



LAMDA Graded Examinations in Communication

1 September 2009

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About LAMDA Examinations

LAMDA began offering speech and drama examinations to the public in the 1880s. Since then, these examinations have been refined and developed into a comprehensive system of performance evaluation by experts in education, acting and communication.

In addition to being the largest Speech and Drama awarding body in the United Kingdom, LAMDA Examinations has a reputation for excellence worldwide.

Our mission is to:

- improve standards in communication through the spoken word
- foster an appreciation of literature, poetry and drama
- acknowledge levels of achievement
- support the creative, intellectual and social development of the individual as a whole.

Our challenge is to recognise achievement in communication and drama, and to support the development of self-esteem of children, young people and adults across the globe.

Dawn Postans
Head of Examinations

About this syllabus booklet

This syllabus document outlines all the specifications for LAMDA Communication examinations. It is designed for use by teachers, learners, parents and anyone involved in the preparation of learners for LAMDA examinations.

Publications and Materials

The following documents are also available from LAMDA Examinations. Most can be downloaded from our website www.lamda.org.uk

- Syllabus Specifications for Performance Examinations (From 1 September 2009)
- Graded Examinations in Musical Theatre For the Actor/Singer Syllabus Specifications (From 1 December 2007)
- PCertLAM Syllabus Specifications (From 1 September 2008)
- LAMDA Diploma Qualifications (From 1 September 2008)
- Guide for Centres and Teachers
- Examination Timings
- Entry Forms
- Fee List
- Public Centre Date List
- Publications and Merchandise List
- Association of LAMDA Teachers leaflet
- VoiceOver: our twice-yearly magazine.

LAMDA offers an extensive range of educational support materials for teachers and centres who work with our examinations. Please refer to our website www.lamda.org.uk for further details or request a Publications and Merchandise List.

In addition LAMDA Examinations operates a regional programme of workshops and seminars for teachers. For further information, please contact us.

Office of the Qualifications and Examinations Regulator (Ofqual)

LAMDA Examinations has been accredited as an awarding organisation by Ofqual, the Office of the Qualifications and Examinations Regulator in England, and the corresponding regulatory authorities in Wales (DELLS) and Northern Ireland (CCEA). Ofqual was launched in April 2010 as the new regulator for qualifications, examinations and assessments.

The LAMDA qualifications below are accredited, ensuring transparency, consistency and fairness. They are part of the Qualifications and Credit Framework (QCF) and equate with other accredited QCF qualifications.

The Qualifications and Credit Framework (QCF)

The Qualifications and Credit Framework (QCF) is a credit-based qualifications framework, allowing a unit-based approach to building qualifications. All vocational qualifications will be placed on the framework by 2013.

LAMDA Accredited Qualifications

Entry 3: Graded Examinations in Communication: Speaking Verse and Prose
Level 1: Graded Examinations in Communication: Speaking Verse and Prose
Level 2: Graded Examinations in Communication: Speaking Verse and Prose
Level 3: Graded Examinations in Communication: Speaking Verse and Prose

Entry 3: Graded Examinations in Communication: Reading for Performance
Level 1: Graded Examinations in Communication: Reading for Performance
Level 2: Graded Examinations in Communication: Reading for Performance
Level 3: Graded Examinations in Communication: Reading for Performance

Entry 3: Graded Examinations in Communication: Using Spoken English
Level 1: Graded Examinations in Communication: Using Spoken English
Level 2: Graded Examinations in Communication: Using Spoken English
Level 3: Graded Examinations in Communication: Speaking in Public

Entry 3: Graded Examinations in Acting (Solo/Duologue)
Level 1: Graded Examinations in Acting (Solo/Duologue/Combined)
Level 2: Graded Examinations in Acting (Solo/Duologue/Combined)
Level 3: Graded Examinations in Acting (Solo/Duologue)

Entry 3: Graded Examinations in Performance: Devising Drama (Solo/Duologue)
Level 1: Graded Examinations in Performance: Devising Drama (Solo/Duologue)
Level 2: Graded Examinations in Performance: Devising Drama (Solo/Duologue)
Level 3: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Entry 3: Graded Examinations in Performance: Miming (Solo/Duologue)
Level 1: Graded Examinations in Performance: Miming (Solo/Duologue)
Level 2: Graded Examinations in Performance: Miming (Solo/Duologue)
Level 3: Graded Examinations in Performance: Miming (Solo/Duologue)

Entry 3: Graded Examinations in Musical Theatre (Solo/Duo)

Level 1: Graded Examinations in Musical Theatre (Solo/Duo)
 Level 2: Graded Examinations in Musical Theatre (Solo/Duo)
 Level 3: Graded Examinations in Musical Theatre (Solo/Duo)

Level 3: The LAMDA Certificate in Speech and Drama: Performance Studies (PCertLAM)

Level 5: The LAMDA Diploma in Communication, Speech and Drama Education (LSDE)

Presently LAMDA Level 3 Certificates in Communication and Performance and the PCertLAM are recognised within the UCAS tariff for UK university entrance.

QCF Level	LAMDA Grade	Qualification
Entry level	Entry3	Award
Level 1	Grade 1	Award
	Grade 2	Award
	Grade 3	Award
Level 2	Grade 4	Award
	Grade 5	Award
Level 3	Grade 6	Certificate
	Grade 7	Certificate
	Grade 8	Certificate

Further information is available on the National Database of Accredited Qualifications website: www.accreditedqualifications.org.uk

LAMDA accredited qualifications are approved for use on publicly funded courses of study. For further information on funding please either contact your Local Education Authority (LEA) or the Young People’s Learning Agency (YPLA) for 16-19 funding arrangements or the Skills Funding Agency (SFA) for post 19 funding arrangements. Both these bodies have emerged from the Learning and Skills Council (LSC).

Further information is also available on the Ofqual website: www.ofqual.gov.uk, the Young People’s Learning Agency (YPLA) website www.ypla.gov.uk and the Skills Funding Agency (SFA) website www.skillsfundingagency.bis.gov.uk

A note on Language

English is used and explicitly expressed in all LAMDA Examinations specifications/syllabi and assessment materials. Examinations are conducted in English. The language used in all specifications/syllabi, assessment materials and during practical assessment is explicit, plain, free from bias and appropriate to the examination.

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

The Diploma Catalogue

LAMDA'S accredited qualifications at Levels 1, 2 and 3 feature in the Diploma Catalogue in the UK. They are accredited as either Additional or Specialist Learning within Diplomas.

Additional and Specialist Learning (ASL)

Additional and Specialist Learning (ASL) provides learners with greater breadth (Additional Learning) and depth (Specialist Learning) of study and enables them to tailor their personal programmes to their own interests and aspirations. For learners: the subjects you choose as part of the Additional and Specialist Learning offer the opportunity to study a particular topic in more depth or to study something different that widens your experience. Additional and Specialist Learning will broaden your horizons and help to open up different opportunities in future study and employment.

Sourced from www.ofqual.gov.uk

The role of Component Awarding Bodies (CABs) in the Diploma

In the UK the role of Component Awarding Bodies (CABs) in 2009 is to support centres and consortia in understanding the operational arrangements and Diploma processes in relation to the CAB's qualifications that contribute to the overall Diploma award.

A Component Awarding Body (CAB) offers the constituent qualifications that contribute to the Diploma including the Additional and Specialist Learning (ASL). CABs will register and support centres in delivering these constituent qualifications.

CABs support centres on administration surrounding the CAB's own qualifications in the ways outlined below, once the centre has been registered by the CAB for delivery of the qualification(s) in question. It does this by:

- a. Helping centres understand what they need to do to secure the assessment and award of a qualification. This will include communicating to the centres the administrative tasks leading up to the award of the qualification and the results being entered onto the diploma aggregation service (DAS).
- b. Externally quality assuring the centre and its data submissions to ensure validity, accuracy, completeness and timeliness. This includes verifying the learner details referenced by the unique learner number (ULN), as far as they refer to the CAB.
- c. Supplying results data to the diploma aggregation service (DAS) within 10 days of qualifications being awarded in accordance with agreed service levels and commercial terms.
- d. Verifying the relevant prior achievement of Diploma learners for the constituent qualifications they offer and updating DAS within 10 days of verifying a prior learning request.
- e. Investigating cases of missing results with centres, where the learner and their qualification are known on DAS and to the CAB.

f. Working with centres and relevant DABs to ensure DAS holds all relevant constituent qualification results for learners receiving a Diploma award.

g. Clarifying the timescales and requirements for enquiries or appeals, and handling them.

CABs will provide advice, guidance and support to centres on the above topics through their normal channels of support.

CABs will also support centres on curriculum-related issues, including providing guidance in curriculum planning and ensuring standards.

Personal, Learning and Thinking Skills

The Personal, Learning and Thinking Skills (PLTS) provide a framework for describing qualities and skills needed for success in learning and life.

The framework comprises 6 groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants

The framework supports young people in their learning across the curriculum, allowing them to learn to develop and to transfer skills across a range of contexts.

The LAMDA Graded Examinations offer a range of opportunities for learners to develop personal, learning and thinking skills.

Independent Enquiry

- Present opportunities for individual research at each level (in the study of language and literature in Speaking Verse and Prose, Reading for Performance and Acting)
- Present opportunities for presentation of personal interests (Speaking in Public and Using Spoken English).

Creative Thinking

- Present opportunities for learners to understand, interpret and communicate the words of a poet, author or playwright
- Present opportunities for learners to stage and to develop the presentation of a text or series of texts/ themes
- In Devising Drama and Miming – to allow learners to devise a scene or prepare a mime
- In Using Spoken English and Speaking in Public – to provide an opportunity for them to plan the content of material for its presentation.

Reflective Learning

- Present opportunities to reflect on learners' work (their own and / or that of others if taught in a group)
- Present opportunities for individual research at an appropriate level
- Help learners to develop the ability to make choices and talk about their decisions

- In Acting, Miming, Devising Drama exams – to help learners to think about staging and relationships between characters (real or imaginary).

Team-Working

(Group exams / Duos)

- Provide opportunities for interaction – listening to others and developing respect
- Provide opportunities to share responsibilities and plan collaboratively
- Provide opportunities to work with others and to develop an appreciation of group rhythm and timing

Self-Management

- Develop self-confidence
- Develop communication and general conversation skills
- Present opportunities for learners to improve concentration skills: by memorising words, by movement and by refining performance by practice
- Improve technical skills over time: vocal projection, modulation and clarity of diction
- Help learners to develop a sense of occasion

Effective Participation

- Provide a channel for enthusiastic response
- Provide a mechanism to encourage the development of practical communication skills
- Provide a pathway of staged progression in a variety of disciplines
- Provide the opportunity to be linked to an international organisation with recognised standards

Graded Examinations: Joint Qualifications in Communication or Performance

The LAMDA Graded Examinations: Joint Qualifications in Communication or Performance recognise and reward by credit accumulation learners who successfully achieve 3 constituent parts of any of the levels shown below within the timeframe of 24 months from the date of the first examination. The level of the qualification will be determined by the lowest grade accumulated. Learners wishing to claim one of these awards should contact LAMDA Examinations.

The LAMDA Graded Examinations: Joint Qualification in Communication Level 1

Learners must achieve Grade 1 or Grade 2 or Grade 3 in the following:

- Speaking Verse and Prose
- Using Spoken English
- Reading for Performance

The LAMDA Graded Examinations: Joint Qualification in Communication Level 2

Learners must achieve Grade 4 or Grade 5 in the following:

- Speaking Verse and Prose
- Using Spoken English
- Reading for Performance

The LAMDA Graded Examinations: Joint Qualification in Communication Level 3

Learners must achieve Grade 6 or Grade 7 or Grade 8 in the following:

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

The LAMDA Graded Examinations: Joint Qualification in Performance Level 1

Learners must achieve Grade 1 or Grade 2 or Grade 3 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer

**The LAMDA Graded Examinations: Joint Qualification in Performance
Level 2**

Learners must achieve Grade 4 or Grade 5 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer

**The LAMDA Graded Examinations: Joint Qualification in Performance
Level 3**

Learners must achieve Grade 6 or Grade 7 or Grade 8 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer

Reasonable Adjustments

LAMDA Examinations offers open access to all examinations, irrespective of ethnicity, nationality, gender, religion, sexual orientation, disability, creed or marital status.

LAMDA Examinations will comply with the terms of all relevant UK legislation, including the Disability Discrimination Act, with regard to access arrangements and reasonable adjustments to the examination process.

Such adjustments must be agreed before an examination to enable learners who might not otherwise be able to do so to demonstrate their attainment or competence.

Learners, Teachers and/or Centres on behalf of learners with particular needs, may apply for reasonable adjustments to be made to examination requirements by marking the learner entry form and submitting the entry with an 'Application for Reasonable Adjustment Form'.

Examination Entry forms provide space for teachers and/or learners to bring to LAMDA Examinations attention any special circumstances or needs which the learner wishes to be considered. The learner will still be examined against standard criteria. The examination procedure or the environment may be adjusted to accommodate the specified circumstances.

In granting reasonable adjustments to the examination, cases will be judged on an individual basis.

Adjustments to the examination must not give the learner an unfair advantage over other learners.

Adjustments to the examination must not compromise the integrity of the examination or reduce its reliability or validity.

Learners, Teachers and/or Centres on behalf of learners may contact LAMDA Examinations directly if they wish to discuss specific reasonable adjustments for their learners, prior to submitting the entry and application form.

Learners requiring access to a Braille text for examinations that require a sight-reading should submit their Application for Reasonable Adjustment 8 weeks before the examination session to allow for a Braille document to be produced.

All public examination centres have wheelchair access.

Special Considerations

A Special Consideration is a consideration given following a period of assessment for the learner who:

- Was prepared and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near the time of assessment.
- Misses part of the assessment due to circumstance outside their control (i.e. Fire alarm)

Examples of Special Considerations

- Terminal Illness
- Recent bereavement of member of immediate family
- Incapacity
- Recent traumatic experience
- Flare up of severe congenital illness such as epilepsy, diabetes or asthma.

LAMDA Examinations would expect provision and arrangement in place to enable the learner in circumstances to complete assessment and thereby achieve the qualification/unit. Only when this is unsuccessful should an application for special considerations be made. All applications for special considerations will be made on a case by case basis. Special considerations must be submitted to LAMDA Examinations in writing, detailing the circumstances and enclosing the examination report form, within 10 working days following the examination date.

A learner who is prevented by illness or other circumstances beyond his or her control from participating in an examination will, on production of evidence from a medical practitioner and/or employer to support the claim, be allowed to retake it at no additional cost at the next scheduled opportunity. LAMDA Examinations will only consider making aegrotat awards for examinations that do not require assessment of practical competence.

If the application is successful the learner's performance will be reviewed in the light of the available evidence

It is important to note it will not be possible to apply special considerations in instances where assessment requires the demonstration of practical competence or where the criteria have to be fully met.

In these circumstances where the assessments are demand assessments (Practical, Oral presentations, Performance- based) LAMDA Examinations will offer the learners affected the opportunity to take the assessment again at a later date. If this is decided by LAMDA Examinations as the most appropriate action it will award a full or part Transfer Credit Voucher (TCV) refunding the fee to the learner(s) in question. A TCV is non transferable and valid for one year only. For re-entry learners must complete an entry form, enclosing their vouchers and fee balance.

Regulations for All Examinations

1 Teachers and learners should refer to the 'General Notes and Regulations' printed in each individual subject area throughout the specifications.

2 Learner registration is accepted as evidence that the learner agrees to the regulations laid down in the specifications.

3 Learners may enter for more than one subject at one examination session, but must state this on the entry form. Learners may not enter for more than one grade or diploma in the same subject at one examination session unless written permission is obtained from the Head of Examinations. Learners may not enter for the same grade in both solo and duologue examinations. Learners may not enter for more than one group examination of the same subject and grade.

4 Learners must be in attendance and ready for their examination at least 15 minutes prior to the stated time of the examination.

5 LAMDA Examinations reserves the right to decline or cancel any entry and return the fee. LAMDA Examinations does not guarantee to examine at any Centre where the number of learners is insufficient to warrant it. Fees will be returned in such cases.

6 LAMDA Examinations reserves the right not to examine a learner if they have a possibly contagious illness, such as chicken pox.

7 LAMDA Examinations cannot guarantee to grant requests for specific dates and times.

8 No unauthorised person will be allowed to be present during any examination.

9 LAMDA Examinations reserves the right to return entries received after the closing date.

10 Examination appointments vacated by learners who are sick, or those withdrawing for other reasons, cannot be taken by other learners.

11 Should a learner be prevented from attending an examination after their entry has been processed, LAMDA Examinations should receive notice in writing, detailing the circumstances and enclosing the report form, within 10 working days of the examination date. Under circumstances such as illness, injury or recent bereavement, LAMDA Examinations will consider refunding half the fee in the form of a Transfer Credit Voucher (TCV). Transfer Credit Vouchers are non-transferable and valid for one year only. For re-entry, learners must complete an entry form, enclosing their voucher and fee balance.

12 Fees cannot be returned except under regulations 5, 6, or 9.

13 LAMDA Examinations issue medals in materials other than precious metal. The words 'Bronze', 'Silver' and 'Gold' are used by LAMDA Examinations purely

as an academic standard for the medal examinations. LAMDA Examinations reserves the right to change the style and presentation of all awards.

14 The decisions of the awarding body (LAMDA Examinations) are final.

Introductory

From 1 September 2009

Introductory Examinations

Purpose of the Examinations

Introductory Examinations are designed to introduce learners to the LAMDA examinations framework, offering an opportunity for creative expression in a supportive environment.

Learners who prepare themselves appropriately will develop:

1. Communication skills: the ability to share a poem and respond to simple questions with confidence
2. Memory skills: the ability to learn words and recall them aloud.

Introductory Examinations are not accredited by the UK Regulatory Authority.

General Notes and Regulations

1. The set poems for each grade can be found in *The LAMDA Verse and Prose Anthology Volume XVII (17)*.
2. The different elements within the examination may be performed in any order.
3. A legible copy of the chosen poem must be provided for the examiner.
4. Prompters are not permitted. The examiner may prompt at his/her discretion.

Total time allowance for each examination

10 minutes

Examination Content

Introductory

1. The learner will speak from memory one of the following poems:

Ask Mummy Ask Daddy	John Agard
When the Giant Comes to Breakfast	John Coldwell
Tailpiece	Max Fatchen
Tastes	John Foster
Before the Bath	Corinna Marsh
Lions and Tigers	A Nightingale

2. The learner will bring a favourite toy or object into the examination room. The examiner will use this to initiate a short conversation with the learner.

Preparatory

1. The learner will speak from memory one of the following poems:

Tarantula
The Answers
Stripey Tiger
Sock Song
Footprints
The Ugstabuggle

Clare Bevan
Robert Clairmont
Daphne Lister
Ian McMillan
John Travers Moore
Peter Wesley-Smith

2. The learner will bring a picture, photograph or postcard, with which they are familiar, into the examination room. The examiner will use this to initiate a short conversation with the learner.

Preliminary

1. The learner will speak from memory one of the following poems:

Going Swimming
Story Time
Star-trip
The Babysitter
Grown out of
Yuck

Alison Chisholm
Andrew Collett
Barbara Ireson
Lindsay MacRae
Tony Mitton
Paul Rogers

2. The learner will bring a favourite book into the examination room. The examiner will use this to initiate a short conversation with the learner about the content of the book. Please note that the learner will not be asked to read aloud.

Marking Scheme

Learners will receive a written Examination Report, outlining areas of achievement, and a Band of Attainment.

