

LAMDA

Level 3 Certificate in Speech and Drama:

PERFORMANCE STUDIES

(PCertLAM)

With effect from 01 August 2021

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About LAMDA

Founded in 1861, LAMDA is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 150 years ago. Since then we have developed an enviable reputation for excellence in the provision of Communication and Performance examinations in the UK and we are rapidly extending our reach internationally.

The process of preparing for and succeeding in a LAMDA Examination helps Learners, whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. Our examinations develop a Learner's ability to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation
- work both on their own and participate as a member of a team.

No matter what direction Learners choose to follow in the future, our examinations provide the opportunity to nurture their natural abilities. These critical skills will enhance their self-confidence to engage and contribute fully, whether at school, in further education, at work or in the community. In other words, to fulfil their potential.

All our examinations are rooted in encouraging Learners of all ages to develop a love of literature, poetry and drama and thus improve standards of communication through the spoken word. This syllabus provides a wide range of opportunities to do so.

Ultimately, it is a sense of achievement that empowers the Learner. We believe that succeeding in a LAMDA Examination demonstrates not only that they have met rigorous Assessment Criteria in a particular discipline, but also that they have grown as individuals through participating in a worthwhile activity that is respected as a global standard.

LAMDA Qualifications

LAMDA is recognised as an awarding organisation by the Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualifications Wales (QW), and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is recognised by Ofqual.

Qualification Framework

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* resides on the Regulated Qualifications Framework (RQF).

The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA qualifications and others).

About This Syllabus Specification

This syllabus specification outlines the specifications for the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)*. It is designed for use by Centres, Teachers, Learners and Parents/Guardians.

LAMDA Qualification Titles Covered in This Syllabus Specification

603/7393/3 LAMDA *Level 3 Certificate in Speech and Drama: Performance Studies*

The Qualification Number (QN) is a unique identifier provided by Ofqual. The appropriate Qualification Title and Qualification Number (QN) will appear on Learners' final certification documentation.

Reasonable Adjustments and Special Considerations

Reasonable Adjustments and Special Considerations are designed to facilitate access to Qualifications for Learners who have particular requirements. Further information can be obtained from LAMDA Examinations' 'Reasonable Adjustments Policy' and 'Special Considerations Policy' documents, which are available to download from the LAMDA website:

www.lamda.ac.uk

Assessment and Grading

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to meet all the Assessment Criteria and achieve the Learning Outcomes within a Qualification and/or Unit.

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* requires external assessment. External assessment is a form of independent assessment where Assessment Criteria for each Qualification are set by LAMDA and marked by a LAMDA Examinations Examiner.

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* uses written and practical assessment as its method for external assessment.

Assessment Requirements

All assessment for LAMDA regulated Qualifications is criterion-referenced, based on the achievement of specified Learning Outcomes and Assessment Criteria. Each Qualification and/or Unit within the Qualification has specified Assessment Criteria which are used for grading purposes. A Qualification grade can be awarded at Pass, Merit or Distinction.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

Invalidation Policy

LAMDA operates an Invalidation Policy for all its Qualifications.

All Learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners who do not conform to these requirements will be referred by the Examiner to LAMDA.

The referral will be reviewed by the appropriate personnel at LAMDA who will determine whether an Invalidation exists.

For all confirmed Invalidation decisions, a letter detailing the reasons for the Invalidation, together with the Learner's examination report (marked 'Invalid'), will be sent directly to the Centre Coordinator or the named accountable person detailed at the time of examination entry.

A Note on Language

English is used and explicitly expressed in all LAMDA syllabus specifications and assessment materials for the examinations. Examinations are conducted solely in English. The language used in all syllabus specifications, assessment materials and during practical assessment is explicit, plain and free from bias.

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

There is no requirement for Learners to conform linguistically to all features of British Standard English. However, Learners' oral communication must be at a level that will not impose any difficulty of comprehension or strain on the Examiner during the assessment.

Glossary of Terms

A glossary of the terminology used in this syllabus specification is available at the back of this syllabus.

