

The LAMDA Graded Examinations in Communication: Speaking Verse and Prose

From 1 September 2009

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Syllabus Specifications for Graded Examinations in Communication Version 2
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About LAMDA Examinations

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

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

Our mission is to:

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

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

Dawn Postans
Head of Examinations

About this syllabus booklet

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

Publications and Materials

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

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

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

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

Office of the Qualifications and Examinations Regulator (Ofqual)

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

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

The Qualifications and Credit Framework (QCF)

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

LAMDA Accredited Qualifications

Entry 3: Graded Examinations in Communication: Speaking Verse and Prose

Level 1: Graded Examinations in Communication: Speaking Verse and Prose

Level 2: Graded Examinations in Communication: Speaking Verse and Prose

Level 3: Graded Examinations in Communication: Speaking Verse and Prose

Entry 3: Graded Examinations in Communication: Reading for Performance

Level 1: Graded Examinations in Communication: Reading for Performance

Level 2: Graded Examinations in Communication: Reading for Performance

Level 3: Graded Examinations in Communication: Reading for Performance

Entry 3: Graded Examinations in Communication: Using Spoken English

Level 1: Graded Examinations in Communication: Using Spoken English

Level 2: Graded Examinations in Communication: Using Spoken English

Level 3: Graded Examinations in Communication: Speaking in Public

Entry 3: Graded Examinations in Performance: Acting (Solo/Duologue)

Level 1: Graded Examinations in Performance: Acting (Solo/Duologue/Combined)

Level 2: Graded Examinations in Performance: Acting (Solo/Duologue/Combined)

Level 3: Graded Examinations in Performance: Acting (Solo/Duologue)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A note on Language

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

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

The Diploma Catalogue

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

Additional and Specialist Learning (ASL)

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

Sourced from www.ofqual.gov.uk

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

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

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

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

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

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

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

Personal, Learning and Thinking Skills

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

The framework comprises 6 groups of skills:

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

The framework supports young people in their learning across the curriculum, allowing them to learn

to develop and to transfer skills across a range of contexts.

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

Independent Enquiry

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

Creative Thinking

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

Reflective Learning

- Present opportunities to reflect on learners' work (their own and / or that of others if taught in a group)
- Present opportunities for individual research at an appropriate level
- Help learners to develop the ability to make choices and talk about their decisions
- In Acting, Miming, Devising Drama exams – to help learners to think about staging and relationships between characters (real or imaginary).

Team-Working (Group exams / Duos)

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

Self-Management

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

Effective Participation

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

Graded Examinations: Joint Qualifications in Communication or Performance

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

The LAMDA Graded Examinations: Joint Qualification in Communication Level 1

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

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

The LAMDA Graded Examinations: Joint Qualification in Communication Level 2

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

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

The LAMDA Graded Examinations: Joint Qualification in Communication Level 3

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

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

The LAMDA Graded Examinations: Joint Qualification in Performance Level 1

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

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

The LAMDA Graded Examinations: Joint Qualification in Performance Level 2

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

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

The LAMDA Graded Examinations: Joint Qualification in Performance Level 3

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

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

Reasonable Adjustments

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

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

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

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

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

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

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

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

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

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

All public examination centres have wheelchair access.

