

## REGULATIONS

- 1** Teachers and candidates should refer to the 'General Notes and Regulations' printed in each individual subject area throughout the specifications.
- 2** The submission of an entry is accepted as evidence that the candidate agrees to the regulations laid down in the specifications.
- 3** Candidates may enter for more than one subject at one examination session, but must state this on the entry form. Candidates 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. Candidates may not enter for the same grade in both solo and duologue/combined examinations. Candidates may not enter for more than one group examination of the same subject and grade.
- 4** Candidates who fail an examination may not proceed to a higher grade in that subject in the same session.
- 5** Entries from candidates who are visually impaired must be accompanied by a covering letter requesting that arrangements be made for a Braille sight-reading test, where required.
- 6** Entries from dyslexic candidates who require access to special arrangements for sight-reading must be accompanied by written evidence from a fully qualified and chartered educational psychologist or specialist teacher who holds one of the qualifications listed in the LAMDA Customer Service Statement.
- 7** Candidates must be in attendance and ready for their examination at least fifteen minutes prior to the stated time of the examination.
- 8** The Academy reserves the right to decline or cancel any entry and return the fee. The Academy does not guarantee to examine at any Centre where the number of candidates is insufficient to warrant it. Fees will be returned in such cases.
- 9** The Academy reserves the right to decline an entry if the candidate is below the minimum age set in the syllabus.
- 10** The Academy reserves the right not to examine a candidate if they have a possibly contagious illness, such as chicken pox.
- 11** The Academy cannot guarantee to grant requests for specific dates and times, although every effort will be made to do so.
- 12** No unauthorised person will be allowed to be present during any examination.
- 13** The Academy reserves the right to return entries received after the closing date.
- 14** Examination appointments vacated by candidates who are sick, or those withdrawing for other reasons, cannot be taken by other candidates.
- 15** Should a candidate be prevented from attending an examination after their entry has been processed, LAMDA should receive notice in writing, detailing the circumstances and enclosing the report form, within ten working days of the examination date. Under circumstances such as illness, injury or recent bereavement, the Academy 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, candidates must complete an entry form, enclosing their voucher and fee balance.
- 16** Fees cannot be returned except under regulations 8, 9 or 13.
- 17** The Academy issues medals in materials other than precious metal. The words 'Bronze', 'Silver', and 'Gold' are used by the Academy purely as an academic standard for the medal examinations. The Academy reserves the right to change the style and presentation of all awards.
- 18** The decisions of the awarding body (LAMDA) are final.

**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.

Candidates who prepare themselves appropriately will develop:

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

**BROAD OBJECTIVES OF THE QUALIFICATION****1** *Interpretative skills*

Candidates are required:

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

**2** *Technical skills*

Candidates are 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*

Candidates are 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 specification is divided into four distinct levels, in line with the National Qualifications Framework.

<b>Entry Level</b>	Entry
<b>Level 1</b> Foundation	Grades 1, 2, 3
<b>Level 2</b> Intermediate	Grades 4, 5
<b>Level 3</b> Advanced	Grade 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 candidate should increase in linguistic and technical difficulty as the grades progress.

## GENERAL NOTES AND REGULATIONS

- 1 Candidates may perform the prepared elements of an examination in any order.
- 2 The examiner will not interrupt recital programmes once the candidate has started.
- 3 Candidates must bring legible copies of all selections for the examiner. Candidates may choose to bring a decorated programme of their recital for the examiner.
- 4 Candidates must read from a book or folder.
- 5 The book from which a prose piece has been taken must be read in its entirety.
- 6 Selected repertoire must be read in English.

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

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## ENTRY LEVEL

Entry Level is offered by LAMDA as an introduction to *Graded Examinations in Speech: Reading for Performance*. Entry Level is not accredited by the Qualifications and Curriculum Authority.

## LEARNING OUTCOMES

### *Interpretation*

Candidates should be able to:

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

### *Technique*

Candidates should be able to:

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

### *Knowledge*

Candidates should be able to discuss the 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* – utilising sufficient breath and resonance so that the sound can be heard by the examiner

*Performance space* – the area in which the candidate presents the readings

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

## LEVEL DESCRIPTION

Candidates will typically 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 for *The Speaking of Verse and Prose* 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 candidates to maintain concentration to the end.
- 3 Selected repertoire must be published.
- 4 Selected repertoire must be suitable for the candidate'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.

