

# **The LAMDA Graded Examinations in Communication: Using Spoken English**

**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.

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](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 Speech: Using Spoken English

### Purpose of the Qualification

LAMDA examinations in *Using Spoken English* are designed to develop the skills necessary for effective oral communication in English. These examinations will benefit native English speakers as well as those for whom English is a second language.

Learners who prepare themselves appropriately will develop:

- 1 Interpretation: Oral language skills
- 2 Technique: Communication skills
- 3 Knowledge: Listening skills.

### 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 use vocabulary appropriate to audience, purpose and situation in an oral context.

#### 2 *Technique: Communication skills*

Learners will be required:

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

#### 3 *Knowledge: Listening skills*

Learners will be required:

- to respond to questions
- to create opportunities for others to contribute when appropriate
- to support other speakers through appropriate non-verbal response.

### Structure

*Graded Examinations in Communication: Using Spoken English* are divided into three levels, in line with the Qualifications and Credit Framework.

Entry Level	Entry 3
Level 1	Grades 1, 2, 3
Level 2	Grades 4, 5

*Graded Examinations in Communication: Speaking in Public* follow at Level 3.

Learning outcomes and assessment criteria are set at each level, often covering a range of grades

(for example, Level 1 covers Grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because the set requirements and/or topics for talks increase in difficulty as the grades progress.

### **General Notes and Regulations**

- 1 For the purpose of these examinations a 'talk' is defined as a short address in an informal setting.
  - 2 For the purpose of these examinations a 'conversation' is defined as a two-way exchange of ideas and opinions.
  - 3 Talks should be directed towards an imagined audience of whom the examiner is part.
  - 4 Any style or dialect of English is acceptable, as long as the learner's speech is easily intelligible to the examiner.
  - 5 Notes may be used as an aide-memoire; they must not be read.
  - 6 Learners should be aware that specific equipment or furniture e.g. flipcharts, overhead projectors etc, may not be available at LAMDA Public Centres.
  - 7 Learners may perform the prepared elements of an examination in any order.
  - 8 Live animals are not permitted in an examination room.
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## **Entry Level**

### ***Learning Outcomes***

#### *Oral language skills*

The learner will be able to:

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

#### *Communication skills*

The learner will be able to:

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

#### *Listening skills*

The learner will be able to:

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

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

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

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

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

*Eye contact* - engaging with the examiner during the presentation in order to communicate the story across the divide

### ***Level Descriptor***

Learners will be able to re-tell a story in their own words, with a beginning, middle and end, using language appropriate to the informal situation. They will speak audibly and clearly, with some confidence, and a sense of enthusiasm and enjoyment. Questions will be responded to appropriately.

### ***Total time allowance***

10 minutes

## **Examination Content**

### *Entry*

- 1 Story-telling  
The learner will bring a book into the examination room and re-tell the story to the examiner. This must not exceed two minutes in length. The learner must not read from the book but may use the illustrations, or illustrations of their own devising, as an aid.
- 2 Conversation  
The learner will present the examiner with a choice of two topics. The examiner will initiate a brief conversation based on one of these topics.

### **Marking Scheme**

Story	40
Communication	40
Conversation	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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### **Level 1**

#### **Learning Outcomes**

##### *Oral language skills*

The learner will be able to:

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

##### *Communication skills*

The learner will be able to:

- 3 Communicate with appropriate clarity and audibility for audience and space
- 4 Use body language to engage an audience
- 5 Communicate with a sense of spontaneity.

##### *Listening skills*

The learner will be able to:

- 6 Maintain concentration in a conversation
- 7 Comprehend questions and respond accordingly
- 8 Initiate ideas based on comprehension (Grades 2 and 3).

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

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

*Audibility* – using sufficient breath and resonance appropriate to the size of the space and audience

*Body language* – communicating non-verbally

*Spontaneity* – as if it is being spoken for the very first time

*Clarity* – clear speech and diction with secure use of the articulative organs

### ***Level Descriptor***

Learners will be able to apply their knowledge, understanding and skills to give a talk with a defined structure, using language appropriate to audience, purpose and situation. They will speak audibly and clearly, with a sense of spontaneity. **Notes will not be read, only referred to.** Apt use of body language will help to engage the audience. Ideas will be initiated to further conversation.

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

10 minutes

### ***Examination Content***

#### *Grade 1*

1 Structured Talk

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

2 Prepared Conversation

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

#### *Grade 2*

1 Structured Talk

The learner will bring in an object and use this as the basis for a talk. The talk must not exceed three minutes in length. Note cards may be used.

