

## LAMDA Examinations

### Teacher Support Material Graded Examinations in Communication with effect from 01 August 2019

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## Notice to Reader

This document has been put together to support teachers and Learners who are preparing for LAMDA Graded Examinations in Communication. It is to be used in conjunction with the LAMDA Graded Examinations in Communication syllabus specification, valid from 1 August 2019.

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## LAMDA Graded Examinations in Communication: Speaking Verse and Prose

### Examination Structure

This Qualification is available at four Levels, in line with the Regulated Qualifications Framework (RQF):

Entry Level (Entry 3)

Level 1: Grades 1, 2 and 3

Level 2: Grades 4 and 5

Level 3: Grades 6 (Bronze Medal), Grade 7 (Silver Medal) and Grade 8 (Gold Medal)

LAMDA examinations in Speaking Verse and Prose are offered in the following format: Solo (one Learner) where the Learner performs alone.

### General Notes on Piece Selection

**For Grade 2 and above** where prose selections are introduced, the Learner will be expected to have **studied the book** from which their prose selection has been taken, in order to answer the questions required for Knowledge at each grade.

All prose selections were in print at the time of the publication of this syllabus. If, however, the book is impossible to obtain, the Learner should choose another set selection from the Anthology for the relevant grade.

**The editing of Own Choice prose selections is permitted**, providing the coherence and fluency of the piece, and the author's intent is maintained. Please note that it *is not* permitted to add your own dialogue or text to a verse or prose extract.

The Learner will speak the chosen set selections **as they are presented in the LAMDA Verse and Prose Anthology – Volume 19. Edits to set selections are not permitted.**

The Learner *should* bring legible copies of all selections into the examination for the Examiner. This is for prompting purposes if it is required.

There are no restrictions to a learner performing an Own Choice Piece from a book that has been used in the current LAMDA Verse and Prose Anthology - Volume 19, so long as the learner's chosen piece is **not the same selection** as that set in the current LAMDA Verse and Prose Anthology Volume 19. There should be *no* overlap. Please ensure the piece chosen enables the learner to meet the Assessment Criteria and answer the Knowledge questions.

Where the word 'published' is used, please consult page 172 of the LAMDA Communication Graded Examinations Syllabus, for the definition.

## Selecting Pieces

### Selecting Pieces: Entry Level

For Entry Level Speaking Verse and Prose examinations, the Learner must speak from memory **two** verse selections:

- one selected from the Entry Level section of the *LAMDA Verse and Prose Anthology – Volume 19*  
**and**
- one verse selection of their Own Choice.

The Own Choice verse must be **published**, but not set in the *LAMDA Verse and Prose Anthology – Volume 19*.

- Some of the assessment criteria for this level ask the learner to ‘**communicate the sense of the written word**’, and ‘**demonstrate an awareness of rhythm and shape**’. This level also asks the learner to ‘**give accurate meanings of up to four of the words or phrases taken from the two verse selections**’.
- Consider how appropriate piece choice, that matches the learner’s strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

### Selecting Pieces: Level 1 (Grades 1, 2 and 3)

For Grade 1 Speaking Verse and Prose examinations the Learner must speak from memory **two** verse selections:

- one selected from the Grade 1 section of the *LAMDA Verse and Prose Anthology – Volume 19*  
**and**
- one verse selection of their Own Choice.

For Grade 2 and Grade 3 Speaking Verse and Prose examinations the Learner must speak from memory **one** verse selection and **one** prose selection: one of these must be selected from the appropriate section of the *LAMDA Verse and Prose Anthology – Volume 19* and one must be of their Own Choice.

If verse is selected from the Anthology, the Learner must select a prose selection of their Own Choice.

If prose is selected from the Anthology, the Learner must select a verse selection of their Own Choice. The Own Choice selection must be published, but not set in the *LAMDA Verse and Prose Anthology – Volume 19*.

- Some of the assessment criteria for this level ask the learner to ‘**use key words to communicate meaning**’, and ‘**demonstrate vocal contrast between moods/ moods, narrative and dialogue**’ (depending on grade). **Grades 2 and 3 also ask the learner to discuss character(s) from the prose selection book.**
- Consider how appropriate piece choice, that matches the learner’s strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

## Selecting Pieces: Level 2 (Grades 4 and 5)

For Grade 4 and Grade 5 Speaking Verse and Prose examinations the Learner must speak from memory **one** verse selection and **one** prose selection: one of these must be selected from the appropriate section of the *LAMDA Verse and Prose Anthology – Volume 19* and one must be of their Own Choice.

