

## 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 *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 foreign language.

Candidates who prepare themselves appropriately will develop:

- 1 Oral language skills
- 2 Communication skills
- 3 Listening skills.

**BROAD OBJECTIVES OF THE QUALIFICATION****1 Oral language skills**

Candidates are required:

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

**2 Communication skills**

Candidates are 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 Listening skills**

Candidates are 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 Speech: Spoken English* are divided into three 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

*Graded Examinations in Speech: Public Speaking* follows 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 the examiner and an imagined audience as appropriate.
  - 4 Any style or dialect of English is acceptable, as long as the candidate's speech is easily intelligible to the examiner.
  - 5 Candidates should be aware that specific equipment or furniture e.g. flipcharts, overhead projectors etc, may not be available at Public Centres.
  - 6 Candidates may perform the prepared elements of an examination in any order.
  - 7 Live animals are not permitted in an examination room.
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## ENTRY LEVEL

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

## LEARNING OUTCOMES

### *Oral language skills*

Candidates should be able to:

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

### *Communication skills*

Candidates should be able to:

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

### *Listening skills*

Candidates should be able to:

- Maintain concentration during a conversation
- Comprehend questions and respond accordingly.

## AMPLIFICATION OF THE LEARNING OUTCOMES

*Structure* – utilising a beginning, middle and an end

*Audibility* – utilising 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 DESCRIPTION

Candidates will typically be able to re-tell a story in their own words, with a beginning, middle and end, utilising 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*

Minimum age: 8 years

### 1 Story/Communication

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

### 2 Conversation

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

## MARKING SCHEME

<i>Story</i>	40
<i>Communication</i>	40
<i>Conversation</i>	20
<b>Total</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

*Oral language skills*

Candidates should be able to:

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

### *Communication skills*

Candidates should be able to:

- Communicate with appropriate audibility for audience and space
- Utilise body language to engage an audience
- Communicate with a sense of spontaneity.

### *Listening skills*

Candidates should be able to:

- Sustain concentration in a conversation
- Comprehend questions, respond accordingly and initiate ideas based on comprehension.

## **AMPLIFICATION OF THE LEARNING OUTCOMES**

*Structure* – utilising a beginning, middle and an end

*Audibility* – utilising 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

## **LEVEL DESCRIPTION**

Candidates will typically be able to apply their knowledge, understanding and skills to give a talk with a defined structure, utilising 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*

Minimum age: 9 years

#### **1** Talk/Communication

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

#### **2** Conversation

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

### *Grade 2*

Minimum age: 10 years

#### **1** Talk/Communication

The candidate must bring 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 Conversation

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

### *Grade 3*

Minimum age: 11 years

## 1 Talk/Communication

The candidate must 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 Conversation

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

## MARKING SCHEME

<i>Talk</i>	40
<i>Communication</i>	40
<i>Conversation</i>	20
<b>Total</b>	<b>100</b>

Pass 50 Merit 65 Distinction 80

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## 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

### *Oral language skills*

Candidates should be able to:

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

### *Communication skills*

Candidates should be able to:

- Communicate with appropriate audibility for audience, space and subject matter
- Match tonal register to audience, purpose and situation
- Integrate body language to support the subject matter and engage the listener
- Refer to notes only when absolutely necessary
- Utilise visual aids, where appropriate, to support the subject matter and engage the listener.

### *Listening skills*

Candidates should be able to:

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

## AMPLIFICATION OF THE LEARNING OUTCOMES

*Audibility* – utilising 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

## LEVEL DESCRIPTION

Candidates will typically 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*

Minimum age: 12 years

#### **1** Talk/Communication

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

#### **2** Talk/Communication

The candidate must give a talk 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 home town

The best day of my life

My ideal school

A dream holiday

#### **3** Conversation

The examiner will choose one of the remaining topics from the list in Section 2 to initiate a conversation with the candidate.

### *Grade 5*

Minimum age: 13 years

#### **1** Talk/Communication

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

#### **2** Talk/Communication

The candidate must give a talk, 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.

Courage  
Aliens  
Competitive sport  
Fast food  
Screen violence

**3** Conversation

The examiner will choose one of the remaining topics from the list in Section 2 to initiate a conversation with the candidate.

**MARKING SCHEME**

<i>Talks</i>	40
<i>Communication</i>	40
<i>Conversation</i>	20
<b><i>Total</i></b>	<b>100</b>

Pass 50 Merit 65 Distinction 80

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<b>GRADED EXAMINATIONS IN SPEECH: SPOKEN ENGLISH</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>STORY</b> (40 marks)	<b>COMMUNICATION</b> (40 marks)	<b>CONVERSATION</b> (20 marks)
<b>Distinction</b> 80 +	<ul style="list-style-type: none"> <li>■ Re-tells the story with a clear, defined structure</li> <li>■ Uses varied and appropriate vocabulary</li> </ul>	<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>■ Demonstrates confident use of eye contact which engages the audience</li> <li>■ Demonstrates a confident sense of the occasion</li> </ul>	<ul style="list-style-type: none"> <li>■ Sustains concentration</li> <li>■ Responds to questions confidently and appropriately</li> </ul>
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Re-tells the story with a structure</li> <li>■ Uses appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with audibility</li> <li>■ Communicates with clarity</li> <li>■ Demonstrates eye contact</li> <li>■ Demonstrates an awareness of the occasion</li> </ul>	<ul style="list-style-type: none"> <li>■ Maintains concentration</li> <li>■ Responds to questions appropriately</li> </ul>
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Re-tells the story with some sense of structure</li> <li>■ Uses a basic range of vocabulary</li> </ul>	<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>■ Demonstrates some awareness of the occasion</li> </ul>	<ul style="list-style-type: none"> <li>■ Concentrates some of the time</li> <li>■ Responds to questions</li> </ul>
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Re-tells the story without a clear structure</li> <li>■ Uses a limited range of vocabulary</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates insufficient concentration</li> <li>■ Does not respond</li> </ul>