There are four Bands of Attainment:

Distinction
Merit
Pass
Below Pass

Introductory

Learning Outcomes

Interpretation

The learner will be able to:

1. Speak a short poem accurately from memory 1.1
2. Make sense of the words 2.1
3. Speak a poem with expression 3.1
4. Communicate a short poem with confidence 4.1

Technique

The learner will be able to:

5. Communicate with sufficient audibility for the performance space 5.1
6. Communicate with sufficient clarity 6.1

Knowledge

The learner will be able to:

7. Maintain concentration in a conversation 7.1
8. Understand simple questions about a chosen toy or object and respond accordingly 8.1

Assessment Criteria: Pass

The learner can:

- 1.1 Speak from memory the short verse selection with no more than 3 prompts
- 2.1 Communicate the basic sense of some words in the verse selection
- 3.1 Speak the poem with some expression
- 4.1 Speak the poem with some confidence

The learner can:

- 5.1 Speak with audibility appropriate for the performance space some of the time
- 6.1 Speak clearly some of the time

The learner can:

- 7.1 Maintain concentration in a conversation for some of the time
- 8.1 Respond adequately and appropriately to some questions about the chosen toy or object

Introductory

Assessment Criteria

Merit

Distinction

Interpretation

The learner can:

The learner can:

- 1.1 Speak from memory the short verse selection with no more than 2 prompts
- 2.1 Communicate the sense of most words in the verse selection
- 3.1 Speak the poem with expression most of the time
- 4.1 Speak the poem with confidence most of the time

- 1.1 Speak from memory the short verse selection without any prompts
- 2.1 Communicate the sense of all the words in the verse selection
- 3.1 Speak the whole poem with expression
- 4.1 Speak the whole poem with confidence

Technique

The learner can:

The learner can:

- 5.1 Speak with audibility appropriate for the performance space most of the time
- 6.1 Speak clearly most of the time

- 5.1 Speak with sustained audibility appropriate for the performance space
- 6.1 Speak with sustained clarity

Knowledge

The learner can:

The learner can:

- 7.1 Maintain concentration in a conversation for most of the time
- 8.1 Respond adequately and appropriately to most questions about the chosen toy or object

- 7.1 Sustain concentration throughout a conversation
- 8.1 Respond adequately and appropriately to all questions about the chosen toy or object

Preparatory

Learning Outcomes

Interpretation

The learner will be able to:

1. Speak a short poem accurately from memory
2. Make sense of the words
3. Speak a poem with expression
4. Communicate a short poem with confidence

Assessment Criteria: Pass

The learner can:

- 1.1 Speak from memory the verse selection with no more than 3 prompts
- 2.1 Communicate the basic sense of some words in the verse selection
- 3.1 Speak the poem with some expression
- 4.1 Speak the poem with some confidence

Technique

The learner will be able to:

5. Communicate with sufficient audibility for the performance space
6. Communicate with sufficient clarity

The learner can:

- 5.1 Speak with audibility appropriate for the performance space some of the time
- 6.1 Speak clearly some of the time

Knowledge

The learner will be able to:

7. Maintain concentration in a conversation
8. Understand questions about a chosen photograph, picture or postcard and respond accordingly

The learner can:

- 7.1 Maintain concentration in a conversation for some of the time
- 8.1 Respond adequately and appropriately to some questions about the chosen photograph, picture or postcard

Preparatory

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Speak from memory the short verse selection with no more than 2 prompts
- 2.1 Communicate the sense of most words in the verse selection
- 3.1 Speak the poem with expression most of the time
- 4.1 Speak the poem with confidence most of the time

Technique

The learner can:

- 5.1 Speak with audibility appropriate for the performance space most of the time
- 6.1 Speak clearly most of the time

Knowledge

The learner can:

- 7.1 Maintain concentration in a conversation for most of the time
- 8.1 Respond adequately and appropriately to most questions about the chosen photograph, picture or postcard

Distinction

The learner can:

- 1.1 Speak from memory the short verse selection without any prompts
- 2.1 Communicate the sense of all the words in the verse selection
- 3.1 Speak the whole poem with expression
- 4.1 Speak the whole poem with confidence

The learner can:

- 5.1 Speak with sustained audibility appropriate for the performance space
- 6.1 Speak with sustained clarity

The learner can:

- 7.1 Sustain concentration throughout a conversation
- 8.1 Respond adequately and appropriately to all questions about the chosen photograph, picture or postcard

Preliminary

Learning Outcomes

Interpretation

The learner will be able to:

1. Speak a poem accurately from memory
2. Make sense of the words
3. Speak a poem with expression
4. Communicate a poem with confidence

Assessment Criteria: Pass

The learner can:

- 1.1 Speak from memory the verse selection with no more than 3 prompts
- 2.1 Communicate the sense of some words in the verse selection
- 3.1 Speak the poem with some expression
- 4.1 Speak the poem with some confidence

Technique

The learner will be able to:

5. Communicate with sufficient audibility for the performance space
6. Communicate with sufficient clarity and confidence

The learner can:

- 5.1 Speak with audibility appropriate for the performance space some of the time
- 6.1 Speak clearly some of the time
- 6.2 Engage in a basic conversation

Knowledge

The learner will be able to:

7. Maintain concentration in a conversation
8. Understand questions about a chosen book and respond accordingly

The learner can:

- 7.1 Maintain concentration in a conversation for some of the time
- 8.1 Respond adequately and appropriately to some questions about the chosen book

Preliminary

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Speak from memory the short verse selection with no more than 2 prompts
- 2.1 Communicate the sense of most words in the verse selection
- 3.1 Speak the poem with expression most of the time
- 4.1 Speak the poem with confidence most of the time

Technique

The learner can:

- 5.1 Speak with audibility appropriate for the performance space most of the time
- 6.1 Speak clearly most of the time
- 6.2 Engage in a conversation displaying confidence most of the time

Knowledge

The learner can:

- 7.1 Maintain concentration in a conversation for most of the time
- 8.1 Respond adequately and appropriately to most questions about the chosen book

Distinction

The learner can:

- 1.1 Speak from memory the short verse selection without any prompts
- 2.1 Communicate the sense of all the words in the verse selection
- 3.1 Speak the whole poem with expression
- 4.1 Speak the whole poem with confidence

The learner can:

- 5.1 Speak with sustained audibility appropriate for the performance space
- 6.1 Speak with sustained clarity
- 6.2 Sustain a confident conversation

The learner can:

- 7.1 Sustain concentration throughout a conversation
- 8.1 Respond adequately and appropriately to all questions about the chosen book

**Graded Examinations In Communication:
Speaking Verse and Prose**

From 1 September 2009

Graded Examinations in Communication: Speaking Verse and Prose

Purpose of the Qualification

LAMDA examinations in *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 Qualification

1. Interpretative skills

Learners will be required to:

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

2. Technical skills

Learners will be required to:

- build skills in voice, diction, posture and versification.

3. Knowledge of literature

Learners will be required to:

- research the writers' biographical details and context
- understand voice, speech and versification theory in order to realise the specific demands of the text.

Structure

The qualification is available at four levels, in line with the Qualifications and Credit Framework.

Entry Level	Entry 3
Level 1	Grades 1, 2, 3
Level 2	Grades 4, 5

Level 3

Grade 6 - Bronze Medal, Grade 7 - Silver Medal,
Grade 8 - Gold Medal

Learning outcomes and assessment criteria are set at each level, often covering a range of grades (e.g. Level 1 covers Grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because:

- Set repertoire increases in linguistic and technical difficulty as the grades progress
- The knowledge required increases in technical difficulty as the grades progress.

General Notes and Regulations

1. Set selections of verse and prose for each grade level are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*.
2. More detailed information on the required theoretical knowledge for each grade level is available in *Knowledge Matters* – a LAMDA Publication.
3. Learners may perform the prepared elements of an examination in any order.
4. Learners must bring legible copies of all selections for the examiner.
5. The book from which a prose piece has been taken must be read in its entirety. Short story reading guidelines are listed at the relevant grade level within the syllabus specification.
6. All prose selections were in print at the time of this syllabus going to print. However, if the book is impossible to obtain, learners will choose another listed selection from the same grade level.
7. Prompters are not permitted. Examiners may prompt at their discretion.
8. Selected repertoire must be performed in English.

Please refer to *Repertoire Guidelines and Regulations* listed at each Level.

Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

1. Make sense of the written word
2. Memorise words accurately
3. Reveal an awareness of the rhythm and shape of the verse selection.

Technique

The learner will be able to:

4. Communicate with sufficient audibility for the performance space
5. Communicate with sufficient clarity in order to be understood
6. Share text with others.

Knowledge

7. The learner will be able to define the meaning of individual words within the selected verses.

Amplification of the Learning Outcomes

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

Audibility – utilising sufficient breath and resonance so that the sound can be heard by the examiner

Performance space – the area in which the learner presents the verse

Clarity – articulating sufficiently, without losing the sense or flow of the text, in order to be understood by the examiner

Level Descriptor

Learners will be able to show that they understand the meaning of what they are speaking. They will perform from memory, audibly and clearly, with some confidence, and a sense of enthusiasm and enjoyment.

Repertoire Guidelines and Regulations

1. The learner will select one piece of verse from the list of set selections and one piece of verse of their own choice.
2. Set selections of verse are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*.
3. The own choice verse must not exceed **two** minutes in length; long enough to allow learners to maintain concentration to the end.
4. The own choice verse must be published but not set elsewhere in this syllabus specification.
5. The content of the own choice verse must be simple and straightforward, relating to familiar subjects and contexts, real or imagined.
6. The language of the own choice verse must be simple and accessible, with vocabulary that conveys meaning clearly and unambiguously.
7. The own choice verse must differ in mood from the set verse, enabling the learner to display some contrast.

Total time allowance

10 minutes

Examination Content

Entry

1. Interpretation and Technique

The learner will speak from memory one of the following pieces of verse:

Lizard	Moira Andrew
Football	Jacqueline Emery
Magic Cat	Peter Dixon
Night Sounds	Berlie Doherty
The Wizard Said:	Richard Edwards
Thirst	H Hancock
Monkey	Herbert Kretzmer
Tiptoe	Karla Kuskin

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Knowledge

The learner will answer questions on the following:

- The meaning and general content of the selections.
- The meaning of individual words in both selections.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 1

Learning Outcomes

Interpretation

The learner will be able to:

1. Convey feeling and changes in mood
2. Use key words to communicate meaning.

Technique

The learner will be able to:

3. Adopt appropriate posture
4. Allow the face to reflect inner feeling
5. Create vocal contrast between moods
6. Create vocal contrast between thoughts
7. Create vocal contrast between narrative and dialogue (Grades 2 and 3)
8. Demonstrate clarity of diction.

Knowledge

9. The learner will be able to describe the general content, meaning and mood of both the verse and/or prose selections. At Grade 3 the learner will also be able to identify the fundamental differences between verse and prose.

Amplification of the Learning Outcomes

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

Meaning – the sense behind the words of the text

Mood – the emotion behind the words of the text

Vocal contrast – varying pitch, intonation, pace, volume, tone colour, intensity

Appropriate posture – centred with length in the spine and a relaxed upper body, which supports breath and voice, allowing them to flow freely

Inner feeling reflected on the face – expressing, without overstating, the emotion behind the words through facial expression

For amplification of *the fundamental differences between verse and prose* (knowledge requirements) please refer to *Knowledge Matters* (a LAMDA publication).

Level Descriptor

Learners 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. They will speak from memory, audibly and clearly, with a sense of spontaneity. Through variations in volume, pace and pitch they will be able to create and convey mood. Their apt use of body and space will complement their vocal performance.

Repertoire Guidelines and Regulations

1. At Grade 1 the learner will select one piece of verse from the list of set selections and one piece of verse of their own choice.
2. At Grades 2 and 3 the learner will select one verse or one prose piece from the set selections, followed by one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for section 1, verse if prose has been selected.
3. Set selections of verse and prose are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*. The learner will speak the chosen prose selection as presented in *The LAMDA Anthology* and not any other piece from the same book.

4. **The own choice verse or prose must not exceed two minutes in length.**
5. The own choice verse or prose must be published but not set elsewhere in this syllabus specification.
6. The content of the own choice selection may go beyond easily recognisable events and stories so that learners can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
7. The language of the own choice selection must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.
8. The own choice selection must differ in theme *or* mood from the set selection, enabling the learner to display some contrast.

Total time allowance for each grade

10 minutes

Examination Content

Grade 1

1. Interpretation and Technique

The learner will speak from memory one of the following pieces of verse:

About the Teeth of Sharks	John Ciardi
The Sound	Ruth Dalton
Ears	Max Fatchen
House Fear	Robert Frost
Summing Up	Nigel Gray
Palanquin Bearers	Sarojini Naidu
Unfair	Michael Rosen
The Eagle	Alfred Lord Tennyson

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Knowledge

The learner will answer questions on the following:

- The mood, content and contrast between selections.

- The meaning of the selections.
- The meaning of individual words in both selections.

Grade 2

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

Twilight	Leonard Clark
Amanda!	Robin Klein
The Song of Hiawatha	H W Longfellow
The Witch's Brew	Wes Magee
The Sound Collector	Roger McGough
A Fierce Pirate Crew	Eleanor McLeod
Escape Plan	Roger Stevens
The Computer's Swallowed Grandma	Valerie Waite

Prose

Molly Moon's Incredible Book of Hypnotism	Georgia Byng
Alice in Wonderland	Lewis Carroll
Shadow of the Minotaur	Alan Gibbons
Harry's Mad	Dick King-Smith
The Snow Spider Trilogy	Jenny Nimmo
A Handful of Horrid Henry	Francesca Simon
The Owl who was Afraid of the Dark	Jill Tomlinson
Spid	Ursula Moray Williams

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Knowledge

The learner will answer questions on the following:

- An outline of the story of the book from which the prose selection has been taken.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades.

Grade 3

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

The Hurt Boy and the Birds
The Dentist and the Crocodile
Snow
Christmas Thank Yous
Tracey's Tree
Dreaming the Unicorn
Babies are Boring
Testing

John Agard
Roald Dahl
Walter de la Mare
Mick Gowar
Wes Magee
Tony Mitton
Peter Mortimer
Bob Sparrow

Prose

Artemis Fowl
What Katy Did
The Demon Headmaster
The Blue Roan Child
Here Lies Arthur
Smugglers
The Hundred-Mile-an-Hour Dog
Hitler's Canary

Eoin Colfer
Susan Coolidge
Gillian Cross
Jamieson Findlay
Phillip Reeve
Christopher Russell
Jeremy Strong
Sandi Toksvig

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Knowledge

The learner will be asked questions on any of the following:

- Two characters in the story from which the prose selection has been taken.
- The fundamental differences between verse and prose.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 2

Learning Outcomes

Interpretation

The learner will be able to:

1. Convey style and content
2. Engage with the author's thoughts and feelings
3. Sight-read, making eye contact with the audience.

Technique

The learner will be able to:

4. Co-ordinate physical and vocal expression
5. Sustain muscular use of articulative organs, appropriate to the text
6. Sustain the thought and vocal power through to the end of the phrase
7. Use body language as an interpretative device
8. Use modulation.

Knowledge

The learner will be able to describe:

9. Figures of Speech (Grades 4 and 5)
10. Phrasing and Pausing (Grade 5)
11. The content and characters of the book from which the prose selection has been taken.

Amplification of the Learning Outcomes

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

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

Sight-read – to read aloud a previously unseen text

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

Articulative organs – tongue, teeth, teeth ridge, hard palate, soft palate, lips

Muscular use of the articulative organs – using sufficient pressure in order to articulate consonant sounds crisply

Sustaining thought and vocal power – keeping sound and thought focused until the end of the phrase so that the voice does not fade away

Body language – communicating thought and feeling non-verbally, if appropriate

For amplification of *figures of speech*, *phrasing* and *pausing* (knowledge requirements) please refer to *Knowledge Matters* (a LAMDA publication).

Clarity - clear speech and diction with secure use of the articulative organs.

Level Descriptor

Learners will be able to support their intentions in performance by demonstrating a sound understanding of the material, leading to an imaginative interpretation in which there is consistent application of developing technical skills. Presentation will be audible and intelligible with vocal variation through which shades of mood, meaning and contrasts are communicated. Effective preparation and study will be evident, leading to a secure performance with a sense of spontaneity. Use of voice, body and space will be effectively combined to communicate the text and engage the audience.

Repertoire Guidelines and Regulations

1. The learner will select one verse or one prose passage from the set selections, followed by one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for section 1, verse if prose has been selected.
2. Set selections of verse and prose are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*. The learner will speak the chosen prose selection as presented in *The LAMDA Anthology* and not any other piece from the same book.

3. The own choice verse or prose must not exceed **three** minutes in length.
4. The own choice verse or prose must be published but not set elsewhere in this syllabus specification.
5. The content of the own choice selection must go beyond easily recognisable events and stories so that learners can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
6. The language of the own choice selection must contain some subtlety in vocabulary and syntax so that there are opportunities for a variety of approaches and interpretative choices.
7. The own choice selection must differ in theme *and* mood from the set selection, enabling the learner to display some contrast.

Total time allowance for each grade

15 minutes

Examination Content

Grade 4

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

Assembly
 We Are Not Alone
 The Elephant Child
 Dear Mum
 Creative Writing
 The Street Healer of Karachi
 Dolphins
 Spotlight

Anne Bell
 Dave Calder
 Sue Cowling
 Brian Patten
 Gervase Phinn
 Shehnaz Somjee
 Stephen Spender
 Matthew Sweeney

Prose

The Diamond of Drury Lane
 Raven's Gate
 The Giver
 Chinese Cinderella
 Out of the Ashes
 Wolf Brother

Julia Golding
 Anthony Horowitz
 Lois Lowry
 Adeline Yen Mah
 Michael Morpurgo
 Michelle Paver

The Wee Free Men
Shadowmancer

Terry Pratchett
G P Taylor

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Interpretation and Technique

The learner will read at sight a text provided by the examiner. One minute may be taken to view the text prior to the reading. Learners diagnosed as dyslexic will be given a large print text to study fifteen minutes prior to the examination. Please refer to the *Reasonable Adjustments* section for further details.

4. Knowledge

The learner will answer questions on the following:

- The relationship between two characters of the learner's choice in the story from which the prose selection has been taken.
- Figures of Speech: alliteration, assonance, onomatopoeia, antithesis, pun, simile, metaphor. Definitions must be illustrated with examples from the chosen pieces where possible.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades.

Grade 5

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

The Witch
Full Moon and Little Frieda
Remember
Someone let the Cat out
The Tunnel
Mirage
Water Picture
Black Monday Lovesong

Mary Elizabeth Coleridge
Ted Hughes
Elizabeth Jennings
Jonathan Lamb
Brian Lee
Philip R. Rush
May Swenson
A S J Tessimond

Prose

Noughts and Crosses	Malorie Blackman
The Ratcatcher *	Roald Dahl
I, Coriander	Sally Gardner
The No. 1 Ladies' Detective Agency	Alexander McCall Smith
A Pack of Lies	Geraldine McCaughrean
War Horse	Michael Morpurgo
Daughter of Venice	Donna Jo Napoli
The Canterville Ghost	Oscar Wilde

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Interpretation and Technique

The learner will read at sight a text provided by the examiner. One minute may be taken to view the text prior to the reading. Learners diagnosed as dyslexic will be given a large print text to study fifteen minutes prior to the examination. Please refer to the *Reasonable Adjustments* section for further details.

4. Knowledge

The learner will answer questions on the following:

- The main plot of the book from which the prose selection has been taken together with its development and outcome.
- Phrasing: sense-groups, breath-groups, parenthesis. Definitions must be illustrated with examples from the chosen pieces where possible.
- Pausing: sense pause, emphatic pause, rhythmical or metrical pause, suspensory pause, caesural pause, emotional pause. Definitions must be illustrated with examples from the chosen pieces where possible.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades.

* Learners who choose to present *The Ratcatcher* must read the whole story in preparation for the discussion and also read one other short story by Roald Dahl.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 3

Learning Outcomes

Interpretation

The learner will be able to:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth
4. Sight-read fluently, sharing the text and making eye contact with the audience.

Technique

The learner will be able to:

5. Create a physical response that illuminates the vocal imagery
6. Use a supported and free vocal tone
7. Use flexible articulation to support and inform the performance
8. Use modulation to reveal layers of meaning.

Knowledge

The learner will be able to describe:

9. Breathing, voice production, resonance and projection
10. Emphasis and modulation (Grades 7 and 8 only)
11. Metre, rhythm, verse form (Grades 7 and 8 only)
12. The content and characters of the book from which the selections have been taken
13. The writers' key biographical details and the context of their writing (Grade 8 only).

Amplification of the Learning Outcomes

Communicating text, subtext and context – communicating the meaning of the text (that which is stated); communicating the meaning of the subtext (that which is indicated but not stated); and ensuring that this is placed within an understanding of the framework of the novel as a whole.

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

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

Sight-read fluently - to read aloud a previously unseen text, whilst maintaining rhythmic flow

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

Flexible articulation – varying articulation according to the period, form and/or style of the text: this may include the use of accent/dialect

Modulation – varying pitch, intonation, pace, volume, tone colour, use of pause and stress

Physical response – responding to the imagery non-verbally, as appropriate

For amplification of the knowledge requirements please refer to *Knowledge Matters (a LAMDA publication.)*

Level Descriptor

Learners will be able to integrate their knowledge and skills consciously, demonstrating a mature understanding of the material. There will be a sense of ownership and self-awareness resulting in a sensitive interpretation. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to engage the audience wholeheartedly.

Repertoire Guidelines and Regulations

1. *Grade 6 – Bronze Medal* learners must select one verse or one prose piece from the set selections, followed by one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for the set selection, verse if prose has been selected.

2. *Grade 7 – Silver Medal* learners must select either one verse or one prose piece from the set selections; a sonnet from the set selection and one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for the set selection, verse if prose has been selected.
3. *Grade 8 – Gold medal* learners must select either one verse or one prose piece from the set selections, followed by a Shakespeare sonnet and one verse or one prose of their own choice. Own choice selection must be prose if verse has been selected for the set selection, verse if prose has been selected.
4. Set selections of verse and prose are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*. The learner will speak the chosen prose selection as presented in *The LAMDA Anthology* and not any other piece from the same book.
5. The own choice verse or prose must not exceed **three** minutes in length.
6. The own choice verse or prose must be published but not set elsewhere in this syllabus specification.
7. The own choice selection must enable the learner to engage with complex emotions and universal themes.
8. The content and language of the own choice selection must be technically challenging e.g. in terms of vocal range and dexterity.
9. The own choice selection must differ in genre and style or theme and mood from the set selection, enabling the learner to display range and ability.