2 Prepared Conversation

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

#### *Grade 3*

1 Structured Talk

The learner will give a talk about a person they know or have met. The talk must not exceed three minutes in length. Note cards may be used.

2 Prepared Conversation

The learner will present the examiner with a choice of three topics. The examiner will initiate a brief conversation based on one of these topics.

## **Marking Scheme**

Talk	40
Communication	40
Conversation	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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## **Level 2**

### **Learning Outcomes**

#### *Oral language skills*

The learner will be able to:

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

#### *Communication skills*

The learner will be able to:

- 3 Communicate with appropriate clarity and audibility for audience and space
- 4 Match tonal register to audience, purpose and situation
- 5 Integrate body language to support the subject matter and engage the listener
- 6 Use notes appropriately
- 7 Use visual aids, where appropriate, to support the subject matter and engage the listener.

#### *Listening skills*

The learner will be able to:

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

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

*Audibility* – using sufficient breath and resonance appropriate to the size of the space, audience and subject matter

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

*Body language* – communicating non-verbally

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

*Converse fluently* – speaking on the given topic without disruption or hesitation

*Clarity* – clear speech and diction with secure use of the articulative organs

## ***Level Descriptor***

Learners will be able to apply their knowledge, understanding and skills by selecting appropriate subject matter and structuring it into a talk. Their choice of language and tonal register will be appropriate to audience, purpose and situation. Effective preparation and study will be evident, leading to a secure performance with a sense of spontaneity. Notes will only be used when absolutely necessary. Use of body, voice and space will be effectively combined to engage the audience. They will be able to converse fluently on given topics, initiate ideas to further conversation and listen supportively.

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

15 minutes

## ***Examination Content***

### ***Grade 4***

#### **1 Structured Talk**

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

#### **2 Oral Presentation**

The learner will give an oral presentation on one of the topics listed below. Visual aids may be incorporated if appropriate. Note cards may be used. The talk must not exceed four minutes in length.

- My neighbourhood
- The best day of my life
- Fashion
- Holidays

#### **3 Conversation**

The examiner will choose one of the remaining topics from the list in Section 2 to initiate a conversation with the learner. The learner will be able to explain why they have selected the topics for their talks.

### ***Grade 5***

#### **1 Structured Talk**

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

#### **2 Oral Presentation**

The learner will give an oral presentation, expressing an opinion on one of the topics listed below. Visual aids may be incorporated if appropriate. Note cards may be used. The talk must not exceed four minutes in length.

- Celebrity status
- Dreams
- Competitive sport
- Diet
- Environment

### 3 Conversation

The examiner will choose one of the remaining topics from the list in Section 2 to initiate a conversation with the learner. The learner will be able to explain why they have selected the topics for their talks.

#### **Marking Scheme**

Talks	40
Communication	40
Conversation	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

## Using Spoken English: Entry Level

### Learning Outcomes

#### *Interpretation*

The learner will be able to:

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

#### *Technique*

The learner will be able to:

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

#### *Knowledge*

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly

### Assessment Criteria:

#### Pass

The learner can:

- 1.1 Using own words, briefly re-tell a simple story
- 2.1 Use a range of basic vocabulary appropriate to an informal situation
- 2.2 Use some sense of structure appropriate to an informal situation

The learner can:

- 3.1 Speak with audibility appropriate for the performance space
- 4.1 Speak clearly and coherently in order to be understood
- 4.2 Indicate the basic meaning of the communication
- 5.1 Use some appropriate eye contact with the audience

The learner can:

- 6.1 Demonstrate basic concentration in a conversation
- 7.1 Respond adequately and appropriately to some questions

## **Entry Level**

### **Assessment Criteria :**

#### **Merit**

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

The learner can:

- 1.1 Using own words, re-tell a simple story
- 2.1 Use a simple vocabulary appropriate to an informal situation
- 2.2 Use a structure appropriate to an informal situation

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

The learner can:

- 3.1 Communicate with sufficient audibility for the performance space and audience
- 4.1 Speak clearly and coherently most of the time
- 4.2 Convey the core meaning of the communication
- 5.1 Use appropriate eye contact with the audience most of the time

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

The learner can:

- 6.1 Maintain adequate concentration in a conversation
- 7.1 Respond adequately and appropriately to most questions

#### **Distinction**

The learner can:

- 1.1 Using own words, re-tell a simple story in detail
- 2.1 Use a varied vocabulary appropriate to an informal situation
- 2.2 Use a clear and defined structure appropriate to an informal situation throughout the story

The learner can:

