

## 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 EXAMINATIONS**

*Group Introductory Examinations* are designed to stimulate the imagination and develop basic communication skills in an interactive situation.

Candidates who prepare themselves appropriately will develop:

- 1 Communication skills: the ability to share a poem with others
- 2 Memory skills: the ability to learn words and recall them aloud
- 3 Interactive skills: the ability to work in an ensemble.

*Group Introductory Examinations* are also designed to introduce candidates to group examinations within the LAMDA examinations framework. *Group Introductory Examinations* are therefore not accredited by the Qualifications and Curriculum Authority.

**GENERAL NOTES AND REGULATIONS**

- 1 The set poems for each grade can be found in *The LAMDA Anthology of Verse and Prose Volume XVI*.
- 2 A legible copy of the chosen poem must be provided for the examiner.
- 3 Prompters are not permitted. The examiner may prompt at their discretion.
- 4 Groups must be a minimum of three candidates and no more than six candidates.
- 5 Each candidate must wear a name badge.

**TOTAL TIME ALLOWANCE FOR EACH EXAMINATION**

15 minutes

**EXAMINATION CONTENT**

*Group Introductory*

Minimum age: 5 years

- 1 The group must speak from memory one of the following poems:

*Elephant Walking* – Clive Sansom

*Buried Treasure* – Richard James

*Sea Shore* – John Kitching

The poem may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

- 2 The group will play a drama game with the examiner. The examiner will say 'I'm a magician and I'm going to turn you into...' and then identify people, animals and objects for the group to become. This process will be repeated at least four times.

*Group Preparatory*  
Minimum age: 6 years

**1** The group must speak from memory one of the following poems:

*Wind Poem* – Pie Corbett  
*It is I, the Little Owl* – Chippewa Indian  
*Busy Day* – Michael Rosen

The poem may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

**2** The group will play a drama game with the examiner.  
The examiner will say a word e.g. 'school' and ask the group to repeat it in a variety of ways e.g. happily, sadly, quietly, loudly, quickly, slowly.

*Group Preliminary*  
Minimum age: 7 years

**1** The group must speak from memory one of the following poems:

*Hist Whist* – e.e. cummings  
*Cat!* – Eleanor Farjeon  
*Chinese New Year Dragon* – John Foster

The poem may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

**2** The group will play a rhyming game with the examiner.  
The examiner might start by saying "I'm going to say 'day' - what are you going to say?"  
The group would then respond with words that rhyme with 'day'.

## **MARKING SCHEME**

The group 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**

### *Assessment Criteria*

The following table illustrates the basis of awarding a Band of Attainment.

| <b>GROUP INTRODUCTORY EXAMINATIONS</b>   |   | <b>ASSESSMENT CRITERIA</b>  |   |
|--|---|---|---|
| The following table illustrates the basis of marking within each band of attainment<br>(Below Pass, Pass, Merit and Distinction) |   |   |   |
| <b>Group Introductory,<br/>Group Preparatory ,<br/>Group Preliminary</b>   | <b>COMMUNICATION SKILLS</b>   | <b>MEMORY SKILLS</b>  | <b>INTERACTIVE SKILLS</b>   |
| <b>Distinction</b>   | <ul style="list-style-type: none"> <li>■ Shares the poem expressively and confidently</li> <li>■ Makes sense of the words and the poem as a whole</li> <li>■ Listens, responds and fully engages with instructions</li> </ul> | <ul style="list-style-type: none"> <li>■ Has memorised the words accurately and fluently</li> </ul>                               | <ul style="list-style-type: none"> <li>■ Listens, engages and interacts</li> <li>■ Functions as an ensemble</li> <li>■ Reveals an awareness of group rhythm and timing</li> </ul>           |
| <b>Merit</b>   | <ul style="list-style-type: none"> <li>■ Shares the poem with some expression and confidence</li> <li>■ Makes sense of the words</li> <li>■ Listens, responds and reacts to instructions</li> </ul>                           | <ul style="list-style-type: none"> <li>■ Has memorised the words accurately</li> </ul>  | <ul style="list-style-type: none"> <li>■ Listens and interacts</li> <li>■ Functions as an ensemble most of the time</li> <li>■ Reveals some awareness of group rhythm and timing</li> </ul> |
| <b>Pass</b>  | <ul style="list-style-type: none"> <li>■ Shares the poem with the examiner</li> <li>■ Makes sense of some of the words</li> <li>■ Listens and responds most of the time</li> </ul>  | <ul style="list-style-type: none"> <li>■ Has memorised the words fairly accurately</li> </ul>                                     | <ul style="list-style-type: none"> <li>■ Listens</li> <li>■ Functions as an ensemble some of the time</li> </ul>  |
| <b>Below Pass</b>  | <ul style="list-style-type: none"> <li>■ Does not share the poem with the examiner</li> <li>■ Demonstrates insufficient understanding of the poem</li> <li>■ Does not react to instruction</li> </ul>                         | <ul style="list-style-type: none"> <li>■ Takes more than three attempts to begin</li> <li>■ Requires regular prompting</li> </ul> | <ul style="list-style-type: none"> <li>■ Does not listen or interact</li> <li>■ Does not operate as an ensemble</li> </ul>  |

### PURPOSE OF THE EXAMINATIONS

*Group Recital Examinations* are designed to develop the skills necessary for devising and presenting a programme of material for performance, in a recital format.