### Poets:

John Agard  
Allan Ahlberg  
Richard Edwards  
Eleanor Farjeon  
John Foster  
Rose Fyleman  
Spike Milligan  
Michael Rosen

### Authors:

Frances Hodgson Burnett  
Lewis Carroll  
Roald Dahl  
Margaret Mahy  
A.A. Milne  
Jill Murphy  
Mary Norton  
Dick King Smith

## TOTAL TIME ALLOWANCE

10 minutes

## EXAMINATION CONTENT

### Entry

Minimum age: 8 years

#### 1 Interpretation and Technique

The candidate must present a mini-recital, based around a theme, utilising 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 candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 5 minutes.

#### 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based on the following:

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

## MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<b><i>Total</i></b>	<b>100</b>

Pass 50 Merit 65 Distinction 80

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## LEVEL 1: FOUNDATION

Level 1 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

### LEARNING OUTCOMES

#### *Interpretation*

Candidates should be able to:

- Utilise key words to communicate meaning
- Clarify changes in thought through secure phrasing
- Convey feeling and changes in mood.

#### *Technique*

Candidates should be able to:

- Create vocal contrast between moods and thoughts
- Create vocal contrast between narrative and dialogue
- Adopt appropriate posture, including management of the book
- Share the text with fluent use of eye contact
- Allow the face to reflect inner feeling.

#### *Knowledge*

Candidates should be able to discuss the 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 DESCRIPTION

Candidates will typically 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 for *The Speaking of Verse and Prose* 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 candidate's age and ability.
- 5 The content of the selected repertoire may go beyond easily recognisable events and stories so that candidates 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:

Elizabeth Coatsworth  
Charles Causley  
Walter De La Mare  
Roger McGough  
Alfred Noyes  
Jack Prelutsky  
Robert Louis Stevenson  
Kit Wright

### Authors:

Nina Bawden  
Susan Coolidge  
Richmal Crompton  
Kenneth Grahame  
C.S. Lewis  
L.M. Montgomery  
E. Nesbit  
J.K. Rowling

## TOTAL TIME ALLOWANCE FOR EACH GRADE

15 minutes

## EXAMINATION CONTENT

### Grade 1

Minimum age: 9 years

#### 1 Interpretation and Technique

The candidate must present a mini-recital, based around a theme, utilising 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 conclusion.

The candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 8 minutes.

## 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based 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 2*

Minimum age: 10 years

#### 1 Interpretation and Technique

The candidate must present a mini-recital, based around a theme, utilising 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 conclusion.

The candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 8 minutes.

## 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based 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*

Minimum age: 11 years

#### 1 Interpretation and Technique

The candidate must present a mini-recital, based around a theme, utilising 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 conclusion.

The candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 8 minutes.

## 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based 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.

## **MARKING SCHEME**

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<b><i>Total</i></b>	<b>100</b>

Pass 50 Merit 65 Distinction 80

## LEVEL 2: INTERMEDIATE

Level 2 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

### LEARNING OUTCOMES

#### *Interpretation*

Candidates should be able to:

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

#### *Technique*

Candidates should be able to:

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

#### *Knowledge*

Candidates should be able to discuss 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* – movable – lips, tongue, soft palate; immovable – teeth, tooth ridge, hard palate

*Muscular use of the articulative organs* – utilising 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 candidate presents the readings

### LEVEL DESCRIPTION

Candidates will typically 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 reasonably 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 for *The Speaking of Verse and Prose* 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 candidate's age and ability.
- 5 The content of selected repertoire must go beyond recognisable events and stories so that candidates 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  
James Reeves  
Ian Serraillier  
Richard Wilbur

### Authors:

Leon Garfield  
Rudyard Kipling  
Laurie Lee  
Penelope Lively  
Michael Morpurgo  
Philip Pullman  
Noel Streatfield  
Robert Westall

## TOTAL TIME ALLOWANCE FOR EACH GRADE

20 minutes

## EXAMINATION CONTENT

### Grade 4

Minimum age: 12 years

#### 1 Interpretation and Technique

The candidate must present a recital, based around a theme, utilising 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 candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 12 minutes.

#### 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based 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.

### 1 Interpretation and Technique

The candidate must present a recital, based around a theme, utilising 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 candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 12 minutes.

### 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based 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.

## MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<b>Total</b>	<b>100</b>

Pass 50 Merit 65 Distinction 80

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## LEVEL 3: ADVANCED

Level 3 is accredited by the Qualifications and Curriculum Authority in England and the corresponding regulatory authorities in Wales and Northern Ireland.

## LEARNING OUTCOMES

### *Interpretation*

Candidates should be able to:

- Communicate text, subtext and context
- Convey form, style and content
- Reveal emotional truth.