- 3.1 Speak with audibility appropriate for the performance space and audience, throughout the story
- 4.1 Speak with sustained clarity
- 4.2 Communicate the full meaning of the communication
- 5.1 Sustain appropriate eye contact with the audience

The learner can:

- 6.1 Sustain concentration in a conversation
- 7.1 Respond adequately and appropriately to all questions

## **Level 1: Grade 1**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity

#### ***Knowledge***

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Present a talk based on personal experience with a basic sense of structure
- 2.1 Use a range of basic vocabulary appropriate to audience, purpose and situation
- 2.2 Use simple sentence structures appropriate for the audience, purpose and situation

The learner can:

- 3.1 Speak with sufficient audibility for the performance space some of the time
- 3.2 Speak with some clear diction
- 4.1 Use appropriate body language some of the time
- 5.1 Demonstrate a basic sense of spontaneity when communicating

The learner can:

- 6.1 Demonstrate some basic concentration in a conversation
- 7.1 Respond appropriately to some questions

## **Level 1: Grade 1**

### **Assessment Criteria:**

#### **Merit**

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

The learner can:

- 1.1 Present a talk based on personal experience with a sound sense of structure
- 2.1 Use a range of vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation most of the time

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

The learner can:

- 3.1 Speak with sufficient audibility for the performance space most of the time
- 3.2 Speak with clarity of diction most of the time
- 4.1 Use appropriate body language most of the time
- 5.1 Demonstrate a sound sense of spontaneity when communicating

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

The learner can:

- 6.1 Demonstrate adequate concentration in a conversation
- 7.1 Respond appropriately to most questions

#### **Distinction**

The learner can:

- 1.1 Present a talk with a clear and defined structure based on personal experience
- 2.1 Use extensive vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation throughout the talk

The learner can:

- 3.1 Speak with sufficient audibility for the performance space throughout the talk
- 3.2 Sustain clarity of diction throughout the talk and conversation
- 4.1 Use appropriate body language to fully engage the audience
- 5.1 Communicate with a strong sense of spontaneity throughout the talk and conversation

The learner can:

- 6.1 Sustain concentration throughout a conversation
- 7.1 Respond appropriately to all questions

## **Level 1: Grade 2**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity

#### ***Knowledge***

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly
8. Initiate ideas based on comprehension

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Present a talk based on personal experience with a basic sense of structure
- 2.1 Use a range of basic vocabulary appropriate to audience, purpose and situation
- 2.2 Use simple sentence structures appropriate for the audience, purpose and situation

The learner can:

- 3.1 Speak with sufficient audibility for the performance space some of the time
- 3.2 Speak with some clear diction
- 4.1 Use appropriate body language some of the time
- 5.1 Demonstrate a basic sense of spontaneity when communicating

The learner can:

- 6.1 Demonstrate some basic concentration in a conversation
- 7.1 Respond appropriately to some questions
- 8.1 Share basic views and ideas
- 8.2 Initiate at least one idea

## Level 1: Grade 2

### Assessment Criteria:

#### Merit

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

The learner can:

- 1.1 Present a talk based on personal experience with a sound sense of structure
- 2.1 Use a range of vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation most of the time

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

The learner can:

- 3.1 Speak with sufficient audibility for the performance space most of the time
- 3.2 Speak with clarity of diction most of the time
- 4.1 Use appropriate body language most of the time
- 5.1 Demonstrate a sound sense of spontaneity when communicating

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

The learner can:

- 6.1 Demonstrate adequate concentration in a conversation
- 7.1 Respond appropriately to most questions
- 8.1 Share views and ideas securely
- 8.2 Initiate more than 2 ideas or views

#### Distinction

The learner can:

- 1.1 Present a talk with a clear and defined structure based on personal experience
- 2.1 Use extensive vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation throughout the talk

The learner can:

- 3.1 Speak with sufficient audibility for the performance space throughout the talk
- 3.2 Sustain clarity of diction throughout the talk and conversation
- 4.1 Use appropriate body language to fully engage the audience
- 5.1 Communicate with a strong sense of spontaneity throughout the talk and conversation

The learner can:

- 6.1 Sustain concentration throughout a conversation
- 7.1 Respond appropriately to all questions
- 8.1 Share views and ideas confidently and appropriately
- 8.2 Initiate several ideas or views to further the conversation

## **Level 1: Grade 3**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Use body language to engage an audience
5. Communicate with a sense of spontaneity

#### ***Knowledge***

The learner will be able to:

6. Maintain concentration in a conversation
7. Comprehend questions and respond accordingly
8. Initiate ideas based on comprehension