Candidates who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Interactive skills

*Group Recital Examinations* offer candidates the opportunity of sharing responsibility for the performance and therefore the group, not the individual candidate, is assessed. For this reason, *Group Recital Examinations* are not accredited by the Qualifications and Curriculum Authority. This also means that the specification format does not include 'Learning Outcomes' or 'Level Descriptions' which are given as guidelines for individual candidates in examinations that assess the skills, knowledge and understanding of the individual.

### BROAD OBJECTIVES OF THE EXAMINATIONS

#### 1 *Interpretative skills*

Candidates are required:

- To devise a group performance in a recital format
- To place text within a context by selecting, linking and structuring material around a theme
- To engage imaginatively with the thought, emotion, style and form of a text.

#### 2 *Technical skills*

- To communicate audibly and clearly as a group in order to convey the material appropriately
- To vary use of the performance space in order to illuminate the material and theme.

#### 3 *Interactive skills*

Candidates are required:

- To share responsibility for the performance in order to communicate as an ensemble.

### STRUCTURE

The specification is divided into four distinct levels.

|                             |                |
|-----------------------------|----------------|
| <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     | Grades 6, 7, 8 |

## GENERAL NOTES AND REGULATIONS

- 1 The group must consist of a minimum of three and a maximum of fifteen candidates.
- 2 Candidates may not enter for more than one group examination of the same subject at the same grade.
- 3 The group may perform the elements of an examination in any order.
- 4 The examiner will not interrupt the recital programme once the group has started.
- 5 Candidates may use recorded music and/or sound effects but must provide their own sound equipment. No unauthorised person will be allowed to be present during the examination and therefore the group must operate their own sound equipment.
- 6 The group must bring legible copies of all selections for the examiner. The group may choose to bring a decorated programme of their recital for the examiner.
- 7 It is advisable that the book from which a prose piece has been taken must be read in its entirety.
- 8 Selected repertoire must be presented in English.
- 9 For the purpose of these examinations, a 'link' is a short statement connecting one piece of text to another to ensure fluency of performance.
- 10 The group will receive a written examination report: there will be no oral feedback after the performance.

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 *Group Recital Examinations*.

## 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 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for the group's age and ability.
- 6 Repertoire content must be simple and straightforward, relating to familiar subjects and contexts, real or imagined.
- 7 Repertoire language must be simple and accessible, with vocabulary that conveys meaning clearly and unambiguously.

## TOTAL TIME ALLOWANCE

10 minutes

## EXAMINATION CONTENT

### Entry

The group must present a mini-recital, based around a theme, utilising the following elements:

- 1 Memorised verse
- 2 Memorised prose

and including appropriate links.

Text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 5 minutes.

## MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b>Total</b>                    | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 1: FOUNDATION

### 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 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for the group's age and ability.
- 6 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).
- 7 The language of the selected repertoire must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.

### TOTAL TIME ALLOWANCE FOR EACH GRADE

15 minutes

## EXAMINATION CONTENT

### *Grade 1*

The group must present a mini-recital, based around a theme, utilising the following elements:

- 1** Memorised verse
- 2** Memorised prose
- 3** Memorised verse or prose, which must be a contrast in mood from the previous pieces

and including appropriate links.

Text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 10 minutes.

### *Grade 2*

The group must present a mini-recital, based around a theme, utilising the following elements:

- 1** Memorised verse
- 2** Memorised prose
- 3** Memorised verse or prose, which must be a contrast in mood from the previous pieces

and including appropriate links.

Text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 10 minutes.

### *Grade 3*

The group must present a mini-recital, based around a theme, utilising the following elements:

- 1** Memorised verse
- 2** Memorised prose
- 3** Memorised verse or prose, which must be a contrast in mood from the previous pieces

and including appropriate links.

Text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 10 minutes.

## MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b>Total</b>                    | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 2: INTERMEDIATE

### 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 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for the group's age and ability.
- 6 The content of the 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).
- 7 The language of the selected repertoire must contain some subtlety in vocabulary and syntax so that there are opportunities for a variety of approaches and interpretative choices.

### TOTAL TIME ALLOWANCE FOR EACH GRADE

20 minutes

### EXAMINATION CONTENT

*Grade 4*

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

- 1 Memorised verse
- 2 Memorised prose
- 3 Memorised verse or prose, which must be a contrast in mood from the previous pieces
- 4 An original scene of the group's own devising (which may or may not be mimed)

and including appropriate links.

Text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 15 minutes.

### Grade 5

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

- 1 Memorised verse
- 2 Memorised prose
- 3 Memorised verse or prose, which must be a contrast in mood from the previous pieces
- 4 An original scene of the group's own devising (which may or may not be mimed)

and including appropriate links.

Text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 15 minutes.

## MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b>Total</b>                    | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 3: ADVANCED

### 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 Selections set for *The LAMDA Acting Anthology* may not be used, although a different scene from one of the set plays is acceptable.
- 3 Each selection must not exceed **three** minutes in length.
- 4 Selected repertoire must be published. Dramatic text must be selected from a published play or screenplay or be adapted from the dialogue of a published novel.
- 5 Any published translation of non-English language texts is acceptable.
- 6 Selected repertoire must be suitable for the group's age and ability.

- 7 Selected repertoire must enable the group to engage with complex emotions and universal themes.
- 8 The content and language of the selected repertoire must be technically challenging e.g. in terms of vocal range and dexterity.
- 9 Male candidates are strongly advised not to play female characters and vice versa because of the additional demands of such characterisations.

