of the text

movement and gesture – using the body, arms and hands to add to the meaning in a performance or presentation

narrative – a spoken or written account of connected events; a story

note cards – presentation notes used in a speech to support the speaker. Note cards should contain only bullet points

and/or headings and should not be used to write out the speech in full

performance space – the area in which the Learner presents the text

period – the time or style in which the text is written. This will affect the Learner’s use of accent, posture, stance, gesture, etc.

phrasing – grouping words in sense or thought units and separating them out with pauses

phrasing and pauses (types of) – for amplification of types of phrasing and pauses (Knowledge requirement for Speaking Verse and Prose Grade 5), please refer to Knowledge Matters – Volume 3, a LAMDA publication

physical flexibility – making a non-verbal response to the imagery presented in different styles of text

physical response – responding to the imagery of the text non-verbally

posture – the position of the body when performing the text

published – a text which is available to the public in a printed book, in an e-book or online

read with fluency – to read a text aloud smoothly and easily

recital – a programme of material presented in an uninterrupted performance

recital conclusion – bringing the previously shared thoughts, ideas and texts into a final statement

recital introduction – an opening statement outlining the theme, ideas, thoughts and texts that make up the recital

recital linking statements – thoughts linking one text to another

rhetorical question – a question asked that does not require an answer

rhythmic awareness – an awareness of the rhythm that makes up a text

sight-read – to read aloud a previously unseen text

spontaneity – as if the text is being spoken for the very first time  
staging – positioning a performance within the space  
provided structure – using a beginning, a middle and an end

style – how thoughts are expressed in literary composition; the specific characteristics of the text, including choice of words, syntax and genre

styles of speech – different types of speech; for example, persuasive, informative, political, humorous, impromptu and a vote of thanks

subtext – the hidden meaning or underlying message behind the text

tonal register – varying the intonation or quality of the sound depending on audience, purpose and/or situation

underlying theme – an idea or subject which is implied in the text but not stated

verse rhythm – regular combinations of weak and strong stresses, creating a pattern or series of beats

verse shape – the way in which the verse is structured or formatted on the page

visual aids – visual support used by the speaker to illustrate aspects of a speech, for example, a poster, an object, a flip chart, an overhead projector, a PowerPoint (or similar) presentation

visual interest – varying the physical mode of presentation within the performance space

vocal contrast – varying pitch, intonation, pace, volume, tone colour and intensity

vocal flexibility – a supported and free vocal tone; releasing breath and sound freely and easily; supporting breath with the appropriate muscles; aiming for balanced and forward resonance

vocal power – producing and controlling sound until the end of the phrase so that the voice does not fade away

vocal skills – using sufficient audibility, tone colour and clarity of diction when performing the text

