

# **The LAMDA Graded Examinations in Communication: Speaking in Public**

**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](http://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](http://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.

<b>QCF Level</b>	<b>LAMDA Grade</b>	<b>Qualification</b>
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](http://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](http://www.ofqual.gov.uk), the Young People's Learning Agency (YPLA) website [www.ypla.gov.uk](http://www.ypla.gov.uk) and the Skills Funding Agency (SFA) website [www.skillsfundingagency.bis.gov.uk](http://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](http://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 in Public**

### **Purpose of the Qualification**

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

Learners who prepare themselves appropriately will develop:

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

### **Broad Objectives of the Qualification**

#### *1 Interpretation: Oral language skills*

Learners will be required:

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

#### *2 Technique: Technical skills*

Learners will be required:

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

#### *3 Knowledge: Knowledge of the presentation process*

Learners will be required:

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

### **Structure**

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

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

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

## **General Notes and Regulations**

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

### ***Learning Outcomes***

#### *Oral Language skills*

The learner will be able to:

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

#### *Technical skills*

The learner will be able to:

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

#### *Knowledge*

The learner will be able to describe:

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

## ***Amplification of the Learning Outcomes***

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

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

*Body language* – communicating non-verbally

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

## ***Level Descriptor***

Learners will be able to integrate their knowledge and skills consciously, demonstrating an understanding of both the subject matter and the techniques required to speak in public. Presentation will be grounded in thorough and relevant preparation. Physical and vocal flexibility will be combined to engage the audience wholeheartedly.

## ***Total time allowance for each grade***

Grade 6 – Bronze Medal – 20 minutes

Grade 7 – Silver Medal – 20 minutes

Grade 8 – Gold Medal – 25 minutes

## ***Examination Content***

### ***Grade 6 – Bronze Medal***

#### **1 Interpretation/Technique**

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

#### **2 Interpretation/Technique**

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

#### **3 Interpretation/Technique**

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

#### **4 Knowledge**

The learner will be able to describe:

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

## *Grade 7 – Silver Medal*

### 1 Interpretation/Technique

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

### 2 Interpretation/Technique

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

### 3 Interpretation/Technique

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

### 4 Knowledge

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

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

## *Grade 8 – Gold Medal*

### 1 Interpretation/Technique

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

### 2 Interpretation/Technique

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

### 3 Interpretation/Technique

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

### 4 Knowledge

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

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

## **Marking Scheme**

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

### **Level 3: Grade 6**

#### **Learning Outcomes**

##### ***Interpretation***

The learner will be able to:

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

##### ***Technique***

The learner will be able to:

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

##### ***Knowledge***

The learner will be able to:

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

#### **Assessment Criteria:**

##### **Pass**

The learner can:

- 1.1 Present an argument with a basic structure
- 1.2 Support an argument with basic evidence or data
- 1.3 Reveal basic subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation some of the time
- 3.1 Deliver a basic contrast between speeches

The learner can:

- 4.1 Project the voice audibly and intelligibly some of the time
- 5.1 Identify and use an appropriate tonal register some of the time
- 6.1 Use basic body language appropriately
- 7.1 Refer to note cards appropriately with some spontaneity
- 8.1 Use visual aids appropriately some of the time
- 9.1 Prepare an adequate impromptu talk within the set time constraints

The learner can:

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

### **Level 3: Grade 6**

#### **Assessment Criteria:**

##### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Present a sound structured argument
- 1.2 Justify an argument with appropriate evidence or data
- 1.3 Reveal secure subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time
- 3.1 Deliver a contrast between speeches

##### ***Technique***

The learner can:

- 4.1 Project the voice audibly and intelligibly most of the time
- 5.1 Identify and use an appropriate tonal register most of the time
- 6.1 Use body language appropriately
- 7.1 Refer to note cards appropriately with spontaneity most of the time
- 8.1 Use visual aids appropriately most of the time
- 9.1 Prepare a secure impromptu talk within the set time constraints

##### ***Knowledge***

The learner can:

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

##### **Distinction**

The learner can:

- 1.1 Present a coherent and concise argument with a clear and defined structure
- 1.2 Justify an argument with strong evidence or data
- 1.3 Reveal in-depth subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation throughout the talk
- 3.1 Create clearly contrasting spontaneous speeches

The learner can:

- 4.1 Project the voice audibly and intelligibly all the time
- 5.1 Identify and use an appropriate tonal register consistently
- 6.1 Integrate body language appropriately, spontaneously and fluently
- 7.1 Refer to note cards sparingly with total spontaneity
- 8.1 Use visual aids effectively all the time
- 9.1 Prepare a confident impromptu talk within the set time constraints

The learner can:

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

### **Level 3: Grade 7**

#### **Learning Outcomes**

##### ***Interpretation***

The learner will be able to:

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

##### ***Technique***

The learner will be able to:

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

#### **Assessment Criteria:**

##### **Pass**

The learner can:

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

## ***Knowledge***

The learner will be able to:

10. Describe the techniques required for speaking in public and for making presentations
11. Describe the techniques required for preparing the chosen speeches
12. Apply skills in audience communication to support the effectiveness of the presentations

The learner can:

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

### **Level 3: Grade 7**

#### **Assessment Criteria:**

##### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Present a sound structured argument
- 1.2 Justify an argument with appropriate evidence or data
- 1.3 Reveal secure subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time
- 3.1 Deliver a contrast between speeches

##### ***Technique***

The learner can:

- 4.1 Project the voice audibly and intelligibly most of the time
- 5.1 Identify and use an appropriate tonal register most of the time
- 6.1 Use body language appropriately
- 7.1 Refer to note cards appropriately with spontaneity most of the time
- 8.1 Use visual aids appropriately most of the time
- 9.1 Prepare a secure impromptu talk within the set time constraints

##### **Distinction**

The learner can:

- 1.1 Present a coherent and concise argument with a clear and defined structure
- 1.2 Justify an argument with strong evidence or data
- 1.3 Reveal in-depth subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation throughout the talk
- 3.1 Create clearly contrasting spontaneous speeches
- 4.1 Project the voice audibly and intelligibly all the time
- 5.1 Identify and use an appropriate tonal register consistently
- 6.1 Integrate body language appropriately, spontaneously and fluently
- 7.1 Refer to note cards sparingly with total spontaneity
- 8.1 Use visual aids effectively all the time
- 9.1 Prepare a confident impromptu talk within the set time constraints

## ***Knowledge***

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

### **Level 3: Grade 8**

#### **Learning Outcomes**

##### ***Interpretation***

The learner will be able to:

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

##### ***Technique***

The learner will be able to:

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

#### **Assessment Criteria:**

##### **Pass**

The learner can:

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

## ***Knowledge***

The learner will be able to:

10. Describe the techniques required for speaking in public and for making presentations
11. Describe the techniques required for preparing the chosen speeches
12. Apply skills in audience communication to support the effectiveness of the presentations
13. Describe different styles of speech including Persuasive, Informative, Political, Humorous, Impromptu and A Vote of Thanks
14. Describe a range of common public-speaking techniques including the use of rhetorical questions, variations of tone, inflection, pace and volume

The learner can:

- 10.1 Describe basic techniques for voice production
- 10.2 Describe basic techniques for voice projection
- 11.1 Describe basic techniques for organising material for speeches
- 11.2 Describe basic techniques for matching topics, presentation and vocabulary to audience
- 11.3 Outline basic research techniques
- 12.1 Outline the basic value of eye contact
- 12.2 Describe the basic use of note cards
- 12.3 Describe the basic use of body language
- 12.4 Describe briefly the value of pause, emphasis and clarity of speech
- 13.1 Demonstrate basic knowledge of different styles of speech
- 14.1 Describe and demonstrate a basic understanding of common public-speaking techniques

### **Level 3: Grade 8**

#### **Assessment Criteria:**

##### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Present a sound structured argument
- 1.2 Justify an argument with appropriate evidence and/or data
- 1.3 Reveal secure subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time
- 3.1 Deliver a contrast between speeches

##### ***Technique***

The learner can:

- 4.1 Project the voice audibly and intelligibly most of the time
- 5.1 Identify and use an appropriate tonal register most of the time
- 6.1 Use body language appropriately
- 7.1 Refer to note cards appropriately with spontaneity most of the time
- 8.1 Use visual aids appropriately most of the time
- 9.1 Prepare a secure impromptu talk within the set time constraints

##### **Distinction**

The learner can:

- 1.1 Present a coherent and concise argument with a clear and defined structure
- 1.2 Justify an argument with strong evidence or data
- 1.3 Reveal in-depth subject knowledge
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation throughout the talk
- 3.1 Create clearly contrasting spontaneous speeches

The learner can:

- 4.1 Project the voice audibly and intelligibly all the time
- 5.1 Identify and use an appropriate tonal register consistently
- 6.1 Integrate body language appropriately, spontaneously and fluently
- 7.1 Refer to note cards sparingly with total spontaneity
- 8.1 Use visual aids effectively all the time
- 9.1 Prepare a confident impromptu talk within the set time constraints

## ***Knowledge***

The learner can:		The learner can:	
10.1	Explain techniques for voice production	10.1	Explain accurately and in detail techniques for voice production
10.2	Explain techniques for voice projection	10.2	Explain accurately and in detail techniques for voice projection
11.1	Explain techniques for organising material for speeches	11.1	Explain accurately and in detail techniques for organising material for speeches
11.2	Explain techniques for matching topics, presentation and vocabulary to audience	11.2	Explain accurately and in detail techniques for matching topics, presentation and vocabulary to audience
11.3	Describe accurately basic research techniques	11.3	Describe accurately and in detail research techniques
12.1	Describe the value of eye contact	12.1	Describe in detail the value of eye contact
12.2	Explain the use of note cards	12.2	Explain in detail the use of note cards
12.3	Describe the use of body language to support the presentation	12.3	Explain the effective use of body language to maximise presentation
12.4	Describe accurately the value of pause, emphasis and clarity of speech	12.4	Explain in detail the value of pause, emphasis and clarity of speech
13.1	Demonstrate secure knowledge of different styles of speech	13.1	Demonstrate in-depth knowledge of different styles of speech
14.1	Describe and demonstrate a secure understanding of common public-speaking techniques	14.1	Explain and demonstrate a detailed understanding of common public-speaking techniques