Special Considerations

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

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

Examples of Special Considerations

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

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

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

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

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

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

Regulations for All Examinations

- 1 Teachers and learners should refer to the 'General Notes and Regulations' printed in each individual subject area throughout the specifications.
- 2 Learner registration is accepted as evidence that the learner agrees to the regulations laid down in the specifications.
- 3 Learners may enter for more than one subject at one examination session, but must state this on the entry form. Learners may not enter for more than one grade or diploma in the same subject at one examination session unless written permission is obtained from the Head of Examinations. Learners may not enter for the same grade in both solo and duologue examinations. Learners may not enter for more than one group examination of the same subject and grade.
- 4 Learners must be in attendance and ready for their examination at least 15 minutes prior to the stated time of the examination.
- 5 LAMDA Examinations reserves the right to decline or cancel any entry and return the fee. LAMDA Examinations does not guarantee to examine at any Centre where the number of learners is insufficient to warrant it. Fees will be returned in such cases.
- 6 LAMDA Examinations reserves the right not to examine a learner if they have a possibly contagious illness, such as chicken pox.
- 7 LAMDA Examinations cannot grant requests for specific dates and times.
- 8 No unauthorised person will be allowed to be present during any examination.
- 9 LAMDA Examinations reserves the right to return entries received after the closing date.
- 10 Examination appointments vacated by learners who are sick, or those withdrawing for other reasons, cannot be taken by other learners.
- 11 Should a learner be prevented from attending an examination after their entry has been processed, LAMDA Examinations should receive notice in writing, detailing the circumstances and enclosing the report form, within 10 working days of the examination date. Under circumstances such as illness, injury or recent bereavement, LAMDA Examinations will consider refunding half the fee in the form of a Transfer Credit Voucher (TCV). Transfer Credit Vouchers are non-transferable and valid for one year only. For re-entry, learners must complete an entry form, enclosing their voucher and fee balance.
- 12 Fees cannot be returned except under regulations 5, 6, or 9.
- 13 LAMDA Examinations issue medals in materials other than precious metal. The words 'Bronze', 'Silver' and 'Gold' are used by LAMDA Examinations purely as an academic standard for the medal examinations. LAMDA Examinations reserves the right to change the style and presentation of all awards.
- 14 The decisions of the awarding body (LAMDA Examinations) are final.

Graded Examinations in Communication: Speaking Verse and Prose

Purpose of the Qualification

LAMDA examinations in *Speaking Verse and Prose* are designed to develop the skills necessary for effective oral communication of the written word.

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Qualification

1 *Interpretative skills*

Learners will be required to:

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

2 *Technical skills*

Learners will be required to:

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

3 *Knowledge of literature*

Learners will be required to:

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

Structure

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

Entry Level	Entry 3
Level 1	Grades 1, 2, 3
Level 2	Grades 4, 5
Level 3	Grade 6 - Bronze Medal, Grade 7 - Silver Medal, Grade 8 - Gold Medal

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

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

General Notes and Regulations

Set selections of verse and prose for each grade level are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*.

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

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

Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

- 1 Communicate with sufficient audibility for the performance space
- 2 Communicate with sufficient clarity in order to be understood
- 3 Share text with others.

Knowledge

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

Amplification of the Learning Outcomes

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

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

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

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

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

Level Descriptor

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

Repertoire Guidelines and Regulations

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

Total time allowance

10 minutes

Examination Content

Entry

- 1 Interpretation and Technique

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

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

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

2 Interpretation and Technique

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

3 Knowledge

The learner will answer questions on the following:

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

Marking Scheme

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

Level 1

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

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

Knowledge

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

Amplification of the Learning Outcomes

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

Meaning – the sense behind the words of the text

Mood – the emotion behind the words of the text

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

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

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

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

Level Descriptor

Learners will be able to demonstrate their knowledge, understanding and skills by producing a thoughtful interpretation, based on creative engagement with the material and careful preparation. They will speak from memory, audibly and clearly, with a sense of spontaneity. Through variations in volume, pace and pitch they will be able to create and convey mood. Their apt use of body and space will complement their vocal performance.

Repertoire Guidelines and Regulations

- 1 At Grade 1 the learner will select one piece of verse from the list of set selections and one piece of verse of their own choice.
- 2 At Grades 2 and 3 the learner will select one verse or one prose piece from the set selections, followed by one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for section 1, verse if prose has been selected.
- 3 Set selections of verse and prose are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*. The learner will speak the chosen prose selection as presented in *The LAMDA Anthology* and not any other piece from the same book.
- 4 **The own choice verse or prose must not exceed two minutes in length.**
- 5 The own choice verse or prose must be published but not set elsewhere in this syllabus specification.
- 6 The content of the own choice selection may go beyond easily recognisable events and stories so that learners can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
- 7 The language of the own choice selection must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.
- 8 The own choice selection must differ in theme *or* mood from the set selection, enabling the learner to display some contrast.