### **TOTAL TIME ALLOWANCE FOR EACH GRADE**

30 minutes

### **EXAMINATION CONTENT**

#### *Grade 6*

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

- 1 Memorised verse
- 2 Memorised prose
- 3 Memorised verse or prose, which must be a contrast in genre, style or mood from the previous pieces
- 4 Memorised dramatic text or an original scene of the group's own devising (which may or may not be mimed)

and including appropriate links.

Prose and verse text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 25 minutes.

#### *Grade 7*

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

- 1 Memorised verse
- 2 Memorised prose
- 3 Memorised verse or prose, which must be a contrast in genre, style or mood from the previous pieces
- 4 Memorised dramatic text or an original scene of the group's own devising (which may or may not be mimed)

and including appropriate links.

Prose and verse text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 25 minutes.

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

- 1 Memorised verse
- 2 Memorised prose
- 3 Memorised verse or prose, which must be a contrast in genre, style or mood from the previous pieces
- 4 Memorised dramatic text or an original scene of the group's own devising (which may or may not be mimed)

and including appropriate links.

Prose and verse text may be presented individually or in unison. Individual lines or phrases may be taken by solo voices or part of the group, depending on the nature of the text.

The group may also choose to use music and/or sound effects but they must provide and operate their own sound equipment.

The group may present the pieces in any order. The examiner will not interrupt the programme once the group has started.

The entire programme must not exceed 25 minutes.

### MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b><i>Total</i></b>             | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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| <b>GROUP RECITAL EXAMINATIONS</b>  |   | <b>ASSESSMENT CRITERIA</b>   |  |
|--|---|--|--|
| The following table illustrates the basis of marking within each band of attainment<br>(Below Pass, Pass, Merit and Distinction) |   |  |  |
| <b>ALL LEVELS</b>  | <b>INTERPRETATION/PROGRAMME</b><br>(40 marks)   | <b>TECHNIQUE</b><br>(40 marks)   | <b>INTERACTION</b><br>(20 marks)   |
| <b>Distinction</b><br>80 +   | <ul style="list-style-type: none"> <li>■ Presents a well contrasted selection of pieces that imaginatively explore and develop the theme, with appropriate links</li> <li>■ Communicates the specific sense of the words and theme</li> <li>■ Conveys a strong sense of feeling and indicates specific changes in mood</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>■ Varies use of the performance space, appropriate to the chosen material</li> </ul> | <ul style="list-style-type: none"> <li>■ Listens, engages and interacts as a group</li> <li>■ Functions as an ensemble</li> <li>■ Utilises appropriate group rhythm and timing</li> </ul>                          |
| <b>Merit</b><br>65-79  | <ul style="list-style-type: none"> <li>■ Presents a contrasted selection of pieces that successfully explore and develop the theme, with appropriate links</li> <li>■ Communicates the sense of the words and theme</li> <li>■ Conveys feeling and indicates changes in mood</li> </ul>   | <ul style="list-style-type: none"> <li>■ Communicates with audibility</li> <li>■ Communicates with clarity</li> <li>■ Varies use of the performance space</li> </ul>   | <ul style="list-style-type: none"> <li>■ Listens and interacts as a group</li> <li>■ Functions as an ensemble most of the time</li> <li>■ Utilises appropriate group rhythm and timing most of the time</li> </ul> |
| <b>Pass</b><br>50-64   | <ul style="list-style-type: none"> <li>■ Presents a selection of pieces that reflect a theme, with appropriate links</li> <li>■ Makes sense of the words and theme</li> <li>■ Conveys some feeling and broadly indicates changes in mood</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>■ Varies use of the performance space occasionally</li> </ul>                             | <ul style="list-style-type: none"> <li>■ Listens as a group</li> <li>■ Functions as an ensemble some of the time</li> <li>■ Utilises appropriate group rhythm and timing some of the time</li> </ul>               |
| <b>Below Pass</b><br>0-49  | <ul style="list-style-type: none"> <li>■ Takes more than two attempts to begin</li> <li>■ Requires regular prompting</li> <li>■ Presents a selection of pieces that are not connected by a theme</li> <li>■ Demonstrates limited understanding of the words and theme</li> <li>■ Limits feeling and generalises mood</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>■ Limited use of the performance space</li> </ul>  | <ul style="list-style-type: none"> <li>■ Does not listen or interact as a group</li> <li>■ Does not operate as an ensemble</li> <li>■ Breaks group rhythm</li> </ul>   |

**PURPOSE OF THE EXAMINATIONS**

*Choral Speaking Examinations* are designed to develop the skills necessary for effective oral communication of the written word by a group.

Candidates who prepare themselves appropriately will develop:

- 1** Interpretative skills
- 2** Technical skills
- 3** Interactive skills

*Choral Speaking Examinations* offer candidates the opportunity of sharing responsibility for the performance and therefore the group, not the individual candidate, is assessed. For this reason, *Choral Speaking Examinations* are not accredited by the Qualifications and Curriculum Authority. This also means that the specification format does not include ‘Learning Outcomes’ or ‘Level Descriptions’ which are given as guidelines for individual candidates in examinations that assess the skills, knowledge and understanding of the individual.