### *Technique*

Candidates should be able to:

- Utilise a supported and free vocal tone
- Utilise flexible articulation to support and inform the performance
- Utilise modulation to reveal layers of meaning
- Create visual interest appropriate to the requirements of the text
- Create a smooth and seamless recital.

### *Knowledge*

Candidates should be able to discuss the content and context of selected repertoire as well as the required approach for conveying these to the listener.

## 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; utilising 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

## LEVEL DESCRIPTION

Candidates will typically 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. Candidates 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 for *The Speaking of Verse and Prose* 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 candidate's age and ability.
- 5 Selected repertoire must enable the candidate to engage with complex emotions and universal themes.
- 6 The content and language of the selected repertoire must be technically challenging e.g. in terms of vocal range and dexterity.
- 7 Repertoire may be selected from the following suggested writers although this is not mandatory.

### Poets:

William Blake  
Wendy Cope  
Emily Dickinson  
T.S. Eliot  
Robert Frost  
Andrew Motion  
Christina Rossetti  
Siegfried Sassoon

### Authors:

Charlotte Brontë  
Bill Bryson  
Ben Okri  
George Orwell  
Vikram Seth  
John Steinbeck  
Anthony Trollope  
Alice Walker

### Playwrights:

Jean Anouilh  
Alan Ayckbourn  
Caryl Churchill  
Dario Fo  
John Godber  
Arthur Miller  
Sean O'Casey  
Oscar Wilde

## TOTAL TIME ALLOWANCE FOR EACH GRADE

30 minutes

## EXAMINATION CONTENT

### Grade 6

Minimum age: 14 years

#### 1 Interpretation and Technique

The candidate must present a recital, based around a theme, utilising the following elements:

- An introduction, outlining the theme
- A verse reading
- 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 candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 20 minutes.

#### 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based on:

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

### Grade 7

Minimum age: 15 years

#### 1 Interpretation and Technique

The candidate must present a recital, based around a theme, utilising the following elements:

- An introduction, outlining the theme
- A verse reading
- 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 candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 20 minutes.

#### 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based on:

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

### Grade 8

Minimum age: 16 years

#### 1 Interpretation and Technique

The candidate must present a recital, based around a theme, utilising the following elements:

- An introduction, outlining the theme
- A verse reading
- 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 candidate may present the readings in any order. The examiner will not interrupt the programme once the candidate has started. The entire programme must not exceed 20 minutes.

## 2 Knowledge

The candidate will have a short discussion with the examiner. Questions will be based on:

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

### MARKING SCHEME

<i>Interpretation</i>	40
<i>Technique</i>	40
<i>Knowledge</i>	20
<b><i>Total</i></b>	<b>100</b>