Total time allowance for each grade

10 minutes

Examination Content

Grade 1

1. Interpretation and Technique

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

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

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

2 Interpretation and Technique

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

3 Knowledge

The learner will answer questions on the following:

- the mood, content and contrast between selections
- the meaning of the selections
- the meaning of individual words in both selections.

Grade 2

1 Interpretation and Technique

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

Verse

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

Prose

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

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

2 Interpretation and Technique

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

3 Knowledge

The learner will answer questions on the following:

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

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

Grade 3

1 Interpretation and Technique

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

Verse

The Hurt Boy and the Birds	John Agard
The Dentist and the Crocodile	Roald Dahl
Snow	Walter de la Mare
Christmas Thank Yous	Mick Gowar
Tracey's Tree	Wes Magee
Dreaming the Unicorn	Tony Mitton
Babies are Boring	Peter Mortimer
Testing	Bob Sparrow

Prose

Artemis Fowl	Eoin Colfer
What Katy Did	Susan Coolidge
The Demon Headmaster	Gillian Cross
The Blue Roan Child	Jamieson Findlay
Here Lies Arthur	Phillip Reeve
Smugglers	Christopher Russell
The Hundred-Mile-an-Hour Dog	Jeremy Strong
Hitler's Canary	Sandi Toksvig

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

2 Interpretation and Technique

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

3 Knowledge

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

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

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

Marking Scheme

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

Level 2

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

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

Knowledge

The learner will be able to describe:

- 1 Figures of Speech (Grades 4 and 5)
- 2 Phrasing and Pausing (Grade 5)
- 3 The content and characters of the book from which the prose selection has been taken.

Amplification of the Learning Outcomes

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

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

Sight-read – to read aloud a previously unseen text

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

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

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

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

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

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

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

Level Descriptor

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

Repertoire Guidelines and Regulations

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

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

Total time allowance for each grade

15 minutes

Examination Content

Grade 4

- 1 Interpretation and Technique

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

Verse

Assembly	Anne Bell
We Are Not Alone	Dave Calder
The Elephant Child	Sue Cowling
Dear Mum	Brian Patten
Creative Writing	Gervase Phinn
The Street Healer of Karachi	Shehnaz Somjee
Dolphins	Stephen Spender
Spotlight	Matthew Sweeney

Prose

The Diamond of Drury Lane	Julia Golding
Raven's Gate	Anthony Horowitz
The Giver	Lois Lowry
Chinese Cinderella	Adeline Yen Mah
Out of the Ashes	Michael Morpurgo
Wolf Brother	Michelle Paver
The Wee Free Men	Terry Pratchett
Shadowmancer	G P Taylor

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

- 1 Interpretation and Technique

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

author must be announced prior to the performance.

2 Interpretation and Technique

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

3 Knowledge

The learner will answer questions on the following:

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

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

Grade 5

1 Interpretation and Technique

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

Verse

The Witch	Mary Elizabeth Coleridge
Full Moon and Little Frieda	Ted Hughes
Remember	Elizabeth Jennings
Someone let the Cat out	Jonathan Lamb
The Tunnel	Brian Lee
Mirage	Philip R Rush
Water Picture	May Swenson
Black Monday Lovesong	A S J Tessimond

Prose

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

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

2 Interpretation and Technique

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

3 Interpretation and Technique

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

4 Knowledge

The learner will answer questions on the following:

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

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

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

Marking Scheme

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

Level 3

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

- 5 Create a physical response that illuminates the vocal imagery
- 6 Use a supported and free vocal tone
- 7 Use flexible articulation to support and inform the performance

