

LAMDA

Graded Examinations in Performance: Acting

Changes from the Previous Syllabus (September 2014)

| ENTRY LEVEL | |
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| 2014 Syllabus | 2019 Syllabus |
| LO change: LO3: Use the performance space in response to the text | LO3: Use the face and body in response to the text |
| AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time | 2.1 Speak with audibility 2.2 Speak with clarity of diction |
| AC addition: 3.1 Perform with movement appropriate to the character some/most/all of the time | 3.1 Perform with movement and facial expression appropriate to the character |
| LEVEL 1, GRADE 1 | |
| 2014 Syllabus | 2019 Syllabus |
| | All Set Pieces have been changed and updated |

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| AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time | 2.1 Speak with audibility 2.2 Speak with clarity of diction |
| AC addition: 3.1 Perform with movement appropriate to the character some/most/all of the time | 3.1 Perform with movement and facial expression appropriate to the character and situation |
| LEVEL 1, GRADE 2 | |
| 2014 Syllabus | 2019 Syllabus |
| | All Set Pieces have been changed and updated |
| AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time | 2.1 Speak with audibility 2.2 Speak with clarity of diction |
| AC addition: 3.1 Perform with movement appropriate to the character some/most/all of the time | 3.1 Perform with movement and facial expression appropriate to the character and situation |
| Question change: • what the characters are doing in each scene Reflected in AC 4.3 Give a brief/ secure/detailed description of what the | • what is happening in each scene 4.3 Give a description of what is happening in the chosen scenes |

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| characters are doing in the chosen scenes | |
| LEVEL 1, GRADE 3 | |
| 2014 Syllabus | 2019 Syllabus |
| | All Set Pieces have been changed and updated |
| AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time | 2.1 Speak with audibility 2.2 Speak with clarity of diction |
| AC addition: 3.1 Perform with movement appropriate to the character some/most/all of the time | 3.1 Perform with movement and facial expression appropriate to the character and situation |
| Knowledge question change: • what the characters are doing in each scene Reflected in AC 4.2 Give a brief/ secure/detailed description of what the characters are doing in the chosen scenes | • what is happening in each scene 4.2 Give a description of what is happening in the chosen scenes |
| LEVEL 2, GRADE 4 | |
| 2014 Syllabus | 2019 Syllabus |
| | All Set Pieces have been changed and updated |

AC wording change:

1.1 Demonstrate an understanding of the place and period in which the characters live

1.3 Perform from memory with fluency and focus some/ most/all of the time

3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression some/ most/ all of the time

4.1 Give a brief/secure/detailed description of how the characters are feeling in the chosen scenes and how they react to their situation

4.2 Give a brief/secure/detailed description of the characters' movements in the chosen scenes and the rationale behind them

1.1 Demonstrate an understanding of the situation and place in which the characters live

1.3 Perform from memory with fluency, focus and naturalness

3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression

4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve

4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations

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| <p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> • how the characters are feeling in each scene and how they react to the situations <p>Reflected in AC 4.1 Give a brief/ secure/detailed description of how the characters are feeling in the chosen scenes and how they react to their situation</p> <ul style="list-style-type: none"> • why the characters move as they do in the scenes <p>Reflected in AC 4.2 Give a brief/ secure/detailed description of the characters' movements in the chosen scenes and the rationale behind them</p> | <ul style="list-style-type: none"> • how the characters are feeling in each scene and what they are trying to achieve <p>4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve</p> <p>the reasons for the physical characterisation in response to each text and each of the characters' situations</p> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p> |
| <p>AC removal:</p> <p>4.3 Give a brief/secure/detailed description of the reasons for the choice of staging in the chosen scenes</p> | |
| | <p>Knowledge Requirement change and AC addition in place of previous AC 4.3.</p> |

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| | Learners are now required to demonstrate four working stage areas selected by the Examiner at the time of the examination. |
| | This was previously a requirement for Level 2, Grade 5 Acting examinations. New AC 4.3 Demonstrate the positions of up to four of the working stage areas |
| LEVEL 2, GRADE 5 | |
| 2014 Syllabus | 2019 Syllabus |
| | All Set Pieces have been changed and updated |
| <p>AC wording change:</p> <p>1.1 Demonstrate an understanding of the place and period in which the characters live</p> <p>1.3 Perform from memory with fluency and focus some/ most/all of the time</p> <p>3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and</p> | <p>1.1 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.3 Perform from memory with fluency, focus and naturalness</p> <p>3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>3.2 Make appropriate use of the performance space</p> |