Total 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

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

Epitaph for an Elderly Actress	Noël Coward
Conversation with a Survivor	Erich Fried
Snow in the Suburbs	Thomas Hardy
Antarctica	Derek Mahon
The Highwayman (Part One)	Alfred Noyes
Anthem for Doomed Youth	Wilfred Owen
Swim Right Up To Me	Katherine Pierpoint
India	W J Turner

Prose

The Life and Times of The Thunderbolt Kid	Bill Bryson
Hullabaloo in the Guava Orchard	Kiran Desai
The Withered Arm (Wessex Tales) *	Thomas Hardy
The Lollipop Shoes	Joanne Harris
The Life of Pi	Yann Martel
Eragon	Christopher Paolini
I am a cloud, I can blow anywhere	Jonathan and Shirley Tulloch
Young Men in Spats	P G Wodehouse

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Interpretation and Technique

The learner will read at sight a text provided by the examiner. One minute may be taken to view the text prior to the reading. Learners diagnosed as dyslexic will be given a large print text to study fifteen minutes prior to the examination. Please refer to the *Reasonable Adjustments* section for further details.

4. Knowledge

The learner will answer questions on the following:

- The key themes in the book from which the prose selection has been taken.
- Breathing, voice and basic speech production, resonance and projection.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades and will be able to analyse how this knowledge has impacted on their own performance.

* Learners who choose to present *The Withered Arm* must read the whole story in preparation for the discussion and also read one other short story by Thomas Hardy.

Grade 7 – Silver Medal

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

The Telephone Call	Fleur Adcock
When I Dance	James Berry
The Right Word	Imtiaz Dharker
Mother-in-law	U A Fanthorpe
Yew Tree Guest House	Phoebe Hesketh
Sand Artist	James Kirkup
Blackberrying	Sylvia Plath
Dress Rehearsals	Robin Robertson

Prose

Every Man for Himself	Beryl Bainbridge
Great Expectations	Charles Dickens
A Room with a View	E M Forster
The Riddler's Gift	Greg Hamerton
Cider with Rose	Laurie Lee
If Nobody Speaks of Remarkable Things	John McGregor
The Other Side of the Dale	Gervase Phinn
Tobermory (The Chronicles of Clovis)	Saki

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*.

The title and author must be announced prior to the performance.

3. Interpretation and Technique

The learner will speak from memory a sonnet written by any of the following poets: William Wordsworth, Edna St. Vincent Millay, Elizabeth Barrett Browning or John Donne. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

4. Interpretation and Technique

The learner will read at sight a text provided by the examiner. One minute may be taken to view the text prior to the reading. Learners diagnosed as dyslexic will be given a large print text to study fifteen minutes prior to the examination. Please refer to the *Reasonable Adjustments* section for further details.

5. Knowledge

The learner will answer questions about the following:

- The text and subtext of the book from which the prose selection has been taken and its context within it.
- Specific verse forms: blank verse, free verse and sonnet form.
- Emphasis and modulation which includes stress, volume, pace, rate, pitch, inflection, tone colour and intensity. Definitions must be illustrated with examples from the chosen pieces where possible.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades.

Grade 8 – Gold Medal

1. Interpretation and Technique

The learner will speak from memory one verse *or* one prose selection from the following:

Verse

Never Was Anything So Deserted
The Flea
Sarajevo
Digging
My Rival
An Arundel Tomb
Bat
Siesta

Laurence Binyon
John Donne
Lawrence Durrell
Seamus Heaney
Rudyard Kipling
Philip Larkin
D H Lawrence
Gareth Owen

Prose

Sense and Sensibility
Arthur and George
The City of Falling Angels
The Kite Runner
A Short History of Tractors in Ukrainian
The Fall of the House of Usher *

Jane Austen
Julian Barnes
John Berendt
Khaled Hosseini
Marina Lewycka
Edgar Allan Poe

Cannery Row
The Colour

John Steinbeck
Rose Tremain

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory any sonnet by William Shakespeare.

The title must be announced prior to the performance.

3. Interpretation and Technique

The learner will speak from memory a prose passage of their own choice, if verse was selected in Section 1. If prose was selected in Section 1, then the learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

4. Interpretation and Technique

The learner will read at sight a text provided by the examiner. One minute may be taken to view the text prior to the reading. Learners diagnosed as dyslexic will be given a large print text to study fifteen minutes prior to the examination. Please refer to the *Reasonable Adjustments* section for further details.

5. Knowledge

The learner will answer questions on the following:

- A detailed understanding of the content of the chosen selections.
- The writers' key biographical details and context of their writing.
- Metre and rhythm: iambic, trochaic, anapaestic, dactylic and spondaic rhythms. Definitions must be illustrated with examples from the chosen pieces where possible.

The learner will be prepared to discuss with the examiner any aspect of theory specified for previous grades.

* Learners who choose to present *The Fall of the House of Usher* must read the whole story in preparation for the discussion and also read two other short stories by Edgar Allan Poe.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

1. Make sense of the written word
2. Memorise words accurately
3. Reveal an awareness of the rhythm and shape of the verse selection

Technique

The learner will be able to:

4. Communicate with sufficient audibility for the performance space
5. Communicate with sufficient clarity in order to be understood
6. Share text with others

Knowledge

The learner will be able to:

7. State the meaning and general content of the 2 verse selections

Assessment Criteria: Pass

The learner can:

- 1.1 Communicate the sense of the written word in the 2 verse selections
- 2.1 Speak from memory the 2 verse selections
- 2.2 Recall the 2 verse selections with no more than 2 prompts
- 3.1 Demonstrate a basic awareness of the rhythm and shape of the 2 verse selections

The learner can:

- 4.1 Speak the 2 verse selections with audibility appropriate to the performance space
- 5.1 Speak with some clarity in order to be understood
- 6.1 Communicate through performance the meaning of the 2 verse selections

The learner can:

- 7.1 Give the meaning of 4 individual words in the 2 verse selections with no more than 2 errors
- 7.2 Outline the general content of the 2 verse selections

Entry Level
Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Communicate the sense of the written word coherently
- 2.1 Speak from memory the 2 verse selections with accuracy
- 2.2 Recall the 2 verse selections with no more than 1 prompt
- 3.1 Demonstrate a consistent awareness of the rhythm and shape of the 2 verse selections

Technique

The learner can:

- 4.1 Communicate with sufficient audibility for the performance space
- 5.1 Speak with clarity most of the time
- 6.1 Communicate a secure understanding of the text through performance

Knowledge

The learner can:

- 7.1 Give the accurate meaning of 4 individual words in the 2 verse selections with no more than one error
- 7.2 Describe the content of the 2 verse selections

Distinction

The learner can:

- 1.1 Communicate the specific sense of the written words
- 2.1 Speak from memory the 2 verse selections with accuracy and fluency
- 2.2 Recall the 2 verse selections without a prompt
- 3.1 Demonstrate a confident sense of the rhythm and shape of the 2 verse selections

The learner can:

- 4.1 Communicate with audibility appropriate for the performance space throughout the performance
- 5.1 Speak with sustained clarity appropriate for the chosen material
- 6.1 Communicate a confident understanding of the text through performance

The learner can:

- 7.1 Define all 4 individual words in the 2 verse selections accurately
- 7.2 Detail the content of the 2 verse selections

Level 1: Grade 1

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Convey feeling and changes in mood
2. Use key words to communicate meaning

- 1.1 Indicate basic feeling in the 2 verse selections
- 1.2 Indicate basic changes in mood in the 2 verse selections
- 2.1 Use sufficient key words to communicate the meaning of the 2 verse selections

Technique

The learner will be able to:

The learner can:

3. Adopt appropriate posture
4. Allow the face to reflect inner feeling
5. Create vocal contrast between moods
6. Create vocal contrast between thoughts
7. Demonstrate clarity of diction

- 3.1 Adopt appropriate posture some of the time
- 4.1 Use the face to reflect some inner feeling whilst performing the 2 verse selections
- 4.2 Use some eye contact with the imagined audience
- 5.1 Demonstrate some vocal contrast between moods
- 6.1 Demonstrate some vocal contrast between thoughts
- 7.1 Speak with some clarity of diction

Knowledge

The learner will be able to:

The learner can:

8. Describe the general content, meaning and mood of the verse selections

- 8.1 Give the meaning of 4 individual words in the 2 verse selections with not more than 2 errors
- 8.2 Explain the content of the 2 verse selections
- 8.3 Outline the mood and contrast between the 2 verse selections

Level 1: Grade 1

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Convey feeling in the 2 verse selections most of the time
- 1.2 Indicate appropriate changes in mood in the 2 verse selections most of the time
- 2.1 Use key words consistently to communicate the meaning of the 2 verse selections

Technique

The learner can:

- 3.1 Adopt appropriate posture most of the time
- 4.1 Use the face to reflect inner feeling whilst performing the 2 verse selections
- 4.2 Use appropriate eye contact with the imagined audience
- 5.1 Demonstrate vocal contrast between moods most of the time
- 6.1 Demonstrate vocal contrast between thoughts most of the time
- 7.1 Speak with clarity of diction most of the time

Distinction

The learner can:

- 1.1 Convey a strong sense of feeling in the 2 verse selections throughout the performance
- 1.2 Indicate specific changes in mood in the 2 verse selections throughout the performance
- 2.1 Use key words to communicate meaning specifically and coherently
- 3.1 Adopt and sustain appropriate posture
- 4.1 Allow the face to reflect the full range of inner feeling throughout the performance
- 4.2 Sustain appropriate eye contact with the imagined audience
- 5.1 Create appropriate vocal contrast between moods throughout the performance
- 6.1 Create appropriate vocal contrast between thoughts throughout the performance
- 7.1 Sustain clarity of diction throughout the performance

Knowledge

The learner can:	The learner can:
8.1 Give the accurate meaning of 4 individual words in the 2 verse selections with no more than one error	8.1 Define all 4 individual words in the 2 verse selections accurately
8.2 Describe the content of the 2 verse selections	8.2 Detail the content of the 2 verse selections
8.3 Describe the mood and contrast between the 2 verse selections	8.3 Describe in detail the mood and contrast between the 2 verse selections

Level 1: Grade 2

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Convey feeling and changes in mood

- 1.1 Indicate some appropriate feeling in the verse and prose selections

- 1.2 Indicate some changes in mood in the verse and prose selections

2. Use key words to communicate meaning

- 2.1 Use sufficient key words to communicate meaning in the verse and prose selections

Technique

The learner will be able to:

The learner can:

3. Adopt appropriate posture

- 3.1 Adopt appropriate posture some of the time

4. Allow the face to reflect inner feeling

- 4.1 Reflect some inner feeling using the face

- 4.2 Use some appropriate eye contact with the imagined audience

5. Create vocal contrast between moods

- 5.1 Demonstrate some vocal contrast between moods

6. Create vocal contrast between thoughts

- 6.1 Demonstrate some vocal contrast between thoughts

7. Create vocal contrast between narrative and dialogue

- 7.1 Demonstrate some vocal contrast between narrative and dialogue

8. Demonstrate clarity of diction

- 8.1 Speak with some clarity of diction

Knowledge

The learner will be able to:

The learner can:

9. Outline the story of the book from which the prose selection has been taken

- 9.1 State the story outline of the prose selection

- 10. Describe the general content, meaning and mood of the verse and prose selections
 - 10.1 Explain the content of the verse and prose selections
 - 10.2 Outline the mood and contrast between the verse and prose selections
- 11. Define the meaning of 4 individual words within the 2 selections
 - 11.1 Give the meaning of 4 individual words in the verse and prose selections with no more than 2 errors

Level 1: Grade 2

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Convey feeling in the verse and prose selections most of the time
- 1.2 Indicate appropriate changes in mood in the verse and prose selections most of the time
- 2.1 Use key words consistently to communicate meaning in the verse and prose selections

Technique

The learner can:

- 3.1 Adopt appropriate posture most of the time
- 4.1 Use the face to reflect inner feeling most of the time
- 4.2 Use appropriate eye contact with the imagined audience
- 5.1 Demonstrate vocal contrast between moods most of the time
- 6.1 Demonstrate vocal contrast between thoughts most of the time
- 7.1 Demonstrate vocal contrast between narrative and dialogue most of the time
- 8.1 Speak with clarity of diction most of the time

Distinction

The learner can:

- 1.1 Convey a strong sense of feeling in the verse and prose selections throughout the performance
- 1.2 Indicate specific changes in mood in the verse and prose selections throughout the performance
- 2.1 Use key words to communicate meaning specifically and coherently
- 3.1 Adopt and sustain appropriate posture
- 4.1 Allow the face to reflect the full range of inner feeling throughout the performance
- 4.2 Sustain appropriate eye contact with the imagined audience
- 5.1 Create appropriate vocal contrast between moods throughout the performance
- 6.1 Create appropriate vocal contrast between thoughts throughout the performance
- 7.1 Create appropriate vocal contrast between narrative and dialogue throughout the performance
- 8.1 Sustain clarity of diction throughout the performance

Knowledge

The learner can:

- 9.1 Describe the story outline of the prose selection
- 10.1 Describe the content of the verse and prose selections
- 10.2 Describe the mood and contrast between the verse and prose selections
- 11.1 Give the accurate meaning of 4 individual words within the verse and prose selections with no more than one error

The learner can:

- 9.1 Detail the story outline of the prose selection
- 10.1 Explain in detail the content of the verse and prose selections
- 10.2 Describe in detail the mood and contrast between the verse and prose selections
- 11.1 Define all 4 individual words in the verse and prose selections accurately

Level 1: Grade 3

Learning Outcomes

Interpretation

The learner will be able to:

1. Convey feeling and changes in mood
2. Use key words to communicate meaning

Technique

The learner will be able to:

3. Adopt appropriate posture
4. Allow the face to reflect inner feeling
5. Create vocal contrast between moods
6. Create vocal contrast between thoughts
7. Create vocal contrast between narrative and dialogue
8. Demonstrate clarity of diction

Knowledge

The learner will be able to:

9. Identify the fundamental differences between verse and prose

Assessment Criteria: Pass

The learner can:

- 1.1 Indicate some appropriate feeling in the verse and prose selections
- 1.2 Indicate some changes in mood in the verse and prose selections
- 2.1 Use sufficient key words to communicate meaning in the verse and prose selections.

The learner can:

- 3.1 Adopt appropriate posture some of the time
- 4.1 Reflect some inner feeling using the face
- 4.2 Use some eye contact with the imagined audience
- 5.1 Demonstrate some vocal contrast between moods
- 6.1 Demonstrate some vocal contrast between thoughts
- 7.1 Demonstrate some vocal contrast between narrative and dialogue
- 8.1 Speak with some clarity of diction

The learner can:

- 9.1 Describe the basic differences between verse and prose

- | | |
|---|--|
| 10. Describe 2 characters from the book from which the prose selection has been taken | 10.1 Describe 2 characters from the book from which the prose selection has been taken |
| 11. Describe the general content, meaning and mood of the verse and prose selections | 11.1 Explain the content of the verse and prose selections |
| | 11.2 Outline the mood and contrast between the verse and prose selections |
| 12. Define the meaning of 4 individual words within the verse and prose selections | 12.1 Give the meaning of 4 individual words in the verse and prose selections with no more than 2 errors |

Level 1: Grade 3

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Convey feeling in the verse and prose selections most of the time
- 1.2 Indicate appropriate changes in mood in the verse and prose selections most of the time
- 2.1 Use key words consistently to communicate meaning in the verse and prose selections

Technique

The learner will be able to:

- 3.1 Adopt appropriate posture most of the time
- 4.1 Use the face to reflect inner feeling most of the time
- 4.2 Use appropriate eye contact with the imagined audience
- 5.1 Demonstrate vocal contrast between moods most of the time
- 6.1 Demonstrate vocal contrast between thoughts most of the time
- 7.1 Demonstrate vocal contrast between narrative and dialogue most of the time
- 8.1 Speak with clarity of diction most of the time

Distinction

The learner can:

- 1.1 Convey a strong sense of feeling in the verse and prose selections throughout the performance
- 1.2 Indicate specific changes in mood in the verse and prose selections throughout the performance
- 2.1 Use key words to communicate meaning specifically and coherently
- 3.1 Adopt and sustain appropriate posture
- 4.1 Allow the face to reflect the full range of inner feeling throughout the performance
- 4.2 Sustain appropriate eye contact with the imagined audience
- 5.1 Create appropriate vocal contrast between moods throughout the performance
- 6.1 Create appropriate vocal contrast between thoughts throughout the performance
- 7.1 Create appropriate vocal contrast between narrative and dialogue throughout the performance
- 8.1 Sustain clarity of diction throughout the performance

Knowledge

The learner can:	The learner can:
9.1 Describe accurately the differences between verse and prose	9.1 Describe accurately and in detail the differences between verse and prose
10.1 Describe accurately 2 characters from the book from which the prose selection has been taken	10.1 Describe accurately and in detail 2 characters from the book from which the prose selection has been taken
11.1 Explain accurately the content of the verse and prose selections	11.1 Explain accurately and in detail the content of the verse and prose selections
11.2 Describe the mood and contrast between the verse and prose selections	11.2 Describe in detail the mood and contrast between the verse and prose selections
12.1 Give the accurate meaning of 4 individual words within the verse and prose selections with no more than one error	12.1 Define all 4 individual words in the verse and prose selections accurately

Level 2: Grade 4

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Convey style and content
2. Engage with the author's thoughts and feelings
3. Sight-read, making eye contact with the audience

- 1.1 Convey adequate style
- 1.2 Convey content some of the time
- 2.1 Reveal an understanding of the author's thoughts and feelings
- 3.1 Sight-read the selection with some expression
- 3.2 Sight-read coherently with no more than 4 lapses in fluency
- 3.3 Make some eye contact with the audience

Technique

The learner will be able to:

The learner can:

4. Co-ordinate physical and vocal expression
5. Sustain muscular use of articulative organs, appropriate to the text
6. Sustain the thought through to the end of the phrase
7. Sustain the vocal power through to the end of the phrase
8. Use body language as an interpretative device
9. Use modulation

- 4.1 Co-ordinate adequate physical and vocal expression
- 5.1 Use adequate clarity of diction
- 6.1 Sustain thoughts adequately through to the end of some phrases
- 7.1 Sustain vocal power adequately through to the end of some phrases
- 8.1 Use some body language appropriate to the text
- 9.1 Use some adequate modulation

Knowledge

The learner will be able to:

10. Describe figures of speech
11. Describe the content and characters of the book from which the prose selection has been taken

The learner can:

- 10.1 Describe in brief common figures of speech
- 11.1 Describe the content of the book from which the prose selection has been taken
- 11.2 Describe the characters of the book from which the prose selection has been taken

Level 2: Grade 4

Assessment Criteria

Merit

Distinction

Interpretation

The learner can:

The learner can:

1.1 Convey style most of the time

1.1 Convey style consistently with imagination

1.2 Convey content most of the time

1.2 Convey content consistently with imagination

2.1 Reveal a sound understanding of the author's thoughts and feelings

2.1 Engage with the author's thoughts and feelings fully and accurately

3.1 Sight-read with expression most of the time

3.1 Sight-read coherently and with expression

3.2 Sight-read coherently with no more than 2 lapses in fluency

3.2 Sight-read fluently and accurately

3.3 Use appropriate eye contact with the audience most of the time

3.3 Sustain appropriate eye contact with the audience

Technique

The learner can:

The learner can:

4.1 Co-ordinate physical and vocal expression most of the time

4.1 Co-ordinate physical and vocal expression throughout the performance

5.1 Demonstrate clarity of diction most of the time

5.1 Sustain clarity of diction throughout the performance

6.1 Sustain thoughts through to the end of most phrases

6.1 Sustain thoughts through to the end of phrases throughout the performance

7.1 Sustain vocal power through to the end of most phrases

7.1 Sustain vocal power through to the end of phrases throughout the performance

8.1 Use appropriate body language most of the time

8.1 Use body language as an interpretative adjunct

9.1 Use appropriate modulation most of the time

9.1 Use modulation specifically

Knowledge

The learner can:		The learner can:	
10.1	Describe most common figures of speech	10.1	Describe common figures of speech accurately and specifically
11.1	Explain accurately the content of the book from which the prose selection has been taken	11.1	Explain accurately and in detail the content of the book from which the prose selection has been taken
11.2	Explain accurately the characters of the book from which the prose selection has been taken	11.2	Explain accurately and in detail the characters of the book from which the prose selection has been taken

Level 2: Grade 5

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Convey style and content
2. Engage with the author's thoughts and feelings
3. Sight-read, making eye contact with the audience

- 1.1 Convey adequate style
- 1.2 Convey adequate content
- 2.1 Reveal an understanding of the author's thoughts and feelings
- 3.1 Sight-read the selection with adequate expression
- 3.2 Sight-read coherently with no more than 4 lapses in fluency
- 3.3 Make some eye contact with the audience

Technique

The learner will be able to:

The learner can:

4. Co-ordinate physical and vocal expression
5. Sustain muscular use of articulative organs, appropriate to the text
6. Sustain the thought through to the end of the phrase
7. Sustain vocal power through to the end of the phrase
8. Use body language as an interpretative device
9. Use modulation

- 4.1 Co-ordinate adequate physical and vocal expression
- 5.1 Use adequate clarity of diction
- 6.1 Sustain thoughts adequately through to the end of some phrases
- 7.1 Sustain vocal power adequately through to the end of some phrases
- 8.1 Use body language appropriate to the text
- 9.1 Use some adequate modulation

Knowledge

The learner will be able to describe:	The learner can:
10. Figures of Speech	10.1 Describe in brief common figures of speech
11. Phrasing and Pausing	11.1 Define and give some examples of Phrasing
	11.2 Define and give some examples of Pausing
12. The content and characters of the book from which the prose selection has been taken	12.1 Describe the content of the book from which the prose selection has been taken
	12.2 Describe the characters of the book from which the prose selection has been taken

