

LAMDA

Graded Examinations in Performance: Devising Drama

Changes from the Previous Syllabus (September 2014)

ALL EXAMINATIONS	
New regulation for 2019: The Learner(s) must play only one character in their selected scenes	
ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scene have changed and been updated
AC wording change: 1.2 Demonstrate involvement with the place and situation some/most/all of the time	1.2 Demonstrate involvement with the theme, place and situation
AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.1 Speak with clarity of diction
Knowledge requirement changes:	

<ul style="list-style-type: none"> • the reasons for the choice of place <p>Reflected in AC 4.1 Give a brief/ secure/detailed description of the reasons for the choice of place</p> <ul style="list-style-type: none"> • what the chosen place looks like <p>Reflected in AC 4.2 Give a brief/ secure/detailed description of what the place looks like</p> <ul style="list-style-type: none"> • the situation in the devised scene <p>Reflected in AC 4.3 Give a brief/ secure/detailed description of the situation in the devised scene</p>	<ul style="list-style-type: none"> • the reasons for the choice of theme <p>Reflected in AC 4.1 Give an explanation of the reasons for the choice of theme</p> <ul style="list-style-type: none"> • where the scene takes place <p>Reflected in AC 4.2 Give a description of where the scene takes place</p> <ul style="list-style-type: none"> • the story of the devised scene <p>Reflected in AC 4.3 Describe the story of the devised scene</p>
<p>LEVEL 1, GRADE 1</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>All set stimuli for Devised Scenes 1 and 2 have changed and been updated</p>
<p>AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>2.1 Speak with audibility 2.2 Speak with clarity of diction</p>
<p>Knowledge requirement change:</p>	

<ul style="list-style-type: none"> • the reasons for the choice of event for Scene 1 and object for Scene 2 <p>Reflected in AC 4.1 Give a brief/ secure/detailed explanation of the reasons for the choice of event for Scene 1 and object for Scene 2</p>	<ul style="list-style-type: none"> • the appearance of the characters <p>Reflected in AC 4.1 Give a description of the appearance of each character</p>
<p>LEVEL 1, GRADE 2</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>All set stimuli for Devised Scene 1 and 2 have changed and been updated</p>
<p>AC separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>
<p>Knowledge requirement change:</p> <ul style="list-style-type: none"> • the reasons for the choice of event for Scene 1 and item of clothing / accessory for Scene 2 <p>Reflected in AC 4.1 Give a brief/ secure/detailed explanation of the reasons for the choice of event for</p>	<ul style="list-style-type: none"> • how the character is feeling In each devised scene <p>Reflected in AC 4.1 Give a description of how each character is feeling in each devised scene</p>

Scene 1 and item of clothing / accessory for Scene 2	
LEVEL 1, GRADE 3	
2014 Syllabus	2019 Syllabus
	Some set stimuli for Devised Scenes 1 and 2 have changed and been 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
<p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> the reasons for the choice of occupation and characteristic for Scene 1 Reflected in AC 4.1 Give a brief/ secure/detailed explanation of the reasons for the choice of occupation and characteristic for Scene 1 the reasons for the choice of title for Scene 2 Reflected in AC 4.2 Give a brief/ secure/detailed description of the beginning, middle and end of each devised scene 	<ul style="list-style-type: none"> how the characters are feeling in each devised scene Reflected in AC 4.1 Give a description of how each character is feeling in each devised scene the location of each devised scene Reflected in AC 4.2 Give a description of the location of each scene

LEVEL 2, GRADE 4	
2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scene 1 have changed and been updated
<p>Examination requirement change:</p> <p>Devised Scene 2: Learners will perform a prepared scene of their own devising based on the title 'an extraordinary occurrence'</p>	<p>Devised Scene 2: Learners will perform a prepared scene of their own devising based on a visual stimulus. The Learner(s) must bring the visual stimulus into the examination room and use it in the performance</p>
<p>AC separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>2.1 Speak with audibility 2.2 Speak with clarity of diction</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>	
	Knowledge requirement change and AC addition in place of previous 4.3