8 Use modulation to reveal layers of meaning.

Knowledge

The learner will be able to describe:

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

Amplification of the Learning Outcomes

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

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

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

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

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

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

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

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

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

Level Descriptor

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

Repertoire Guidelines and Regulations

- 1 *Grade 6 – Bronze Medal* learners must select one verse or one prose piece from the set selections, followed by one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for the set selection, verse if prose has been selected.
- 2 *Grade 7 – Silver Medal* learners must select either one verse or one prose piece from the set selections; a sonnet from the set selection and one verse or one prose piece of their own choice.

Own choice selections must be prose if verse has been selected for the set selection, verse if prose has been selected.

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

Total time allowance for each grade

Grade 6 – Bronze Medal – 20 minutes

Grade 7 – Silver Medal – 25 minutes

Grade 8 – Gold Medal – 30 minutes

Examination Content

Grade 6 – Bronze Medal

- 1 Interpretation and Technique

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

Verse

Epitaph for the Elderly Actress
Conversation with a Survivor
Snow in the Suburbs
Antarctica
The Highwayman (Part One)
Anthem for Doomed Youth
Swim Right Up To Me
India

Noël Coward
Erich Fried
Thomas Hardy
Derek Mahon
Alfred Noyes
Wilfred Owen
Katherine Pierpoint
W J Turner

Prose

The Life and Times of The Thunderbolt Kid
Hullabaloo in the Guava Orchard
The Withered Arm (Wessex Tales) *
The Lollipop Shoes
The Life of Pi
Eragon
I am a cloud, I can blow anywhere
Young Men in Spats

Bill Bryson
Kiran Desai
Thomas Hardy
Joanne Harris
Yann Martel
Christopher Paolini
Jonathan and Shirley Tulloch
P G Wodehouse

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

2 Interpretation and Technique

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

3 Interpretation and Technique

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

4 Knowledge

The learner will answer questions on the following:

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

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

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

Grade 7 – Silver Medal

1 Interpretation and Technique

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

Verse

The Telephone Call
When I Dance
The Right Word
Mother-in-law
Yew Tree Guest House
Sand Artist
Blackberrying
Dress Rehearsals

Fleur Adcock
James Berry
Imtiaz Dharker
U A Fanthorpe
Phoebe Hesketh
James Kirkup
Sylvia Plath
Robin Robertson

Prose

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

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

2 Interpretation and Technique

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

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

3 Interpretation and Technique

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

4 Interpretation and Technique

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

5 Knowledge

The learner will answer questions about the following:

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

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

Grade 8 – Gold Medal

1 Interpretation and Technique

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

Verse

Never Was Anything So Deserted	Laurence Binyon
The Flea	John Donne
Sarajevo	Lawrence Durrell
Digging	Seamus Heaney
My Rival	Rudyard Kipling
An Arundel Tomb	Philip Larkin
Bat	D H Lawrence
Siesta	Gareth Owen

Prose

Sense and Sensibility	Jane Austen
Arthur and George	Julian Barnes
The City of Falling Angels	John Berendt
The Kite Runner	Khaled Hosseini
A Short History of Tractors in Ukrainian	Marina Lewycka
The Fall of the House of Usher *	Edgar Allan Poe
Cannery Row	John Steinbeck
The Colour	Rose Tremain

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

2 Interpretation and Technique

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

The title must be announced prior to the performance.

3 Interpretation and Technique

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

4 Interpretation and Technique

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

5 Knowledge

The learner will answer questions on the following:

- a detailed understanding of the content of the chosen selections.
- the writers' key biographical details and context of their writing.
- metre and rhythm: iambic, trochaic, anapaestic, dactylic and spondaic rhythms. Definitions

must be illustrated with examples from the chosen pieces where possible.