Support Material

LAMDA has provided additional support material to aid Centres, Teachers and Learners when preparing for the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)*. This document is entitled 'Teacher Support Material for PCertLAM'. It is available for free on the LAMDA website at www.lamda.ac.uk or upon request from LAMDA.

Plagiarism: Guidance Notes

As part of the General Conditions of Recognition, LAMDA is required to establish, maintain and comply with a Malpractice and Maladministration Policy. This policy covers malpractice by Learners, registered Centres or others involved in the development and delivery of Qualifications or its Units, and maladministration on the part of the Centre or any other party involved in the development, delivery and award of Qualifications. Plagiarism is a form of malpractice which may compromise or attempt to compromise the process of assessment, the integrity of the Qualification/Unit or the validity of the result/certification and/or damage the authority, reputation or credibility of the awarding organisation.

If Portfolios of Evidence and other forms of written assessment are to remain viable assessment methods, it is the duty of all who are preparing and assessing Learners as well as those marking and administering the examinations to do whatever they can to counter any act of plagiarism.

If a Learner submits a written assignment that contains work that is not their own without acknowledging the source, they are committing plagiarism. This includes copying published texts in print or from the internet, and/or copying essays or pieces of work previously submitted for examinations by another Learner. Copying from such sources without acknowledgement is deemed to be plagiarism.

Learners are required to submit a signed declaration with any piece of assessed written work proving that the work is their own. Awarding organisations will employ a number of methods to verify the Learner's work is original and do this to ensure the integrity of the Qualifications is upheld.

If a case of malpractice/maladministration as a result of plagiarism is established, the investigating officer will recommend if a sanction is required. The sanctions applied range from a warning regarding future conduct of the Learner or disqualification from the Unit/Qualification, to being barred from entering one or more examinations for a set period of time. Please refer directly to the LAMDA Sanctions Policy for LAMDA Examinations for further details. This can be found on the LAMDA website www.lamda.ac.uk.

LAMDA

**Level 3 Certificate in Speech and Drama:
PERFORMANCE STUDIES
(PCertLAM)**

Performance Studies (PCertLAM)

Purpose of the Qualification

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is designed to develop the skills, knowledge and understanding required to prepare and perform a recital.

Learners who prepare themselves appropriately will develop skills and knowledge in accordance with three broad objectives:

1. Interpretative skills
2. Technical skills
3. Knowledge of the performance process.

Broad Objectives of the Qualification

1. Interpretative skills

The Learner will be required to:

- engage with the emotion, style and form of a text
- explore content, subtext and context in order to realise the specific demands of a text.

2. Technical skills

The Learner will be required to:

- develop skills in voice, diction and movement.

3. Knowledge of the performance process

The Learner will be required to:

- know and understand the skills required to prepare a recital for performance
- know and understand the chosen material.

Structure

The syllabus specification is comprised of two Units, both of which are mandatory in order to achieve the whole Qualification. LAMDA recommends Learners take the Units in numerical order.

RQF LEVEL	UNIT TITLE	ASSESSMENT METHOD	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION (TQT) (HOURS)	CREDIT VALUE
Level 3	Unit 1: Performance Theory	Written	24	60	6
Level 3	Unit 2: Presenting a Performance Recital	Practical	56	140	14

The Learner will be awarded a Pass or Fail for each individual unit. A Pass is required in each Unit in order to qualify for the full Certificate.

Learners who successfully compete this Qualification will be awarded a credit value of 20 credits.

This Qualification requires a minimum of 80 Guided Learning Hours (GLH).

The Total Qualification Time (TQT) for this qualification is 200 hours.

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is offered in the following format:

Solo (one learner) where the Learner performs alone.

Overall Awarding of the Qualification

On completion of both Units the two marks will be calculated and then weighted to achieve the final result. The weightings for each Unit are as follows:

Unit 1: Performance Theory – 30%

Unit 2: Presenting a Performance Recital – 70%

To calculate the final result, LAMDA will calculate 30% of the Unit 1 mark and 70% of the Unit 2 mark. The two figures will then be added to calculate the final band of attainment as indicated below.

Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

A full Qualification certificate indicating either Pass, Merit or Distinction will be provided on successful completion of both Units.

Designation

Learners who obtain either a Pass, Merit or Distinction for their overall Qualification may use the designation PCertLAM.

Qualification Level

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is recognised at Level 3 on the Regulated Qualifications Framework (RQF).

Credit and Learning Hours

Learners who successfully compete this Qualification will be awarded a credit value of 20 credits.

This Qualification requires a minimum of 80 Guided Learning Hours (GLH).

Guided Learning Hours are defined as:

The measure of the substance of the Qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with structured learning time, such as directed assignments, assessment on the job or supported individual study and practice. It excludes Learner-initiated study.

The Total Qualification Time (TQT) for this qualification is 200 hours.

Total Qualification Time is split into three components: guided learning, directed study and dedicated assessment. It includes Learner-initiated study.

Entry Requirements

The LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is open to all. There is no minimum or maximum age restriction.

It is recommended that Learners undertake either the LAMDA Level 3 Graded Examination in Performance: Acting Solo/Duologue (Grade 8), Devising Drama Solo/Duologue (Grade 8), LAMDA Level 3 Graded Examination in Communication: Speaking Verse and Prose (Grade 8), Reading for Performance (Grade 8), or LAMDA Level 3 Graded Examination in Musical Theatre: Solo/Duo (Grade 8) prior to commencing study.

Unit Assessment

Unit 1: Performance Theory

Unit Assessment

Unit 1: Performance Theory

Two electronic copies of the Unit 1 written assignment (Portfolio of Evidence) must be submitted to LAMDA for marking using the designated entry form. Submissions must be the Learner's own original work. A completed Assignment/Portfolio of Evidence cover sheet must be attached to each copy of the Portfolio of Evidence to confirm the authenticity of the Learner's work.

Unit 2: Presenting a Performance Recital

The Learner will be assessed by a LAMDA Examiner in a practical examination. The Learner must enter for their Unit 2 examination at a LAMDA Private, Public or International Centre.

LAMDA recommends Learners submit their Unit 1: Portfolio of Evidence before taking Unit 2: Presenting a Performance Recital.

Examination Regulations

1. Learner registration is accepted as evidence that the Learner agrees to the regulations laid down in the syllabus specification.
2. Learners must be in attendance and ready for their Unit 2 examination at least 15 minutes prior to the stated time of their examination.
3. For the Unit 2 recital, full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves or canes. Nudity is not permitted. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
4. The Learner must play only one character in each of their selected pieces.
5. No unauthorised person will be allowed to be present during the Unit 2 examination.
6. Live accompaniment for the Unit 2 recital – a piano, electric keyboard, guitar or other appropriate instrument may be used to accompany the songs. It is the responsibility of the Learner to provide the instrument and accompanist required for use in the examination to support their performance. The accompanist must remain in the room for the entire recital element of the examination for which they are required. The accompanist must leave for the sight-reading and knowledge discussion elements of the examination.

7. Recorded accompaniment (music and/or sound effects) for the Unit 2 recital – if recorded accompaniment is used, the Learner must provide their own technical equipment for use in the examination. A technician is permitted to be present in the room to operate the equipment. The technician must remain in the room for the entire recital element of the examination for which they are required. The technician must leave for the sight-reading and knowledge discussion elements of the examination. **Backing tracks which include any vocal performance, including backing vocals, are not permitted.** If an electronic device, such as a mobile phone, Kindle, iPad, e-Reader or laptop is used to play the backing track, it must be placed on airplane mode.
8. Electronic devices, such as mobile phones, Kindles, iPads, e-Readers and laptops, are not permitted in the examination room unless they are required as a prop or for playing recorded accompaniment. If an electronic device is required as a prop or for playing recorded accompaniment this must be approved by the Examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination. Mobile phones, Kindles, iPads, e-Readers and laptops used as sound equipment must be placed on airplane mode.
9. Electronic sound enhancement is not permitted, including the use of microphones.
10. Copies of any published texts and/or lyrics provided for the Examiner must adhere to copyright laws.
11. Learners must take responsibility for their own health and safety when working towards the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)*
12. Live animals are not permitted in the examination room.
13. The selected repertoire must be performed in English.
14. For Unit 1, copies of the pieces must be included in the appendix of the Portfolio of Evidence but will not be counted in the total word count. For Unit 2, copies of the pieces must be provided for the Examiner.
15. Learners must only present four pieces during their Unit 2 Performance Recital.