If verse is selected from the Anthology, the Learner must select a prose selection of their Own Choice.

If prose is selected from the Anthology, the Learner must select a verse selection of their Own Choice.

The Own Choice selection must be **published**, but not set in the *LAMDA Verse and Prose Anthology – Volume 19*.

- Some of the assessment criteria for this level ask the learner to ‘**demonstrate sufficient word memory to convey style and content**’ and ‘**demonstrate an understanding of the author’s thoughts and feelings**’. At this level, learners are also asked to engage with ‘**figures of speech**’ (Grade 4), and ‘**phrasing**’ and ‘**pause**’ (Grade 5).
- Consider how appropriate piece choice, that matches the learner’s strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

## Selecting Pieces: Level 3 (Grades 6, 7 and 8)

For Level 3 Speaking Verse and Prose examinations the Learner must speak from memory **one** verse selection and **one** prose selection: one of these must be selected from the appropriate section of the *LAMDA Verse and Prose Anthology – Volume 19* and one must be of their Own Choice.

If verse is selected from the Anthology, the Learner must select a prose selection of their Own Choice.

If prose is selected from the Anthology, the Learner must select a verse selection of their Own Choice.

At **Grade 7 and Grade 8**, the Learner must **also** speak from memory a sonnet of their own choice.

- For Grade 7, the sonnet can be any sonnet of the Learner's Own Choice, *excluding* those by William Shakespeare.
- For Grade 8, the sonnet **must** be written by William Shakespeare.

The Own Choice selections must be published but not set in the *LAMDA Verse and Prose Anthology – Volume 19*.

- Some of the assessment criteria for this level ask the learner to '**demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection**', and '**demonstrate an appreciation of the style of writing**'. Learners are also asked to engage with the **themes/ themes, content and characters** of the book from which the prose selection is taken (depending on the grade).
- Consider how appropriate piece choice, that matches the learner's strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

## Useful Sources (For all Levels)

It is a good idea, when selecting Own Choice pieces, to put together a portfolio that you can use over time with different Learners and at different grades. To put together a portfolio of Own Choice selections, consider the following:

- progression between grades
- suitability for different age groups
- variety of styles/periods
- variety of topics
- appropriate length
- appropriate use of language
- variety of authors/poets, for example international or from different periods of writing.

If you are selecting verse, here are some **handy hints** to remember:

- capture your Learner's imagination by exploring verse which presents colourful word pictures and/or powerful imagery
- with younger Learners, remember that it is often easier for them to memorise words if the verse has a clear rhyme scheme
- try to avoid selecting part of a long poem unless it has been written in clearly defined stanzas, for example Longfellow's *Hiawatha*.

If you are selecting a prose passage from a novel (suitable for exams at Grade 2 and above only), here are some handy hints to remember:

- look at the overall shape of the passage – consider the opening and the climax of the passage
- if there is dialogue in the passage, explore how characters can be clearly defined
- many Learners study specific novels at school and it can be useful to find selections of prose from these publications as they will be more familiar.

Previous LAMDA Verse and Prose Anthologies are useful for sourcing Own Choice selections. LAMDA currently sell some previous Verse and Prose Anthologies which are available to purchase through our online shop: <https://lamda-drama.myshopify.com/>

## Performing a Verse or Prose Selection

It is important to remember when performing a verse or prose selection that the Learner must bring it to life. This will be reflected in their use of facial expression and may also include some movement, if appropriate to the text. Expression can be equally effective by using a carefully modulated voice. The Learner should also make sure that their physicality is appropriate to the piece they are speaking.

**At Grade 4 and above**, the Learner should make sure that they adopt appropriate body language to reflect the text. The learner may stand or sit down to perform their verse and/or prose selection – varying the physical mode of presentation could enhance the visual interest of the performance as a whole.