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

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

Marking Scheme

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

Entry Level

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

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

Knowledge

The learner will be able to:

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

Assessment Criteria:

Pass

The learner can:

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

The learner can:

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

The learner can:

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

Entry Level

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner can:

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

Knowledge

The learner can:

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

Distinction

The learner can:

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

The learner can:

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

The learner can:

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

Level 1: Grade 1

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

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

Knowledge

The learner will be able to:

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

Assessment Criteria:

Pass

The learner can:

- 1.1 Indicate basic feeling in the 2 verse selections
- 1.2 Indicate basic changes in mood in the 2 verse selections
- 2.1 Use sufficient key words to communicate the meaning of the 2 verse selections
- 3.1 Adopt appropriate posture some of the time
- 4.1 Use the face to reflect some inner feeling whilst performing the 2 verse selections
- 4.2 Use some eye contact with the imagined audience
- 5.1 Demonstrate some vocal contrast between moods
- 6.1 Demonstrate some vocal contrast between thoughts
- 7.1 Speak with some clarity of diction
- 8.1 Give the meaning of 4 individual words in the 2 verse selections with not more than 2 errors
- 8.2 Explain the content of the 2 verse selections
- 8.3 Outline the mood and contrast between the 2 verse selections

Level 1: Grade 1

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner can:

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

Knowledge

The learner can:

- 8.1 Give the accurate meaning of 4 individual words in the 2 verse selections with no more than one error
- 8.2 Describe the content of the 2 verse selections
- 8.3 Describe the mood and contrast between the 2 verse selections

Distinction

The learner can:

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

The learner can:

- 8.1 Define all 4 individual words in the 2 verse selections accurately
- 8.2 Detail the content of the 2 verse selections
- 8.3 Describe in detail the mood and contrast between the 2 verse selections

Level 1: Grade 2

Learning Outcomes

Assessment Criteria:

Pass

Interpretation

The learner will be able to:

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

The learner can:

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

Technique

The learner will be able to:

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

The learner can:

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

Knowledge

The learner will be able to:

9. Outline the story of the book from which the prose selection has been taken
10. Describe the general content, meaning and mood of the verse and prose selections
11. Define the meaning of 4 individual words within the 2 selections

The learner can:

- 9.1 State the story outline of the prose selection
- 10.1 Explain the content of the verse and prose selections
- 10.2 Outline the mood and contrast between the verse and prose selections
- 11.1 Give the meaning of 4 individual words in the verse and prose selections with no more than 2 errors

Level 1: Grade 2

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner can:

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

Knowledge

The learner can:

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

Distinction

The learner can:

- 1.1 Convey a strong sense of feeling in the verse and prose selections throughout the performance
- 1.2 Indicate specific changes in mood in the verse and prose selections throughout the performance
- 2.1 Use key words to communicate meaning specifically and coherently

The learner can:

- 3.1 Adopt and sustain appropriate posture
- 4.1 Allow the face to reflect the full range of inner feeling throughout the performance
- 4.2 Sustain appropriate eye contact with the imagined audience
- 5.1 Create appropriate vocal contrast between moods throughout the performance
- 6.1 Create appropriate vocal contrast between thoughts throughout the performance
- 7.1 Create appropriate vocal contrast between narrative and dialogue throughout the performance
- 8.1 Sustain clarity of diction throughout the performance

The learner can:

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

Level 1: Grade 3

Learning Outcomes

Assessment Criteria:

Pass

Interpretation

The learner will be able to:

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

The learner can:

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

Technique

The learner will be able to:

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

The learner can:

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

Knowledge

The learner will be able to:

9. Identify the fundamental differences between verse and prose
10. Describe 2 characters from the book from which the prose selection has been taken
11. Describe the general content, meaning and mood of the verse and prose selections
12. Define the meaning of 4 individual words within the verse and prose selections

The learner can:

- 9.1 Describe the basic differences between verse and prose
- 10.1 Describe 2 characters from the book from which the prose selection has been taken
- 11.1 Explain the content of the verse and prose selections
- 11.2 Outline the mood and contrast between the verse and prose selections
- 12.1 Give the meaning of 4 individual words in the verse and prose selections with no more than 2 errors