**BROAD OBJECTIVES OF THE EXAMINATIONS**

**1** *Interpretative skills*

Candidates are required:

- To create a group choral performance appropriate to the demands of the chosen text
- To engage imaginatively with the thought, emotion, style and form of a text.

**2** *Technical skills*

- To communicate audibly and clearly as a group in order to convey the material appropriately
- To orchestrate the spoken language in order to illuminate meaning and mood.

**3** *Interactive skills*

Candidates are required:

- To share responsibility for the performance in order to communicate as an ensemble.

**STRUCTURE**

The specification is divided into four distinct levels.

|                    |                           |
|--------------------|---------------------------|
| <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 Grades 6, 7, 8   |

## GENERAL NOTES AND REGULATIONS

- 1 The group must consist of a minimum of three candidates. There is no upper limit.
- 2 Candidates may not enter for more than one group examination of the same subject at the same grade.
- 3 The group may perform the prepared elements of an examination in any order.
- 4 The group must bring legible copies of all selections for the examiner.
- 5 Selected repertoire must be presented in English.
- 6 The group will receive a written examination report: there will be no oral feedback after the performance.

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 *Choral Speaking Examinations*.

## REPERTOIRE GUIDELINES AND REGULATIONS

- 1 Selections set for *The Speaking of Verse and Prose* may not be used.
- 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 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for the group's age and ability.
- 6 Selected repertoire must be suitable for group performance.
- 7 Selected repertoire must be strongly contrasted in mood.
- 8 Repertoire content must be simple and straightforward, relating to familiar subjects and contexts, real or imagined.
- 9 Repertoire language must be simple and accessible, with vocabulary that conveys meaning clearly and unambiguously.

## TOTAL TIME ALLOWANCE

10 minutes

## EXAMINATION CONTENT

### *Entry*

The group must speak two pieces of verse from memory.

The verse may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

## MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b><i>Total</i></b>             | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 1: FOUNDATION

### REPERTOIRE GUIDELINES AND REGULATIONS

- 1 Selections set for *The Speaking of Verse and Prose* may not be used.
- 2 Each selection of text must not exceed **two** minutes in length.
- 3 Selected repertoire must be published.
- 4 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for group performance.
- 6 Selected repertoire must be strongly contrasted in mood or theme.
- 7 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).
- 8 The language of the selected repertoire must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.

### TOTAL TIME ALLOWANCE FOR EACH GRADE

10 minutes

### EXAMINATION CONTENT

#### *Grade 1*

The group must speak two pieces of verse from memory.

The verse may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

#### *Grade 2*

The group must speak two pieces of verse from memory.

The verse may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### Grade 3

The group must speak two pieces of verse from memory.

The verse may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b>Total</b>                    | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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### LEVEL 2: INTERMEDIATE

#### REPERTOIRE GUIDELINES AND REGULATIONS

- 1 Selections set for *The Speaking of Verse and Prose* may not be used.
- 2 Each selection of text must not exceed **three** minutes in length.
- 3 Selected repertoire must be published.
- 4 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for group performance.
- 6 Selected repertoire must be strongly contrasted in mood and theme.
- 7 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).
- 8 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.

#### TOTAL TIME ALLOWANCE FOR EACH GRADE

15 minutes

### EXAMINATION CONTENT

#### Grade 4

The group must speak from memory two pieces of verse and one piece of prose.

Text may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### Grade 5

The group must speak from memory two pieces of verse and one piece of prose.

Text may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### MARKING SCHEME

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b>Total</b>                    | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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### LEVEL 3: ADVANCED

#### REPERTOIRE GUIDELINES AND REGULATIONS

- 1 Selections set for *The Speaking of Verse and Prose* may not be used.
- 2 Each selection must not exceed **three** minutes in length.
- 3 Selected repertoire must be published.
- 4 Any published translation of non-English language texts is acceptable.
- 5 Selected repertoire must be suitable for group performance.
- 6 Selected repertoire must be strongly contrasted in genre and style or mood and theme.
- 7 Selected repertoire must enable the group to engage with complex emotions and universal themes.
- 8 The content and language of the selected repertoire must be technically challenging e.g. in terms of vocal range and dexterity.

#### TOTAL TIME ALLOWANCE FOR EACH GRADE

20 minutes

### EXAMINATION CONTENT

#### Grade 6

The group must speak from memory two pieces of verse and two pieces of prose.

Text may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### *Grade 7*

The group must speak from memory two pieces of verse and two pieces of prose.

Text may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### *Grade 8*

The group must speak from memory two pieces of verse and two pieces of prose.

Text may be presented in unison although it is entirely acceptable for individual lines or phrases to be taken by a solo voice or smaller group.