Level 2: Grade 5

Assessment Criteria

Merit

Distinction

Interpretation

The learner can:

The learner can:

1.1 Convey style most of the time

1.1 Convey style consistently with imagination

1.2 Convey content most of the time

1.2 Convey content consistently with imagination

2.1 Reveal a sound understanding of the author's thoughts and feelings

2.1 Engage with the author's thoughts and feelings fully and accurately

3.1 Sight-read with expression most of the time

3.1 Sight-read coherently and with expression

3.2 Sight-read coherently with no more than 2 lapses in fluency

3.2 Sight-read fluently and accurately

3.3 Use appropriate eye contact with the audience most of the time

3.3 Sustain appropriate eye contact with the audience

Technique

The learner can:

The learner can:

4.1 Co-ordinate physical and vocal expression most of the time

4.1 Co-ordinate physical and vocal expression throughout the performance

5.1 Demonstrate clarity of diction most of the time

5.1 Sustain clarity of diction throughout the performance

6.1 Sustain thoughts through to the end of most phrases

6.1 Sustain thoughts through to the end of phrases throughout the performance

7.1 Sustain vocal power through to the end of most phrases

7.1 Sustain vocal power through to the end of phrases throughout the performance

8.1 Use appropriate body language most of the time

8.1 Use body language as an interpretative adjunct

9.1 Use appropriate modulation most of the time

9.1 Use modulation specifically

Knowledge

The learner can:		The learner can:	
10.	Describe most common figures of speech	10.1	Describe common figures of speech accurately and specifically
11.1	Define Phrasing and give appropriate examples	11.1	Define Phrasing in detail and give full and accurate examples
11.2	Define Pausing and give appropriate examples	11.2	Define Pausing in detail and give full and accurate examples
12.1	Explain accurately the content of the book from which the prose selection has been taken	12.1	Explain accurately and in detail the content of the book from which the prose selection has been taken
12.2	Explain accurately the characters of the book from which the prose selection has been taken	12.2	Explain accurately and in detail the characters of the book from which the prose selection has been taken

Level 3: Grade 6

Learning Outcomes

Interpretation

The learner will be able to:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth
4. Sight-read fluently, sharing the text and making eye contact with the audience

Technique

The learner will be able to:

5. Create a physical response that illuminates the vocal imagery
6. Use a supported and free vocal tone
7. Use flexible articulation to support and inform the performance
8. Use modulation to reveal layers of meaning

Assessment Criteria: Pass

The learner can:

- 1.1 Reveal an adequate understanding of text, subtext and context
- 2.1 Reveal an adequate understanding of form
- 2.2 Reveal an adequate understanding of style
- 2.3 Reveal an adequate understanding of content
- 3.1 Reveal an adequate understanding of emotional truth
- 4.1 Sight-read the selection with adequate expression
- 4.2 Sight-read coherently with no more than 4 lapses in fluency
- 4.3 Make some eye contact with the audience

The learner can:

- 5.1 Respond physically to some of the vocal imagery
- 6.1 Use adequate breath support
- 7.1 Use adequate articulative flexibility
- 8.1 Use some modulation appropriate to the text

Knowledge

The learner will be able to describe:

9. Breathing, voice and basic speech production, resonance and projection

10. The key themes in the book from which the prose selection has been taken

The learner can:

- 9.1 Explain the basic processes involved in breathing

- 9.2 Describe voice and basic speech production

- 9.3 Explain resonance

- 9.4 Explain voice projection

- 10.1 Describe the key themes in the book from which the prose selection has been taken

Level 3: Grade 6

Assessment Criteria

Merit

Distinction

Interpretation

The learner can:

The learner can:

- 1.1 Communicate text, subtext and context
- 2.1 Reveal a sound understanding of form
- 2.2 Reveal a sound understanding of style
- 2.3 Reveal a sound understanding of content
- 3.1 Reveal a sound understanding of emotional truth
- 4.1 Sight-read with expression
- 4.2 Sight-read with no more than 2 lapses in fluency
- 4.3 Use appropriate eye contact with the audience most of the time

- 1.1 Clarify text, subtext and context accurately
- 2.1 Realise form imaginatively
- 2.2 Realise style imaginatively
- 2.3 Realise content imaginatively
- 3.1 Realise emotional truth
- 4.1 Sight-read expressively and with understanding of text
- 4.2 Sight-read fluently
- 4.3 Sustain appropriate eye contact with the audience

Technique

The learner can:

The learner can:

- 5.1 Respond physically to most of the vocal imagery
- 6.1 Support the voice with appropriate breathing technique
- 7.1 Use flexible articulation appropriate to the text
- 8.1 Use modulation appropriate to the text most of the time

- 5.1 Create a physical response that illuminates the vocal imagery throughout the performance
- 6.1 Use a well-supported and free vocal tone throughout the performance
- 7.1 Use flexible articulation to support and inform the performance
- 8.1 Use modulation to reveal layers of meaning throughout the performance

Knowledge

The learner can:		The learner can:	
9.1	Explain accurately the processes involved in breathing	9.1	Explain accurately and in detail the processes involved in breathing
9.2	Describe voice and basic speech production accurately	9.2	Describe accurately and in detail voice and basic speech production
9.3	Explain resonance accurately	9.3	Explain resonance accurately and in detail
9.4	Explain voice projection accurately	9.4	Explain voice projection accurately and in detail
10.1	Describe accurately the key themes in the book from which the prose selection has been taken	10.1	Describe accurately and in detail the key themes in the book from which the prose selection has been taken

Level 3: Grade 7

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth
4. Sight-read fluently, sharing the text and making eye contact with the audience

- 1.1 Reveal an adequate understanding of text, subtext and context
- 2.1 Reveal an adequate understanding of form
- 2.2 Reveal an adequate understanding of style
- 2.3 Reveal an adequate understanding of content
- 3.1 Reveal an adequate understanding of emotional truth
- 4.1 Sight-read the selection with adequate expression
- 4.2 Sight-read coherently with no more than 3 lapses in fluency
- 4.3 Make some eye contact with the audience

Technique

The learner will be able to:

The learner can:

5. Create a physical response that illuminates the vocal imagery
6. Use a supported and free vocal tone
7. Use flexible articulation to support and inform the performance
8. Use modulation to reveal layers of meaning

- 5.1 Respond physically to some of the vocal imagery
- 6.1 Use adequate breath support
- 7.1 Use adequate articulative flexibility
- 8.1 Use some modulation appropriate to the text

Knowledge

The learner will be able to describe:	The learner can:
9. Breathing, voice and basic speech production, resonance and projection	9.1 Explain the basic processes involved in breathing 9.2 Describe voice and basic speech production 9.3 Describe resonance 9.4 Describe voice projection
10. The text and sub-text of the book from which the prose selection has been taken and its context within	10.1 Interpret the text and sub-text of the book from which the prose selection has been taken 10.2 Describe the context of the prose selection
11. Specific verse forms including blank verse, free verse and sonnet form	11.1 Explain specific verse forms including blank verse, free verse and sonnet form
12. Emphasis and modulation including stress, volume, pace, rate, pitch, inflection, tone colour and intensity and apply to the selected pieces	12.1 Explain basic emphasis and modulation 12.2 Apply basic knowledge of emphasis and modulation to the selected pieces

Level 3: Grade 7

Assessment Criteria

Merit

Distinction

Interpretation

The learner can:

The learner can:

- 1.1 Communicate text, subtext and context
- 2.1 Reveal a sound understanding of form
- 2.2 Reveal a sound understanding of style
- 2.3 Reveal a sound understanding of content
- 3.1 Reveal a sound understanding of emotional truth
- 4.1 Sight-read with expression
- 4.2 Sight-read with no more than 2 lapses in fluency
- 4.3 Use appropriate eye contact with the audience most of the time

- 1.1 Clarify text, subtext and context accurately
- 2.1 Realise form imaginatively
- 2.2 Realise style imaginatively
- 2.3 Realise content imaginatively
- 3.1 Realise emotional truth
- 4.1 Sight-read expressively and with understanding of text
- 4.2 Sight-read fluently
- 4.3 Sustain appropriate eye contact with the audience

Technique

The learner can:

The learner can:

- 5.1 Respond physically to most of the vocal imagery
- 6.1 Support the voice with appropriate breathing technique
- 7.1 Use flexible articulation appropriate to the text
- 8.1 Use modulation appropriate to the text most of the time

- 5.1 Create a physical response that illuminates the vocal imagery throughout the performance
- 6.1 Use a well-supported and free vocal tone throughout the performance
- 7.1 Use flexible articulation to support and inform the performance
- 8.1 Use modulation to reveal layers of meaning throughout the performance

Knowledge

The learner can:		The learner can:	
9.1	Explain accurately the processes involved in breathing	9.1	Explain accurately and in detail the processes involved in breathing
9.2	Describe voice and basic speech production accurately	9.2	Describe accurately and in detail voice and basic speech production
9.3	Explain resonance accurately	9.3	Explain resonance accurately and in detail
9.4	Explain voice projection accurately	9.4	Explain voice projection accurately and in detail
10.1	Interpret securely the text and sub-text of the book from which the prose selection has been taken	10.1	Interpret with confidence and accuracy the text and sub-text of the book from which the prose selection has been taken
10.2	Describe accurately the context of the prose selection	10.2	Describe accurately and in detail the context of the prose selection
11.1	Explain accurately specific verse forms including blank verse, free verse and sonnet form	11.1	Explain accurately and in detail specific verse forms including blank verse, free verse and sonnet form
12.1	Explain accurately emphasis and modulation	12.1	Explain accurately and in detail emphasis and modulation
12.2	Apply secure knowledge of emphasis and modulation to the selected pieces	12.2	Apply detailed knowledge of emphasis and modulation to the selected pieces

Level 3: Grade 8

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth
4. Sight-read fluently, sharing the text and making eye contact with the audience

- 1.1 Reveal an adequate understanding of text, subtext and context
- 2.1 Reveal an adequate understanding of form
- 2.2 Reveal an adequate understanding of style
- 2.3 Reveal an adequate understanding of content
- 3.1 Reveal an adequate understanding of emotional truth
- 4.1 Sight-read the selection with adequate expression
- 4.2 Sight-read coherently with no more than 3 lapses in fluency
- 4.3 Make some eye contact with the audience

Technique

The learner will be able to:

The learner can:

5. Create a physical response that illuminates the vocal imagery
6. Use a supported and free vocal tone
7. Use flexible articulation to support and inform the performance
8. Use modulation to reveal layers of meaning

- 5.1 Respond physically to some of the vocal imagery
- 6.1 Use adequate breath support
- 7.1 Use adequate articulative flexibility
- 8.1 Use some modulation appropriate to the text

Knowledge

The learner will be able to describe:		The learner can:
9. Breathing, voice and basic speech production, resonance and projection	9.1	Explain the basic processes involved in breathing
	9.2	Describe voice and basic speech production
	9.3	Describe resonance
	9.4	Describe voice projection
10. Emphasis and modulation	10.1	Explain emphasis and modulation
	10.2	Apply knowledge of emphasis and modulation to the selected pieces
11. Basic versification forms including metre, rhythm, verse form, figures of speech with examples	11.1	Explain basic versification forms with examples
	11.2	Give examples of basic versification forms
12. The content and key characters of the book from which selections have been taken	12.1	Summarise the content of the book from which the selections have been taken
	12.2	Describe the key characters of the book from which the selections have been taken
13. The writers' key biographical details and the context of their writing	13.1	Describe the writers' key biographical details
	13.2	Analyse the context of their writing

Level 3: Grade 8

Assessment Criteria

Merit

Distinction

Interpretation

The learner can:

The learner can:

- 1.1 Communicate text, subtext and context
- 2.1 Reveal a sound understanding of form
- 2.2 Reveal a sound understanding of style
- 2.3 Reveal a sound understanding of content
- 3.1 Reveal a sound understanding of emotional truth
- 4.1 Sight-read with expression
- 4.2 Sight-read with no more than 2 lapses in fluency
- 4.3 Use appropriate eye contact with the audience most of the time

- 1.1 Clarify text, subtext and context accurately
- 2.1 Realise form imaginatively
- 2.2 Realise style imaginatively
- 2.3 Realise content imaginatively
- 3.1 Realise emotional truth
- 4.1 Sight-read expressively and with understanding of text
- 4.2 Sight-read fluently
- 4.3 Sustain appropriate eye contact with the audience

Technique

The learner can:

The learner can:

- 5.1 Respond physically to most of the vocal imagery
- 6.1 Support the voice with appropriate breathing technique
- 7.1 Use flexible articulation appropriate to the text
- 8.1 Use modulation appropriate to the text most of the time

- 5.1 Create a physical response that illuminates the vocal imagery throughout the performance
- 6.1 Use a well-supported and free vocal tone throughout the performance
- 7.1 Use flexible articulation to support and inform the performance
- 8.1 Use modulation to reveal layers of meaning throughout the performance

Knowledge

The learner can:		The learner can:	
9.1	Explain accurately the processes involved in breathing	9.1	Explain accurately and in detail the processes involved in breathing
9.2	Describe voice and basic speech production accurately	9.2	Describe accurately and in detail voice and basic speech production
9.3	Explain resonance accurately	9.3	Explain resonance accurately and in detail
9.4	Explain voice projection accurately	9.4	Explain voice projection accurately and in detail
10.1	Explain accurately emphasis and modulation	10.1	Explain accurately and in detail emphasis and modulation
10.2	Apply secure knowledge of emphasis and modulation to the selected pieces	10.2	Apply detailed knowledge of emphasis and modulation to the selected pieces
11.1	Explain accurately basic versification forms	11.1	Explain accurately and in detail basic versification forms
11.2	Give secure examples of basic versification forms	11.2	Give accurate and detailed examples of basic versification forms
12.1	Summarise accurately the content of the book from which selections have been taken	12.1	Summarise accurately and coherently the content of the book from which the selections have been taken
12.2	Describe accurately the key characters of the book from which the selections have been taken	12.2	Describe accurately and in detail the key characters of the book from which the selections have been taken
13.1	Describe accurately the writers' key biographical details	13.1	Describe accurately and in detail the writers' key biographical details
13.2	Analyse securely the context of their writing	13.2	Analyse in detail the context of their writing

**Graded Examinations In Communication:
Reading for Performance**

From 1 September 2009

Graded Examinations in Communication: Reading for Performance

Purpose of the Qualification

LAMDA examinations in *Reading for Performance* are designed to develop the skills necessary for reading aloud to an audience and devising a programme of material for performance.

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Qualification

1. Interpretative skills

Learners will be required:

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

2. Technical skills

Learners will be required:

- To build skills in voice, diction, posture and reading aloud.

3. Knowledge of literature/ the ability to devise a programme of material for performance

Learners will be required:

- To research social, historical and cultural subtexts in order to widen understanding of the text
- To place text within a context by selecting, linking and structuring material around a theme in order to create a fully integrated performance.

Structure

The qualification is available at four levels, in line with the Qualifications and Credit Framework.

Entry Level	Entry 3
Level 1:	Grades 1, 2, 3
Level 2:	Grades 4, 5
Level 3:	Grades 6, 7, 8

Learning outcomes and assessment criteria are set at each level, often covering a range of grades (e.g. Level 1 covers Grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because the repertoire and theme chosen by the learner should increase in linguistic and technical difficulty as the grades progress.

General Notes and Regulations

1. Learners may perform the prepared elements of an examination in any order.
2. The examiner will not interrupt recital programmes once the learner has started.
3. Learners will bring legible copies of all selections for the examiner. Learners may choose to bring a programme of their recital for the examiner.
4. Learners must read from a book or folder. **Learners must not read the introduction, linking sentences and conclusion to their recital.**
5. Learners must not memorise their selections.
6. The book from which a prose piece has been taken must be read in its entirety.
7. Selected repertoire must be read in English.

Please refer to *Repertoire Guidelines and Regulations* listed at each Level.

Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

1. Read fluently
2. Make sense of the written word
3. Reveal an awareness of the rhythm and shape of the verse selection
4. Reveal an awareness of story and character in the prose selection.

Technique

The learner will be able to:

5. Communicate with sufficient audibility for the performance space
6. Communicate with sufficient clarity in order to be understood
7. Hold the book appropriately
8. Share the text, making some eye contact.

Knowledge

9. The learner will be able to state the meaning and content of their chosen material.

Amplification of the Learning Outcomes

Read fluently - to read a text aloud smoothly and easily

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

Audibility – using sufficient breath and resonance so that the sound can be heard by the examiner

Performance space – the area in which the learner presents the readings

Clarity – articulating sufficiently, without losing the sense or flow of the text, in order to be understood by the examiner

Level Descriptor

Learners will be able to show that they understand the meaning of what they are reading. They will perform audibly and clearly, with some confidence, and a sense of enthusiasm and enjoyment.

Repertoire Guidelines and Regulations

1. Selections set in the *LAMDA Anthology of Verse and Prose Volume XVII (17)* may not be used, although a different prose selection from one of the set books is acceptable.
2. Each selection must not exceed **two** minutes in length; short enough to allow learners to maintain concentration to the end.
3. Selected repertoire must be published.
4. Selected repertoire must be suitable for the learner's age and ability.
5. Repertoire content must be simple and straightforward, relating to familiar subjects and contexts, real or imagined.
6. Repertoire language must be simple and accessible, with vocabulary that conveys meaning clearly and unambiguously.
7. Repertoire may be selected from the following suggested writers although this is not mandatory.
8. In order to foster a sense of occasion, learners must demonstrate presentation skills – both in performance and in general communication.

Poets:

John Agard
Allan Ahlberg
Wes Magee
Eleanor Farjeon
Michael Rosen
Rose Fyleman
Shell Silverstein
James Reeves

Authors:

Frances Hodgson Burnett
Lewis Carroll
Hans Christian Anderson
Roald Dahl
A.A. Milne
Jill Murphy
Dick King Smith
Francesca Simon

Total time allowance

10 minutes

Examination Content

Entry

1. Interpretation and Technique

The learner must present a recital, based around a theme, using the following elements:

- An introduction, outlining the theme
- A verse reading
- A short statement linking the verse reading to the prose reading
- A prose reading.

The learner may present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 5 minutes.

2. Knowledge

The learner will answer questions on the following:

- The reasons behind choice of repertoire and theme
- The meaning of individual words and phrases in both selections.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 1

Learning Outcomes

Interpretation

The learner will be able to:

1. Use key words to communicate meaning
2. Clarify changes in thought through secure phrasing
3. Convey feeling and changes in mood.

Technique

The learner will be able to:

4. Create vocal contrast between moods
5. Create vocal contrast between thoughts
6. Create vocal contrast between narrative and dialogue
7. Demonstrate clarity of diction

8. Adopt appropriate posture, including management of the book
9. Share the text with fluent use of eye contact
10. Allow the face to reflect inner feeling.

Knowledge

11. The learner will be able to describe the meaning and content of selected repertoire.

Amplification of the Learning Outcomes

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

Meaning – the sense behind the words of the text

Mood – the emotion behind the words of the text

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

Vocal contrast – varying pitch, intonation, pace, volume, tone colour, intensity

Appropriate posture – centred with length in the spine and a relaxed upper body, which supports breath and voice, allowing them to flow freely

Eye contact – lifting the eyes from the page in a fluent and smooth manner in order to communicate thought and feeling more directly

Inner feeling reflected on the face – expressing, without overstating, the emotion behind the words through facial expression

Level Descriptor

Learners will be able to apply their knowledge, understanding and skills to produce a thoughtful interpretation, based on creative engagement with the material and careful preparation. They will speak audibly and clearly, with a sense of spontaneity, lifting the words off the page for the audience. Through variations in volume, pace and pitch they will be able to create and convey mood. Their apt use of space will complement their reading.

Repertoire Guidelines and Regulations

1. Selections set in the *LAMDA Anthology of Verse and Prose Volume XVII (17)* may not be used, although a different prose selection from one of the set books is acceptable.

2. Each selection must not exceed **two** minutes in length.
3. Selected repertoire must be published.
4. Selected repertoire must be suitable for the learner's age and ability.
5. The content of the selected repertoire may go beyond easily recognisable events and stories so that learners can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
6. The language of the selected repertoire must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.
7. Repertoire may be selected from the following suggested writers although this is not mandatory.

Poets:

E V Rieu
 Leonard Clark
 Walter De La Mare
 Roger McGough
 Alfred Noyes
 Jack Prelutsky
 Kit Wright
 Barbara Ireson

Authors:

Jacqueline Wilson
 Anne Fine
 Richmal Crompton
 Malorie Blackman
 L.M. Montgomery
 J.K. Rowling
 C.S. Lewis
 Lemony Snicket

Total time allowance for each grade

15 minutes

Examination Content

Grade 1

1. Interpretation and Technique

The learner must present a mini-recital, based around a theme, including 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 present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 8 minutes.

2. Knowledge

The learner will answer questions on the following:

- The reasons behind choice of repertoire and theme
- The meaning of individual words and phrases in both selections
- Two chosen characters of the book from which the prose selection has been taken.

Grade 2

1. Interpretation and Technique

The learner must present a recital, based around a theme, including 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 present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 8 minutes.