	<p>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 Devising Drama Examinations</p> <p>Reflected in AC 4.3</p> <p>Demonstrate the positions of up to four of the working stage areas</p>
LEVEL 2, GRADE 5	
2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scenes 1 and 2 have changed and been updated
	Learners are no longer required to use sound effects in the examination. This therefore means that no third person or technician is allowed to enter the room if the Learner(s) does decide to use sound effects
<p>AC separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>

<p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> the reasons for the choice of music and/or sound effects for Scene 2 <p>Reflected in AC 4.2 Give a brief/ secure/detailed explanation of the reasons for the choice of music and/or sound effects for Scene 2</p> <ul style="list-style-type: none"> the reasons for the choice of staging in each devised scene <p>Reflected in AC 4.3 Give brief/ secure/ detailed descriptions of the reasons for the choice of staging in each devised scene</p> <ul style="list-style-type: none"> the working stage areas <p>Reflected in AC 4.4 Demonstrate the positions of two/three/four out of four working stage areas</p>	<ul style="list-style-type: none"> the reasons for the choice of stimulus for Scene 2 <p>Reflected in AC 4.2 Give an explanation of the reasons for the choice of stimulus for Scene 2</p> <ul style="list-style-type: none"> the reasons for each character's movements <p>Reflected in AC 4.3 Give reasons for why the characters move as they do in each scene</p> <ul style="list-style-type: none"> the reasons for the choice of staging in each devised scene using knowledge of the working stage areas <p>Reflected in AC 4.4 Give a description of the reasons behind the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p>
<p>LEVEL 3, GRADE 6</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>Title/theme for Devised Scene 2 has changed and been updated</p>

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
Knowledge requirement change: • the difference between improvisation and devising drama Reflected in AC 6.2 Give a brief/ secure/detailed explanation of the difference between improvisation and devising drama	• the challenges faced when devising each scene, and how these were overcome Reflected in AC 6.2 Give an explanation of what challenges were faced when devising the two scenes for performance, and how these were overcome
LEVEL 3, GRADE 7	
2014 Syllabus	2019 Syllabus
	All set titles/themes have changed and been 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
LEVEL 3, GRADE 8	
2014 Syllabus	2019 Syllabus
	All set titles/themes have changed and been updated
AC separation:	

<p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>2.1 Speak with audibility 2.2 Speak with clarity of diction</p>
<p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> • the reasons behind the choice of myth, legend or historical event for Scene 1 Reflected in AC 5.1 Give a brief/ secure/detailed explanation • the difference between improvisation and devising drama Reflected in AC 6.2 Give a brief/ secure/detailed explanation of the difference between improvisation and devising drama 	<ul style="list-style-type: none"> • the research carried out in preparation for Scene 1 Reflected in AC 5.1 Give an explanation of the research carried out in preparation for Scene 1 • the benefits of improvisation when devising drama Reflected in AC 6.2 Give an explanation of the benefits of improvisation when devising drama

Devising Drama (August 2019)

Purpose of the Qualification

LAMDA Graded Examinations in Performance: Devising Drama are designed to develop the skills necessary to devise a dramatic performance and present it to an audience.

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Qualification

1. Interpretative skills

The Learner(s) will be required to:

- devise a character and situation within a dramatic structure
- 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 devising process

The Learner(s) will be required to:

- know and understand how to devise scenes for performance

Structure

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

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6
	Grade 7
	Grade 8

Learners may enter for a Devising Drama 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 set requirements and/or topics for scenes increase in technical difficulty as the grades progress

- the knowledge required increases as the grades progress
- LAMDA Examinations in Devising Drama are offered in the following formats:
- Solo (one Learner) where the Learner performs alone
 - Duologue (two Learners) where the Learners perform all scenes together

Examination Regulations

1. 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.
2. Real knives or other weapons are not permitted.
3. The Learner(s) must play only one character in their selected scenes.
4. No unauthorised person will be allowed to be present during the examination.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects or as a prop. If an electronic device is required for the use of music and/or sound effects or 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.

6. Live animals are not permitted in the examination room.
7. Scenes must be performed in English.

Entry Level

Devising Drama (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: Devising Drama is designed to introduce Learners to very simple devising skills. Learners will be able to devise and perform one scene that clarifies place and situation. They will perform audibly and clearly. Their use of space will complement their performance.