Please note that movement should be a secondary consideration and should never detract from the text. Any movement should be dictated by the words the Learner is speaking as too much movement in the performance of a verse or prose selection could detract from the impact of the meaning of the words.

## Focus/ Audience

The Learner should ensure that they perform their selections with appropriate focus. Selections should be performed to an imagined wider audience, of which the Examiner is a part.

## Sight-Reading (Grade 4 to Grade 8)

At Grade 4 to Grade 8, the Learner is required to read at sight a text provided by the Examiner. This text may be verse or prose. One minute may be taken to study the text prior to reading. The Learner will be assessed on their expression, fluency and their ability to share the text with the imagined audience.

Consider preparing a Learner for the sight-reading element of their examination in advance by giving them the opportunity to practice the following:

- sight-reading both verse and prose
- sight-reading different styles of verse and prose, for example comedy, dramatic prose, reflective verse, or dialogue in prose
- marking punctuation in a text
- marking a climax or punch line in a text
- looking ahead when reading a text to take in the whole phrase
- looking up and sharing the reading with the imagined audience.

## Knowledge Requirements (Entry Level to Grade 8)

The Examiner will ask the Learner the questions detailed in the syllabus for the relevant grade they have been entered for.

Detailed information on the knowledge required for each grade is available in *Knowledge Matters – Volume 2*, a LAMDA publication. This is available to purchase through our online shop: <https://lamda-drama.myshopify.com/>

Brief biographical details of writers set for Grade 8 are also provided in this publication.



## LAMDA Graded Examinations in Communication: Reading for Performance

### Examination Structure

This Qualification is available at four Levels, in line with the Regulated Qualifications Framework (RQF):

Entry Level (Entry 3)

Level 1: Grades 1, 2 and 3

Level 2: Grades 4 and 5

Level 3: Grades 6, Grade 7 and Grade 8

LAMDA examinations in Reading for Performance are offered in the following format: Solo (one Learner) where the Learner performs alone.

### What is a Recital?

In Reading for Performance examinations, the Learner is required to present a recital in order to meet the learning outcomes and assessment criteria.

A recital is a programme of material based around a theme which is presented as a seamless performance. It includes the following:

1. an introduction to outline the theme
2. a number of readings (the number and type of readings required will depend on the grade being taken)
3. linking statements to link one reading to another
4. a conclusion to bring the previously shared thoughts, ideas and texts into a final statement.

**The readings included in the recital must not be memorised but must be read from a book or folder.**

Please note, learners are assessed on how they manage the book or folder, **therefore the use of paper or cue cards is not appropriate.**

The Learner must not read the introduction, linking statements and conclusion to their recital – these elements must be performed from memory.

## Selecting Readings

### General Notes on Reading Selection

For Grade 1 and above, where prose readings are introduced to the recital content, the Learner will be expected to have studied the book from which their prose reading has been taken, in order to answer the questions required for the Knowledge section at each grade.

The editing of prose readings is permitted, providing the coherence and fluency of the piece is maintained. **Please note that you are not permitted to add your own dialogue or text to a prose reading.**

The Learner should bring legible copies of all readings into the examination for the Examiner. This is for prompting purposes, if it is required.

### Selecting Readings: Entry Level

For Entry Level Reading for Performance examinations the Learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a short linking statement linking the first reading to the second reading
- a verse reading
- a conclusion.

- Some of the assessment criteria for this level ask the learner to **‘demonstrate awareness of rhythm and shape’** and **‘give accurate meanings of up to four of the words or phrases taken from the two verse selections’**
- Consider how appropriate reading choice, that matches the learner’s strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

### Selecting Readings: Level 1 (Grades 1, 2 and 3)

For Level 1 Reading for Performance examinations the Learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a short linking statement linking the verse reading to the prose reading
- a prose reading
- a conclusion

- Some of the assessment criteria for this level ask the learner to **‘indicate changes in mood though secure/confident phrasing’** (depending on the grade). Learning Objective 4 also asks the learner to engage with the content (specifics dictated by grade) of the book from which the prose reading is taken.
- Consider how appropriate reading choice, that matches the learner’s strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

## Selecting Readings: Level 2 (Grades 4 and 5)

For Level 2 Reading for Performance examinations the Learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a short reflective statement linking the verse reading to the prose reading
- a prose reading
- a short reflective statement linking the prose reading to the next reading
- a verse reading **or** a prose reading
- a conclusion.