2. Knowledge

The learner will answer questions on the following:

- The reasons behind choice of repertoire and theme
- The meaning of individual words and phrases in both selections
- The story and main characters of the book from which the prose selection has been taken.

Grade 3

1. Interpretation and Technique

The learner must present a recital, based around a theme, including 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 present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 8 minutes.

2. Knowledge

The learner will answer questions on the following:

- The reasons behind choice of repertoire and theme
- The meaning of individual words and phrases in both selections
- The story and main characters of the book from which the prose selection has been taken
- The mood and contrast between the 2 selections.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 2

Learning Outcomes

Interpretation

The learner will be able to:

1. Engage with the author's thoughts and feelings
2. Convey style and content.

Technique

The learner will be able to:

3. Use modulation
4. Sustain muscular use of articulative organs, appropriate to the text
5. Sustain the thought and vocal power through to the end of the phrase
6. Co-ordinate eye contact with the needs of the text
7. Vary the use of the performance space
8. Create a sense of performance.

Knowledge

The learner will be able to describe the content and context of selected repertoire.

Amplification of the Learning Outcomes

The author's thoughts and feelings – what is expressed through the written word

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

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

Articulative organs – tongue, teeth, teeth ridge, hard palate, soft palate, lips

Muscular use of the articulative organs – using sufficient pressure in the movable organs (as listed above) in order to articulate consonant sounds crisply

Sustaining thought and vocal power – keeping sound and thought focused until the end of the phrase so that the voice does not fade away

Body language – communicating thought and feeling non-verbally, if appropriate

Eye contact – lifting the eyes from the page in a fluent and smooth manner in order to communicate thought and feeling more directly

Performance space – the area in which the learner presents the readings

Level Descriptor

Learners will be able to support their intentions in performance by demonstrating a sound understanding of the material, leading to an imaginative interpretation in which there is consistent application of developing technical skills. Presentation will be audible and intelligible with vocal variation through which shades of mood, meaning and contrasts are communicated. Effective preparation and study will be evident, leading to a secure performance with a sense of spontaneity. A varied use of space will aid communication of the text and engage the audience.

Repertoire Guidelines and Regulations

1. Selections set in the *LAMDA Anthology of Verse and Prose Volume XVII (17)* may not be used, although a different prose selection from one of the set books is acceptable.
2. Each selection must not exceed **three** minutes in length.
3. Selected repertoire must be published.
4. Selected repertoire must be suitable for the learner's age and ability.
5. The content of selected repertoire must go beyond recognisable events and stories so that learners can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
6. The language of selected repertoire must contain some subtlety in vocabulary and syntax so that there are opportunities for a variety of approaches and interpretative choices.
7. Repertoire may be selected from the following suggested writers although this is not mandatory.

Poets:

Hilaire Belloc
 Paul Gallico
 Phoebe Hesketh
 Elizabeth Jennings
 Brian Patten
 Ian Serraillier
 Richard Wilbur

Authors:

Leon Garfield
 Rudyard Kipling
 Laurie Lee
 Penelope Lively
 Michael Morpurgo
 Philip Pullman
 Anthony Horowitz
 Eoin Colfer

Total time allowance for each grade

20 minutes

Examination Content

Grade 4

2. Interpretation and Technique

The learner must present a recital, based around a theme, including 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 prose or verse reading
- A conclusion.

The learner may present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 12 minutes.

2. Knowledge

The learner will answer questions on the following:

- The reasons behind choice of repertoire, theme and staging
- The story and main characters of the book from which the prose selection has been taken.

Grade 5

2. Interpretation and Technique

The learner must present a recital, based around a theme, including the following elements:

- An introduction, outlining the theme
- A verse reading
- A short statement linking the verse reading to the prose reading
- A prose reading
- A short statement linking the prose reading to the next reading
- A prose or verse reading
- A conclusion.

The learner may present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 12 minutes.

2. Knowledge

The learner will answer questions on the following:

- The reasons behind choice of repertoire, theme and staging
- The story and main characters of the book from which the prose selection has been taken
- The mood of the 3 selections.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 3

Learning Outcomes

Interpretation

The learner will be able to:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth.

Technique

The learner will be able to:

4. Use a supported and free vocal tone
5. Use flexible articulation to support and inform the performance
6. Use modulation to reveal layers of meaning
7. Create a varied visual interest in the performance space appropriate to the requirements of the text
8. Create a smooth and seamless recital.

Knowledge

The learner will be able to describe:

9. The content and context of the selected range of repertoire
10. The required approach for conveying these to the audience.

Amplification of the Learning Outcomes

Communicating text, subtext and context – communicating the meaning of the text (that which is stated); communicating the meaning of the subtext (that which is indicated but not stated); and ensuring that this is placed within the framework of the novel as a whole

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

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

A supported and free vocal tone – releasing breath and sound freely and easily; supporting breath with the appropriate muscles; using forward resonance

Flexible articulation – varying articulation according to the period, form and/or style of the text: this may include the use of accent/dialect

Modulation – varying pitch, intonation, pace, volume, tone colour, use of pause and stress

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

Level Descriptor

Learners will be able to integrate their knowledge and skills consciously, demonstrating a mature understanding of the range of material. There will be a sense of ownership and self-awareness resulting in a sensitive interpretation. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to engage the audience wholeheartedly. The theme will be developed and illuminated in a smooth and seamless recital.

Repertoire Guidelines and Regulations

1. Selections set in the *LAMDA Anthology of Verse and Prose Volume XVII (17)* may not be used, although a different prose selection from one of the set books is acceptable.
2. Each selection must not exceed **three** minutes in length.
3. Selected repertoire must be published.
4. Selected repertoire must be suitable for the learner's age and ability.
5. Selected repertoire must enable the learner to engage with complex emotions and universal themes across a diverse range of material.
6. The content and language of the selected repertoire must be technically challenging e.g. in terms of vocal range and dexterity, period and contrast.
7. Repertoire may be selected from the following suggested writers although this is not mandatory.

Poets:

Thomas Hardy
 Wendy Cope
 Wilfred Owen
 T.S. Eliot
 Andrew Motion
 Walt Whitman
 John Keats
 Ted Hughes

Authors:

Charles Dickens
 Charlotte Bronte
 Bill Bryson
 Vikram Seth
 John Steinbeck
 Jane Austen
 Maya Angelou
 Alexander McCall Smith

Playwrights:

George Bernard Shaw
 Jean Anouilh
 Alan Ayckbourn
 Caryl Churchill
 Dario Fo
 Arthur Miller
 Sean O'Casey
 Oscar Wilde

Total time allowance for each grade

30 minutes

Examination Content*Grade 6***2. Interpretation and Technique**

The learner will present a recital, based around a theme, including the following elements:

- An introduction, outlining the theme
- A verse reading
- Reflective statements linking the verse reading to the prose reading
- A prose reading
- Statements linking the prose reading to the next reading
- A prose, verse or dramatic reading
- A conclusion.

The learner may present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 20 minutes.

2. Knowledge

The learner will answer questions on the following:

- The story and main characters of the book from which one prose selection has been taken
- The reasons behind choice of repertoire and theme
- The reasons behind choice of staging.

*Grade 7***2. Interpretation and Technique**

The learner will present a recital, based around a theme, including the following elements:

- An introduction, outlining the theme
- A verse reading
- Reflective statements linking the verse reading to the prose reading
- A prose reading
- Statements linking the prose reading to the next reading
- A prose, verse or dramatic reading
- A conclusion.

The learner may present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 20 minutes.

2. Knowledge

The learner will answer questions on the following:

- The story and main characters of the book from which one prose selection has been taken
- The reasons behind choice of repertoire and theme
- The reasons behind choice of staging
- The techniques required for conveying the contrasts of style and form in the chosen selections.

Grade 8

2. Interpretation and Technique

The learner will present a recital, based around a theme, including the following elements:

- An introduction, outlining the theme
- A verse reading
- Reflective statements linking the verse reading to the prose reading
- A prose reading
- Statements linking the prose reading to the next reading
- A prose, verse or dramatic reading
- A conclusion.

The learner may present the readings in any order. The examiner will not interrupt the programme once the learner has started. The entire programme must not exceed 20 minutes.

2. Knowledge

The learner will answer questions on the following:

- The story and main characters of the book from which one prose selection has been taken
- The reasons behind choice of repertoire and theme
- The reasons behind choice of staging
- The techniques required for conveying the contrasts of style, mood and form in the chosen selections

- The techniques required for conveying the contrast in period in the chosen selections.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Reading for Performance
Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

1. Read fluently
2. Make sense of the written word
3. Reveal an awareness of the rhythm and shape of the verse selection
4. Reveal a basic awareness of the story and character in the prose selection

Technique

The learner will be able to:

5. Communicate with sufficient audibility for the performance space
6. Communicate with sufficient clarity in order to be understood
7. Hold the book appropriately
8. Share text with others, making some eye contact

Knowledge

The learner will be able to:

9. State the general content and theme of the 2 verse and prose selections

Assessment Criteria: Pass

The learner can:

- 1.1 Read with no more than 4 lapses in fluency
- 2.1 Make adequate sense of the written word
- 3.1 Demonstrate a basic awareness of the rhythm of the verse selection
- 3.2 Demonstrate a basic awareness of the shape of the verse selection
- 4.1 Demonstrate a basic awareness of the story in the prose selection
- 4.2 Demonstrate a basic awareness of the character in the prose selection

The learner can:

- 5.1 Read the 2 selections with audibility appropriate to the performance space some of the time
- 6.1 Read clearly and coherently in order to be understood some of the time
- 7.1 Hold the book appropriately for some of the time
- 8.1 Communicate through reading the general meaning of the verse and prose selections
- 8.2 Use some eye contact in order to communicate

The learner can:

- 9.1 Outline the general content and theme of the 2 selections

Entry Level

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Read with no more than 2 lapses in fluency
- 2.1 Demonstrate a sound awareness of the sense of the written word
- 3.1 Demonstrate a secure awareness of the rhythm of the verse selection
- 3.2 Demonstrate a secure awareness of the shape of the verse selection
- 4.1 Demonstrate a secure awareness of the story in the prose selection
- 4.2 Demonstrate a secure awareness of the characters in the prose selection

Technique

The learner can:

- 5.1 Read the 2 selections with sufficient audibility for the performance space most of the time
- 6.1 Read clearly and coherently in order to be understood most of the time
- 7.1 Hold the book appropriately most of the time
- 8.1 Communicate through reading the accurate meaning of the verse and prose selections
- 8.2 Use eye contact most of the time in order to communicate

Distinction

The learner can:

- 1.1 Read fluently and accurately with no lapses in fluency
 - 2.1 Demonstrate a confident and consistent awareness of the sense of the written word
 - 3.1 Demonstrate a confident awareness of the rhythm of the verse selection
 - 3.2 Demonstrate a confident awareness of the shape of the verse selection
 - 4.1 Demonstrate a confident and detailed awareness of the story in the prose selection
 - 4.2 Demonstrate a confident awareness of the characters in the prose selection
-
- The learner can:
- 5.1 Read the 2 selections with sufficient audibility for the performance space throughout the performance
 - 6.1 Read clearly and coherently in order to be understood throughout the performance
 - 7.1 Hold the book appropriately throughout the performance
 - 8.1 Communicate through reading confidently the meaning of the verse and prose selections
 - 8.2 Sustain appropriate eye contact consistently in order to communicate

Knowledge

The learner can:

- 9.1 State the general content and theme of the 2 selections accurately

The learner can:

- 9.1 Describe in detail and accurately the general content and theme of the 2 selections

Level 1: Grade 1

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Use key words to communicate meaning
2. Clarify changes in thought through secure phrasing
3. Convey feeling and changes in mood

The learner can:

- 1.1 Use some key words to communicate the meaning of the recital
- 2.1 Indicate appropriate changes in thought through some secure phrasing in the recital
- 3.1 Indicate basic feeling in the recital
- 3.2 Indicate basic changes in mood in the recital

Technique

The learner will be able to:

4. Create vocal contrast between moods
5. Create vocal contrast between thoughts
6. Create vocal contrast between narrative and dialogue
7. Demonstrate clarity of diction
8. Adopt appropriate posture including management of the book
9. Share the text with fluent use of eye contact
10. Allow the face to reflect inner feeling

The learner can:

- 4.1 Demonstrate some vocal contrast between moods
- 5.1 Demonstrate some vocal contrast between thoughts
- 6.1 Demonstrate some vocal contrast between narrative and dialogue
- 7.1 Speak with some clear diction
- 8.1 Adopt an appropriate posture whilst holding the book some of the time
- 9.1 Communicate the basic theme and content
- 9.2 Use some appropriate eye contact
- 10.1 Use the face to reflect some inner feeling

Knowledge

The learner will be able to:

11. State the reasons for choosing the repertoire and theme
12. Understand the meaning of individual words and phrases within the verse and prose selections
13. Describe 2 chosen characters of the book from which the prose selection has been taken

The learner can:

- 11.1 Outline reasons for choosing the selections and theme of the recital
- 12.1 Give the meaning of 4 individual words and phrases in both selections with no more than 2 errors
- 13.1 Outline 2 characters in the book from which the prose selection has been taken

Level 1: Grade 1

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Use key words most of the time to communicate the meaning of the recital
- 2.1 Indicate appropriate changes in thought through secure phrasing in the recital most of the time
- 3.1 Convey feeling in the recital most of the time
- 3.2 Indicate appropriate changes in mood in the recital

Technique

The learner can:

- 4.1 Demonstrate vocal contrast between moods most of the time
- 5.1 Demonstrate vocal contrast between thoughts most of the time
- 6.1 Demonstrate vocal contrast between narrative and dialogue most of the time
- 7.1 Speak with clarity of diction most of the time
- 8.1 Select and maintain an appropriate posture whilst holding the book most of the time
- 9.1 Communicate the theme and content with some fluency
- 9.2 Use appropriate eye contact most of the time
- 10.1 Use the face to reflect inner feeling

Distinction

The learner can:

- 1.1 Use key words to communicate the meaning of the recital specifically and coherently
- 2.1 Indicate appropriate changes in thought through secure phrasing throughout the recital
- 3.1 Convey a strong sense of feeling throughout the recital
- 3.2 Indicate specific changes in mood throughout the recital
- 4.1 Create appropriate vocal contrast between moods consistently
- 5.1 Create appropriate vocal contrast between thoughts consistently
- 6.1 Create vocal contrast between narrative and dialogue consistently throughout the recital
- 7.1 Sustain clarity of diction throughout the recital
- 8.1 Sustain an appropriate posture whilst holding the book confidently
- 9.1 Communicate the theme and content with confidence and fluency
- 9.2 Sustain fluent use of eye contact throughout the recital
- 10.1 Use the face to reflect the full range of inner feeling

Knowledge

The learner can:		The learner can:	
11.1	Describe reasons for choosing the selections and theme of the recital	11.1	Describe in detail reasons for choosing the selections and theme of the recital
12.1	Give the accurate meaning of 4 individual words and phrases in both selections with no more than one error	12.1	Define all individual words and phrases in both selections accurately
13.1	Describe 2 characters in the book from which the prose selection has been taken	13.1	Describe in detail 2 characters in the book from which the prose selection has been taken

Level 1: Grade 2

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Use key words to communicate meaning
2. Clarify changes in thought through secure phrasing
3. Convey feeling and changes in mood

The learner can:

- 1.1 Use some key words to communicate the meaning of the recital
- 2.1 Indicate appropriate changes in thought through some secure phrasing in the recital
- 3.1 Indicate basic feeling in the recital
- 3.2 Indicate basic changes in mood in the recital

Technique

The learner will be able to:

4. Create vocal contrast between moods
5. Create vocal contrast between thoughts
6. Create vocal contrast between narrative and dialogue
7. Demonstrate clarity of diction
8. Adopt appropriate posture including management of the book
9. Share the text with fluent use of eye contact
10. Allow the face to reflect inner feeling

The learner can:

- 4.1 Demonstrate some vocal contrast between moods
- 5.1 Demonstrate some vocal contrast between thoughts
- 6.1 Demonstrate some vocal contrast between narrative and dialogue
- 7.1 Speak with some clear diction
- 8.1 Adopt an appropriate posture whilst holding the book some of the time
- 9.1 Communicate the theme and general content with some fluency
- 9.2 Use some appropriate eye contact
- 10.1 Use the face to reflect some inner feeling

Knowledge

The learner will be able to:

11. State the reasons for choosing the repertoire and theme

The learner can:

- 11.1 Outline reasons for choosing the selections and theme of the recital

- 12. Understand the meaning of individual words and phrases within the verse and prose selections
 - 12.1 Give the meaning of 4 individual words and phrases in both selections with no more than 2 errors
- 13. Describe the story and main characters of the book from which the prose selection has been taken
 - 13.1 State the story outline of the prose selection
 - 13.2 Outline the main characters in the prose selection

Level 1: Grade 2

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Use key words most of the time to communicate the meaning of the recital
- 2.1 Clarify appropriate changes in thought through secure phrasing in the recital most of the time
- 3.1 Convey feeling in the recital most of the time
- 3.2 Indicate appropriate changes in mood in the recital

Technique

The learner can:

- 4.1 Demonstrate vocal contrast between moods most of the time
- 5.1 Demonstrate vocal contrast between thoughts most of the time
- 6.1 Demonstrate vocal contrast between narrative and dialogue most of the time
- 7.1 Speak with clarity of diction most of the time
- 8.1 Select and maintain an appropriate posture whilst holding the book most of the time
- 9.1 Communicate the theme and content with some fluency
- 9.2 Use appropriate eye contact most of the time
- 10.1 Use the face to reflect inner feeling consistently

Distinction

The learner can:

- 1.1 Use key words to communicate the meaning of the recital specifically and coherently
- 2.1 Clarify appropriate changes in thought through secure phrasing throughout the recital
- 3.1 Convey a strong sense of feeling throughout the recital
- 3.2 Indicate specific changes in mood throughout the recital
- 4.1 Create appropriate vocal contrast between moods throughout the recital
- 5.1 Create appropriate vocal contrast between thoughts throughout the recital
- 6.1 Create vocal contrast between narrative and dialogue throughout the recital
- 7.1 Sustain clarity of diction throughout the recital
- 8.1 Sustain an appropriate posture whilst holding the book confidently
- 9.1 Communicate the theme and content with confidence and fluency
- 9.2 Sustain fluent use of eye contact throughout the recital
- 10.1 Allow the face to reflect the full range of inner feeling

Knowledge

The learner can:		The learner can:	
11.1	Describe reasons for choosing the selections and theme of the recital	11.1	Describe in detail reasons for choosing the selections and theme of the recital
12.1	Give the accurate meaning of 4 individual words and phrases in both selections with no more than one error	12.1	Define all individual words and phrases in both selections accurately
13.1	Describe the story of the prose selection	13.1	Describe in detail the story of the prose selection
13.2	Describe the main characters in the prose selection	13.2	Describe in detail the main characters in the prose selection

Level 1: Grade 3

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Use key words to communicate meaning
2. Clarify changes in thought through secure phrasing
3. Convey feeling and changes in mood

The learner can:

- 1.1 Use some key words to communicate the meaning of the recital
- 2.1 Indicate appropriate changes in thought through some secure phrasing in the recital
- 3.1 Indicate basic feeling in the recital
- 3.2 Indicate basic changes in mood in the recital

Technique

The learner will be able to:

4. Create vocal contrast between moods
5. Create vocal contrast between thoughts
6. Create vocal contrast between narrative and dialogue
7. Demonstrate clarity of diction
8. Adopt appropriate posture including management of the book
9. Share the text with fluent use of eye contact
10. Allow the face to reflect inner feeling

The learner can:

- 4.1 Demonstrate some vocal contrast between moods
- 5.1 Demonstrate some vocal contrast between thoughts
- 6.1 Demonstrate some vocal contrast between narrative and dialogue
- 7.1 Speak with some clear diction
- 8.1 Adopt an appropriate posture whilst holding the book some of the time
- 9.1 Communicate the theme and general content with some fluency
- 9.2 Use some appropriate eye contact
- 10.1 Use the face to reflect some inner feeling

Knowledge

The learner will be able to:

11. State the reasons for choosing the repertoire and theme
12. Understand the meaning of individual words and phrases within the verse and prose selections
13. Describe the story and main characters of the book from which the prose selection has been taken
14. Describe the mood and contrast between the 2 selections

The learner can:

- 11.1 Outline reasons for choosing the selections and theme of the recital
- 12.1 Give the meaning of 4 individual words and phrases in both selections with no more than 2 errors
- 13.1 State the story outline of the prose selection
- 13.2 Outline the main characters in the prose selection
- 14.1 Outline the mood and contrast between the 2 selections

Level 1: Grade 3

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Use key words most of the time to communicate the meaning of the recital
- 2.1 Clarify appropriate changes in thought through secure phrasing in the recital most of the time
- 3.1 Convey feeling in the recital most of the time
- 3.2 Indicate appropriate changes in mood in the recital

Technique

The learner can:

- 4.1 Demonstrate vocal contrast between moods most of the time
- 5.1 Demonstrate vocal contrast between thoughts most of the time
- 6.1 Demonstrate vocal contrast between narrative and dialogue most of the time
- 7.1 Speak with clarity of diction most of the time
- 8.1 Select and maintain an appropriate posture whilst holding the book most of the time
- 9.1 Communicate the theme and content with some fluency
- 9.2 Use appropriate eye contact most of the time

Distinction

The learner can:

- 1.1 Use key words to communicate the meaning of the recital specifically and coherently
 - 2.1 Clarify appropriate changes in thought through secure phrasing throughout the recital
 - 3.1 Convey a strong sense of feeling throughout the recital
 - 3.2 Indicate specific changes in mood throughout the recital
- The learner can:
- 4.1 Create appropriate vocal contrast between moods throughout the recital
 - 5.1 Create appropriate vocal contrast between thoughts throughout the recital
 - 6.1 Create appropriate vocal contrast between narrative and dialogue throughout the recital
 - 7.1 Sustain clarity of diction throughout the recital
 - 8.1 Sustain an appropriate posture whilst holding the book confidently
 - 9.1 Communicate the theme and general content with confidence and fluency
 - 9.2 Sustain fluent use of eye contact throughout the recital

- | | | | |
|------|--|------|---|
| 10.1 | Use the face to reflect inner feeling consistently | 10.1 | Allow the face to reflect the full range of inner feeling |
|------|--|------|---|

Knowledge

The learner can:

The learner can:

- | | | | |
|------|--|------|--|
| 11.1 | Describe reasons for choosing the selections and theme of the recital | 11.1 | Describe in detail reasons for choosing the selections and theme of the recital |
| 12.1 | Give the accurate meaning of 4 individual words and phrases in both selections with no more than one error | 12.1 | Define all individual words and phrases in both selections accurately |
| 13.1 | Describe the story of the prose selection | 13.1 | Describe in detail the story of the prose selection |
| 13.2 | Describe the main characters in the prose selection | 13.2 | Describe in detail the main characters in the prose selection |
| 14.1 | Describe accurately the mood and contrast between the 2 selections | 14.1 | Describe accurately and in detail the mood and contrast between the 2 selections |

Level 2: Grade 4

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Engage with the author's thoughts and feelings
2. Convey style and content

The learner can:

- 1.1 Reveal some understanding of the author's thoughts and feelings
- 2.1 Convey adequate style some of the time
- 2.2 Convey adequate content some of the time

Technique

The learner will be able to:

3. Use modulation
4. Sustain muscular use of articulative organs, appropriate to the text
5. Sustain the thought and vocal power through to the end of the phrase
6. Co-ordinate eye contact with the needs of the text
7. Vary the use of the performance space
8. Create a sense of performance

The learner can:

- 3.1 Use adequate modulation some of the time
- 4.1 Use some clarity of diction, appropriate to the text
- 5.1 Sustain thoughts through to the end of some phrases
- 5.2 Sustain vocal power through to the end of some phrases
- 6.1 Use some eye contact appropriately for the text
- 7.1 Demonstrate some variety of movement in the use of the performance space appropriate to the recital
- 8.1 Communicate the recital theme using adequate links
- 8.2 Build all the elements of the recital into an holistic performance

Knowledge

The learner will be able to:

9. Describe the context of the selections

The learner can:

- 9.1 Describe basic reasons for choice of repertoire and theme

- 9.2 Describe basic reasons for choice of staging
- 10. Describe the content and characters of the prose selection
 - 10.1 Outline the basic story of the book from which the prose selection has been taken
 - 10.2 Give a basic description of the main characters in the book from which the prose selection has been taken

Level 2: Grade 4

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Reveal a sound understanding of the author's thoughts and feelings
- 2.1 Convey style most of the time
- 2.2 Convey adequate content most of the time

Technique

The learner can:

- 3.1 Use appropriate modulation most of the time
- 4.1 Demonstrate clarity of diction, appropriate to the text, most of the time
- 5.1 Sustain thoughts through to the end of most phrases
- 5.2 Sustain vocal power adequately through to the end of most phrases
- 6.1 Use eye contact appropriately for the text most of the time
- 7.1 Demonstrate variety of movement in the appropriate use of the performance space most of the time
- 8.1 Communicate the recital theme consistently using secure links
- 8.2 Demonstrate the relationship between all the elements of the recital in one holistic performance

Distinction

The learner can:

- 1.1 Engage with the author's thoughts and feelings fully and accurately
- 2.1 Convey style consistently with imagination
- 2.2 Convey content consistently with imagination
- 3.1 Use modulation specifically
- 4.1 Sustain clarity of diction, appropriate to the text, throughout the recital
- 5.1 Sustain thoughts through to the end of phrases throughout the recital
- 5.2 Sustain vocal power through to the end of phrases throughout the recital
- 6.1 Sustain eye contact appropriately for the text throughout the recital
- 7.1 Demonstrate variety of movement in the appropriate use of the performance space throughout the recital
- 8.1 Clarify the recital theme using specific and creative links
- 8.2 Sustain the engagement of the audience with an imaginative and creative holistic performance

Knowledge

The learner can:		The learner can:	
9.1	Explain the reasons for choice of repertoire and theme	9.1	Explain in detail the reasons for choice of repertoire and theme
9.2	Explain the reasons for choice of staging	9.2	Explain in detail the reasons for choice of staging
10.1	Explain the story of the book from which the prose selection has been taken	10.1	Explain in detail the story of the book from which the prose selection has been taken
10.2	Explain main characters in the book from which the prose selection has been taken	10.2	Explain in detail the main characters in the book from which the prose selection has been taken

Level 2: Grade 5

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Engage with the author's thoughts and feelings
2. Convey style and content

The learner can:

- 1.1 Reveal some understanding of the author's thoughts and feelings
- 2.1 Convey adequate style some of the time
- 2.2 Convey adequate content some of the time

Technique

The learner will be able to:

3. Use modulation
4. Sustain muscular use of articulative organs, appropriate to the text
5. Sustain the thought and vocal power through to the end of the phrase
6. Co-ordinate eye contact with the needs of the text
07. Vary the use of the performance space
8. Create a sense of performance

The learner can:

- 3.1 Use adequate modulation some of the time
- 4.1 Use some clarity of diction, appropriate to the text
- 5.1 Sustain thoughts through to the end of some phrases
- 5.2 Sustain vocal power through to the end of some phrases
- 6.1 Use some eye contact appropriately for the text
- 7.1 Demonstrate some variety of movement in the use of the performance space appropriate to the recital
- 8.1 Communicate the recital theme using adequate links
- 8.2 Build all the elements in the recital into a holistic performance using appropriate links

Knowledge

The learner will be able to:

9. Describe the context of the selection

The learner can:

- 9.1 Describe basic reasons for choice of repertoire and theme

- 9.2 Describe basic reasons for choice of staging
- 10. Describe the story and characters of the prose selection
 - 10.1 Outline the basic story of the book from which the prose selection has been taken
 - 10.2 Give a basic description of the main characters in the book from which the prose selection has been taken
- 11. Describe the mood of the 3 selections
 - 11.1 Outline the mood of each of the 3 selections

Level 2: Grade 5

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Reveal a sound understanding of the author's thoughts and feelings
- 2.1 Convey style most of the time
- 2.2 Convey adequate content most of the time

Technique

The learner can:

- 3.1 Use appropriate modulation most of the time
- 4.1 Demonstrate clarity of diction, appropriate to the text, most of the time
- 5.1 Sustain thoughts through to the end of most phrases
- 5.2 Sustain vocal power adequately through to the end of most phrases
- 6.1 Use eye contact appropriately for the text most of the time
- 7.1 Demonstrate variety of movement in the appropriate use of the performance space most of the time
- 8.1 Communicate the recital theme using secure links
- 8.2 Demonstrate the relationship between all the elements of the recital in one holistic performance

Distinction

The learner can:

- 1.1 Engage with the author's thoughts and feelings fully and accurately
 - 2.1 Convey style consistently with imagination
 - 2.2 Convey content consistently with imagination
- The learner can:
- 3.1 Use modulation specifically
 - 4.1 Sustain clarity of diction, appropriate to the text, throughout the recital
 - 5.1 Sustain thoughts through to the end of phrases throughout the recital
 - 5.2 Sustain vocal power through to the end of phrases throughout the recital
 - 6.1 Sustain eye contact appropriately for the text throughout the recital
 - 7.1 Demonstrate variety of movement in the appropriate use of the performance space throughout the recital
 - 8.1 Clarify the recital theme using specific and creative links
 - 8.2 Sustain the engagement of the audience with an imaginative and creative holistic performance

Knowledge

The learner can:		The learner can:	
9.1	Explain the reason for choice of repertoire and theme	9.1	Explain in detail the reason for choice of repertoire and theme
9.2	Explain the reasons for choice of staging	9.2	Explain in detail the reasons for choice of staging
10.1	Explain the story of the book from which the prose selection has been taken	10.1	Explain in detail the story of the book from which the prose selection has been taken
10.2	Explain the main characters in the book from which the prose selection has been taken	10.2	Explain in detail the main characters in the book from which the prose selection has been taken
11.1	Describe the mood of each of the 3 selections accurately	11.1	Describe in detail and accurately the mood of each of the 3 selections

Level 3: Grade 6

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth

The learner can:

- 1.1 Reveal some understanding of the text, subtext and context
- 2.1 Reveal an adequate understanding of style
- 2.2 Reveal an adequate understanding of content
- 3.1 Reveal an adequate understanding of emotional truth

Technique

The learner will be able to:

4. Use a supported and free vocal tone
5. Use flexible articulation to support and inform the performance
6. Use modulation to reveal layers of meaning
7. Create a varied visual interest in the performance space appropriate to the requirements of the text
8. Create a smooth and seamless recital

The learner can:

- 4.1 Use adequate breath support
- 5.1 Use articulative flexibility some of the time
- 6.1 Use modulation appropriate to the text some of the time
- 7.1 Demonstrate some variety of movement in the use of performance space appropriate to the needs of the recital
- 7.2 Deliver basic visual interest some of the time
- 8.1 Communicate the recital theme using adequate links
- 8.2 Create and deliver appropriate links between elements in the recital

Knowledge

The learner will be able to describe:

9. The story and main characters of the book from which one prose selection has been taken

10. The reasons behind choice of repertoire and theme

11. The reasons behind choice of staging

The learner can:

- 9.1 Explain the main story of the book from which the prose selection has been taken

- 9.2 Describe the main characters in the book from which the prose selection has been taken

- 10.1 Explain some reasons for choice of repertoire and theme

- 11.1 Explain some reasons for choice of staging

Level 3: Grade 6

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Communicate text, subtext and context
- 2.1 Reveal a sound understanding of style
- 2.2 Reveal a sound understanding of content
- 3.1 Reveal a sound understanding of emotional truth

Technique

The learner can:

- 4.1 Support the voice with appropriate breathing technique
- 5.1 Use flexible articulation appropriate to the text most of the time
- 6.1 Use modulation appropriate to the text most of the time
- 7.1 Demonstrate variety of movement in the appropriate use of performance space most of the time
- 7.2 Deliver visual interest most of the time
- 8.1 Communicate the recital theme using secure links
- 8.2 Create and deliver secure links between elements in the recital

Distinction

The learner can:

- 1.1 Clarify text, subtext and context
- 2.1 Realise style imaginatively
- 2.2 Realise content imaginatively
- 3.2 Realise emotional truth
- 4.1 Use a well-supported and free vocal tone throughout the recital
- 5.1 Use flexible articulation consistently to support and inform the recital
- 6.1 Use modulation to reveal layers of meaning throughout the recital
- 7.1 Demonstrate variety of movement in the creative use of performance space appropriate to the needs of the recital
- 7.2 Sustain visual interest throughout the recital
- 8.1 Clarify the recital theme using specific and creative links
- 8.2 Create and deliver a confident recital performance

Knowledge

The learner can:	The learner can:
9.1 Explain accurately the main story of the book from which the prose selection has been taken	9.1 Explain accurately and in detail the main story of the book from which the prose selection has been taken
9.2 Describe accurately the main characters in the book from which the prose selection has been taken	9.2 Describe accurately and in detail the main characters in the book from which the prose selection has been taken
10.1 Explain accurately the reasons for choice of repertoire and theme	10.1 Explain accurately and in detail the reasons for choice of repertoire and theme
11.1 Explain accurately the reasons for choice of staging	11.1 Explain accurately and in detail the reasons for choice of staging

Level 3: Grade 7

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

The learner can:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth

- 1.1 Reveal some understanding of the text, subtext and context
- 2.1 Reveal an adequate understanding of style
- 2.2 Reveal an adequate understanding of content
- 3.1 Reveal an adequate understanding of emotional truth

Technique

The learner will be able to:

The learner can:

4. Use a supported and free vocal tone
5. Use flexible articulation to support and inform the performance
6. Use modulation to reveal layers of meaning
7. Create a varied visual interest in the performance space appropriate to the requirements of the text
8. Create a smooth and seamless recital

- 4.1 Use adequate breath support
- 5.1 Use articulative flexibility some of the time
- 6.1 Use modulation appropriate to the text some of the time
- 7.1 Demonstrate variety of movement in the use of performance space appropriate to the needs of the recital
- 7.2 Deliver basic visual interest some of the time
- 8.1 Communicate the recital theme using adequate links
- 8.2 Create and deliver appropriate links between elements in the recital

Knowledge

The learner will be able to describe:

9. The story and main characters of the book from which one prose selection has been taken
10. The reasons behind choice of repertoire and theme
11. The reasons behind choice of staging
12. The techniques required for conveying the contrasts of style and form in the 3 chosen selections

The learner can:

- 9.1 Explain the main story of the book from which the prose selection has been taken
- 9.2 Describe the main characters in the book from which the prose selection has been taken
- 10.1 Explain some reasons for choice of repertoire and theme
- 11.1 Explain some reasons for choice of staging
- 12.1 Explain the basic techniques required for conveying contrast of style in the 3 chosen selections
- 12.2 Explain the basic techniques required for conveying contrast of form in the 3 chosen selections

Level 3: Grade 7

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Communicate text, subtext and context
- 2.1 Reveal a sound understanding of style
- 2.2 Reveal a sound understanding of content
- 3.1 Reveal a sound understanding of emotional truth

Technique

The learner can:

- 4.1 Support the voice with appropriate breathing technique
- 5.1 Use flexible articulation appropriate to the text most of the time
- 6.1 Use modulation appropriate to the text most of the time
- 7.1 Demonstrate variety of movement in the appropriate use of performance space most of the time
- 7.2 Deliver visual interest most of the time
- 8.1 Communicate the recital theme using secure links
- 8.2 Create and deliver secure links between elements in the recital

Distinction

The learner can:

- 1.1 Clarify text, subtext and context
- 2.1 Realise style imaginatively
- 2.2 Realise content imaginatively
- 3.2 Realise emotional truth
- 4.1 Use a well-supported and free vocal tone throughout the recital consistently
- 5.1 Use flexible articulation consistently to support and inform the recital
- 6.1 Use modulation to reveal layers of meaning throughout the recital
- 7.1 Demonstrate variety of movement in the creative use of performance space appropriate to the needs of the recital
- 7.2 Sustain visual interest throughout the recital
- 8.1 Clarify the recital theme using specific and creative links
- 8.2 Create and deliver a confident recital performance

Knowledge

The learner can:

- 9.1 Explain accurately the main story of the book from which the prose selection has been taken
- 9.2 Describe accurately the main characters in the book from which the prose selection has been taken
- 10.1 Explain accurately the reasons for choice of repertoire and theme
- 11.1 Explain accurately the reasons for choice of staging
- 12.1 Explain accurately the techniques required for conveying contrast of style in the 3 chosen selections
- 12.2 Explain accurately the techniques required for conveying contrast of form in the 3 chosen selections

The learner can:

- 9.1 Explain accurately and in detail the main story of the book from which the prose selection has been taken
- 9.2 Describe accurately and in detail the main characters in the book from which the prose selection has been taken
- 10.1 Explain accurately and in detail the reasons for choice of repertoire and theme
- 11.1 Explain accurately and in detail the reasons for choice of staging
- 12.1 Explain accurately and in detail the techniques required for conveying contrast of style in the 3 chosen selections
- 12.2 Explain accurately and in detail the techniques required for conveying contrast of form in the 3 chosen selections

Level 3: Grade 8

Learning Outcomes

Assessment Criteria: Pass

Interpretation

The learner will be able to:

1. Communicate text, subtext and context
2. Convey form, style and content
3. Reveal emotional truth

The learner can:

- 1.1 Reveal some understanding of the text, subtext and context
- 2.1 Reveal an adequate understanding of style
- 2.2 Reveal an adequate understanding of content
- 3.1 Reveal an adequate understanding of emotional truth

Technique

The learner will be able to:

4. Use a supported and free vocal tone
5. Use flexible articulation to support and inform the performance
6. Use modulation to reveal layers of meaning
7. Create a varied visual interest in the performance space appropriate to the requirements of the text
8. Create a smooth and seamless recital

The learner can:

- 4.1 Use adequate breath support
- 5.1 Use articulative flexibility some of the time
- 6.1 Use modulation appropriate to the text some of the time
- 7.1 Demonstrate variety of movement in the use of performance space appropriate to the needs of the recital
- 7.2 Deliver basic visual interest some of the time
- 8.1 Communicate the recital theme using adequate links
- 8.2 Create and deliver appropriate links between elements in the recital

Knowledge

The learner will be able to describe:	The learner can:
9. The story and main characters of the book from which one prose selection has been taken	9.1 Explain the main story of the book from which the prose selection has been taken 9.2 Describe the main characters in the book from which the prose selection has been taken
10. The reasons behind choice of repertoire and theme	10.1 Explain some reasons for choice of repertoire and theme
11. The reasons behind choice of staging	11.1 Explain some reasons for choice of staging
12. The techniques required for conveying the contrast of style, mood and form in the 3 chosen selections	12.1 Explain the basic techniques required for conveying contrast of style in the 3 chosen selections 12.2 Explain the basic techniques required for conveying contrast of mood in the 3 chosen selections 12.3 Explain the basic techniques required for conveying contrast of form in the 3 chosen selections
13. The techniques required for conveying the contrast in period in the 3 chosen selections	13.1 Explain the basic techniques required for conveying the contrast in period in the 3 chosen selections

Level 3: Grade 8

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Communicate text, subtext and context
- 2.1 Reveal a sound understanding of style
- 2.2 Reveal a sound understanding of content
- 3.1 Reveal a sound understanding of emotional truth

Technique

The learner can:

- 4.1 Support the voice with appropriate breathing technique
- 5.1 Use flexible articulation appropriate to the text most of the time
- 6.1 Use modulation appropriate to the text most of the time
- 7.1 Demonstrate variety of movement in the appropriate use of performance space most of the time
- 7.2 Deliver visual interest most of the time
- 8.1 Communicate the recital theme using secure links
- 8.2 Create and deliver secure links between elements in the recital

Distinction

The learner can:

- 1.1 Clarify text, subtext and context
- 2.1 Realise style imaginatively
- 2.2 Realise content imaginatively
- 3.2 Realise emotional truth
- 4.1 Use a well-supported and free vocal tone throughout the recital
- 5.1 Use flexible articulation consistently to support and inform the recital
- 6.1 Use modulation to reveal layers of meaning throughout the recital
- 7.1 Demonstrate variety of movement in the creative use of performance space appropriate to the needs of the recital
- 7.2 Sustain visual interest throughout the recital
- 8.1 Clarify the recital theme using specific and creative links
- 8.2 Create and deliver a confident recital performance

Knowledge

The learner can:

The learner can:

- | | | | |
|------|--|------|--|
| 9.1 | Explain accurately the main story of the book from which the prose selection has been taken | 9.1 | Explain accurately and in detail the main story of the book from which the prose selection has been taken |
| 9.2 | Describe accurately the main characters in the book from which the prose selection has been taken | 9.2 | Describe accurately and in detail the main characters in the book from which the prose selection has been taken |
| 10.1 | Explain accurately the reasons for choice of repertoire and theme | 10.1 | Explain accurately and in detail the reasons for choice of repertoire and theme |
| 11.1 | Explain accurately the reasons for choice of staging | 11.1 | Explain accurately and in detail the reasons for choice of staging |
| 12.1 | Explain accurately the techniques required for conveying contrast of style in the 3 chosen selections | 12.1 | Explain accurately and in detail the techniques required for conveying contrast of style in the 3 chosen selections |
| 12.2 | Explain accurately the techniques required for conveying contrast of mood in the 3 chosen selections | 12.2 | Explain accurately and in detail the techniques required for conveying contrast of mood in the 3 chosen selections |
| 12.3 | Explain accurately the techniques required for conveying contrast of form in the 3 chosen selections | 12.3 | Explain accurately and in detail the techniques required for conveying contrast of form in the 3 chosen selections |
| 13.1 | Explain accurately the techniques required for conveying the contrast in period in the 3 chosen selections | 13.1 | Explain accurately and in detail the techniques required for conveying the contrast in period in the 3 chosen selections |

**Graded Examinations In Communication:
Using Spoken English**

From 1 September 2009

Graded Examinations in Speech: Using Spoken English

Purpose of the Qualification

LAMDA examinations in *Using Spoken English* are designed to develop the skills necessary for effective oral communication in English. These examinations will benefit native English speakers as well as those for whom English is a second language.

Learners who prepare themselves appropriately will develop:

1. Interpretation: Oral language skills
2. Technique: Communication skills
3. Knowledge: Listening skills.

Broad Objectives of the Qualification

1. Interpretation: Oral language skills

Learners will be required:

- To select, structure and shape subject matter into a coherent and concise oral presentation
- To adapt language and use vocabulary appropriate to audience, purpose and situation in an oral context.