LEARNING OUTCOMES

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

Interpretation

LO1: devise and perform one scene

Technique

LO2: use vocal skills in response to the devised text

LO3: use the performance space in response to the devised text

Knowledge

LO4: know and understand the content of the devised scene

Total Time Allowance

Solo – 10 minutes

Duologue – 15 minutes

Examination Content

Devised Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising using one of the following themes as a stimulus:

- a day out
- my favourite hobby
- animals

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 prior to the performance.

Knowledge

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

- the reasons for the choice of theme
- where the scene takes place
- the story of the devised scene

Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene	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: Devising Drama (Solo/Duologue)

ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform one scene	1.1 Devise and perform a scene with a clear structure that indicates place and situation 1.2 Demonstrate involvement with the theme, place and situation 1.3 Perform with fluency and focus
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: use the performance space in response to the devised text	3.1 Perform with movement appropriate to the place and situation
LO4: know and understand the content of the devised scene.	4.1 Give an explanation of the reasons for the choice of theme 4.2 Give a description of where the scene takes place 4.3 Describe the story of the devised scene

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 Devising Drama 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 performed a devised scene using a clear structure from start to finish, demonstrating total involvement with place and situation using appropriate movement. They will have remained focused throughout the scene and spoken audibly and with clear diction throughout. Explanations and descriptions of story, theme and place will have been detailed.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have performed their devised scene using a mostly clear structure, demonstrating an involvement with place and situation using appropriate movement for most of the scene. The Learner will be fluent and focused

for most of the scene, but there may have been some lapses in memory. Explanations and descriptions of story, theme and place will have been well prepared, but lacking in further detail.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have performed a devised scene using a somewhat clear structure, but this may have become confusing at times. The Learner will have demonstrated some involvement with place and situation using appropriate movement for some of the scene. They will have been focused during parts of the scene and have spoken with some audibility and clarity of diction. Explanations and descriptions of story, theme and place will have been simple, and lacking in any detail.

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

Devising Drama (Solo/Duologue)

RQF Level: 1

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: Devising Drama is designed to enable Learners to develop basic devising skills. Learners will be able to apply their knowledge, understanding and skills to devise and perform two scenes based on creative engagement with the stimulus and careful preparation. Scenes will possess a clear dramatic structure which will shape the performance. Learners will speak audibly

and clearly. Their use of body and space will complement their performance.

LEARNING OUTCOMES

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

Interpretation

LO1: devise and perform two scenes

Technique

LO2: use vocal skills in response to the devised text

LO3: use the performance space in response to the devised text

Knowledge

LO4: know and understand the content and structure of the devised scenes

Total Time Allowance for Each Grade

Solo – 15 minutes

Duologue – 20 minutes

Examination Content

GRADE 1

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on one of the following objects as a stimulus:

- a letter
- a key
- a book

The Learner(s) must bring the object into the examination room and use it in the performance. 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 prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising using one fairy tale, of their own choice, as a stimulus.

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 prior to the performance.

Knowledge

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

- the appearance of the characters
- the beginning, middle and end of each devised scene

GRADE 2

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on one of the following accessories as a stimulus:

- hat
- gloves
- umbrella

The Learner(s) must bring the item into the examination room and use it in the performance. 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 prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising using a story from the past (factual or fictional) as a stimulus.

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 prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:
how the character is feeling in each devised scene
the beginning, middle and end of each devised scene
the changes of mood in each devised scene

GRADE 3

Devised Scene 1: Interpretation and Technique

Solo Learners will perform a prepared scene of their own devising based on one of the occupations from List A and one of the characteristics from List B.

Duologue Learners will perform a prepared scene of their own devising; each Learner must choose one occupation from List A and one characteristic from List B. The Learners may select

the same occupation and characteristic from each list or different occupations and characteristics from each list.

List A	List B
the farmer	frightened
the student	confused
the zoo keeper	excited

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 prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising using one of the following themes as a stimulus:

- magic
- mystery
- mayhem

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 prior to the performance.