For further information and guidance please refer to the 'LAMDA Examinations Guide for Private Centres in the United Kingdom', the 'LAMDA Examinations Guide for Public Centres in the United Kingdom' or the 'LAMDA Examinations Guide for International Centres and Teachers'. These are available for free on the LAMDA website at www.lamda.ac.uk or upon request from LAMDA.

Unit 1

Performance Theory

RQF Level:	3
Guided Learning Hours:	24 (hours)
Total Qualification Time:	60 (hours)
Credit Value:	6

Unit Purpose and Description

Unit 1 of the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is designed to enable Learners to develop their knowledge of performance theory. Learners will submit a written assignment in the form of a Portfolio of Evidence. They will be able to demonstrate an understanding of the relevant knowledge and skills required to prepare a recital for performance. Research will be thorough and adapted to relevant contexts and working practice. Information will be presented clearly and in an appropriate format.

LEARNING OUTCOMES

On completion of this Unit the Learner will be able to:

Knowledge and Skills

- LO1:** demonstrate an understanding of the knowledge required to prepare a recital for performance
- LO2:** demonstrate an understanding of the skills required to prepare a recital for performance
- LO3:** demonstrate an understanding of the rehearsal process required to prepare a recital for performance
- LO4:** present information in an appropriate format.

Assessment Method

The Learner will be assessed via the submission of a written assignment (Portfolio of Evidence) which will be marked by a LAMDA Examiner.

Examination Content

Portfolio of Evidence

Learners will submit a written assignment of between 5,000 and 6,000 words in the form of a Portfolio of Evidence. The Portfolio will document the process of preparing a recital, based around a theme, to be performed as part of the 'Unit 2: Presenting a Performance Recital' assessment.

The Learner will perform a recital, based around a theme of their own choice. The recital must include the performance of four own choice pieces, an introduction, a linking statement between each piece, and a conclusion. These elements must be performed from memory.

The **four own choice pieces** must comprise:

- Piece 1 – A piece of published verse
- Piece 2 – A piece of prose selected from a published book
- Piece 3 – A dramatic solo scene from a published play or film screenplay
- Piece 4 – A free choice piece that must be one of the following:
 - A second piece of published verse
 - A second piece of published prose
 - A second dramatic solo scene selected from a published play or film screenplay or collection of solo scenes
 - A song from a published work of musical theatre or film musical

The recital must be the same recital performed as part of the Unit 2 assessment.

If a non-English language text is selected, translations of the original text into English must be used.

The Learner may perform the pieces included in their recital in any order. Each piece must not exceed five minutes in length. The entire recital must be a minimum of 20 minutes and must not exceed 25 minutes in length. A legible copy of each published piece must be provided for the Examiner.

The Learner must provide the character(s), titles and writers of their chosen pieces on the examination entry form.

Content

The Portfolio of Evidence must include the following information in relation to this recital:

- The reasons behind the choice of recital theme
- A summary of the research undertaken on the chosen recital theme
- The reasons behind the choice of pieces
- A summary of the research undertaken on the choice of pieces
- An explanation of how you developed the introduction, linking passages and conclusion included in the recital
- Research on the life, work and influence of the writers of the pieces included in the recital
- Research on the social, historical, and cultural contexts of the pieces included in the recital
- Research on one character included in the recital
- An explanation of the choice of staging and movement of each piece
- A summary of the physical and vocal exercises used as part of the performance preparation
- A summary of the dramatic exercises and processes used as part of the performance preparation
- A summary of the rehearsal process.

The Portfolio must present a balance between appropriate research and practical application.