- Some of the assessment criteria for this level ask the learner to '**demonstrate understanding of the author's thoughts and feelings**'. The learner is also asked to engage with contrast between the verse and prose readings (specifics dictated by grade).
- Consider how appropriate reading choice, that matches the learner's strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

## Selecting Readings: Level 3 (Grades 6, 7 and 8)

For Level 3 Reading for Performance examinations the Learner must perform a recital, based around a theme, including the following elements:

- An introduction
- A verse reading
- A reflective statement linking the verse reading to the prose reading
- A prose reading
- A reflective statement linking the prose reading to the next reading
- A verse reading **or** a prose reading **or** the reading of a dramatic monologue
- A conclusion

- Some of the assessment criteria for this level ask the learner to '**demonstrate sufficient fluency to communicate an understanding of content, subtext and content**'. At Grade 8 learners are asked to '**give an explanation of the techniques required for conveying contrasts of period, style and form in the readings presented**'.  
- Consider how appropriate reading choice, that matches the learner's strengths and interests, could enable your learner to meet these assessment criteria (and others) and answer the knowledge section.

## Selecting a Recital Theme

Selecting a recital theme can be approached from many different angles. For example, the Learner may choose a favourite verse or prose reading which they would like to include in their recital, and a theme and other readings will then be selected to fit in with this choice. Alternatively, the Learner could choose an over-arching theme before selecting their readings.

Please remember that whilst a theme such as 'cats' would be appropriate for Entry Level, it could equally be used for a Level 3 examination. It is the content of the recital and the technical difficulty of the readings that should increase as the grades progress. Below are some examples of recital themes that could be used for Reading for Performance examinations:

- magic
- animals
- celebration
- bullying
- beauty
- love
- family
- friends
- food
- war and peace.

## Links

Once the Learner has chosen their theme and readings, the recital links follow naturally. The links take the form of an introduction, linking statements and a conclusion. The introduction introduces the recital and the recital theme to the imagined audience. The linking statements are thoughts spoken by the Learner to link one reading to another. The conclusion brings the previously shared thoughts, ideas and texts into a final statement. A good conclusion to a recital should always have impact so that the imagined audience is left to reflect on the material presented. The length of the links should increase as the grades progress, as should the technical difficulty of their content.

## Performing a Recital

When presenting a recital for performance, it is important for the Learner to make appropriate use of the performance space to complement the readings presented. A recital is a *performance* and should always consider visual, as well as vocal interest, by varying the physical mode of presentation within the performance space. Linking statements are used to create a fluent journey through the recital material, vocally and physically. They can help the Learner move from one part of the performance space to another when the presentation requires.

Creating a visual interest in a recital is an important skill for a Learner to develop. In these examinations, this is reflected in Learning Outcome 2 (for Entry Level) and Learning Outcome 3 (for Levels 1, 2 and 3), where the Learner will be assessed on the following:

- Entry Level – their ability to read with fluency and perform the recital with confidence
- Level 1 (Grades 1, 2 and 3) – their use of posture appropriate to the recital, including management of the book or folder, facial expression, and their appropriate use of the performance space.
- Level 2 (Grades 4 and 5) – their use of body language, facial expression, and their appropriate use of the performance space.
- Level 3 (Grades 6, 7 and 8) – their appropriate use of the performance space and a variety of movement appropriate to the content of the recital. At Level 3, the learner's

choice of speech format, may realise differing engagements with body language and movement, along with imagined audience.

To view the Assessment Criteria for each grade in full, please refer to the Reading for Performance syllabus specification.

## Grade 5 Knowledge: Content and Mood of the Verse Reading(s)

The examination content for Grade 5 Knowledge on page 101 of the syllabus states that the Learner will be expected to answer questions on the content and mood of the verse reading(s) included in their recital (point 3 in the bulleted list).

Assessment Criteria 4.3 that relates to this requirement, detailed on page 104 of the syllabus, states that the Learner must *give a description of the general content and mood of the verse reading(s)*.