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| <p>facial expression some/ most/ all of the time</p> <p>3.2 Make effective use of the performance space some/ most/all of the time</p> | |
| <p>LO wording change: LO2: use vocal skills in response to the text</p> | <p>LO2: use vocal skills to respond appropriately to the text</p> |
| <p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> • why the characters move as they do in the scenes <p>Reflected in AC 4.2 Give a brief/ secure/detailed description of the characters' movements in the chosen scenes and the rationale behind them</p> <ul style="list-style-type: none"> • the reasons for the chosen staging <p>Reflected in AC 4.3 Give a brief/ secure/detailed description of the reasons for the choice of staging in the chosen scenes</p> | <ul style="list-style-type: none"> • the reasons for the physical characterisation in response to each text and each of the character's situations <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p> <ul style="list-style-type: none"> • the reasons for the chosen staging using the terminology of the working stage areas <p>4.3 Give a description of the reasons for the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p> |

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| | <p>Knowledge Requirement and AC removal:</p> <p>4.4 Learners are no longer required to demonstrate four working stage areas selected by the Examiner at the time of the examination.</p> <p>This is now a requirement for Level 2, Grade 4 Acting Examinations.</p> |
| LEVEL 3, GRADE 6 | |
| 2014 Syllabus | 2019 Syllabus |
| <p>Periods for selecting scenes from published works have changed:</p> <p>Scene 1:</p> <ul style="list-style-type: none"> • Ancient Greek and Roman • Elizabethan and Jacobean • Restoration and Post-restoration • 1800–1980 <p>Scene 2:</p> <ul style="list-style-type: none"> • Post-1980 | <p>Scene 1:</p> <ul style="list-style-type: none"> • Ancient Greek and Roman (500 BC – 4 BC) • Elizabethan and Jacobean (1558–1625) • Restoration and Post-Restoration (1626–1799) • 1800–2000 <p>Scene 2:</p> <ul style="list-style-type: none"> • Post-2000 |
| | <p>Scenes from television shows and serials are no longer permitted to be used</p> |

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| | <p>New knowledge requirement and AC:</p> <p>4.3 Give an explanation of the breathing techniques used to support the voice in each scene performed</p> |
| LEVEL 3, GRADE 7 | |
| 2014 Syllabus | 2019 Syllabus |
| <p>Periods for selecting scenes from published works have changed:</p> <p>Scene 1:</p> <ul style="list-style-type: none"> • Ancient Greek and Roman • Elizabethan and Jacobean • Restoration and Post-restoration <p>Scene 2:</p> <ul style="list-style-type: none"> • 1800–1980 <p>Scene 3:</p> <ul style="list-style-type: none"> • Post-1980 | <p>Scene 1:</p> <ul style="list-style-type: none"> • Ancient Greek and Roman (500 BC – 4 BC) • Elizabethan and Jacobean (1558–1625) • Restoration and Post-Restoration (1626–1799) <p>Scene 2:</p> <ul style="list-style-type: none"> • 1800–2000 <p>Scene 3:</p> <ul style="list-style-type: none"> • Post-2000 |
| | <p>Scenes from television shows and serials are no longer permitted to be used</p> |
| <p>AC wording change:</p> <p>4.3 Give a brief/secure/detailed</p> | <p>4.3 Give an explanation of the writing style, and the period in</p> |

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| <p>explanation of how the writer’s style and period of writing influenced the performance of one of the chosen scenes</p> | <p>which the chosen author was writing</p> |
| <p>LEVEL 3, GRADE 8</p> | |
| <p>2014 Syllabus</p> | <p>2019 Syllabus</p> |
| <p>Periods for selecting scenes from published works have changed</p> <p>Scene 1:</p> <ul style="list-style-type: none"> • Ancient Greek and Roman • Elizabethan and Jacobean • Restoration and Post-restoration <p>Scene 2:</p> <ul style="list-style-type: none"> • 1800–1980 <p>Scene 3:</p> <ul style="list-style-type: none"> • Post-1980 | <p>Scene 1:</p> <ul style="list-style-type: none"> • Ancient Greek and Roman (500 BC – 4 BC) • Elizabethan and Jacobean (1558–1625) • Restoration and Post-Restoration(1626–1799) <p>Scene 2:</p> <ul style="list-style-type: none"> • 1800–2000 <p>Scene 3:</p> <ul style="list-style-type: none"> • Post-2000 |
| | <p>Scenes from television shows and serials are no longer permitted to be used</p> |
| <p>Previous chosen practitioner list:</p> <p>Constantin Stanislavski, Bertolt Brecht, or Jerzy Grotowski</p> | <p>New chosen practitioner list has been expanded:</p> <p>Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie</p> |

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| | Mitchell, Kneehigh, Antonin Artaud, or Joan Littlewood |
| Time of Duologue examinations increase from: 40 minutes | To: 45 minutes |

Acting

(August 2019)

Purpose of the Qualification

LAMDA Graded Examinations in Performance: Acting are designed to develop the skills necessary to communicate dramatic text to an audience.