Knowledge

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

- how the characters are feeling in each devised scene

- the location of each devised scene
- the beginning, middle and end of each devised scene
- the changes of mood in each devised scene

Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene 1	Interpretation	20	40
	Technique	20	
Devised Scene 2	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: Devising Drama (Solo/Duologue)

LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure that clarify character and situation 1.2 Demonstrate involvement with the character and situation 1.3 Perform with fluency and focus
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: use the performance space in response to the devised text	3.1 Perform with movement appropriate to character and situation
LO4: know and understand the content and structure of the devised scenes	4.1 Give a description of the appearance of each character 4.2 Give a description of the beginning, middle and end of each devised scene

Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure that clarify character and situation 1.2 Demonstrate involvement with the character and situation 1.3 Perform with fluency and focus
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: use the performance space in response to the devised text	3.1 Perform with movement appropriate to character and situation
LO4: know and understand the content and structure of the devised scenes	4.1 Give a description of how each character is feeling in each devised scene 4.2 Give a description of the beginning, middle and end of each devised scene 4.3 Give a description of the changes of mood in each devised scene

Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure that clarify character and situation 1.2 Demonstrate involvement with the character and situation 1.3 Perform with fluency and focus
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: use the performance space in response to the devised text	3.1 Perform with movement appropriate to character and situation
LO4: know and understand the content and structure of the devised scenes	4.1 Give a description of how each character is feeling in each scene 4.2 Give a description of the location of each scene 4.3 Give a description of the beginning, middle and end of each devised scene

	4.4 Give a description of the changes of mood in each devised 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 Level 1 Devising Drama 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 clarified their character and situation using a clear and detailed structure. They will have demonstrated involvement with their character and situation throughout the scene and performed fluently and with focus whilst also using the voice and body to respond appropriately to the character and situation. Learners will have also given accurate and detailed answers to questions asked.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have devised a scene using a mostly clear structure, and, therefore, character and situation will also be clear for most of the scene. Learners will have responded appropriately, both vocally and physically, throughout most of the scene. Learners will have also given accurate and secure responses to questions asked, but there will be some lack of detail.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have devised a scene with a clear, yet simple structure which enables them to communicate their character and situation for some of the time. They will have communicated through appropriate use of the body and face for some of the scene. Learners will have also given accurate but basic answers to questions asked.

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

Devising Drama (Solo/Duologue)

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

LAMDA Level 2 Award in Performance: Devising Drama is designed to enable Learners to develop a range of devising skills. Learners will be able to demonstrate a sound understanding of how to plan and prepare two devised scenes. Effective preparation will be evident, leading to a secure performance. Use of voice, body and space will be effectively combined to communicate the scenes and engage the audience. The performance will be imaginative with consistent application of developing technical skills.

LEARNING OUTCOMES

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

Interpretation

LO1: devise and perform two scenes

Technique

LO2: use vocal skills in response to the devised text

LO3: create a physical response to the devised text

Knowledge

LO4: know and understand the preparation and content of the devised scenes

Total Time Allowance for Each Grade

Solo – 20 minutes

Duologue – 25 minutes

Examination Content

GRADE 4

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on one of the following phrases:

- don't forget me
- it's great to hear from you
- it wasn't my fault

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on a visual stimulus.

The Learner(s) must bring the visual stimulus into the examination room and use it in the performance. The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Knowledge

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

- the reasons for the choice of phrase for Scene 1
- the planning and preparation of each devised scene
- 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

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising using one of the following titles as a stimulus:

- the interview
- the wrong room
- the party

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising using one of the following as a stimulus:

- verse
- prose

- dramatic text
- song lyrics

The verse, prose, dramatic text, or song lyrics selected must be published, and a copy should be brought into the examination room. The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Knowledge

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

- the reasons for the choice of title for Scene 1
- the reasons for the choice of stimulus for Scene 2
- the reasons for each character's movements
- the reasons for the choice of staging in each devised scene using knowledge of the working stage areas

Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene 1	Interpretation	20	40
	Technique	20	
Devised Scene 2	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: Devising Drama (Solo/Duologue)

LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure 1.2 Demonstrate an understanding of the situation and place in which the characters live 1.3 Demonstrate an understanding of the characters' moods and thoughts 1.4 Perform with fluency, focus and spontaneity
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: create a physical response to the devised text	3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space

<p>LO4: know and understand the preparation and content of the devised scenes</p>	<p>4.1 Give an explanation of the reasons for the choice of phrase for Scene 1</p> <p>4.2 Give a description of the planning and preparation of each devised scene</p> <p>4.3 Demonstrate the positions of up to four of the working stage areas</p>
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Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>LO1: devise and perform two scenes</p>	<p>1.1 Devise and perform two scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.3 Demonstrate an understanding of the characters' moods and thoughts</p> <p>1.4 Perform with fluency, focus and spontaneity</p>