**Please note that ‘general content’, as detailed in the Assessment Criteria, also includes the mood of the reading(s), as per the examination content.** Therefore, the Learner must know and understand the content *and* mood of the verse reading(s) included in their recital in preparation for the Knowledge section of the Grade 5 examination.

## Sight-Reading (Level 3)

At Level 3 (Grades 6, 7 and 8) the Learner is required to read at sight a text provided by the Examiner. This text may be verse or prose. One minute may be taken to study the text prior to reading. The Learner will be assessed on their expression, fluency, and their ability to share the text with the imagined audience.

Consider preparing the Learner for the sight-reading element of their examination in advance by giving them the opportunity to practice the following:

- sight-reading both verse and prose
- sight-reading different styles of verse and prose, for example comedy, dramatic prose, reflective verse, or dialogue in prose
- marking punctuation in a text
- marking a climax or punch line in a text
- looking ahead when reading a text to take in a whole phrase
- looking up and sharing the reading with the imagined audience.

## LAMDA Graded Examinations in Communication: Speaking in Public

### Examination Structure

This Qualification is available at four Levels, in line with the Regulated Qualifications Framework (RQF):

Entry Level (Entry 3)

Level 1: Grades 1, 2 and 3

Level 2: Grades 4 and 5

Level 3: Grades 6 (Bronze Medal), Grade 7 (Silver Medal) and Grade 8 (Gold Medal)

LAMDA examinations in Speaking in Public are offered in the following format: Solo (one Learner) where the Learner performs alone.

### Preparing Speeches

#### **General Notes on Preparing Speeches**

At all Levels, the Learner can consider their speeches in two sections: **content** and **contact**.

- **Content** – consider structure including opening, argument or information and ending. Consider how vocabulary can be made appropriate to the target audience, subject matter and to the strengths of the learner. The Learner must remember that their speeches should relate to and/or reflect the title which they have presented.
- **Contact** – consider contact between the speaker and the audience. With poor contact, however good the content, the impact of the speech will be lost. Consider audibility and clarity of diction, to enable an audience to feel as though they are part of the speaker's world.

**Speeches should not be written out in full and read in the examination. Note cards with brief headings/bullet points may be used, if required. They should not contain notes for the knowledge section.**

### Preparing Speeches: Entry Level

For Entry Level Speaking in Public examinations the Learner must deliver a prepared speech about a book of their Own Choice (this may be fiction or non-fiction). At this level the speech can be about anything to do with the book. For example, the Learner may choose to talk about the story of the book, their favourite character in the book or their favourite part of the story.

### Focus/ Audience

The Learner should ensure that they perform their speeches with appropriate focus.

At Entry Level and Level 1, speeches can be performed directly to the Examiner or to an imagined wider audience, of which the Examiner is a part. Performing to an imagined wider

audience will usually be the more appropriate choice; however, this will depend on the subject matter of the Learner's speech and their position within the performance space.

At Level 2 and Level 3, the Learner is required to have an imagined target audience which they must announce in the exam prior to the performance of each speech. The delivery of each speech must therefore be made to this imagined audience, of which the Examiner may be a part.

## Adopting a Role or Persona to Deliver a Speech

It is not against the regulations for a Learner to 'play a role' to deliver their speech(es) in Speaking in Public exams, provided it is appropriate for the content and type of speech being presented **and the speech is not delivered as a dramatic monologue.**

For example, for Grade 4 Speaking in Public, for the second speech a Learner could choose to deliver a talk about the environment in the role of a school teacher addressing a class of primary school children. As long as the Learner has demonstrated that they have met all of the set Assessment Criteria for the grade of examination they are taking, and they haven't presented the speech as a dramatic monologue, then they can choose to adopt a different role or persona to deliver the speech.

## The Imagined Audience

From Level 2 and above, the Learner is required to state the imagined audience to whom their speeches are given. When planning a speech, consider asking the learner to imagine the audience for whom they are speaking, as this will govern the vocabulary they use, their body language and general style of presentation. The Learner should be encouraged to be creative when thinking about their imagined audience – for example, it could be a group of their peers at school, a group of younger children, a youth club, a panel of local council members, or a neighbourhood committee. It is recommended that the Learner chooses a different imagined audience for each of their speeches as this will encourage contrast in content and delivery, as well as allowing the Learner to display a range of skills to the Examiner.