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Qualification

1. Interpretative skills

The Learner(s) will be required to:

- explore style, form, character, subtext and context in order to realise the specific demands of the text
- engage with character and situation in order to create a sense of reality

2. Technical skills

The Learner(s) will be required to:

- develop skills in voice, diction and movement

3. Knowledge of the performance process

The Learner(s) will be required to:

- know and understand the chosen selections
- know and understand the key principles and influences in the process of acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood (Grade 8 only)

Structure

The qualification is available at four levels, in line with the Regulated Qualifications Framework:

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| Entry Level (Entry 3) | Entry Level |
| Level 1 | Grade 1 Grade 2 Grade 3 |
| Level 2 | Grade 4 Grade 5 |
| Level 3 | Grade 6 – Bronze Medal Grade 7 – Silver Medal Grade 8 – Gold Medal |

Learners may enter for an Acting Examination at any grade. Each grade is independently assessed. Learning Outcomes are set at each Level and cover a range of grades (for example, Level 1 covers Grades 1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference

in outcome between individual grades within each Level. This is because:

- the repertoire chosen by the Learner increases in technical difficulty as the grades progress
- the knowledge required increases as the grades progress

LAMDA Examinations in Acting are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duologue (two Learners) where the Learners perform all scenes together
- Combined (two Learners, available at Level 1 and Level 2 only) where the Learners perform one solo scene each and one duologue scene together

Examination Regulations

1. The set acting scenes for each grade are printed in full in the LAMDA Acting Anthology – Volume 4.
2. The Learner(s) will perform the chosen Set Scenes as they are presented in the LAMDA Acting Anthology – Volume 4. Edits are not permitted.
3. Own Choice pieces must not be published anywhere in the current LAMDA Acting Anthology – Volume 4.
4. 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.

5. The Learner(s) must play only one character in their selected scenes.
6. No unauthorised person will be allowed to be present during the examination.
7. 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. If an electronic device is required as a prop 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.
8. Live animals are not permitted in the examination room.
9. The selected repertoire must be performed in English.
10. The selected repertoire must be performed in English.

Entry Level Acting (Solo/ Duologue)

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

Level Description

The LAMDA Entry Level Award in Performance: Acting is designed to introduce Learners to very simple acting skills. Learners will perform one scene from memory, audibly and clearly. They will be able to show that they understand the meaning of what they are speaking. Their use of space will complement their performance.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: perform one scene from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the text

LO3: use the face and body in response to the text

Knowledge

LO4: know and understand the character in the chosen scene

Total Time Allowance

Solo – 10 minutes

Duologue – 15 minutes

Examination Content

Scene (Own Choice): Interpretation and Technique

Solo and Duologue Learners will perform from memory one solo/ duologue scene of their own choice.

The scene must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel.

The scene must not be set in the LAMDA Acting Anthology – Volume 4.

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- the appearance of the character
- how the character is feeling in the scene

Entry Level Marking Scheme

| ASSESSMENT TASK | | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene (Own Choice) | Interpretation | 40 | 80 |
| | Technique | 40 | |
| Knowledge | | | 20 |
| Total Marks | | | 100 |

Attainment Bands

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

Assessment and Grading Criteria: Acting (Solo/Duologue)

ENTRY LEVEL (ENTRY 3)

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
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| LO1: perform one scene from memory, demonstrating an understanding of the material | 1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character 1.3 Perform from memory with fluency and focus |
| LO2: use vocal skills in response to the text | 2.1 Speak with audibility 2.2 Speak with clarity of diction |
| LO3: use the face and body in response to the text | 3.1 Perform with movement and facial expression appropriate to the character |

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| LO4: know and understand the character in the chosen scene | 4.1 Give a description of the appearance of the character in the chosen scene 4.2 Give a description of the feelings of the character in the chosen scene |
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The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Acting Examinations. 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 the ability to communicate the sense of the piece to the audience in a clear and engaging way, using imaginative body language and facial expression to create their character throughout the presentation. They will have also given detailed descriptions of how their character looks, and how they are feeling in the scene.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the content and character chosen. They will have used good facial expression and diction, and audibility will be secure but not consistent, and there may be some errors with memory. Learners will also be able to provide general, but accurate details about their character's appearance.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have communicated some understanding of the content of their pieces and the chosen character, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will be apparent, but lapses in memory may affect this. Learners will provide basic descriptions of what their characters look like, and what they are feeling in each scene.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if

applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners 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.