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

### **MARKING SCHEME**

|                                 |            |
|---------------------------------|------------|
| <i>Interpretation/Programme</i> | 40         |
| <i>Technique</i>                | 40         |
| <i>Interaction</i>              | 20         |
| <b><i>Total</i></b>             | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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| <b>CHORAL SPEAKING EXAMINATIONS</b>  |  | <b>ASSESSMENT CRITERIA</b>  |  |
|--|--|---|--|
| The following table illustrates the basis of marking within each band of attainment<br>(Below Pass, Pass, Merit and Distinction) |  |   |  |
| <b>ALL LEVELS</b>  | <b>INTERPRETATION/PROGRAMME</b><br>(40 marks)  | <b>TECHNIQUE</b><br>(40 marks)  | <b>INTERACTION</b><br>(20 marks)   |
| <b>Distinction</b><br>80+  | <ul style="list-style-type: none"> <li>■ Chooses text appropriate for choral speaking</li> <li>■ Presents a well contrasted selection of pieces</li> <li>■ Communicates the specific sense of the words</li> <li>■ Conveys a strong sense of feeling and indicates specific changes in mood</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>■ Orchestrates the spoken language according to the demands of the text</li> <li>■ Orchestrates gesture appropriate to the demands of the text</li> </ul> | <ul style="list-style-type: none"> <li>■ Listens, engages and interacts as a group</li> <li>■ Functions as an ensemble</li> <li>■ Utilises appropriate group rhythm and timing</li> </ul>                          |
| <b>Merit</b><br>65-79  | <ul style="list-style-type: none"> <li>■ Chooses text appropriate for choral speaking</li> <li>■ Presents a contrasted selection of pieces</li> <li>■ Communicates the sense of the words</li> <li>■ Conveys feeling and indicates changes in mood</li> </ul>  | <ul style="list-style-type: none"> <li>■ Communicates with audibility</li> <li>■ Communicates with clarity</li> <li>■ Orchestrates the spoken language appropriately most of the time</li> <li>■ Orchestrates gesture appropriately most of the time</li> </ul>   | <ul style="list-style-type: none"> <li>■ Listens and interacts as a group</li> <li>■ Functions as an ensemble most of the time</li> <li>■ Utilises appropriate group rhythm and timing most of the time</li> </ul> |
| <b>Pass</b><br>50-64   | <ul style="list-style-type: none"> <li>■ Chooses at least one piece of text appropriate for choral speaking</li> <li>■ Presents a selection of pieces that have some contrast</li> <li>■ Makes sense of the words</li> <li>■ Conveys some feeling and broadly indicates changes in mood</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>■ Orchestrates the spoken language appropriately some of the time</li> <li>■ Orchestrates gesture appropriately some of the time</li> </ul>                    | <ul style="list-style-type: none"> <li>■ Listens as a group</li> <li>■ Functions as an ensemble some of the time</li> <li>■ Utilises appropriate group rhythm and timing some of the time</li> </ul>               |
| <b>Below Pass</b><br>0-49  | <ul style="list-style-type: none"> <li>■ Takes more than two attempts to begin</li> <li>■ Requires regular prompting</li> <li>■ Chooses text inappropriate for choral speaking</li> <li>■ Presents a selection of pieces that are not contrasting</li> <li>■ Demonstrates limited understanding of the words</li> <li>■ Limits feeling and generalises mood</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>■ Orchestrates the spoken language inappropriately</li> <li>■ Orchestrates gesture inappropriately</li> </ul>   | <ul style="list-style-type: none"> <li>■ Does not listen or interact as a group</li> <li>■ Does not operate as an ensemble</li> <li>■ Breaks group rhythm</li> </ul>   |

### PURPOSE OF THE EXAMINATIONS

*Group Acting Examinations* are designed to develop the skills necessary to communicate a dramatic text, in an ensemble, to an audience.

Candidates who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Interactive skills

*Group Acting Examinations* offer candidates the opportunity of sharing responsibility for the performance and therefore the group, not the individual candidate, is assessed. For this reason, *Group Acting Examinations* are not accredited by the Qualifications and Curriculum Authority. This also means that the specification format does not include 'Learning Outcomes' or 'Level Descriptions' which are given as guidelines for individual candidates in examinations that assess the skills, knowledge and understanding of the individual.

### BROAD OBJECTIVES OF THE QUALIFICATION

#### 1 *Interpretative skills*

Candidates are required:

- To explore style, form, character, subtext and context in order to realise the specific demands of the text
- To suspend disbelief by focusing on the immediacy of the situation in order to create a credible sense of reality.

#### 2 *Technical skills*

- To communicate audibly and clearly as a group in order to convey the material appropriately
- To stage the performance according to the demands of the text.

#### 3 *Interactive skills*

Candidates are required:

- To create relationships between characters
- To share responsibility for the performance in order to communicate as an ensemble.

### STRUCTURE

The specification is divided into four distinct levels.

|                             |                |
|-----------------------------|----------------|
| <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     | Grades 6, 7, 8 |

## GENERAL NOTES AND REGULATIONS

- 1 The group must consist of a minimum of three and a maximum of ten candidates.
- 2 Candidates may not enter for more than one group examination of the same subject at the same grade.
- 3 Prompters are not permitted. Examiners may prompt at their discretion.
- 4 Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves, canes etc. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
- 5 Candidates may use recorded music and/or sound effects but must provide their own sound equipment. No unauthorised person will be allowed to be present during the examination and therefore the group must operate their own sound equipment.
- 6 Any time taken for changes and the setting or striking of props must be included in the time of the scene.
- 7 The examiner reserves the right to halt scenes that exceed the stipulated time allowance.
- 8 Hairstyles must not obscure the face and shoes must not hinder movement. Suitable shoes must be worn for all scenes unless the character portrayed is bare-foot. Nudity is not permitted.
- 9 Candidates must bring legible copies of selections for the examiner.
- 10 Candidates must not present the same scene for more than one examination.
- 11 Speeches which are directly addressed to an audience must not be focused solely on the examiner; however the examiner should be included in the wider imagined audience.
- 12 Although the use of accent/dialect is not compulsory, the style and intent of the playwright should be taken into consideration in the interpretation of a role.
- 13 The group will receive a written examination report: there will be no oral feedback after the performance.