Level 1: Grade 3

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner will be able to:

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

Distinction

The learner can:

- 1.1 Convey a strong sense of feeling in the verse and prose selections throughout the performance
- 1.2 Indicate specific changes in mood in the verse and prose selections throughout the performance
- 2.1 Use key words to communicate meaning specifically and coherently

The learner can:

- 3.1 Adopt and sustain appropriate posture
- 4.1 Allow the face to reflect the full range of inner feeling throughout the performance
- 4.2 Sustain appropriate eye contact with the imagined audience
- 5.1 Create appropriate vocal contrast between moods throughout the performance
- 6.1 Create appropriate vocal contrast between thoughts throughout the performance
- 7.1 Create appropriate vocal contrast between narrative and dialogue throughout the performance
- 8.1 Sustain clarity of diction throughout the performance

Knowledge

The learner can:

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

The learner can:

- 9.1 Describe accurately and in detail the differences between verse and prose
- 10.1 Describe accurately and in detail 2 characters from the book from which the prose selection has been taken
- 11.1 Explain accurately and in detail the content of the verse and prose selections
- 11.2 Describe in detail the mood and contrast between the verse and prose selections
- 12.1 Define all 4 individual words in the verse and prose selections accurately

Level 2: Grade 4

Learning Outcomes

Assessment Criteria:

Pass

Interpretation

The learner will be able to:

The learner can:

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

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

Technique

The learner will be able to:

The learner can:

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

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

Knowledge

The learner will be able to:

The learner can:

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

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

Level 2: Grade 4

Assessment Criteria: **Merit**

Interpretation

The learner can:

- 1.1 Convey style most of the time
- 1.2 Convey content most of the time
- 2.1 Reveal a sound understanding of the author's thoughts and feelings
- 3.1 Sight-read with expression most of the time
- 3.2 Sight-read coherently with no more than 2 lapses in fluency
- 3.3 Use appropriate eye contact with the audience most of the time

Technique

The learner can:

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

Knowledge

The learner can:

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

Distinction

The learner can:

- 1.1 Convey style consistently with imagination
- 1.2 Convey content consistently with imagination
- 2.1 Engage with the author's thoughts and feelings fully and accurately
- 3.1 Sight-read coherently and with expression
- 3.2 Sight-read fluently and accurately
- 3.3 Sustain appropriate eye contact with the audience

The learner can:

- 4.1 Co-ordinate physical and vocal expression throughout the performance
- 5.1 Sustain clarity of diction throughout the performance
- 6.1 Sustain thoughts through to the end of phrases throughout the performance
- 7.1 Sustain vocal power through to the end of phrases throughout the performance
- 8.1 Use body language as an interpretative adjunct
- 9.1 Use modulation specifically

The learner can:

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

Level 2: Grade 5

Learning Outcomes

Assessment Criteria:

Pass

Interpretation

The learner will be able to:

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

The learner can:

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

Technique

The learner will be able to:

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

The learner can:

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

Knowledge

The learner will be able to describe:

10. Figures of Speech
11. Phrasing and Pausing
12. The content and characters of the book from which the prose selection has been taken

The learner can:

- 10.1 Describe in brief common figures of speech
- 11.1 Define and give some examples of Phrasing
- 11.2 Define and give some examples of Pausing
- 12.1 Describe the content of the book from which the prose selection has been taken
- 12.2 Describe the characters of the book from which the prose selection has been taken

Level 2: Grade 5

Assessment Criteria:

Merit

Interpretation

The learner can:

- 1.1 Convey style most of the time
- 1.2 Convey content most of the time
- 2.1 Reveal a sound understanding of the author's thoughts and feelings
- 3.1 Sight-read with expression most of the time
- 3.2 Sight-read coherently with no more than 2 lapses in fluency
- 3.3 Use appropriate eye contact with the audience most of the time