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

Level 1

Acting (Solo/ Duologue/ Combined)

RQF Level: 1

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| Grade 1 | Guided Learning Hours: 20 (hours) Total Qualification Time: 60 (hours) Credit Value: 6 |
| Grade 2 | Guided Learning Hours: 25 (hours) Total Qualification Time: 70 (hours) Credit Value: 7 |
| Grade 3 | Guided Learning Hours: 30 (hours) Total Qualification Time: 80 (hours) Credit Value: 8 |

Level Description

The LAMDA Level 1 Award in Performance: Acting is designed to enable Learners to develop basic acting skills. Learners will perform two scenes from memory, audibly and clearly. They will be able to apply their knowledge, understanding and skills to produce a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in volume, pace and pause they will be able to create

and convey mood. Their use of body and space will complement their performance.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: perform two scenes from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the text

LO3: use the face, body and performance space in response to the text

Knowledge

LO4: know and understand the characters and situations in the chosen scenes

Total Time Allowance for Each Grade

Solo – 15 minutes

Duologue – 20 minutes

Combined – 25 minutes

Examination Content

GRADE 1

Scene 1 (Set Scene): Interpretation and Technique

Solo Learners will perform from memory one set solo scene from the list provided below.

Duologue Learners will perform from memory one set duologue scene from the list provided below.

Combined Learners will perform from memory either two set solo scenes (one for each Learner) or one set duologue scene from the list provided below.

Solo Scenes

Beauty and the Beast

Lucy Kirkwood, adapted by
Katie Mitchell

It's Here Somewhere
Appearances Again
(Good Deeds and
Such)

Joanne Watkinson Keeping Up
Antony Wieland Holka Polka
D. M. Larson

Journey to the Science
Museum

Louisa Worley

Goodnight Mister Tom

Michelle Magorian adapted by
David Wood

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| The Big Bad Wolf – | Eleanor McLeod |
| The Three Little Pigs | |
| Florence Nightingale | L. du Garde Peach |
| Sports Day | Anita Sheets |
| Birthday Hijack | Caroline Petherbridge |
| Duologue Scenes | |
| The Evacuees | Carolyn Sloan |
| The Land of Kerfuffle | Bill Gavin |
| Greenhouse Effect | Clare Price |
| Hansel and Gretel | Emma Louise Tinniswood |
| Worrying about the Future | D. M. Larson |
| The Ash Girl | Timberlake Wertenbaker |
| Danny the Champion of the World | Roald Dahl, adapted by David Wood |
| First Violins | Anita Sheets |
| So You Think You're a Superhero? | Paven Virk |
| Dragon on the Downs | Andrea Inglis |

The set scenes are printed in full in the LAMDA Acting Anthology – Volume 4. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo scene of their own choice.

Duologue Learners will perform from memory one duologue scene of their own choice.

Combined Learners will perform from memory either one own choice duologue scene together, or one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel.

They must not be set in the LAMDA Acting Anthology – Volume 4.

The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- the appearance of the characters
- how the characters are feeling in each scene
- the location of each scene

GRADE 2

Scene 1 (Set Scene):

Interpretation and Technique

Solo Learners will perform from memory one set solo scene from the list provided below.

Duologue Learners will perform from memory one set duologue scene from the list provided below.

Combined Learners will perform from memory either two set solo scenes (one for each Learner) or one set duologue scene from the list provided below.

Solo Scenes

The Brave Little Tailor

I'm Not Ready

His Dark Materials

The Little Match-Seller

Milk

Eleanor McLeod

Joanne Watkinson

Philip Pullman, adapted by
Nicholas Wright

Hans Christian Andersen

Amira Danan

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| Tidy Up | Antony Wieland |
| Ernie's Incredible Illucinations | Alan Ayckbourn |
| Heritage | Dafydd James |
| Tikki Causes Trouble | Louisa Worley |
| Feline Fine | Nick Teed |
| Duologue Scenes | |
| Fantastic Mr Fox | Roald Dahl, adapted by Sally Reid |
| Goal! | Ellen Weeks |
| The Capture of Goldilocks | Maureen Blythe |
| The Boy in the Striped Pyjamas | John Boyne, adapted by Angus Jackson |
| The Goblin on a String | David Kenzie |
| Pinocchio | Carlo Collodi, adapted by A. L. Wall |
| Jemima Puddle-Duck and Her Friends | Beatrix Potter, adapted by Adrian Mitchell |
| Invisible Friends | Alan Ayckbourn |
| Pawn | Simon Mawdsley |
| Doing a Play | Jenny Thornton |

The set scenes are printed in full in the LAMDA Acting Anthology – Volume 4. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo scene of their own choice.

Duologue Learners will perform from memory one duologue scene of their own choice.

Combined Learners will perform from memory either one own choice duologue scene together, or one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel.

They must not be set in the LAMDA Acting Anthology – Volume 4.

The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- how the characters are feeling in each scene
- the location of each scene
- what is happening in each scene

GRADE 3

Scene 1 (Set Scene):

Interpretation and Technique

Solo Learners will perform from memory one set solo scene from the list provided below.

Duologue Learners will perform from memory one set duologue scene from the list provided below.