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Present a talk based on a personal experience with a basic sense of structure
- 2.1 Use a range of basic vocabulary appropriate to audience, purpose and situation
- 2.2 Use simple sentence structures appropriate for the audience, purpose and situation

The learner can:

- 3.1 Speak with sufficient audibility for the performance space some of the time
- 3.2 Speak with some clear diction
- 4.1 Use appropriate body language some of the time
- 5.1 Demonstrate a basic sense of spontaneity when communicating

The learner can:

- 6.1 Demonstrate some basic concentration in a conversation
- 7.1 Respond appropriately to some questions
- 8.1 Share basic views and ideas
- 8.2 Initiate at least one idea

## **Level 1: Grade 3**

### **Assessment Criteria:**

#### **Merit**

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

The learner can:

- 1.1 Present a talk based on personal experience with a sound sense of structure
- 2.1 Use a range of vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation most of the time

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

The learner can:

- 3.1 Speak with sufficient audibility for the performance space most of the time
- 3.2 Speak with clarity of diction most of the time
- 4.1 Use appropriate body language most of the time
- 5.1 Demonstrate a sound sense of spontaneity when communicating

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

The learner can:

- 6.1 Demonstrate adequate concentration in a conversation
- 7.1 Respond appropriately to most questions
- 8.1 Share views and ideas securely
- 8.2 Initiate more than 2 ideas or views

#### **Distinction**

The learner can:

- 1.1 Present a talk with a clear and defined structure based on personal experience
- 2.1 Use extensive vocabulary appropriate to audience, purpose and situation
- 2.2 Use appropriate sentence structures for the audience, purpose and situation throughout the talk

The learner can:

- 3.1 Speak with sufficient audibility for the performance space throughout the talk
- 3.2 Sustain clarity of diction throughout the talk and conversation
- 4.1 Use appropriate body language to fully engage the audience
- 5.1 Communicate with a strong sense of spontaneity throughout the talk and conversation

The learner can:

- 6.1 Sustain concentration throughout a conversation
- 7.1 Respond appropriately to all questions
- 8.1 Share views and ideas confidently and appropriately
- 8.2 Initiate several ideas or views to further the conversation

## **Level 2: Grade 4**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

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

#### ***Technique***

The learner will be able to:

3. Communicate with appropriate clarity and audibility for audience and space
4. Match tonal register to audience, purpose and situation
5. Integrate body language to support the subject matter and engage the listener
6. Use notes appropriately and sparingly
7. Use visual aids, where appropriate, to support the subject matter and engage the listener

#### ***Knowledge***

The learner will be able to:

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

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Present a talk with a basic sense of structure
- 1.2 Reveal basic subject knowledge
- 1.3 Give basic reasons for choosing the subject
- 2.1 Use some vocabulary and sentence structure appropriate to the audience, purpose and situation

The learner can:

- 3.1 Speak with clear diction some of the time
- 3.2 Speak with appropriate audibility for the audience and performance space some of the time
- 4.1 Identify and use an appropriate tonal register for the audience, purpose and situation some of the time
- 5.1 Use basic body language to support the subject matter and engage the listener some of the time
- 6.1 Communicate with appropriate use of reference to notes some of the time
- 7.1 Use visual aids appropriately some of the time

The learner can:

- 8.1 Respond adequately and appropriately to some questions
- 8.2 Initiate at least one idea based on understanding
- 9.1 Communicate with basic subject knowledge and some fluency
- 9.2 Create at least one opportunity to draw another speaker into conversation
- 10.1 Listen with appropriate non-verbal response some of the time

## **Level 2: Grade 4**

### **Assessment Criteria:**

#### **Merit**

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

The learner can:

- 1.1 Present a talk with a sense of structure
- 1.2 Reveal secure subject knowledge
- 1.3 Give sound reasons for choosing the subject
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time

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

The learner can:

- 3.1 Speak with clarity of diction most of the time
- 3.2 Speak with sufficient audibility for the audience and performance space most of the time
- 4.1 Identify and use an appropriate tonal register for the audience, purpose and situation most of the time
- 5.1 Use body language to support the subject matter
- 6.1 Communicate with appropriate use of reference to notes during most of the talk
- 7.1 Use visual aids appropriately most of the time

#### **Distinction**

The learner can:

- 1.1 Present a talk with a clear and defined sense of structure
- 1.2 Reveal in-depth subject knowledge
- 1.3 Give detailed reasons for choosing the subject
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation consistently
- 3.1 Sustain clarity of diction throughout
- 3.2 Speak with sufficient audibility for the audience and performance space all the time
- 4.1 Identify and use an appropriate tonal register consistently
- 5.1 Use effective body language to support the subject matter
- 6.1 Communicate with effective and appropriate reference to notes throughout the talk
- 7.1 Use visual aids effectively throughout the talk