2. Technique: Communication skills

Learners will be required:

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

3. Knowledge: Listening skills

Learners will be required:

- To respond to questions
- To create opportunities for others to contribute when appropriate

- To support other speakers through appropriate non-verbal response.

Structure

Graded Examinations in Communication: Using Spoken English are divided into three levels, in line with the Qualifications and Credit Framework.

Entry Level	Entry 3
Level 1	Grades 1, 2, 3
Level 2	Grades 4, 5

Graded Examinations in Communication: Speaking in Public follow at Level 3.

Learning outcomes and assessment criteria are set at each level, often covering a range of grades (e.g. Level 1 covers Grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because the set requirements and/or topics for talks increase in difficulty as the grades progress.

General Notes and Regulations

1. For the purpose of these examinations a 'talk' is defined as a short address in an informal setting.
 2. For the purpose of these examinations a 'conversation' is defined as a two-way exchange of ideas and opinions.
 3. Talks should be directed towards an imagined audience of whom the examiner is part.
 4. Any style or dialect of English is acceptable, as long as the learner's speech is easily intelligible to the examiner.
 5. Notes may be used as an aide-memoire; they must not be read.
 6. Learners should be aware that specific equipment or furniture e.g. flipcharts, overhead projectors etc, may not be available at LAMDA Public Centres.
 7. Learners may perform the prepared elements of an examination in any order.
 8. Live animals are not permitted in an examination room.
-

Entry Level

Learning Outcomes

Oral language skills

The learner will be able to:

1. Re-tell a story with a simple structure
2. Use language appropriate to an informal situation.

Communication skills

The learner will be able to:

3. Communicate with sufficient audibility for audience and space
4. Communicate with sufficient clarity in order to be understood
5. Engage an audience with eye contact.

Listening skills

The learner will be able to:

6. Maintain concentration during a conversation
7. Comprehend questions and respond accordingly.

Amplification of the Learning Outcomes

Structure – using a beginning, middle and an end

Audibility – using sufficient breath and resonance so that the sound can be heard by the examiner

Clarity – articulating sufficiently, without losing the sense or flow of the text, in order to be understood by the examiner

Eye contact - engaging with the examiner during the presentation in order to communicate the story across the divide

Level Descriptor

Learners will be able to re-tell a story in their own words, with a beginning, middle and end, using language appropriate to the informal situation. They will speak audibly and clearly, with some confidence, and a sense of enthusiasm and enjoyment. Questions will be responded to appropriately.

Total time allowance

10 minutes

Examination Content

Entry

1. Story-telling

The learner will bring a book into the examination room and re-tell the story to the examiner. This must not exceed two minutes in length. The learner must not read from the book but may use the illustrations, or illustrations of their own devising, as an aid.

2. Conversation

The learner will present the examiner with a choice of two topics. The examiner will initiate a brief conversation based on one of these topics.

Marking Scheme

Story	40
Communication	40
Conversation	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 1

Learning Outcomes

Oral language skills

The learner will be able to:

1. Structure and deliver a talk based on personal experience
2. Use language appropriate to audience, purpose and situation.

Communication skills

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity.

Listening skills

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly
8. Initiate ideas based on comprehension (Grades 2 and 3).

Amplification of the Learning Outcomes

Structure – using a beginning, middle and an end

Audibility – using sufficient breath and resonance appropriate to the size of the space and audience

Body language – communicating non-verbally

Spontaneity – as if it is being spoken for the very first time

Clarity – clear speech and diction with secure use of the articulative organs

Level Descriptor

Learners will be able to apply their knowledge, understanding and skills to give a talk with a defined structure, using language appropriate to audience, purpose and situation. They will speak audibly and clearly, with a sense of spontaneity. **Notes will not be read, only referred to.** Apt use of body language will help to engage the audience. Ideas will be initiated to further conversation.

Total time allowance for each grade

10 minutes

Examination Content

Grade 1

1. Structured Talk

The learner will give a talk about an experience, event or visit. The talk must not exceed three minutes in length. Note cards may be used.

2. Prepared Conversation

The learner will present the examiner with a choice of two topics. The examiner will initiate a brief conversation based on one of these topics.

Grade 2

1. Structured Talk

The learner will bring in an object and use this as the basis for a talk. The talk must not exceed three minutes in length. Note cards may be used.

2. Prepared Conversation

The learner will present the examiner with a choice of two topics. The examiner will initiate a brief conversation based on one of these topics.

Grade 3

1. Structured Talk

The learner will give a talk about a person they know or have met. The talk must not exceed three minutes in length. Note cards may be used.

2. Prepared Conversation

The learner will present the examiner with a choice of three topics. The examiner will initiate a brief conversation based on one of these topics.

Marking Scheme

Talk	40
Communication	40
Conversation	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 2

Learning Outcomes

Oral language skills

The learner will be able to:

1. Select, structure and shape subject matter into a talk
2. Adapt language to audience, purpose and situation.

Communication skills

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Match tonal register to audience, purpose and situation

5. Integrate body language to support the subject matter and engage the listener
6. Use notes appropriately
7. Use visual aids, where appropriate, to support the subject matter and engage the listener.

Listening skills

The learner will be able to:

8. Comprehend questions, respond accordingly and initiate ideas based on that understanding
9. Converse fluently on given topics, drawing other speakers into conversation
10. Listen supportively with appropriate non-verbal response.

Amplification of the Learning Outcomes

Audibility – using sufficient breath and resonance appropriate to the size of the space, audience and subject matter

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

Body language – communicating non-verbally

Visual aids – for example: a poster, a flip chart, an overhead projector

Converse fluently – speaking on the given topic without disruption or hesitation

Clarity – clear speech and diction with secure use of the articulative organs

Level Descriptor

Learners will be able to apply their knowledge, understanding and skills by selecting appropriate subject matter and structuring it into a talk. Their choice of language and tonal register will be appropriate to audience, purpose and situation. Effective preparation and study will be evident, leading to a secure performance with a sense of spontaneity. Notes will only be used when absolutely necessary. Use of body, voice and space will be effectively combined to engage the audience. They will be able to converse fluently on given topics, initiate ideas to further conversation and listen supportively.

Total time allowance for each grade

15 minutes

Examination Content

Grade 4

1. Structured Talk

The learner will give a talk about a hobby or interest. The talk must not exceed four minutes in length. Note cards may be used.

2. Oral Presentation

The learner will give an oral presentation on one of the topics listed below. Visual aids may be incorporated if appropriate. Note cards may be used. The talk must not exceed four minutes in length.

My neighbourhood

The best day of my life

Fashion

Holidays

3. Conversation

The examiner will choose one of the remaining topics from the list in Section 2 to initiate a conversation with the learner. The learner will be able to explain why they have selected the topics for their talks.

Grade 5

1. Structured Talk

The learner will give an informative talk of their own choice, using facts, data and visual aids if appropriate. Note cards may be used. The talk must not exceed four minutes in length.

2. Oral Presentation

The learner will give an oral presentation, expressing an opinion on one of the topics listed below. Visual aids may be incorporated if appropriate. Note cards may be used. The talk must not exceed four minutes in length.

Celebrity status

Dreams

Competitive sport

Diet

Environment

3. Conversation

The examiner will choose one of the remaining topics from the list in Section 2 to initiate a conversation with the learner. The learner will be able to explain why they have selected the topics for their talks.

Marking Scheme

Talks	40
Communication	40
Conversation	20
Total	100
Pass 50 Merit 65 Distinction 80	

Using Spoken English

Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

1. Re-tell a story with a simple structure
2. Use language appropriate to an informal situation

Technique

The learner will be able to:

3. Communicate with sufficient audibility for audience and space
4. Communicate with sufficient clarity in order to be understood
5. Engage an audience with eye contact

Knowledge

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly

Assessment Criteria: Pass

The learner can:

- 1.1 Using own words, briefly re-tell a simple story
- 2.1 Use a range of basic vocabulary appropriate to an informal situation
- 2.2 Use some sense of structure appropriate to an informal situation

The learner can:

- 3.1 Speak with audibility appropriate for the performance space
- 4.1 Speak clearly and coherently in order to be understood
- 4.2 Indicate the basic meaning of the communication
- 5.1 Use some appropriate eye contact with the audience

The learner can:

- 6.1 Demonstrate basic concentration in a conversation
- 7.1 Respond adequately and appropriately to some questions

Entry Level

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Using own words, re-tell a simple story
- 2.1 Use a simple vocabulary appropriate to an informal situation
- 2.2 Use a structure appropriate to an informal situation

Technique

The learner can:

- 3.1 Communicate with sufficient audibility for the performance space and audience
- 4.1 Speak clearly and coherently most of the time
- 4.2 Convey the core meaning of the communication
- 5.1 Use appropriate eye contact with the audience most of the time

Knowledge

The learner can:

- 6.1 Maintain adequate concentration in a conversation
- 7.1 Respond adequately and appropriately to most questions

Distinction

The learner can:

- 1.1 Using own words, re-tell a simple story in detail
- 2.1 Use a varied vocabulary appropriate to an informal situation
- 2.2 Use a clear and defined structure appropriate to an informal situation throughout the story

The learner can:

- 3.1 Speak with audibility appropriate for the performance space and audience, throughout the story
- 4.1 Speak with sustained clarity
- 4.2 Communicate the full meaning of the communication
- 5.1 Sustain appropriate eye contact with the audience

The learner can:

- 6.1 Sustain concentration in a conversation
- 7.1 Respond adequately and appropriately to all questions

Level 1: Grade 1

Learning Outcomes

Interpretation

The learner will be able to:

1. Structure and deliver a talk based on personal experience
2. Use language appropriate to audience, purpose and situation

Technique

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity

Knowledge

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly

Assessment Criteria: Pass

The learner can:

- 1.1 Present a talk based on personal experience with a basic sense of structure
- 2.1 Use a range of basic vocabulary appropriate to audience, purpose and situation
- 2.2 Use simple sentence structures appropriate for the audience, purpose and situation

The learner can:

- 3.1 Speak with sufficient audibility for the performance space some of the time
- 3.2 Speak with some clear diction
- 4.1 Use appropriate body language some of the time
- 5.1 Demonstrate a basic sense of spontaneity when communicating

The learner can:

- 6.1 Demonstrate some basic concentration in a conversation
- 7.1 Respond appropriately to some questions

Level 1: Grade 1

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Present a talk based on personal experience with a sound sense of structure
- 2.1 Use a range of vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation most of the time

Technique

The learner can:

- 3.1 Speak with sufficient audibility for the performance space most of the time
- 3.2 Speak with clarity of diction most of the time
- 4.1 Use appropriate body language most of the time
- 5.1 Demonstrate a sound sense of spontaneity when communicating

Knowledge

The learner can:

- 6.1 Demonstrate adequate concentration in a conversation
- 7.1 Respond appropriately to most questions

Distinction

The learner can:

- 1.1 Present a talk with a clear and defined structure based on personal experience
- 2.1 Use extensive vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation throughout the talk
- 3.1 Speak with sufficient audibility for the performance space throughout the talk
- 3.2 Sustain clarity of diction throughout the talk and conversation
- 4.1 Use appropriate body language to fully engage the audience
- 5.1 Communicate with a strong sense of spontaneity throughout the talk and conversation

The learner can:

- 6.1 Sustain concentration throughout a conversation
- 7.1 Respond appropriately to all questions

Level 1: Grade 2

Learning Outcomes

Interpretation

The learner will be able to:

1. Structure and deliver a talk based on personal experience
2. Use language appropriate to audience, purpose and situation

Technique

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity

Knowledge

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly
8. Initiate ideas based on comprehension

Assessment Criteria: Pass

The learner can:

- 1.1 Present a talk based on personal experience with a basic sense of structure
- 2.1 Use a range of basic vocabulary appropriate to audience, purpose and situation
- 2.2 Use simple sentence structures appropriate for the audience, purpose and situation

The learner can:

- 3.1 Speak with sufficient audibility for the performance space some of the time
- 3.2 Speak with some clear diction
- 4.1 Use appropriate body language some of the time
- 5.1 Demonstrate a basic sense of spontaneity when communicating

The learner can:

- 6.1 Demonstrate some basic concentration in a conversation
- 7.1 Respond appropriately to some questions
- 8.1 Share basic views and ideas
- 8.2 Initiate at least one idea

Level 1: Grade 2

Assessment Criteria

Merit

Interpretation

The learner can:

- 1.1 Present a talk based on personal experience with a sound sense of structure
- 2.1 Use a range of vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation most of the time

Technique

The learner can:

- 3.1 Speak with sufficient audibility for the performance space most of the time
- 3.2 Speak with clarity of diction most of the time
- 4.1 Use appropriate body language most of the time
- 5.1 Demonstrate a sound sense of spontaneity when communicating

Knowledge

The learner can:

- 6.1 Demonstrate adequate concentration in a conversation
- 7.1 Respond appropriately to most questions
- 8.1 Share views and ideas securely

Distinction

The learner can:

- 1.1 Present a talk with a clear and defined structure based on personal experience
- 2.1 Use extensive vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation throughout the talk

The learner can:

- 3.1 Speak with sufficient audibility for the performance space throughout the talk
- 3.2 Sustain clarity of diction throughout the talk and conversation
- 4.1 Use appropriate body language to fully engage the audience
- 5.1 Communicate with a strong sense of spontaneity throughout the talk and conversation

The learner can:

- 6.1 Sustain concentration throughout a conversation
- 7.1 Respond appropriately to all questions
- 8.1 Share views and ideas confidently and appropriately

8.2 Initiate more than 2 ideas or views

8.2 Initiate several ideas or views to further the conversation

Level 1: Grade 3

Learning Outcomes

Interpretation

The learner will be able to:

1. Structure and deliver a talk based on personal experience
2. Use language appropriate to audience, purpose and situation

Technique

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity

Knowledge

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly
8. Initiate ideas based on comprehension

Assessment Criteria: Pass

The learner can:

- 1.1 Present a talk based on a personal experience with a basic sense of structure
- 2.1 Use a range of basic vocabulary appropriate to audience, purpose and situation
- 2.2 Use simple sentence structures appropriate for the audience, purpose and situation

The learner can:

- 3.1 Speak with sufficient audibility for the performance space some of the time
- 3.2 Speak with some clear diction
- 4.1 Use appropriate body language some of the time
- 5.1 Demonstrate a basic sense of spontaneity when communicating

The learner can:

- 6.1 Demonstrate some basic concentration in a conversation
- 7.1 Respond appropriately to some questions
- 8.1 Share basic views and ideas
- 8.2 Initiate at least one idea

Level 1: Grade 3

Assessment Criteria

<u>Merit</u>		<u>Distinction</u>	
<i>Interpretation</i>			
The learner can:		The learner can:	
1.1	Present a talk based on personal experience with a sound sense of structure	1.1	Present a talk with a clear and defined structure based on personal experience
2.1	Use a range of vocabulary appropriate to audience, purpose and situation	2.1	Use extensive vocabulary appropriate to audience, purpose and situation
2.2	Use appropriate sentence structures for the audience, purpose and situation most of the time	2.2	Use appropriate sentence structures for the audience, purpose and situation throughout the talk
<i>Technique</i>			
The learner can:		The learner can:	
3.1	Speak with sufficient audibility for the performance space most of the time	3.1	Speak with sufficient audibility for the performance space throughout the talk
3.2	Speak with clarity of diction most of the time	3.2	Sustain clarity of diction throughout the talk and conversation
4.1	Use appropriate body language most of the time	4.1	Use appropriate body language to fully engage the audience
5.1	Demonstrate a sound sense of spontaneity when communicating	5.1	Communicate with a strong sense of spontaneity throughout the talk and conversation
<i>Knowledge</i>			
The learner can:		The learner can:	
6.1	Demonstrate adequate concentration in a conversation	6.1	Sustain concentration throughout a conversation
7.1	Respond appropriately to most questions	7.1	Respond appropriately to all questions
8.1	Share views and ideas securely	8.1	Share views and ideas confidently and appropriately

8.2 Initiate more than 2 ideas or views

8.2 Initiate several ideas or views to further the conversation

Level 2: Grade 4

Learning Outcomes

Interpretation

The learner will be able to:

1. Select, structure and shape subject matter into a talk
2. Adapt language to audience, purpose and situation

Technique

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Match tonal register to audience, purpose and situation
5. Integrate body language to support the subject matter and engage the listener
6. Use notes appropriately and sparingly
7. Use visual aids, where appropriate, to support the subject matter and engage the listener

Assessment Criteria: Pass

The learner can:

- 1.1 Present a talk with a basic sense of structure
- 1.2 Reveal basic subject knowledge
- 1.3 Give basic reasons for choosing the subject
- 2.1 Use some vocabulary and sentence structure appropriate to the audience, purpose and situation
- 3.1 Speak with clear diction some of the time
- 3.2 Speak with appropriate audibility for the audience and performance space some of the time
- 4.1 Identify and use an appropriate tonal register for the audience, purpose and situation some of the time
- 5.1 Use basic body language to support the subject matter and engage the listener some of the time
- 6.1 Communicate with appropriate use of reference to notes some of the time
- 7.1 Use visual aids appropriately some of the time

Knowledge

The learner will be able to:

8. Comprehend questions, respond accordingly and initiate ideas based on that understanding
9. Converse fluently on given topics, drawing other speakers into conversation
10. Listen supportively with appropriate non-verbal response

The learner can:

- 8.1 Respond adequately and appropriately to some questions
- 8.2 Initiate at least one idea based on understanding
- 9.1 Communicate with basic subject knowledge and some fluency
- 9.2 Create at least one opportunity to draw another speaker into conversation
- 10.1 Listen with appropriate non-verbal response some of the time

Level 2: Grade 4

Assessment Criteria

<u>Merit</u>		<u>Distinction</u>	
<i>Interpretation</i>			
The learner can:		The learner can:	
1.1	Present a talk with a sense of structure	1.1	Present a talk with a clear and defined sense of structure
1.2	Reveal secure subject knowledge	1.2	Reveal in-depth subject knowledge
1.3	Give sound reasons for choosing the subject	1.3	Give detailed reasons for choosing the subject
2.1	Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time	2.1	Adapt vocabulary and sentence structure to the audience, purpose and situation consistently
<i>Technique</i>			
The learner can:		The learner can:	
3.1	Speak with clarity of diction most of the time	3.1	Sustain clarity of diction throughout
3.2	Speak with sufficient audibility for the audience and performance space most of the time	3.2	Speak with sufficient audibility for the audience and performance space all the time
4.1	Identify and use an appropriate tonal register for the audience, purpose and situation most of the time	4.1	Identify and use an appropriate tonal register consistently
5.1	Use body language to support the subject matter	5.1	Use effective body language to support the subject matter
6.1	Communicate with appropriate use of reference to notes during most of the talk	6.1	Communicate with effective and appropriate reference to notes throughout the talk
7.1	Use visual aids appropriately most of the time	7.1	Use visual aids effectively throughout the talk

Knowledge

The learner can:

- 8.1 Respond appropriately to most questions
- 8.2 Initiate at least 2 ideas based on understanding
- 9.1 Communicate with secure subject knowledge and fluency most of the time
- 9.2 Create at least 2 opportunities to draw another speaker into conversation
- 10.1 Listen with appropriate non-verbal response most of the time

The learner can:

- 8.1 Respond appropriately to all questions
- 8.2 Initiate at least 3 ideas based on understanding
- 9.1 Communicate with detailed subject knowledge and fluency
- 9.2 Create opportunities to engage another speaker into conversation spontaneously
- 10.1 Listen supportively with appropriate non-verbal response throughout the conversation

Level 2: Grade 5

Learning Outcomes

Interpretation

The learner will be able to:

1. Select, structure and shape subject matter into a talk
2. Adapt language to audience, purpose and situation
3. Present an argument or opinion

Technique

The learner will be able to:

4. Communicate with appropriate clarity and audibility for audience and space
5. Match tonal register to audience, purpose and situation
6. Integrate body language to support the subject matter and engage the listener
7. Use notes appropriately
8. Use visual aids, where appropriate, to support the subject matter and engage the listener

Assessment Criteria: Pass

The learner can:

- 1.1 Present a talk with a basic sense of structure
- 1.2 Reveal basic subject knowledge
- 1.3 Give basic reasons for choosing the subject
- 2.1 Use some vocabulary and sentence structure appropriate to the audience, purpose and situation
- 3.1 Present and illustrate an argument with basic evidence or data
- 4.1 Speak with clear diction some of the time
- 4.2 Speak with appropriate audibility for the audience and performance space some of the time
- 5.1 Identify and use an appropriate tonal register for the audience, purpose and situation
- 6.1 Use basic body language to support the subject matter and engage the listener some of the time
- 7.1 Communicate with some appropriate reference to notes during the talk
- 8.1 Use visual aids appropriately some of the time

Knowledge

The learner will be able to:

9. Comprehend questions, respond accordingly and initiate ideas based on that understanding
10. Converse fluently on given topics, drawing other speakers into conversation
11. Listen supportively with appropriate non-verbal response

The learner can:

- 9.1 Respond adequately and appropriately to questions
- 9.2 Initiate at least one idea based on understanding
- 10.1 Communicate with basic subject knowledge and fluency
- 10.2 Create at least one opportunity to draw another speaker into conversation
- 11.1 Listen with appropriate non-verbal response some of the time

Level 2: Grade 5

Assessment Criteria

<u>Merit</u>		<u>Distinction</u>	
<i>Interpretation</i>			
The learner can:		The learner can:	
1.1	Present a talk with a sense of structure	1.1	Present a talk with a clear and defined sense of structure
1.2	Reveal secure subject knowledge	1.2	Reveal in-depth subject knowledge
1.3	Give sound reasons for choosing the subject	1.3	Give detailed reasons for choosing the subject
2.1	Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time	2.1	Adapt vocabulary and sentence structure to the audience, purpose and situation consistently
3.1	Present and illustrate an argument with sound evidence or data	3.1	Present a well-researched argument or opinion supported with strong evidence and data
<i>Technique</i>			
The learner can:		The learner can:	
4.1	Speak with clarity of diction most of the time	4.1	Sustain clarity of diction throughout
4.2	Speak with sufficient audibility for the audience and performance space most of the time	4.2	Speak with sufficient audibility for the audience and performance space all the time
5.1	Identify and use an appropriate tonal register for the audience, purpose and situation most of the time	5.1	Identify and use an appropriate tonal register consistently
6.1	Use body language to support the subject matter	6.1	Use effective body language to support the subject matter
7.1	Communicate with appropriate and sparing reference to notes during the talk	7.1	Communicate with effective and sparing reference to notes throughout the talk
8.1	Use visual aids appropriately most of the time	8.1	Use visual aids effectively throughout the talk

9.1 Respond appropriately to most questions

9.2 Initiate at least 2 ideas based on understanding

Knowledge

The learner can:

10.1 Communicate with secure subject knowledge and fluency most of the time

10.2 Create at least 2 opportunities to draw another speaker into conversation

11.1 Listen with appropriate non-verbal response most of the time

9.1 Respond appropriately to all questions

9.2 Initiate at least 3 ideas based on understanding

The learner can:

10.1 Communicate with detailed subject knowledge and fluency

10.2 Create opportunities to engage another speaker into conversation spontaneously

11.1 Listen supportively with appropriate non-verbal response throughout the conversation

**Graded Examinations In Communication:
Speaking in Public**

From 1 September 2009

Graded Examinations in Communication: Speaking in Public

Purpose of the Qualification

LAMDA examinations in *Speaking in Public* are designed to develop the skills necessary for effective oral communication and public presentation.