Combined Learners will perform from memory either two set solo scenes (one for each Learner) or one set duologue scene from the list provided below.

Solo Scenes

Card Play

David Foxton

The Sand Dance

Clare Price

Mobile Madness

Emma Gordon

The Magician's Nephew

C. S. Lewis, adapted
by Glyn Robbins

The Owl and the Pussycat

S. Ruskin, D. Wood

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| Went to See | and E. Lear |
| Talking to Jay | Jeffrey Grenfell-Hill |
| Blackberry Trout Face | Laurence Wilson |
| The Kite Runner | Khaled Hosseini, adapted by Matthew Spangler |
| The Falcon's Feather | David Kenzie |
| Rehearsal Notes | Lynne C. Jones |
| Duologue Scenes | |
| The Case of Humpty Dumpty | Simon Mawdsley |
| Wuthering Heights | Emily Brontë, adapted by Charles Vance |
| The Firebird | Neil Duffield |
| Fomo | Suhayla El-Bushra |
| Remote | Stef Smith |
| James and the Giant Peach | Roald Dahl, adapted by Richard George |
| Kidnapped at Christmas | Willis Hall |
| The Initiation | Jenny Thornton |
| The Light Burns Blue | Silva Semerciyan |
| Madame Pamplemousse and Her Incredible Edibles | Rupert Kingfisher, adapted by Lucy Burke |

The set scenes are printed in full in the LAMDA Acting Anthology – Volume 4. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo scene of their own choice.

Duologue Learners will perform from memory one duologue scene of their own choice.

Combined Learners will perform from memory either one own choice duologue scene together, or one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel.

They must not be set in the LAMDA Acting Anthology – Volume 4.

The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- the location of each scene
- what is happening in each scene
- how the characters are feeling in each scene
- the mood(s) of each scene

Level 1 Marking Scheme

| ASSESSMENT TASK | | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1 (Set Scene) | Interpretation | 20 | 40 |
| | Technique | 20 | |
| Scene 2 (Own Choice) | Interpretation | 20 | 40 |
| | Technique | 20 | |
| Knowledge | | | 20 |
| Total Marks | | | 100 |

Attainment Bands

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

Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

LEVEL 1: GRADE 1

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| LO1: perform two scenes from memory, demonstrating an understanding of the material | 1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character and situation 1.3 Perform from memory with fluency and focus |
| LO2: use vocal skills in response to the text | 2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text |
| LO3: use the performance space in response to the text | 3.1 Perform with movement and facial expression appropriate to character and situation |
| LO4: know and understand the characters and situations in the chosen scenes | 4.1 Give a description of the appearance of the characters in the chosen scenes 4.2 Give a description of the feelings of the characters in the chosen scenes 4.3 Give a description of the location of the chosen scenes |

Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

LEVEL 1: GRADE 2

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| LO1: perform two scenes from memory, demonstrating an understanding of the material | 1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character and situation 1.3 Perform from memory with fluency and focus |
| LO2: use vocal skills in response to the text | 2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text |
| LO3: use the performance space in response to the text | 3.1 Perform with movement and facial expression appropriate to character and situation |
| LO4: know and understand the characters and situations in the chosen scenes | 4.1 Give a description of the feelings of the characters in the chosen scenes 4.2 Give a description of the location of the chosen scenes 4.3 Give a description of what is happening in the chosen scenes |

Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

LEVEL 1: GRADE 3

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| LO1: perform two scenes from memory, demonstrating an understanding of the material | 1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character and situation 1.3 Perform from memory with fluency and focus |
| LO2: use vocal skills in response to the text | 2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text |
| LO3: use the performance space in response to the text | 3.1 Perform with movement and facial expression appropriate to character and situation |
| LO4: know and understand the characters and situations in the chosen scenes | 4.1 Give a description of the location of the chosen scenes 4.2 Give a description of what is happening in each of the chosen scenes |

| | |
|--|--|
| | 4.3 Give a description of how the characters are feeling and the mood(s) of each scene |
|--|--|

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Acting Examinations. 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 communicated the sense of their pieces throughout their performance, demonstrating a full understanding of the characters and situations. The performance will have been clear and audible, and pace and pause will have been used appropriately. The Learner will have used thoughtful, effective body language and facial expression to complement the content of the chosen material. Learners will have also given accurate and detailed answers to questions asked about their chosen pieces.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have communicated the sense of their pieces on the whole, but will not have done this throughout. The Learner will be mostly clear and audible in their performance, frequently using body and face appropriately in response to the text. Learners will have also given general, but accurate answers in response to questions asked about their chosen pieces.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have communicated a basic sense of their chosen material. They will have demonstrated basic performance skills and some imaginative interpretation of the texts through the body and face. Learners will have also given accurate but basic answers to questions asked about their chosen pieces.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire

performed will have been insufficient for the Grade and subject of examination being taken. Learners 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.