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 *Group Acting Examinations*.

## REPERTOIRE GUIDELINES AND REGULATIONS

- 1 The selected scene must be a minimum of **four** minutes and no more than **five** minutes in length.
- 2 The scene must be selected from a published play or screenplay, a published collection of scenes or be adapted from the dialogue of a published novel.
- 3 Any published translation of non-English language texts is acceptable.
- 4 The content of the selected scene must be simple and straightforward, relating to familiar subjects and contexts, real or imagined.
- 5 The language of the selected scene must be simple and accessible, with vocabulary and sentence structure that conveys meaning clearly and unambiguously.
- 6 Male characters may be played by females and vice versa.

## TOTAL TIME ALLOWANCE

10 minutes

## EXAMINATION CONTENT

### Entry

The group must perform a scene from memory of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

## MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b>Total</b>          | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 1: FOUNDATION

### REPERTOIRE GUIDELINES AND REGULATIONS

- 1 The selected scene must be a minimum of **five** minutes and no more than **ten** minutes in length.
- 2 The scene must be selected from a published play or screenplay, a published collection of scenes or be adapted from the dialogue of a published novel.
- 3 Any published translation of non-English language texts is acceptable.
- 4 The content of the selected scene 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).
- 5 The language of the selected scene must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.
- 6 Male characters may be played by females and vice versa.

### TOTAL TIME ALLOWANCE FOR EACH GRADE

15 minutes

## EXAMINATION CONTENT

### Grade 1

The group must perform a scene from memory of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

### Grade 2

The group must perform a scene from memory of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

### Grade 3

The group must perform a scene from memory of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

## MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b>Total</b>          | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 2: INTERMEDIATE

### REPERTOIRE GUIDELINES AND REGULATIONS

- 1 The selected scene, or sequence of scenes from the same play, must be a minimum of **ten** minutes and no more than **fifteen** minutes in length.
- 2 The scene(s) must be selected from a published play or screenplay, a published collection of scenes or be adapted from the dialogue of a published novel.
- 3 Any published translation of non-English language texts is acceptable.
- 4 The content of the selected scene(s) 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).
- 5 The language of the selected scene(s) must contain some subtlety in vocabulary and syntax so that there are opportunities for a variety of approaches and interpretative choices.
- 6 Male candidates are strongly advised not to play female characters and vice versa because of the additional demands of such characterisations.

### TOTAL TIME ALLOWANCE FOR EACH GRADE

20 minutes

## EXAMINATION CONTENT

### Grade 4

The group must perform from memory a scene, or sequence of scenes from the same play, of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

### Grade 5

The group must perform from memory a scene, or sequence of scenes from the same play, of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

## MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b>Total</b>          | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 3: ADVANCED

### REPERTOIRE GUIDELINES AND REGULATIONS

- 1 The selected scene, or sequence of scenes from the same play, must be a minimum of **fifteen** minutes and no more than **twenty** minutes in length.
- 2 The scene(s) must be selected from a published play or screenplay, a published collection of scenes or be adapted from the dialogue of a published novel.
- 3 Any published translation of non-English language texts is acceptable.
- 4 The selected scene(s) must enable the group to engage with complex emotions and universal themes.
- 5 The content and language of the selected scene(s) must be technically challenging e.g. in terms of vocal range and dexterity.
- 6 Male candidates are strongly advised not to play female characters and vice versa because of the additional demands of such characterisations.

### TOTAL TIME ALLOWANCE FOR EACH GRADE

25 minutes

## EXAMINATION CONTENT

### Grade 6

The group must perform from memory a scene, or sequence of scenes from the same play, of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

### Grade 7

The group must perform from memory a scene, or sequence of scenes from the same play, of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

### Grade 8

The group must perform from memory a scene, or sequence of scenes from the same play, of their own choice. The play title and author must be announced prior to the performance. Please refer to *Repertoire Guidelines and Regulations*.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

## MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b><i>Total</i></b>   | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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| <b>GROUP ACTING EXAMINATIONS</b>   |  | <b>ASSESSMENT CRITERIA</b>  |  |
|--|--|---|--|
| The following table illustrates the basis of marking within each band of attainment<br>(Below Pass, Pass, Merit and Distinction) |  |   |  |
| <b>ALL LEVELS</b>  | <b>INTERPRETATION</b><br>(40 marks)  | <b>TECHNIQUE</b><br>(40 marks)  | <b>INTERACTION</b><br>(20 marks)   |
| <b>Distinction</b><br>80 +   | <ul style="list-style-type: none"> <li>■ Reveals a confident understanding of style, form, character, subtext and context</li> <li>■ Communicates the specific sense of the words</li> <li>■ Conveys a strong sense of feeling and indicates specific changes in mood</li> <li>■ Focuses and engages with the material wholeheartedly</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>■ Utilises the performance space, appropriate to the chosen material</li> </ul> | <ul style="list-style-type: none"> <li>■ Listens, engages and interacts as a group</li> <li>■ Functions as an ensemble</li> <li>■ Utilises appropriate group rhythm and timing</li> <li>■ Creates specific relationships between characters</li> </ul>                   |
| <b>Merit</b><br>65-79  | <ul style="list-style-type: none"> <li>■ Reveals an understanding of style, form, character, subtext and context</li> <li>■ Communicates the sense of the words</li> <li>■ Conveys feeling and indicates changes in mood</li> <li>■ Focuses and engages with the material most of the time</li> </ul>  | <ul style="list-style-type: none"> <li>■ Communicates with audibility</li> <li>■ Communicates with clarity</li> <li>■ Utilises the performance space well</li> </ul>  | <ul style="list-style-type: none"> <li>■ Listens and interacts as a group</li> <li>■ Functions as an ensemble most of the time</li> <li>■ Utilises appropriate group rhythm and timing most of the time</li> <li>■ Creates relationships between characters</li> </ul>   |
| <b>Pass</b><br>50-64   | <ul style="list-style-type: none"> <li>■ Reveals a basic understanding of style, form, character, subtext and context</li> <li>■ Makes sense of the words</li> <li>■ Conveys some feeling and broadly indicates changes in mood</li> <li>■ Focuses and engages with the material some of the time</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>■ Utilises the performance space satisfactorily</li> </ul>                           | <ul style="list-style-type: none"> <li>■ Listens as a group</li> <li>■ Functions as an ensemble some of the time</li> <li>■ Utilises appropriate group rhythm and timing some of the time</li> <li>■ Reveals an awareness of relationships between characters</li> </ul> |
| <b>Below Pass</b><br>0-49  | <ul style="list-style-type: none"> <li>■ Takes more than two attempts to begin</li> <li>■ Requires regular prompting</li> <li>■ Demonstrates a limited understanding of style, form, character, subtext and context</li> <li>■ Limits feeling and generalises mood</li> <li>■ Demonstrates limited focus and engagement</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>■ Limits use of the performance space</li> </ul>                                      | <ul style="list-style-type: none"> <li>■ Does not listen or interact as a group</li> <li>■ Does not operate as an ensemble</li> <li>■ Breaks group rhythm</li> <li>■ Reveals a limited understanding of relationship</li> </ul>  |

### PURPOSE OF THE EXAMINATIONS

*Group Devised Performance Examinations* are designed to develop the skills necessary to devise an original piece of theatre and present it to an audience.

Candidates who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Interactive skills

*Group Devised Performance Examinations* offer candidates the opportunity of sharing responsibility for the performance and therefore the group, not the individual candidate, is assessed. For this reason, *Group Devised Performance Examinations* are not accredited by the Qualifications and Curriculum Authority. This also means that the specification format does not include 'Learning Outcomes' or 'Level Descriptions' which are given as guidelines for individual candidates in examinations that assess the skills, knowledge and understanding of the individual.

### BROAD OBJECTIVES OF THE EXAMINATIONS

#### 1 Interpretative skills

Candidates are required:

- To devise an original piece of theatre within a defined dramatic shape and structure
- To suspend disbelief by focusing on the immediacy of the situation in order to create a credible sense of reality.

#### 2 Technical skills

- To communicate audibly and clearly as a group in order to convey the material appropriately
- To stage the performance according to the demands of the material.

#### 3 Interactive skills

Candidates are required:

- To create relationships between characters
- To share responsibility for the performance in order to communicate as an ensemble.

### STRUCTURE

The specification is divided into four distinct levels.

|                             |                |
|-----------------------------|----------------|
| <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     | Grades 6, 7, 8 |

## GENERAL NOTES AND REGULATIONS

- 1 The group must consist of a minimum of three and a maximum of ten candidates.
  - 2 Candidates may not enter for more than one group examination of the same subject at the same grade.
  - 3 Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves, canes etc. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
  - 4 Candidates may use recorded music and/or sound effects but must provide their own sound equipment. No unauthorised person will be allowed to be present during the examination and therefore the group must operate their own sound equipment.
  - 5 Any time taken for changes and the setting or striking of props must be included in the time of the scene.
  - 6 The examiner reserves the right to halt scenes that exceed the stipulated time allowance.
  - 7 Hairstyles must not obscure the face and shoes must not hinder movement. Suitable shoes must be worn for all scenes unless the character portrayed is bare-foot. Nudity is not permitted.
  - 8 Candidates must not present the same scene for more than one examination.
  - 9 Speeches which are directly addressed to an audience must not be focused solely on the examiner; however the examiner should be included in the wider imagined audience.
  - 10 The group will receive a written examination report: there will be no oral feedback after the performance.
- 

## ENTRY LEVEL

Entry Level is offered by LAMDA as an introduction to *Group Devised Performance Examinations*.

## TOTAL TIME ALLOWANCE

10 minutes

## EXAMINATION CONTENT

### *Entry*

The group must present an original piece of theatre, based on a scene from a book.

The piece must be a minimum of four minutes and no more than eight minutes in length.

The title of the book must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

## MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b>Total</b>          | <b>100</b> |

Pass 50 Merit 65 Distinction 80

## LEVEL 1: FOUNDATION

### TOTAL TIME ALLOWANCE FOR EACH GRADE

15 minutes

### EXAMINATION CONTENT

#### *Grade 1*

The group must present an original piece of theatre, based on the title 'The Visitor'.

The piece must be a minimum of five minutes and no more than ten minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

#### *Grade 2*

The group must present an original piece of theatre, based on the title 'The Adventure'.

The piece must be a minimum of five minutes and no more than ten minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

#### *Grade 3*

The group must present an original piece of theatre, based on the title 'The Challenge'.