Pass 50 Merit 65 Distinction 80

<b>GRADED EXAMINATIONS IN SPEECH: READING FOR PERFORMANCE</b>		<b>ASSESSMENT CRITERIA</b>	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
<b>ENTRY LEVEL</b> Entry	<b>INTERPRETATION</b> (40 marks)	<b>TECHNIQUE</b> (40 marks)	<b>KNOWLEDGE</b> (20 marks)
<b>Distinction</b> 80 +	<ul style="list-style-type: none"> <li>■ Reads fluently</li> <li>■ Communicates the specific sense of the words</li> <li>■ Demonstrates a confident sense of the rhythm and shape of the verse</li> <li>■ Demonstrates a confident sense of story and character in the prose selection</li> </ul> <p style="text-align: right;">32-40</p>	<ul style="list-style-type: none"> <li>■ Communicates with audibility appropriate for the performance space</li> <li>■ Communicates with clarity appropriate for the chosen material</li> <li>■ Sustains eye contact</li> <li>■ Holds the book confidently and appropriately</li> <li>■ Demonstrates a confident sense of the occasion</li> </ul> <p style="text-align: right;">32-40</p>	<ul style="list-style-type: none"> <li>■ Responds in detail with knowledge and understanding to questions about the chosen material and theme</li> </ul> <p style="text-align: right;">16-20</p>
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Reads with only an occasional lapse in fluency</li> <li>■ Communicates the sense of the words</li> <li>■ Demonstrates an awareness of the rhythm and shape of the verse</li> <li>■ Demonstrates an awareness of story and character in the prose selection</li> </ul> <p style="text-align: right;">26-31</p>	<ul style="list-style-type: none"> <li>■ Communicates with audibility</li> <li>■ Communicates with clarity</li> <li>■ Demonstrates eye contact</li> <li>■ Holds the book appropriately</li> <li>■ Demonstrates an awareness of the occasion</li> </ul> <p style="text-align: right;">26-31</p>	<ul style="list-style-type: none"> <li>■ Responds with knowledge and understanding to questions about the chosen material and theme</li> </ul> <p style="text-align: right;">13-15</p>
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Reads with some lapses in fluency</li> <li>■ Makes sense of the words</li> <li>■ Demonstrates some awareness of the rhythm and shape of the verse</li> <li>■ Demonstrates some awareness of story and character in the prose selection</li> </ul> <p style="text-align: right;">20-25</p>	<ul style="list-style-type: none"> <li>■ Demonstrates sufficient audibility for the performance space</li> <li>■ Communicates with sufficient clarity in order to be understood</li> <li>■ Demonstrates some eye contact</li> <li>■ Holds the book appropriately most of the time</li> <li>■ Demonstrates some awareness of the occasion</li> </ul> <p style="text-align: right;">20-25</p>	<ul style="list-style-type: none"> <li>■ Responds with some knowledge and understanding to questions about the chosen material and theme</li> </ul> <p style="text-align: right;">10-12</p>
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Reads with regular lapses in fluency</li> <li>■ Demonstrates a limited understanding of the words</li> <li>■ Demonstrates a limited sense of the rhythm and shape of the verse</li> <li>■ Demonstrates a limited understanding of story and character in the prose selection</li> </ul> <p style="text-align: right;">0-19</p>	<ul style="list-style-type: none"> <li>■ Demonstrates insufficient audibility for the performance space</li> <li>■ Demonstrates insufficient clarity for the performance space</li> <li>■ Demonstrates insufficient use of eye contact</li> <li>■ Demonstrates inappropriate use of the book</li> <li>■ Demonstrates an insufficient sense of the occasion</li> </ul> <p style="text-align: right;">0-19</p>	<ul style="list-style-type: none"> <li>■ Responds with insufficient knowledge and understanding to questions about the chosen material and theme</li> </ul> <p style="text-align: right;">0-9</p>

<b>GRADED EXAMINATIONS IN SPEECH: READING FOR PERFORMANCE</b>		<b>ASSESSMENT CRITERIA</b>		The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)	
<b>LEVEL 1</b> Grades 1, 2 & 3	<b>INTERPRETATION</b> (40 marks)	<b>TECHNIQUE</b> (40 marks)	<b>KNOWLEDGE</b> (20 marks)		
<b>Distinction</b> 80 +	<ul style="list-style-type: none"> <li>■ Utilises key words to communicate meaning specifically</li> <li>■ Clarifies changes in thought through seamless and fluent phrasing</li> <li>■ Conveys a strong sense of feeling and indicates specific changes in mood</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates appropriate vocal contrast between moods and thoughts/narrative and dialogue</li> <li>■ Sustains tongue and lip muscularity</li> <li>■ Sustains fluent use of eye contact</li> <li>■ Adopts and sustains appropriate posture</li> <li>■ Allows the face to reflect the full range of inner feeling</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds in detail with knowledge and understanding to questions about the chosen material and theme</li> </ul>	16-20	
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Utilises key words</li> <li>■ Conveys changes in thought through phrasing</li> <li>■ Conveys feeling and indicates changes in mood</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates vocal contrast between moods and thoughts/narrative and dialogue</li> <li>■ Demonstrates tongue and lip muscularity</li> <li>■ Demonstrates fluent use of eye contact</li> <li>■ Adopts appropriate posture</li> <li>■ Allows the face to reflect inner feeling</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with knowledge and understanding to questions about the chosen material and theme</li> </ul>	32-40	13-15
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Utilises some key words</li> <li>■ Conveys some changes in thought through phrasing</li> <li>■ Conveys some feeling and broadly indicates changes in mood</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates some vocal contrast between moods and thoughts/narrative and dialogue</li> <li>■ Utilises some basic lip and tongue muscularity</li> <li>■ Demonstrates some eye contact fluently</li> <li>■ Adopts appropriate posture momentarily</li> <li>■ Allows the face to occasionally reflect inner feeling</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with some knowledge and understanding to questions about the chosen material and theme</li> </ul>	26-31	10-12
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Reads with regular lapses in fluency</li> <li>■ Utilises key words insufficiently</li> <li>■ Adopts inappropriate phrasing</li> <li>■ Limits feeling and generalises mood</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates insufficient vocal contrast between moods and thoughts/narrative and dialogue</li> <li>■ Demonstrates insufficient tongue and lip muscularity</li> <li>■ Utilises eye contact inappropriately or insufficiently</li> <li>■ Demonstrates inadequate posture</li> <li>■ Utilises facial play inappropriately or insufficiently</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with insufficient knowledge and understanding to questions about the chosen material and theme</li> </ul>	20-25	0-9