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

Level 2

Acting (Solo/ Duologue/ Combined)

RQF Level: 2

Grade 4 Guided Learning Hours: 40 (hours)
 Total Qualification Time: 100 (hours)
 Credit Value: 10

Grade 5 Guided Learning Hours: 50 (hours)
 Total Qualification Time: 120 (hours)
 Credit Value: 12

Level Description

The LAMDA Level 2 Award in Performance: Acting is designed to enable Learners to develop a range of acting skills. Learners will perform two scenes from memory. The performance will be audible and intelligible with vocal contrast through which mood and meaning are communicated.

Learners will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills.

Effective preparation and study will be evident, leading to a secure performance. Use of voice, body and space will be

effectively combined to communicate the text and engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: perform two scenes from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills to respond appropriately to the text

LO3: create a physical response to the text

Knowledge

LO4: know and understand the characters, situations and staging in the chosen scenes

Total Time Allowance for Each Grade

Solo – 20 minutes

Duologue – 30 minutes

Combined – 35 minutes

Examination Content

GRADE 4

Scene 1 (Set Scene): Interpretation and Technique

Solo Learners will perform from memory one set solo scene from the list provided below.

Duologue Learners will perform from memory one set duologue scene from the list provided below.

Combined Learners will perform from memory either two set solo scenes (one for each Learner) or one set duologue scene from the list provided below.

Solo Scenes

The Scarlet Pimpernel

Baroness Orczy, adapted by
Beverley Cross

Daddy-Long-Legs

Jean Webster

The Power of the Dog

Ellen Dryden

The Burnhill Pit Disaster

Deborah Meki

Almost

Gabriel Davis

Blood, Sweat and Fears

Maria Oshodi

Journey to X

Nancy Harris

Rise Up

Lisa Evans

| | |
|-----------------------------------|------------------------|
| His Main Passion was Football | Nicola Hipps |
| Opening Night | Caroline Petherbridge |
| Duologue Scenes | |
| Time and the Conways | J. B. Priestley |
| Pilgrims | Elinor Cook |
| The Beauty Manifesto | Nell Leyshon |
| The Gingerbread Man | David Wood |
| A Rock in Water | Winsome Pinnock |
| A Christmas Truce | William Douglas-Home |
| Merlin and the Woods of Time | Glyn Maxwell |
| The Play of the Royal Astrologers | Willis Hall |
| The Forgetful Chef | Emma Louise Tinniswood |
| Autumn of '39 | Nick Teed |

The set scenes are printed in full in the LAMDA Acting Anthology – Volume 4. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo scene of their own choice.

Duologue Learners will perform from memory one duologue scene of their own choice.

Combined Learners will perform from memory either one own choice duologue scene together, or one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the LAMDA Acting Anthology – Volume 4.

The performance time of the scene(s) must be a minimum of two minutes and no more than four minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- how the characters are feeling in each scene and what they are trying to achieve

- the reasons for the physical characterisation in response to each text and each of the character's situations
- the working stage areas

The Learner(s) must demonstrate four working stage areas selected by the Examiner at the time of the examination from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.

The Learner(s) must be able to demonstrate all the working stage areas listed above in preparation for the examination.

GRADE 5

Scene 1 (Set Scene): Interpretation and Technique

Solo Learners will perform from memory one set solo scene from the list provided below.

Duologue Learners will perform from memory one set duologue scene from the list provided below.

Combined Learners will perform from memory either two set solo scenes (one for each Learner) or one set duologue scene from the list provided below.

Solo Scenes

A Few Good Men

Pygmalion

Private Peaceful

Josephine and I

Lost Crutch

Sucker Punch

Blithe Spirit

My Father's House

Bird

Ballyturk

Duologue Scenes

The Apple

The Lucky Ones

Photograph 51

An Inspector Calls

The Humans

Julius Caesar

An Ideal Husband

Out on a Limb

Three Sisters

#Matter

Aaron Sorkin

George Bernard Shaw

Michael Morpurgo, adapted by
Simon Reade

Cush Jumbo

Tara Meddaugh

Roy Williams

Noël Coward

Tony Breeze

Katherine Chandler

Enda Walsh

Inez Bensusan

Tony Marchant

Anna Ziegler

J. B. Priestley

Stephen Karam

William Shakespeare

Oscar Wilde

Emma Gordon

Anton Chekhov, translated by
Michael Frayn

Idris Goodwin

The set scenes are printed in full in the LAMDA Acting Anthology – Volume 4. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo scene of their own choice.

Duologue Learners will perform from memory one duologue scene of their own choice.

Combined Learners will perform from memory either one own choice duologue scene together, or one own choice solo scene each.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel.

They must not be set in the LAMDA Acting Anthology – Volume 4.