Learners who prepare themselves appropriately will develop:

1. Interpretation: Oral language skills
2. Technique: Technical skills
3. Knowledge: Knowledge of the presentation process.

Broad Objectives of the Qualification

1. Interpretation: Oral language skills

Learners will be required:

- To select, structure and shape subject matter into a coherent and concise oral presentation
- To adapt language and form appropriate to audience, purpose and situation in an oral context.

2. Technique: Technical skills

Learners will be required:

- To build skills in clarity of speech and projection
- To match tonal register to audience, purpose and situation
- To integrate body language, notes and visual aids where appropriate, to support the subject matter and engage the listener.

3. Knowledge: Knowledge of the presentation process

Learners will be required:

- To have a knowledge and understanding of Speaking in Public techniques in order to support the practical presentation.

Structure

Graded Examinations in Communication: Speaking in Public are set at Level 3 in line with the Qualifications and Credit Framework.

Level 3 Grade 6 – Bronze Medal, Grade 7 – Silver Medal,
Grade 8 – Gold Medal

Learning outcomes and assessment criteria are set at each level, often covering a range of grades. However, there is still a qualitative difference in outcome between individual grades within each level. This is because the set requirements for speeches increase in difficulty as the grades progress.

General Notes and Regulations

1. For the purpose of these examinations a ‘talk’ is defined as a short address in an informal setting, as opposed to a ‘speech’, which is defined as a structured formal address.
 2. Speeches must be directed towards an imagined audience, of whom the examiner is part. This must be specified by the learner at the beginning of each speech.
 3. Any accent or dialect of English is acceptable, as long as the learner’s speech is easily intelligible to the examiner.
 4. Learners should not expect that specific equipment or furniture e.g. flipcharts, overhead projectors etc, will be available at LAMDA Public Centres.
 5. Visual aids are not an examination requirement; however diagrams, pictures, objects, a Powerpoint presentation, an overhead projector or a flipchart may be included if appropriate to the subject matter and/or defined audience.
 6. Learners may perform the prepared elements of an examination in any order.
 7. Live animals are not permitted in an examination room.
-

Level 3

Learning Outcomes

Oral Language skills

The learner will be able to:

1. Select, structure and shape subject matter into a speech
2. Adapt language and form to audience, purpose and situation
3. Create contrast between speeches.

Technical skills

The learner will be able to:

4. Project: communicate with audibility and intelligibility
5. Match tonal register to audience, purpose and situation
6. Integrate body language appropriately and fluently
7. Communicate with a sense of spontaneity using note cards unobtrusively
8. Use visual aids, where appropriate, to support the subject matter and engage the listener
9. Select, evaluate and prepare information within a specified time.

Knowledge

The learner will be able to describe:

10. The techniques required for speaking in public and for making presentations
11. The techniques required for preparing the chosen speeches.

Amplification of the Learning Outcomes

Projection – ‘communicating with audibility’ involves using an appropriate amount of breath and resonance to carry the sound: ‘communicating with intelligibility’ involves using appropriate diction and modulation to clarify the sound: in addition, projection should involve mental engagement with the audience in order to communicate the presentation

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

Body language – communicating non-verbally

Visual aids – for example, a poster, a flip chart, an overhead projector, powerpoint

Level Descriptor

Learners will be able to integrate their knowledge and skills consciously, demonstrating an understanding of both 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 wholeheartedly.

Total time allowance for each grade

Grade 6 – Bronze Medal – 20 minutes

Grade 7 – Silver Medal – 20 minutes

Grade 8 – Gold Medal – 25 minutes

Examination Content

Grade 6 – Bronze Medal

1. Interpretation/Technique

The learner will deliver a speech promoting a particular viewpoint on a contemporary issue, between three to four minutes in length. The learner will state the imagined audience to whom the speech is to be given. Note cards and visual aids may be used, if appropriate.

2. Interpretation/Technique

The learners will deliver a speech on a subject of the learner's choice, between three to four minutes in length. Target audience, subject matter and style of the speech must differ from that presented in Section 1. The learner will state the imagined audience to whom the speech is to be given. Note cards and visual aids may be used, if appropriate.

3. Interpretation/Technique

The learner will deliver an impromptu speech, to be at least two minutes and not to exceed three minutes in length. A choice of impromptu topics will be available not less than fifteen minutes prior to the examination. The learner will state the imagined audience to whom the speech is to be given. Note cards may be used.

Knowledge

The learner will be able to describe:

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

Grade 7 – Silver Medal

1. Interpretation/Technique

The learner will deliver a speech examining a moral or ethical issue, between three to four minutes in length. The learner will state the target audience to whom the speech is to be given. Note cards and visual aids may be used, if appropriate.

2. Interpretation/Technique

The learner will deliver a speech on a subject of the learner's choice, between three to four minutes in length. Target audience, subject matter and style of the speech must differ from that presented in Section 1. The learner will state the imagined audience to whom the speech is to be given. Note cards and visual aids may be used, if appropriate.

3. Interpretation/Technique

The learner will deliver an impromptu speech, to be at least two minutes but not to exceed three minutes in length. A choice of impromptu topics will be available not

less than fifteen minutes prior to the examination. The learner will state the target audience to whom the speech is to be given. Note cards may be used.

Knowledge

The learner will describe the following specific techniques involved in Speaking in Public.

- The importance of careful research to a speaker (including the research for the speeches presented).
- Audience communication including eye contact, use of note-cards, body language/stance.
- The value of pause, emphasis and clarity of speech.

Grade 8 – Gold Medal

1. Interpretation/Technique

The learner will deliver a speech examining a political issue, between three to four minutes in length. The learner will state the imagined audience to whom the speech is to be given. Note cards and visual aids may be used, if appropriate.

2. Interpretation/Technique

The learner will deliver a speech on a subject of the learner's choice, between three to four minutes in length. Defined audience, subject matter and style of the speech must differ from that presented in Section 1. The learner will state the imagined audience to whom the speech is to be given. Note cards and visual aids may be used, if appropriate.

3. Interpretation/Technique

The learner will deliver an impromptu speech, to be at least two minutes but not to exceed three minutes in length. A choice of impromptu topics will be available not less than fifteen minutes prior to the examination. The learner will state the imagined audience to whom the speech is to be given. Note cards may be used.

4. Knowledge

The learner will describe the following specific techniques involved in Speaking in Public:

- A variety of styles of speech e.g. Persuasive, Informative, Political, Humorous, Impromptu, and 'A Vote of Thanks'.
- Use of rhetorical questions, variation of tone, inflection, pace and volume.
- The effective use of visual aids.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Level 3: Grade 6

Learning Outcomes

Interpretation

The learner will be able to:

1. Select, structure and shape subject matter into a speech
2. Adapt language and form to audience, purpose and situation
3. Create contrast between speeches

Technique

The learner will be able to:

4. Project: communicate with audibility and intelligibility
5. Match tonal register to audience, purpose and situation
6. Integrate body language appropriately and fluently
7. Communicate with a sense of spontaneity using note cards unobtrusively
8. Use visual aids, where appropriate, to support the subject matter and engage the listener
9. Select, evaluate and prepare information within a specified time

Assessment Criteria: Pass

The learner can:

- 1.1 Present an argument with a basic structure
- 1.2 Support an argument with basic evidence or data
- 1.3 Reveal basic subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation some of the time
- 3.1 Deliver a basic contrast between speeches
- 4.1 Project the voice audibly and intelligibly some of the time
- 5.1 Identify and use an appropriate tonal register some of the time
- 6.1 Use basic body language appropriately
- 7.1 Refer to note cards appropriately with some spontaneity
- 8.1 Use visual aids appropriately some of the time
- 9.1 Prepare an adequate impromptu talk within the set time constraints

Knowledge

The learner will be able to:

The learner can:

- | | |
|--|---|
| 10. Describe the techniques required for speaking in public and for making presentations | 10.1 Describe basic techniques for voice production |
| | 10.2 Describe basic techniques for voice projection |
| 11. Describe the techniques required for preparing the chosen speeches | 11.1 Describe basic techniques for organising material for speeches |
| | 11.2 Describe basic techniques for matching topics, presentation and vocabulary to audience |

Level 3: Grade 6

Assessment Criteria

<u>Merit</u>	<u>Distinction</u>
<u>Learning Outcomes</u>	
<i>Interpretation</i>	
The learner can:	The learner can:
1.1 Present a sound structured argument	1.1 Present a coherent and concise argument with a clear and defined structure
1.2 Justify an argument with appropriate evidence or data	1.2 Justify an argument with strong evidence or data
1.3 Reveal secure subject knowledge	1.3 Reveal in-depth subject knowledge
2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time	2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation throughout the talk
3.1 Deliver a contrast between speeches	3.1 Create clearly contrasting spontaneous speeches
<i>Technique</i>	
The learner can:	The learner can:
4.1 Project the voice audibly and intelligibly most of the time	4.1 Project the voice audibly and intelligibly all the time
5.1 Identify and use an appropriate tonal register most of the time	5.1 Identify and use an appropriate tonal register consistently
6.1 Use body language appropriately	6.1 Integrate body language appropriately, spontaneously and fluently
7.1 Refer to note cards appropriately with spontaneity most of the time	7.1 Refer to note cards sparingly with total spontaneity
8.1 Use visual aids appropriately most of the time	8.1 Use visual aids effectively all the time
9.1 Prepare a secure impromptu talk within the set time constraints	9.1 Prepare a confident impromptu talk within the set time constraints

Knowledge

The learner can:

- 10.1 Explain techniques for voice production
- 10.2 Explain techniques for voice projection
- 11.1 Explain techniques for organising material for speeches
- 11.2 Explain techniques for matching topics, presentation and vocabulary to audience

The learner can:

- 10.1 Explain accurately and in detail techniques for voice production
- 10.2 Explain accurately and in detail techniques for voice projection
- 11.1 Explain accurately and in detail techniques for organising material for speeches
- 11.2 Explain accurately and in detail techniques for matching topics, presentation and vocabulary to audience

Level 3: Grade 7

Learning Outcomes

Interpretation

The learner will be able to:

1. Select, structure and shape subject matter into a speech
2. Adapt language and form to audience, purpose and situation
3. Create contrast between speeches

Technique

The learner will be able to:

4. Project: communicate with audibility and intelligibility
5. Match tonal register to audience, purpose and situation
6. Integrate body language appropriately and fluently
7. Communicate with a sense of spontaneity using note cards unobtrusively
8. Use visual aids, where appropriate, to support the subject matter and engage the listener
9. Select, evaluate and prepare information within a specified time

Assessment Criteria: Pass

The learner can:

- 1.1 Present an argument with a basic structure
- 1.2 Support an argument with basic evidence or data
- 1.3 Reveal basic subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation some of the time
- 3.1 Deliver a basic contrast between speeches
- 4.1 Project the voice audibly and intelligibly some of the time
- 5.1 Identify and use an appropriate tonal register some of the time
- 6.1 Use basic body language appropriately
- 7.1 Refer to note cards appropriately with some spontaneity
- 8.1 Use visual aids appropriately some of the time
- 9.1 Prepare an adequate impromptu talk within the set time constraints

Knowledge

The learner will be able to:

The learner can:

- | | |
|--|---|
| 10. Describe the techniques required for speaking in public and for making presentations | 10.1 Describe basic techniques for voice production |
| | 10.2 Describe basic techniques for voice projection |
| 11. Describe the techniques required for preparing the chosen speeches | 11.1 Describe basic techniques for organising material for speeches |
| | 11.2 Describe basic techniques for matching topics, presentation and vocabulary to audience |
| | 11.3 Outline basic research techniques |
| 12. Apply skills in audience communication to support the effectiveness of the presentations | 12.1 Outline the basic value of eye contact |
| | 12.2 Describe the basic use of note cards |
| | 12.3 Describe the basic use of body language |
| | 12.4 Describe briefly the value of pause, emphasis and clarity of speech |

Level 3: Grade 7

Assessment Criteria

<u>Merit</u>	<u>Distinction</u>
<u>Learning Outcomes</u>	
<i>Interpretation</i>	
The learner can:	
1.1 Present a sound structured argument	1.1 Present a coherent and concise argument with a clear and defined structure
1.2 Justify an argument with appropriate evidence or data	1.2 Justify an argument with strong evidence or data
1.3 Reveal secure subject knowledge	1.3 Reveal in-depth subject knowledge
2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time	2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation throughout the talk
3.1 Deliver a contrast between speeches	3.1 Create clearly contrasting spontaneous speeches
<i>Technique</i>	
The learner can:	
4.1 Project the voice audibly and intelligibly most of the time	4.1 Project the voice audibly and intelligibly all the time
5.1 Identify and use an appropriate tonal register most of the time	5.1 Identify and use an appropriate tonal register consistently
6.1 Use body language appropriately	6.1 Integrate body language appropriately, spontaneously and fluently
7.1 Refer to note cards appropriately with spontaneity most of the time	7.1 Refer to note cards sparingly with total spontaneity
8.1 Use visual aids appropriately most of the time	8.1 Use visual aids effectively all the time
9.1 Prepare a secure impromptu talk within the set time constraints	9.1 Prepare a confident impromptu talk within the set time constraints

Knowledge

The learner can:

The learner can:

- | | | | |
|------|---|------|--|
| 10.1 | Explain techniques for voice production | 10.1 | Explain accurately and in detail techniques for voice production |
| 10.2 | Explain techniques for voice projection | 10.2 | Explain accurately and in detail techniques for voice projection |
| 11.1 | Explain techniques for organising material for speeches | 11.1 | Explain accurately and in detail techniques for organising material for speeches |
| 11.2 | Explain techniques for matching topics, presentation and vocabulary to audience | 11.2 | Explain accurately and in detail techniques for matching topics, presentation and vocabulary to audience |
| 11.3 | Describe accurately basic research techniques | 11.3 | Describe accurately and in detail research techniques |
| 12.1 | Describe the value of eye contact | 12.1 | Describe in detail the value of eye contact |
| 12.2 | Explain the use of note cards | 12.2 | Explain in detail the use of note cards |
| 12.3 | Describe the use of body language to support the presentation | 12.3 | Explain the effective use of body language to maximise presentation |
| 12.4 | Describe accurately the value of pause, emphasis and clarity of speech | 12.4 | Explain in detail the value of pause, emphasis and clarity of speech |

Level 3: Grade 8

Learning Outcomes

Interpretation

The learner will be able to:

1. Select, structure and shape subject matter into a speech
2. Adapt language and form to audience, purpose and situation
3. Create contrast between speeches

Technique

The learner will be able to:

4. Project: communicate with audibility and intelligibility
5. Match tonal register to audience, purpose and situation
6. Integrate body language appropriately and fluently
7. Communicate with a sense of spontaneity using note cards unobtrusively
8. Use visual aids, where appropriate, to support the subject matter and engage the listener
9. Select, evaluate and prepare information within a specified time

Assessment Criteria: Pass

The learner can:

- 1.1 Present an argument with a basic structure
- 1.2 Support an argument with basic evidence or data
- 1.3 Reveal basic subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation some of the time
- 3.1 Deliver a basic contrast between speeches
- 4.1 Project the voice audibly and intelligibly some of the time
- 5.1 Identify and use an appropriate tonal register some of the time
- 6.1 Use basic body language appropriately
- 7.1 Refer to note cards appropriately with some spontaneity
- 8.1 Use visual aids appropriately some of the time
- 9.1 Prepare an adequate impromptu talk within the set time constraints

Knowledge

The learner will be able to:

The learner can:

- | | |
|--|---|
| 10. Describe the techniques required for speaking in public and for making presentations | 10.1 Describe basic techniques for voice production |
| | 10.2 Describe basic techniques for voice projection |
| 11. Describe the techniques required for preparing the chosen speeches | 11.1 Describe basic techniques for organising material for speeches |
| | 11.2 Describe basic techniques for matching topics, presentation and vocabulary to audience |
| | 11.3 Outline basic research techniques |
| 12. Apply skills in audience communication to support the effectiveness of the presentations | 12.1 Outline the basic value of eye contact |
| | 12.2 Describe the basic use of note cards |
| | 12.3 Describe the basic use of body language |
| | 12.4 Describe briefly the value of pause, emphasis and clarity of speech |
| 13. Describe different styles of speech including Persuasive, Informative, Political, Humorous, Impromptu and A Vote of Thanks | 13.1 Demonstrate basic knowledge of different styles of speech |
| 14. Describe a range of common public-speaking techniques including the use of rhetorical questions, variations of tone, inflection, pace and volume | 14.1 Describe and demonstrate a basic understanding of common public-speaking techniques |

Level 3: Grade 8

Assessment Criteria

<u>Merit</u>	<u>Distinction</u>
<i>Learning Outcomes</i>	
<i>Interpretation</i>	
The learner can:	The learner can:
1.1 Present a sound structured argument	1.1 Present a coherent and concise argument with a clear and defined structure
1.2 Justify an argument with appropriate evidence and/or data	1.2 Justify an argument with strong evidence or data
1.3 Reveal secure subject knowledge	1.3 Reveal in-depth subject knowledge
2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time	2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation throughout the talk
3.1 Deliver a contrast between speeches	3.1 Create clearly contrasting spontaneous speeches
<i>Technique</i>	
The learner can:	The learner can:
4.1 Project the voice audibly and intelligibly most of the time	4.1 Project the voice audibly and intelligibly all the time
5.1 Identify and use an appropriate tonal register most of the time	5.1 Identify and use an appropriate tonal register consistently
6.1 Use body language appropriately	6.1 Integrate body language appropriately, spontaneously and fluently
7.1 Refer to note cards appropriately with spontaneity most of the time	7.1 Refer to note cards sparingly with total spontaneity
8.1 Use visual aids appropriately most of the time	8.1 Use visual aids effectively all the time
9.1 Prepare a secure impromptu talk within the set time constraints	9.1 Prepare a confident impromptu talk within the set time constraints

Knowledge

The learner can:

The learner can:

10.1 Explain techniques for voice production

10.1 Explain accurately and in detail techniques for voice production

10.2 Explain techniques for voice projection

10.2 Explain accurately and in detail techniques for voice projection

11.1 Explain techniques for organising material for speeches

11.1 Explain accurately and in detail techniques for organising material for speeches

11.2 Explain techniques for matching topics, presentation and vocabulary to audience

11.2 Explain accurately and in detail techniques for matching topics, presentation and vocabulary to audience

11.3 Describe accurately basic research techniques

11.3 Describe accurately and in detail research techniques

12.1 Describe the value of eye contact

12.1 Describe in detail the value of eye contact

12.2 Explain the use of note cards

12.2 Explain in detail the use of note cards

12.3 Describe the use of body language to support the presentation

12.3 Explain the effective use of body language to maximise presentation

12.4 Describe accurately the value of pause, emphasis and clarity of speech

12.4 Explain in detail the value of pause, emphasis and clarity of speech

13.1 Demonstrate secure knowledge of different styles of speech

13.1 Demonstrate in-depth knowledge of different styles of speech

14.1 Describe and demonstrate a secure understanding of common public-speaking techniques

14.1 Explain and demonstrate a detailed understanding of common public-speaking techniques