Formatting

The Portfolio of Evidence must be word-processed and presented in a clear and coherent format. Appropriate vocabulary and technical terms must be used within the Portfolio.

Learners must include the following:

- A title page, detailing the final word count and referencing style used
- A contents list and/or index
- Footnotes detailing any quoted references and the Learner's full name, LAMDA PIN and page number
- A bibliography, formatted as per the Learner's chosen referencing style
- An appendix containing copies of the chosen pieces.

Any material included in footnotes, the bibliography or appendix must not be included in the final word count. Further material can be included in the appendix where appropriate, to be referred to in the Portfolio of Evidence, but this will not be assessed.

Digital photographic, audio or video material may be included if appropriate to the topic and purpose. Audio or video files must not be longer than 15 minutes in length and must be included in the appendix and clearly referenced in the content of the Portfolio.

Assignment Submission

- The submission must be the Learner's own original work
- An electronic copy of the Portfolio of Evidence must be submitted to LAMDA for marking using the designated entry form
- A completed Assignment/Portfolio of Evidence cover sheet must be submitted alongside the Portfolio of Evidence to confirm the authenticity of the Learner's work.

Unit 1 Marking Scheme

ASSESSMENT TASK		LEARNING OUTCOME	MARKS	TOTAL MARKS
Portfolio of evidence	Interpretation	LO1	60	60
	Skills	LO2	20	40
		LO3	10	
		LO4	10	
Total Marks			100	100

Assessment and Grading Criteria

UNIT 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Demonstrate an understanding of the knowledge required to prepare a recital for performance	1.1 Present the reasons behind the choice of the recital theme 1.2 Present a summary of the research undertaken on the recital theme 1.3 Present the reasons behind the choice of pieces 1.4 Present a summary of the research undertaken on the choice of pieces 1.5 Present an explanation of the development of the introduction, linking passages and conclusion included in the recital 1.6 Demonstrate research on the life, work, and influence of the writers of the pieces included in the recital 1.7 Demonstrate research on the social, historical and cultural contexts of the pieces included in the recital 1.8 Demonstrate research on one character included in the recital 1.9 Present an explanation behind the choice of staging and movement of each piece
LO2 Demonstrate an understanding of the skills required to prepare a recital for performance	2.1 Present a summary of the physical and vocal exercises used as part of the performance preparation, referencing examples 2.2 Present a summary of the dramatic exercises and processes used as part of the performance preparation, referencing examples
LO3 Demonstrate an understanding of the rehearsal process required to prepare a recital for performance	3.1 Present a summary of the rehearsal process
LO4 Present information in an appropriate format	4.1 Present the Portfolio of Evidence in a clear and coherent format 4.2 Use appropriate vocabulary and technical terms within the Portfolio of Evidence

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* Unit 1 Examination. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have demonstrated detailed understanding and awareness of the chosen material. The Learner will have provided detailed rationale behind the choice of theme and pieces selected and how the linking statements were developed. They will have demonstrated knowledge through comprehensive research of the pieces, writers, and context. A detailed explanation of the choice of staging and movement will have been presented. The Learner will have demonstrated understanding of preparation skills through detailed summaries of the physical and vocal exercises to be used as part of the recital preparation. A detailed summary of the rehearsal process will have been demonstrated. The Portfolio of Evidence will have been presented in a clear and coherent format. Appropriate vocabulary and technical terms will have been used throughout.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated secure understanding of the chosen material. The Learner will have provided secure rationale behind the choice of theme and pieces selected and how the linking statements were developed. They will have demonstrated knowledge through secure research of the pieces, writers, and context. A secure explanation behind the choice of staging and movement will have been presented. The Learner will have demonstrated an understanding of preparation skills through secure summaries of the physical exercises and processes to be used as part of the recital preparation. A secure summary of the rehearsal process will have been demonstrated. The Portfolio of Evidence will have been presented in a secure format that is clear and coherent. Appropriate vocabulary and technical terms will have been used most of the time.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated basic understanding of the chosen material. The Learner will have provided basic rationale behind the choice of theme and pieces selected and how the linking statements were developed. They will have demonstrated knowledge through basic research of the pieces, writers, and context. A brief explanation behind the choice of staging and movement will have been presented. The Learner will have demonstrated an understanding of preparation skills through basic summaries of the physical exercises and processes to be used as part of the recital preparation. A basic summary of the rehearsal process will have been demonstrated. The Portfolio of Evidence will have been presented in a basic format that is clear and coherent. Appropriate vocabulary and technical terminology will have been used some of the time.