The performance time of the scene(s) must be a minimum of two minutes and no more than four minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- how the characters are feeling in each scene and how they react to the situations
- the reasons for the physical characterisation in response to each text and each of the character's situations
- the reasons for the chosen staging using the technical terminology of the working stage areas

Level 2 Marking Scheme

| ASSESSMENT TASK | | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1 (Set Scene) | Interpretation | 20 | 40 |
| | Technique | 20 | |
| Scene 2 (Own Choice) | Interpretation | 20 | 40 |
| | Technique | 20 | |
| Knowledge | | | 20 |
| Total Marks | | | 100 |

Attainment Bands

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

Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

LEVEL 2: GRADE 4

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| LO1: perform two scenes from memory, demonstrating an understanding of the material | 1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness |
| LO2: use vocal skills to respond appropriately to the text | 2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction |
| LO3: create a physical response to the text | 3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space |

LO4: know and understand the characters, situations and staging in the chosen scenes

4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve

4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations

4.3 Demonstrate the positions of up to four of the working stage areas

Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

LEVEL 2: GRADE 5

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| LO1: perform two scenes from memory, demonstrating an understanding of the material | 1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness |
| LO2: use vocal skills to respond appropriately to the text | 2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction |
| LO3: create a physical response to the text | 3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space |
| LO4: know and understand the | 4.1 Describe how the characters are feeling in the chosen scenes |

| | |
|--|--|
| <p>characters, situations and staging in the chosen scenes</p> | <p>and how they react to their situations</p> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p> <p>4.3 Give a description of the reasons for the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p> |
|--|--|

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 Acting Examinations. 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 complete and thorough understanding of the chosen material throughout the examination and sustained an accurate response. The Learner will have created an

appropriate and personal response to the text both vocally and physically. Knowledge of the material will have been wide-ranging and detailed. Learners will have also demonstrated four working stage areas correctly (Grade 4 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the examination. They will have made good attempts to respond vocally and physically to the material. Knowledge of the material will have been fairly thorough and secure, and Learners will have correctly demonstrated three out of four working stage areas (Grade 4 only).

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills in a slightly personalised way. Knowledge of the material will have been accurate but will lack detail, and Learners will have correctly demonstrated two out of four working stage areas (Grade 4 only).

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners 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.

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

Level 3

Acting (Solo/ Duologue)

RQF Level: 3

| | |
|---------|---------------------------------------|
| Grade 6 | Guided Learning Hours: 60 (hours) |
| | Total Qualification Time: 140 (hours) |
| | Credit Value: 14 |
| Grade 7 | Guided Learning Hours: 80 (hours) |
| | Total Qualification Time: 180 (hours) |
| | Credit Value: 18 |
| Grade 8 | Guided Learning Hours: 90 (hours) |
| | Total Qualification Time: 240 (hours) |
| | Credit Value: 24 |

Level Description

The LAMDA Level 3 Certificate in Performance: Acting is designed to enable Learners to develop a wide range of acting skills. Learners will perform their chosen scenes from memory, integrating 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 support and inform characterisation and engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: perform the chosen scenes from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the text

LO3: create a physical response to the text

Knowledge

LO4: know and understand the content and context of the chosen scenes

LO5: know and understand the key principles and influences in the process of acting for one of the listed practitioners (Grade 8 only)

Time Allowance for Each Grade

Grade 6 – Bronze Medal

Solo – 25 minutes

Duologue – 35 minutes

Grade 7 – Silver Medal

Solo – 30 minutes

Duologue – 40 minutes

Grade 8 – Gold Medal

Solo – 30 minutes

Duologue – 45 minutes

Examination Content

GRADE 6 – BRONZE MEDAL

Scene 1 (Own Choice):

Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play or television/film screenplay written during one of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–2000

If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) has chosen a non-English-language text, translations of the original play into English must be used –

adaptations are not allowed. Please see Glossary of Terms for further clarification.

Scenes from television shows and serials are not permitted.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes. The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

Scenes from television shows and serials are not permitted.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should

be provided for the Examiner. It is advised that Learners have read and/or seen the play, television or film screenplay in which their scene is taken from.

Knowledge

The Learner(s) will answer questions on the following:

- the breathing techniques used to support the voice in each scene performed
- the character's objective in each scene performed
- the character's role within the context of each play as a whole

GRADE 7 – SILVER MEDAL

Scene 1 (Own Choice):

Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play written during one of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

If a non-English-language text is selected, translations of the original play into English must be used – adaptations are not permitted. Please see Glossary of Terms for further clarification.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published during the period 1800 to 2000. Scenes from television shows and serials are not permitted.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes. The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the

play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 3 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000. Scenes from television shows and serials are not permitted.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes. The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- the character's objective in each scene performed

- the character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)
- the writing style, and period in which the author of one of the performed scenes was writing (one author will be selected by the Examiner at the time of the examination)

GRADE 8 – GOLD MEDAL

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play written during one of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

If a non-English-language text is selected, translations of the original play into English must be used – adaptations are not allowed. Please see Glossary of Terms for further clarification.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published during the period 1800 to 2000.