## Visual Aids

### **Grade Entry and Grade 1**

- Visual aids may be used but this is not a requirement, and they will not be marked. *Please note that the use of PowerPoint (or similar) presentations at this Level is prohibited.*

### **Grade 2 and Grade 3**

- Visual aids **must** be used by the Learner in their prepared speech. *Please note that the use of PowerPoint (or similar) presentations at this Level is prohibited.*

### **Grades 4, 5, 6, 7 and 8**

- Visual aids **must** be used by the Learner in at least one of their two prepared speeches. For these grades the use of PowerPoint presentations is permitted.

Visual aids, when used appropriately, can enhance a speech and help bring it to life for an audience. When presenting a speech with visual aids, consider encouraging the learner to *incorporate the visual aids* into the speech so that they are not just used as a 'backdrop'.

If pictures, text or posters are used, they should be large enough to be visible to the imagined audience. If the Learner is taking an examination in an unfamiliar room, it is sometimes helpful to attach the visual aids to a portable display board or similar for use in the examination.

It is important for the Learner to remember that the use of visual aids does not always refer to pictures/posters but can refer to the use of objects, such as musical instruments or a football, to illustrate a speech about a hobby or personal interest.

Please note that if technical equipment is required for the use of visual aids, **the Learner must provide their own equipment for use in the examination room. The set up and operation required for any technical equipment is the responsibility of the Learner and must be included in the time allowance of the examination as a whole.** No extra time will be allowed for the setting up of visual aids. For ROA exams, digital visual aids must be presented on a different device to that used for the Zoom.

It is advised, that where Level 2 or 3 Learners are using a PowerPoint presentations, they bring hard copies of the slides with them for the Examiner in case the technical equipment fails on the day.

## Conversation (Entry Level, Level 1 and Level 2)

Learners must hold a two-way conversation with the Examiner in the Knowledge section of their examination at Entry Level, Level 1 and Level 2. Topics will vary according to grade. The focus of this section is to encourage both speaking and listening skills and to give the Learner confidence in presenting their views in an informal way on a specific topic. From Entry Level to Grade 2, the Learner is expected to concentrate and respond appropriately to questions. **From Grade 3 onwards, the Learner is expected to ask the Examiner at least one question to further the conversation.**

## Impromptu Speech (Level 3)

For Level 3 Speaking in Public examinations (Grades 6, 7 and 8), the Learner is required to present an impromptu speech. The choice of three topics will be provided to the Learner at the start of their examination, from 01 August 2019 they will have 15 minutes in the examination room to prepare the speech. The choice of topics will include a personal/cultural choice, a topical choice and an abstract choice. An example of each of these would be:

- the person I most admire (personal/cultural)
- should politics influence sport (topical)
- orange (abstract).

It is important for the Learner to ensure that their impromptu speech has a clear structure, a strong beginning and a point of impact at the end. The Learner should always make sure that the link to the chosen title is not tenuous.

*Please note it is **not permitted** for the Learner to use electronic devices with access to the internet, such as a smart watch, mobile phone, iPad or laptop, to help with the preparation of their impromptu speech.*



The learner may take a watch (analogue or digital) into the Examination room with them, however it must not be a smart watch. We do not permit the use of a stopwatch in the Examination room.

Please note that the Examiner will act as an invigilator during the impromptu preparation time and will let the learner know at regular intervals how much time they have left to prepare their impromptu speech.

## Vocal Technique

It is important for all public speakers to use their voices effectively, taking into consideration the size of the room in which they are speaking, their imagined audience and the subject matter of the speech. Clarity of diction and variation of tone, pitch, pace and use of pause is vital for a speaker to give their speech impact.

For Grade 6 Knowledge, the Learner is required to answer questions on the techniques required for voice production and projection. Appropriate background notes to assist the Learner with this can be found in *Knowledge Matters – Volume 2*, a LAMDA publication. This is available to purchase through LAMDA's online shop: <https://lamda-drama.myshopify.com/>

For further support on LAMDA examinations in Speaking in Public, please refer to *Speaking Matters – Volume 2*, a LAMDA publication. This is available to purchase through LAMDA's online shop: <https://lamda-drama.myshopify.com/>