Fail (0–49 Marks)

A Learner whose Portfolio of Evidence is graded as a Fail will have demonstrated inaccuracy in any component. They will have demonstrated an inadequate standard of research, with an unclear rationale and understanding. Knowledge in relation to the repertoire explored will have been insufficient. The Learner will also have failed to communicate understanding of the repertoire. The Learner will have failed to present the Portfolio of Evidence in a clear and coherent format and used inappropriate vocabulary and technical terminology.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail. Both Unit 1 and Unit 2 must be completed to a Pass grade or higher to achieve the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* Qualification.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



Unit 2

Presenting a Performance Recital

RQF Level:	3
Guided Learning Hours:	56 (hours)
Total Qualification Time:	140 (hours)
Credit Value:	14

Unit Purpose and Description

Unit 2 of the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is designed to enable Learners to develop a wide range of performance skills. Learners will perform a recital consisting of four pieces and links (an introduction, linking statements and a conclusion) and read at sight a previously unseen text. They will integrate their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to engage the audience.

LEARNING OUTCOMES

On completion of this Unit the Learner will be able to:

Interpretation

LO1: perform a recital from memory, demonstrating an understanding of the material

Technique

LO2: demonstrate a vocal response to the text

LO3: demonstrate a physical response to the recital

Sight-Reading

LO4: sight-read, sharing the text with the audience

Knowledge

LO5: know and understand the content and context of the chosen material

LO6: evaluate the recital performance.

Total Time Allowance

60 minutes

Assessment Method

The Learner will be assessed by a LAMDA Examiner in a practical examination.

Examination Content

The Learner will perform a recital, based around a theme of their own choice. The recital must include the performance of four own choice pieces, an introduction, a linking statement between each piece, and a conclusion. These elements must be performed from memory.

The **four own choice pieces must** comprise:

- Piece 1 – A piece of published verse
- Piece 2 – A piece of prose selected from a published book
- Piece 3 – A dramatic solo scene from a published play or film screenplay
- Piece 4 – A free choice piece that must be one of the following:
 - A second piece of published verse
 - A second piece of published prose
 - A second dramatic solo scene selected from a published play or film screenplay or collection of solo scenes
 - A song from a published work of musical theatre or film musical

The recital performed must be the same recital detailed in the Portfolio of Evidence submitted for the Unit 1 assessment.

If a non-English language text is selected, translations of the original text into English must be used.

The Learner may perform the pieces included in their recital in any order. Each piece must not exceed five minutes in length. The entire recital must be a minimum of 20 minutes and must not exceed 25 minutes in length. A legible copy of each published piece must be provided for the Examiner.

The Learner must provide the character(s), titles and writers of their chosen pieces on the examination entry form.

Sight-Reading

The Learner will read at sight a text provided by the Examiner. One minute may be taken to study the text prior to the reading.

Knowledge

The Learner will answer questions on the following:

- The content and verse form of Piece 1 (verse piece) included in the recital
- The content of the book from which Piece 2 (prose piece) has been taken, noting key characters, themes and events within it
- The content of Piece 3 (dramatic solo scene) included in the recital, the character's objective within it, and its importance within the context of the play as a whole
- How the social and historical context of the writer's writing influenced the performance of Piece 4 (free choice)
- An evaluation of the chosen theme and selected pieces and how they informed the recital performance
- An evaluation of the strengths of the recital performance, as well as identifying any areas for improvement.