## ***Knowledge***

The learner can:

- 8.1 Respond appropriately to most questions
- 8.2 Initiate at least 2 ideas based on understanding
- 9.1 Communicate with secure subject knowledge and fluency most of the time
- 9.2 Create at least 2 opportunities to draw another speaker into conversation
- 10.1 Listen with appropriate non-verbal response most of the time

The learner can:

- 8.1 Respond appropriately to all questions
- 8.2 Initiate at least 3 ideas based on understanding
- 9.1 Communicate with detailed subject knowledge and fluency
- 9.2 Create opportunities to engage another speaker into conversation spontaneously
- 10.1 Listen supportively with appropriate non-verbal response throughout the conversation

## **Level 2: Grade 5**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

1. Select, structure and shape subject matter into a talk
2. Adapt language to audience, purpose and situation
3. Present an argument or opinion

#### ***Technique***

The learner will be able to:

4. Communicate with appropriate clarity and audibility for audience and space
5. Match tonal register to audience, purpose and situation
6. Integrate body language to support the subject matter and engage the listener
7. Use notes appropriately
8. Use visual aids, where appropriate, to support the subject matter and engage the listener

### **Assessment Criteria: Pass**

The learner can:

- 1.1 Present a talk with a basic sense of structure
- 1.2 Reveal basic subject knowledge
- 1.3 Give basic reasons for choosing the subject
- 2.1 Use some vocabulary and sentence structure appropriate to the audience, purpose and situation
- 3.1 Present and illustrate an argument with basic evidence or data

The learner can:

- 4.1 Speak with clear diction some of the time
- 4.2 Speak with appropriate audibility for the audience and performance space some of the time
- 5.1 Identify and use an appropriate tonal register for the audience, purpose and situation
- 6.1 Use basic body language to support the subject matter and engage the listener some of the time
- 7.1 Communicate with some appropriate reference to notes during the talk
- 8.1 Use visual aids appropriately some of the time

## ***Knowledge***

The learner will be able to:

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

The learner can:

- 9.1 Respond adequately and appropriately to questions
- 9.2 Initiate at least one idea based on understanding
- 10.1 Communicate with basic subject knowledge and fluency
- 10.2 Create at least one opportunity to draw another speaker into conversation
- 11.1 Listen with appropriate non-verbal response some of the time

## **Level 2: Grade 5**

### **Assessment Criteria :**

#### **Merit**

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

The learner can:

- 1.1 Present a talk with a sense of structure
- 1.2 Reveal secure subject knowledge
- 1.3 Give sound reasons for choosing the subject
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation most of the time
- 3.1 Present and illustrate an argument with sound evidence or data

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

The learner can:

- 4.1 Speak with clarity of diction most of the time
- 4.2 Speak with sufficient audibility for the audience and performance space most of the time
- 5.1 Identify and use an appropriate tonal register for the audience, purpose and situation most of the time
- 6.1 Use body language to support the subject matter
- 7.1 Communicate with appropriate and sparing reference to notes during the talk
- 8.1 Use visual aids appropriately most of the time
- 9.1 Respond appropriately to most questions
- 9.2 Initiate at least 2 ideas based on understanding

#### **Distinction**

The learner can:

- 1.1 Present a talk with a clear and defined sense of structure
- 1.2 Reveal in-depth subject knowledge
- 1.3 Give detailed reasons for choosing the subject
- 2.1 Adapt vocabulary and sentence structure to the audience, purpose and situation consistently
- 3.1 Present a well-researched argument or opinion supported with strong evidence and data

The learner can:

- 4.1 Sustain clarity of diction throughout
- 4.2 Speak with sufficient audibility for the audience and performance space all the time
- 5.1 Identify and use an appropriate tonal register consistently
- 6.1 Use effective body language to support the subject matter
- 7.1 Communicate with effective and sparing reference to notes throughout the talk
- 8.1 Use visual aids effectively throughout the talk
- 9.1 Respond appropriately to all questions
- 9.2 Initiate at least 3 ideas based on understanding

## ***Knowledge***

The learner can:

- 10.1 Communicate with secure subject knowledge and fluency most of the time
- 10.2 Create at least 2 opportunities to draw another speaker into conversation
- 11.1 Listen with appropriate non-verbal response most of the time

The learner can:

- 10.1 Communicate with detailed subject knowledge and fluency
- 10.2 Create opportunities to engage another speaker into conversation spontaneously
- 11.1 Listen supportively with appropriate non-verbal response throughout the conversation