Scenes from television shows and serials are not permitted.

The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 3 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000. Scenes from television shows and serials are not permitted. The scene must not be set in the LAMDA Acting Anthology – Volume 4. The performance time of the scene must be a minimum of three minutes and no more than five minutes. The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Knowledge

The Learner(s) will answer questions on the following:

- the processes involved in developing the three characters for performance
- the character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)
- the key principles and influences in the process of acting for one of the following practitioners (chosen by the Learner): Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood

Level 3 Marking Scheme

Grade 6 – Bronze Medal

| ASSESSMENT TASK | | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1 (Own Choice) | Interpretation | 20 | 40 |
| | Technique | 20 | |
| Scene 2 (Own Choice) | Interpretation | 20 | 40 |
| | Technique | 20 | |
| Knowledge | | | 20 |
| Total Marks | | | 100 |

Attainment Bands

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

Grade 7 – Silver Medal / Grade 8 – Gold Medal

| ASSESSMENT TASK | | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1 (Own Choice) | Interpretation | 15 | 25 |
| | Technique | 10 | |
| Scene 2 (Own Choice) | Interpretation | 15 | 25 |
| | Technique | 10 | |
| Scene 3 (Own Choice) | Interpretation | 15 | 25 |
| | Technique | 10 | |
| Knowledge | | | 25 |
| Total Marks | | | 100 |

Attainment Bands

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

Assessment and Grading Criteria: Acting (Solo/Duologue)

LEVEL 3: GRADE 6 – BRONZE MEDAL

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| LO1: perform the chosen scenes from memory, demonstrating an understanding of the material | 1.1 Demonstrate an understanding of text and subtext 1.2 Communicate an understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity |
| LO2: use vocal skills in response to the text | 2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the two characterisations |
| LO3: create a physical response to the text | 3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set |

| | |
|---|---|
| | 3.2 Make effective use of the performance space |
| LO4: know and understand the content and context of the chosen scenes | 4.1 Give a summary of the character's objective in each of the chosen scenes 4.2 Give an explanation of the role of each character portrayed, within the context of the play as a whole 4.3 Give an explanation of the breathing techniques used to support the voice in each scene performed |

Assessment and Grading Criteria: Acting (Solo/Duologue)

LEVEL 3: GRADE 7 – SILVER MEDAL

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
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| LO1: perform the chosen scenes from memory, demonstrating an understanding of the material | 1.1 Demonstrate an understanding of text and subtext 1.2 Communicate an understanding of the intentions and objectives of the characters portrayed |

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| | 1.3 Perform from memory with fluency, focus and spontaneity |
| LO2: use vocal skills in response to the text | 2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the three characterisations |
| LO3: create a physical response to the text | 3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Make effective use of the performance space |
| LO4: know and understand the content and context of the chosen scenes | 4.1 Give a summary of the character's objective in each of the chosen scenes 4.2 Give an explanation of the role of one of the characters portrayed, within the context of the play as a whole 4.3 Give an explanation of the writing style, and the period in which the chosen author was writing |

Assessment and Grading Criteria: Acting (Solo/Duologue)

LEVEL 3: GRADE 8 – GOLD MEDAL

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
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| LO1: perform the chosen scenes from memory, demonstrating an understanding of the material | 1.1 Demonstrate an understanding of text and subtext 1.2 Communicate an understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity |
| LO2: use vocal skills in response to the text | 2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the three characterisations |
| LO3: create a physical response to the text | 3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set |

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| | 3.2 Make effective use of the performance space |
| LO4: know and understand the content and context of the chosen scenes | 4.1 Give an explanation of the processes involved in developing the three characters for performance 4.2 Give an explanation of the role of one of the characters portrayed, within the context of the play as a whole |
| LO5: know and understand the key principles and influences in the process of acting for one of the listed practitioners | 5.1 Give a summary of the selected practitioner's key principles in the process of acting 5.2 Give a summary of the selected practitioner's influence on the process of acting |

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 Acting Examinations. 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 advanced understanding and awareness of the chosen material. The performance will have been innovative and sophisticated, responding vocally and physically to the demands of the text throughout. Knowledge and understanding of material will have been comprehensive and in-depth, and discussed maturely.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated sound understanding of the material through a mature and imaginative interpretation, responding with thoughtful physical and vocal techniques most of the time. Knowledge and understanding of the chosen material will have been well researched and presented.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text will have included some personalisation and self-assurance. Learners will have demonstrated some widespread knowledge and understanding of the chosen material.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners 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.

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