<b>GRADED EXAMINATIONS IN SPEECH: SPOKEN ENGLISH</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>TALK</b> (40 marks)	<b>COMMUNICATION</b> (40 marks)	<b>CONVERSATION</b> (20 marks)
<b>Distinction</b> 80 +	<ul style="list-style-type: none"> <li>■ Presents a talk with a clear, defined structure</li> <li>■ Uses language appropriate to audience, purpose and situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with audibility appropriate for audience and space</li> <li>■ Utilises body language confidently to engage the audience</li> <li>■ Communicates in a spontaneous manner</li> </ul>	<ul style="list-style-type: none"> <li>■ Shares views and ideas confidently and appropriately</li> <li>■ Initiates ideas/views to further the conversation</li> </ul>
	32-40	32-40	16-20
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Presents a talk with a structure</li> <li>■ Uses language appropriate to audience, purpose and situation most of the time</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with audibility appropriate for audience and space most of the time</li> <li>■ Utilises body language to engage the audience</li> <li>■ Communicates with a sense of spontaneity</li> </ul>	<ul style="list-style-type: none"> <li>■ Shares views and ideas appropriately</li> <li>■ Initiates ideas/views</li> </ul>
	26-31	26-31	13-15
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Presents a talk with some sense of structure</li> <li>■ Uses language which is occasionally appropriate to audience, purpose and situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with sufficient audibility for audience and space</li> <li>■ Utilises body language</li> <li>■ Demonstrates some sense of spontaneity</li> </ul>	<ul style="list-style-type: none"> <li>■ Shares views and ideas</li> <li>■ Initiates at least one idea/view</li> </ul>
	20-25	20-25	10-12
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Presents a talk without a clear structure</li> <li>■ Uses language which is not appropriate to audience, purpose and situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates insufficient audibility for audience and space</li> <li>■ Demonstrates body language inappropriately or insufficiently</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not share views and ideas</li> <li>■ Does not initiate ideas</li> </ul>
	0-19	0-19	0-9

<b>GRADED EXAMINATIONS IN SPEECH: SPOKEN ENGLISH</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>TALK</b> (40 marks)	<b>COMMUNICATION</b> (40 marks)	<b>CONVERSATION</b> (20 marks)
<b>Distinction</b> 80+	<ul style="list-style-type: none"> <li>■ Presents a talk with a clear, defined structure</li> <li>■ Reveals in-depth subject knowledge</li> <li>■ Adapts language to audience, purpose and situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with audibility appropriate for audience, space and subject matter</li> <li>■ Matches tonal register to audience, purpose and situation</li> <li>■ Integrates body language to support the subject matter and engage the listener</li> <li>■ Utilises notes fluently and sparingly</li> </ul>	<ul style="list-style-type: none"> <li>■ Converses fluently and with knowledge on given topics</li> <li>■ Draws the examiner into the conversation spontaneously</li> <li>■ Listens supportively with appropriate non-verbal response</li> </ul>
<b>Merit</b> 65-79	<ul style="list-style-type: none"> <li>■ Presents a talk with a structure</li> <li>■ Reveals subject knowledge</li> <li>■ Adapts language to audience, purpose and situation most of the time</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with audibility appropriate for audience, space and subject matter most of the time</li> <li>■ Matches tonal register to audience, purpose and situation most of the time</li> <li>■ Utilises body language to support the subject matter and engage the listener</li> <li>■ Refers to notes only when absolutely necessary</li> </ul>	<ul style="list-style-type: none"> <li>■ Converses with some fluency and knowledge on given topics</li> <li>■ Draws the examiner into the conversation</li> <li>■ Listens with appropriate non-verbal response most of the time</li> </ul>
<b>Pass</b> 50-64	<ul style="list-style-type: none"> <li>■ Presents a talk with some sense of structure</li> <li>■ Reveals some sense of subject knowledge</li> <li>■ Adapts language to audience, purpose and situation occasionally</li> </ul>	<ul style="list-style-type: none"> <li>■ Communicates with sufficient audibility for audience, space and subject matter</li> <li>■ Matches tonal register to audience, purpose and situation some of the time</li> <li>■ Utilises some body language to support the subject matter and engage the listener</li> <li>■ Refers to notes regularly but does not read from them</li> </ul>	<ul style="list-style-type: none"> <li>■ Converses with some knowledge on given topics</li> <li>■ Asks the examiner questions</li> <li>■ Listens with appropriate non-verbal response some of the time</li> </ul>
<b>Below Pass</b> 0-49	<ul style="list-style-type: none"> <li>■ Presents a talk without a clear structure</li> <li>■ Reveals insufficient subject knowledge</li> <li>■ Does not adapt language to audience, purpose and situation</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates insufficient audibility for audience, space and subject matter</li> <li>■ Does not match tonal register to audience, purpose and situation</li> <li>■ Demonstrates body language inappropriately or insufficiently</li> <li>■ Reads from notes</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates insufficient knowledge on given topics</li> <li>■ Does not draw the examiner into the conversation</li> <li>■ Demonstrates inappropriate non-verbal response</li> </ul>