Unit 2 Marking Scheme

ASSESSMENT TASK		TOTAL MARKS
Interpretation	LO1	Piece 1
		Piece 2
		Piece 3
		Piece 4
		Links
40		
Technique	LO2 LO3	30
Sight-reading	LO4	10
Knowledge	LO5 LO6	20
Total Marks		100

Assessment and Grading Criteria

UNIT 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform a recital from memory, demonstrating an understanding of the material	1.1 Demonstrate understanding of content, subtext and context 1.2 Demonstrate understanding of the form of the verse selection(s) 1.3 Demonstrate understanding of the styles of writing 1.4 Communicate understanding of the intentions and objectives of the character(s) portrayed 1.5 Perform the recital from memory with fluency, focus and spontaneity 1.6 Use the chosen pieces to effectively communicate the theme 1.7 Present links appropriate to the recital theme in the form of an introduction, linking passages and a conclusion
LO2 Demonstrate a vocal response to the text	2.1 Perform with audibility appropriate to the recital 2.2 Perform with clarity of diction appropriate to the recital 2.3 Use effective modulation in response to the text 2.4 Use breath support to produce a free vocal tone
LO3 Demonstrate physical response to the recital	3.1 Demonstrate appropriate movement, posture, gesture(s) and facial expression 3.2 Make appropriate use of the performance space
LO4 Sight-read, sharing the text with the audience	4.1 Sight-read with fluency 4.2 Sight-read with vocal and facial expression 4.3 Sight-read, sharing the text with the audience

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO5 Know and understand the content and context of the chosen material	<p>5.1 Give an explanation of the content and verse form of Piece 1 (verse piece)</p> <p>5.2 Give a summary of the content of the book from which Piece 2 (prose piece) has been taken, noting key characters, themes and events within it</p> <p>5.3 Give a summary of the content of Piece 3 (dramatic solo scene), the character's objective within it and its importance within the context of the play as a whole</p> <p>5.4 Give a summary of how the social and historical context of the writer's writing influenced the performance of Piece 4 (free choice)</p>
LO6 Evaluate the recital performance	<p>6.1 Give an evaluation of the chosen theme and selected pieces and how they informed the recital performance</p> <p>6.2 Give an evaluation of the strengths of the recital performance, as well as identifying areas for improvement</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* Unit 2 Examination. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria will be graded as a Fail. This is irrespective of the total marks accumulated.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have demonstrated detailed understanding and awareness of the chosen material. The performance will have been innovative and sophisticated, responding vocally and physically to the demands of the pieces throughout. Knowledge and understanding of material will have been discussed in-depth, and with understanding. They will have sight-read with expression and fluency throughout the sight-reading element of the examination. The Learner will have given a detailed evaluation of their chosen pieces, theme, and recital performance.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated secure understanding of the material through a clear and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. Knowledge and understanding of the chosen material will have been securely researched and presented. They will have sight-read with confidence and fluency most of the time. The Learner will have given a secure evaluation of their chosen pieces, theme, and recital performance.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated basic understanding of the material. A Learner will show a basic response to the material in performance, with some recognition of physical and vocal techniques. Knowledge and understanding of materials will be basic in discussion. The sight-reading will have been delivered with a basic level of expression and fluency with some awareness of sharing with the audience. The Learner will have given a basic evaluation of their chosen pieces, theme, and recital performance.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail will have been unable to demonstrate sufficient accuracy and there will be a lack of fluency in the presentation of the recital. They will have demonstrated an inadequate standard of physical and vocal technique. There will have been lapses in memory and they will have shown insufficient evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient. The sight-reading will be delivered with an inadequate understanding of expression, fluency, and a lack of ability to adequately share with an audience. The Learner will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail. Both Unit 1 and Unit 2 must be completed to a Pass grade or higher to achieve the LAMDA Level 3 *Certificate in Speech and Drama: Performance Studies (PCertLAM)* Qualification.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

Glossary of Terms: Qualification Terminology

assessment – the process of assessing the Learner against the assessment criteria.

Assessment Criteria – descriptions of the requirements a Learner is expected to meet to demonstrate that a Learning Outcome has been achieved.

Certificate (for a Unit or Qualification) – a record of attainment of credit or a qualification issued by an awarding organisation.

credit – an award made to a Learner in recognition of the achievement of the designated Learning Outcomes/ assessment criteria of a Unit.