The piece must be a minimum of five minutes and no more than ten minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

### MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b><i>Total</i></b>   | <b>100</b> |

Pass 50 Merit 65 Distinction 80

## LEVEL 2: INTERMEDIATE

### TOTAL TIME ALLOWANCE FOR EACH GRADE

20 minutes

### EXAMINATION CONTENT

#### *Grade 4*

The group must present an original piece of theatre, based on an extraordinary occurrence in an everyday situation.

The piece must be a minimum of ten minutes and no more than fifteen minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

#### *Grade 5*

The group must present an original piece of theatre, using a piece of either live or recorded music as stimulus. The music must be used within the piece and if sound equipment is required, it must be provided and operated by the group.

The piece must be a minimum of ten minutes and no more than fifteen minutes in length.

The title must be announced prior to the start of the performance.

### MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b>Total</b>          | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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## LEVEL 3: ADVANCED

### Total time allowance for each grade

25 minutes

### EXAMINATION CONTENT

#### *Grade 6*

The group must present an original piece of theatre, using a poem of their own choice as stimulus. The group must provide a copy of the poem for the examiner.

The group may choose to include any of the following dramatic features:

- A sequence of scenes
- Chorus
- Epilogue
- Monologue
- Narration
- Plot and sub-plot
- Prologue
- Tableaux

The piece must be a minimum of fifteen minutes and no more than twenty minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

#### *Grade 7*

The group must present an original piece of theatre, with a cultural or historical context.

The group may choose to include any of the following dramatic features:

- A sequence of scenes
- Chorus
- Epilogue
- Monologue
- Narration
- Plot and sub-plot
- Prologue
- Tableaux

The piece must be a minimum of fifteen minutes and no more than twenty minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

#### *Grade 8*

The group must present an original piece of theatre, based on a topical issue or newspaper report.

The group may choose to include any of the following dramatic features:

- A sequence of scenes
- Chorus
- Epilogue
- Monologue
- Narration
- Plot and sub-plot
- Prologue
- Tableaux

The piece must be a minimum of fifteen minutes and no more than twenty minutes in length.

The title must be announced prior to the start of the performance.

The group may also choose to use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

## MARKING SCHEME

|                       |            |
|-----------------------|------------|
| <i>Interpretation</i> | 40         |
| <i>Technique</i>      | 40         |
| <i>Interaction</i>    | 20         |
| <b>Total</b>          | <b>100</b> |

Pass 50 Merit 65 Distinction 80

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| <b>GROUP DEVISED PERFORMANCE EXAMINATIONS</b>  |  | <b>ASSESSMENT CRITERIA</b>  |  |
|--|--|---|--|
| The following table illustrates the basis of marking within each band of attainment<br>(Below Pass, Pass, Merit and Distinction) |  |   |  |
| <b>ALL LEVELS</b>  | <b>INTERPRETATION</b><br>(40 marks)  | <b>TECHNIQUE</b><br>(40 marks)  | <b>INTERACTION</b><br>(20 marks)   |
| <b>Distinction</b><br>80+  | <ul style="list-style-type: none"> <li>■ Creates a piece of theatre with a clear structure</li> <li>■ Creates a piece of theatre with clearly defined characters and detailed situations</li> <li>■ Focuses and engages with the material wholeheartedly</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>■ Utilises the performance space appropriately</li> </ul>             | <ul style="list-style-type: none"> <li>■ Listens, engages and interacts as a group</li> <li>■ Functions as an ensemble</li> <li>■ Utilises appropriate group rhythm and timing</li> <li>■ Creates specific relationships between characters</li> </ul>                   |
| <b>Merit</b><br>65-79  | <ul style="list-style-type: none"> <li>■ Creates a piece of theatre with a structure</li> <li>■ Creates a piece of theatre which clarifies character and situation most of the time</li> <li>■ Focuses and engages with the material most of the time</li> </ul>             | <ul style="list-style-type: none"> <li>■ Communicates with audibility</li> <li>■ Communicates with clarity</li> <li>■ Utilises the performance space appropriately most of the time</li> </ul>  | <ul style="list-style-type: none"> <li>■ Listens and interacts as a group</li> <li>■ Functions as an ensemble most of the time</li> <li>■ Utilises appropriate group rhythm and timing most of the time</li> <li>■ Creates relationships between characters</li> </ul>   |
| <b>Pass</b><br>50-64   | <ul style="list-style-type: none"> <li>■ Creates a piece of theatre with some sense of structure</li> <li>■ Creates a piece of theatre which clarifies character and situation some of the time</li> <li>■ Focuses and engages with the material some of the time</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>■ Utilises the performance space appropriately some of the time</li> </ul> | <ul style="list-style-type: none"> <li>■ Listens as a group</li> <li>■ Functions as an ensemble some of the time</li> <li>■ Utilises appropriate group rhythm and timing some of the time</li> <li>■ Reveals an awareness of relationships between characters</li> </ul> |
| <b>Below Pass</b><br>0-49  | <ul style="list-style-type: none"> <li>■ Creates a piece of theatre without structure</li> <li>■ Creates a piece of theatre which does not clarify character and situation</li> <li>■ Demonstrates limited focus and engagement</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>■ Utilises the performance space inappropriately</li> </ul>                 | <ul style="list-style-type: none"> <li>■ Does not listen or interact as a group</li> <li>■ Does not operate as an ensemble</li> <li>■ Breaks group rhythm</li> <li>■ Reveals a limited understanding of relationship</li> </ul>  |