Technique

The learner can:

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

Distinction

The learner can:

- 1.1 Convey style consistently with imagination
- 1.2 Convey content consistently with imagination
- 2.1 Engage with the author's thoughts and feelings fully and accurately
- 3.1 Sight-read coherently and with expression
- 3.2 Sight-read fluently and accurately
- 3.3 Sustain appropriate eye contact with the audience
- 4.1 Co-ordinate physical and vocal expression throughout the performance
- 5.1 Sustain clarity of diction throughout the performance
- 6.1 Sustain thoughts through to the end of phrases throughout the performance
- 7.1 Sustain vocal power through to the end of phrases throughout the performance
- 8.1 Use body language as an interpretative adjunct
- 9.1 Use modulation specifically

Knowledge

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

Level 3: Grade 6

Learning Outcomes

Assessment Criteria:

Pass

Interpretation

The learner will be able to:

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

The learner can:

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

Technique

The learner will be able to:

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

The learner can:

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

Knowledge

The learner will be able to describe:

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

The learner can:

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

Level 3: Grade 6

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner can:

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

Knowledge

The learner can:

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

Distinction

The learner can:

- 1.1 Clarify text, subtext and context accurately
- 2.1 Realise form imaginatively
- 2.2 Realise style imaginatively
- 2.3 Realise content imaginatively
- 3.1 Realise emotional truth
- 4.1 Sight-read expressively and with understanding of text
- 4.2 Sight-read fluently
- 4.3 Sustain appropriate eye contact with the audience
- 5.1 Create a physical response that illuminates the vocal imagery throughout the performance
- 6.1 Use a well-supported and free vocal tone throughout the performance
- 7.1 Use flexible articulation to support and inform the performance
- 8.1 Use modulation to reveal layers of meaning throughout the performance

The learner can:

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

Level 3: Grade 7

Learning Outcomes

Assessment Criteria:
Pass

Interpretation

The learner will be able to:

The learner can:

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

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

Technique

The learner will be able to:

The learner can:

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

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

Knowledge

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

Level 3: Grade 7

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner can:

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

Distinction

The learner can:

- 1.1 Clarify text, subtext and context accurately
- 2.1 Realise form imaginatively
- 2.2 Realise style imaginatively
- 2.3 Realise content imaginatively
- 3.1 Realise emotional truth
- 4.1 Sight-read expressively and with understanding of text
- 4.2 Sight-read fluently
- 4.3 Sustain appropriate eye contact with the audience
- 5.1 Create a physical response that illuminates the vocal imagery throughout the performance
- 6.1 Use a well-supported and free vocal tone throughout the performance
- 7.1 Use flexible articulation to support and inform the performance
- 8.1 Use modulation to reveal layers of meaning throughout the performance

Knowledge

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

Level 3: Grade 8

Learning Outcomes

Interpretation

The learner will be able to:

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

Technique

The learner will be able to:

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

Assessment Criteria:

Pass

The learner can:

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

The learner can:

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

Knowledge

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

Level 3: Grade 8

Assessment Criteria:

Merit

Interpretation

The learner can:

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

Technique

The learner can:

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

Distinction

The learner can:

- 1.1 Clarify text, subtext and context accurately
- 2.1 Realise form imaginatively
- 2.2 Realise style imaginatively
- 2.3 Realise content imaginatively
- 3.1 Realise emotional truth
- 4.1 Sight-read expressively and with understanding of text
- 4.2 Sight-read fluently
- 4.3 Sustain appropriate eye contact with the audience
- 5.1 Create a physical response that illuminates the vocal imagery throughout the performance
- 6.1 Use a well-supported and free vocal tone throughout the performance
- 7.1 Use flexible articulation to support and inform the performance
- 8.1 Use modulation to reveal layers of meaning throughout the performance

Knowledge

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