Guided Learning Hours (GLH) – The measure of the substance of the Qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with structured learning time, such as directed assignments, assessment on the job or supported individual study and practice. It excludes Learner-initiated study.

Learning Outcome (LO) – a statement of what a Learner can be expected to know, understand or do as a result of a process of learning.

Level – an indication of the relative demand, complexity and depth of achievement.

Qualification – an award made to a Learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.

Qualification syllabus specification – a detailed statement defining the purpose, content, structure and assessment arrangements for a Qualification.

Qualification Title – a short description of the Level, size and content of a Qualification.

Total Qualification Time (TQT) – Total Qualification time is split into three components: guided learning, directed study and dedicated assessment. It includes Learner initiated study.

Unit – a coherent and explicit set of Learning Outcomes and Assessment Criteria, with a title, credit value and Level.

Glossary of Terms: Syllabus Content

Please note: these definitions should only be used as an initial starting place when preparing for the Knowledge sections of examinations, and Learners are encouraged to explore these terms in greater depth using other sources.

appendix – an appendix (one item) or appendices (more than one item) contains information that is not essential to the essay or report written but supports the analysis and validates the conclusions.

audibility – using sufficient breath and resonance so that the sound can be heard.

bibliography – a list of sources (e.g., books, articles, websites) used to write the Portfolio of Evidence. It usually includes all the sources consulted even if they are not directly referred to in the Portfolio of Evidence.

body language – communicating the thought and feeling of a text non-verbally; for example, through the use of facial expression and posture.

character intentions and objectives – clarifying what the character wants, desires or needs through each action, spoken line and the spaces between the words.

clarity of diction – articulating sufficiently, without losing the sense or flow of the text, in order to be understood.

contents page – a list that outlines what is included in the Portfolio of Evidence. It should come second to the title page.

context – the situation and world of the text.

facial expression – using the face to express the emotion behind the text.

focus – maintaining concentration and involvement with the character or text being portrayed.

- footnote** – appears at the bottom or “foot” of the page. This lets you add information to the Portfolio of Evidence without interrupting the flow of the main text. Usually, this will be a reference or non-essential commentary.
- form** – how thoughts are structured in literary composition; the arrangement and shape of words on the page.
- gesture** – movement of the hands, arms and/or head to convey an idea or meaning.
- index** – a list of all the names, subjects and ideas in a piece of written work, designed to help readers quickly find where they are discussed in the text. Usually found at the end of the text, an index doesn't just list the content, it analyses it.
- modulation** – variations in pitch, intonation, pace, volume, tone colour, use of pause and stress.
- performance space** – the area in which the Learner presents the pieces.
- physical flexibility** – making a non-verbal response to the imagery presented in different styles of text.
- Portfolio of Evidence** – a collection of work used to show competence or knowledge, through which Learners will demonstrate that they can meet the requirements and Assessment Criteria of the Unit within the Qualification that they are taking. For Unit 1, Learners must organise their evidence into a written assignment of between 5,000 and 6,000 words.
- published** – a text which is available to the public in a printed book, in an e-book or online.
- recital** – a programme of material presented in an uninterrupted performance.
- recital conclusion** – bringing the previously shared thoughts, ideas and texts into a final statement.
- recital introduction** – an opening statement outlining the theme, ideas, thoughts and texts that make up the recital.
- recital linking passages** – thoughts, linking one text to another.
- referencing style** – a set of rules on how to acknowledge the thoughts, ideas and works of others in a particular way.

sight-read – to read aloud a previously unseen text.

spontaneity – as if the text is being spoken for the very first time.

staging – positioning a performance within the space provided.

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

subtext – the hidden meaning or underlying message behind the text.

title page – the very front page of your Portfolio of Evidence, which includes the Learner's name, LAMDA PIN, word count, and chosen theme.

theme – a recurring idea or subject in the text.

visual interest – varying the physical mode of presentation within the performance space.

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

vocal skills – using sufficient audibility, tone colour and clarity of diction when performing the text.