<b>GRADED EXAMINATIONS IN SPEECH: READING FOR PERFORMANCE</b>		<b>ASSESSMENT CRITERIA</b>	
The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
<b>LEVEL 2</b> Grades 4 & 5	<b>INTERPRETATION</b> (40 marks)	<b>TECHNIQUE</b> (40 marks)	<b>KNOWLEDGE</b> (20 marks)
<b>Distinction</b> 80 +	<ul style="list-style-type: none"> <li>■ Engages with the author's thoughts and feelings</li> <li>■ Conveys style and content securely</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises modulation specifically</li> <li>■ Sustains tongue and lip muscularity, appropriate to the text</li> <li>■ Sustains thoughts and vocal power through to the ends of phrases</li> <li>■ Co-ordinates eye contact with the needs of the text</li> <li>■ Varies use of the performance space, appropriate to the chosen material</li> <li>■ Creates a strong sense of performance</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds in detail with knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Reveals an understanding of the author's thoughts and feelings</li> <li>■ Conveys style and content</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises modulation</li> <li>■ Demonstrates tongue and lip muscularity, appropriate to the text</li> <li>■ Sustains thoughts through to the ends of most phrases</li> <li>■ Co-ordinates some eye contact with the needs of the text</li> <li>■ Varies use of the performance space</li> <li>■ Creates a sense of performance</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Reveals a basic understanding of the author's thoughts and feelings</li> <li>■ Conveys some of the style and content</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises some modulation</li> <li>■ Utilises some tongue and lip muscularity, appropriate to the text</li> <li>■ Sustains thoughts through to the ends of some phrases</li> <li>■ Utilises some eye contact appropriately</li> <li>■ Varies use of the performance space occasionally</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with some knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Reads with regular lapses in fluency</li> <li>■ Demonstrates limited understanding of the author's thoughts and feelings</li> <li>■ Demonstrates limited understanding of the style and content</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises insufficient modulation</li> <li>■ Utilises insufficient tongue and lip muscularity</li> <li>■ Does not sustain thoughts through to the ends of phrases</li> <li>■ Demonstrates eye contact inappropriately or insufficiently</li> <li>■ Limited use of the performance space</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with insufficient knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>

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The following table illustrates the basis of marking within each band of attainment (Below Pass, Pass, Merit and Distinction)			
<b>LEVEL 3</b> Grades 6, 7 & 8	<b>INTERPRETATION</b> (40 marks)	<b>TECHNIQUE</b> (40 marks)	<b>KNOWLEDGE</b> (20 marks)
<b>Distinction</b> 80 +	<ul style="list-style-type: none"> <li>■ Clarifies text, subtext and context</li> <li>■ Realises form, style and content</li> <li>■ Realises emotional truth</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises a well supported and free vocal tone</li> <li>■ Utilises flexible articulation to support and inform the performance</li> <li>■ Utilises modulation to reveal layers of meaning</li> <li>■ Creates visual interest, appropriate to the text</li> <li>■ Creates a smooth and seamless recital</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds in detail with knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
	32-40	32-40	16-20
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Communicates text, subtext and context</li> <li>■ Reveals an understanding of form, style and content</li> <li>■ Reveals an understanding of emotional truth</li> </ul>	<ul style="list-style-type: none"> <li>■ Supports the voice with appropriate breathing technique</li> <li>■ Utilises flexible articulation, appropriate to the text</li> <li>■ Utilises modulation appropriate to the text</li> <li>■ Creates some visual interest, appropriate to the text</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
	26-31	26-31	13-15
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Reveals some understanding of text, subtext and context</li> <li>■ Reveals a basic understanding of form, style and content</li> <li>■ Reveals a basic understanding of emotional truth</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises adequate breath support</li> <li>■ Utilises some articulative flexibility</li> <li>■ Utilises some modulation appropriate to the text</li> <li>■ Creates some visual interest</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with some knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
	20-25	20-25	10-12
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Reads with regular lapses in fluency</li> <li>■ Reveals insufficient understanding of text, subtext and context</li> <li>■ Demonstrates limited understanding of form, style and content</li> <li>■ Demonstrates limited understanding of emotional truth</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilises inadequate breath support</li> <li>■ Does not utilise articulative flexibility</li> <li>■ Utilises modulation inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>■ Responds with insufficient knowledge and understanding to questions about the chosen material, theme and staging</li> </ul>
	0-19	0-19	0-9