<p>LO2: use vocal skills in response to the devised text</p>	<p>2.1 Speak with audibility 2.2 Speak with clarity of diction</p>
<p>LO3: create a physical response to the devised text</p>	<p>3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space</p>
<p>LO4: know and understand the preparation and content of the devised scenes</p>	<p>4.1 Give an explanation of the reasons for the choice of title for Scene 1 4.2 Give an explanation of the reasons for the choice of stimulus for Scene 2 4.3 Give reasons for why the characters move as they do in each scene 4.4 Give a description of the reasons behind 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 Devising Drama 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 devised and presented scenes with a clear and defined structure. The Learner will have demonstrated thorough understanding of their characters through appropriate stance, movement, gesture and facial expression, and demonstrated the place and period in which their scene has been devised. The performance will have been fluent and spontaneous, and the Learner will have remained focused throughout the scenes. Descriptions and explanations of the scenes will have been well prepared and detailed. Learners will have correctly demonstrated four working stage areas (Grade 4 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have devised and presented scenes with a clear and secure structure. The Learner will have demonstrated an assured understanding of the characters' mood and thoughts throughout most of the performance and will have made good attempts to respond

vocally and physically to the material. Descriptions and explanations of the scenes will have been fairly thorough and secure. 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 devised and presented scenes with a clear, but simple structure. They will have demonstrated some understanding of the characters' moods and thoughts, and have made an attempt to engage the audience with basic physical and vocal skills in a slightly personalised way. Descriptions and explanations of the devised scenes will have been accurate but will have lacked any detail. 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

Devising Drama (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: Devising Drama is designed to enable Learners to develop a wide range of devising skills. Learners will be able to devise and perform two scenes, integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will engage imaginatively with the devised material. They will combine physical and vocal

flexibility to support and inform characterisation and engage the audience. Learners will also be able to perform an improvised scene built around a stimulus provided at the time of the examination.

LEARNING OUTCOMES

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

Interpretation

LO1: devise and perform two scenes

Technique

LO2: use vocal skills in response to the devised text

LO3: create a physical response to the devised text

Improvisation

LO4: perform an improvised scene

Knowledge

LO5: know and understand the content of the devised scenes

LO6: know and understand the devising process

Time Allowance for Each Grade

Grade 6 and Grade 7

Solo – 25 minutes

Duologue – 30 minutes

Grade 8

Solo – 30 minutes Duologue – 35 minutes

Examination Content

GRADE 6

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based around one of the following senses:

- sight
- touch
- hearing
- taste
- smell

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on a contemporary issue.

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Improvisation

Solo/Duologue Learners will perform an improvised scene based on a stimulus provided by the Examiner at the time of the examination.

One minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of one minute and no more than two minutes.

Knowledge

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

- the character(s) portrayed in each devised scene (including character objectives, mood and reactions to other characters and/or events)
- the steps undertaken in the preparation of each devised scene
- the challenges faced when devising each scene, and how these were overcome

GRADE 7

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based around one of the following themes as a stimulus:

- the unknown
- inspiration
- conflict
- envy
- power
- humour

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on a significant historical event of their own choice.

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

Improvisation

Solo/Duologue Learners will perform an improvised scene based on a stimulus provided by the Examiner at the time of the examination.

One minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of one minute and no more than two minutes.

Knowledge

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

- the reasons for the choice of ending in each devised scene
- the characters portrayed in Scene 2 (including character objectives, mood and reactions to other characters and/or events)
- the steps undertaken in the preparation of each devised scene
- the differences between improvisation and devising drama

GRADE 8

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on one of the works of William Shakespeare.

The performance time of the scene must be a minimum of four minutes and no more than five minutes. The Learner(s) must announce the title prior to the performance.

Devised Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on a theme of their own choice.

The performance time of the scene must be a minimum of four minutes and no more than five minutes. The Learner(s) must announce the title prior to the performance.

Improvisation

Solo/Duologue Learners will perform an improvised scene based on a stimulus provided by the Examiner at the time of the examination.

One minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of one minute and no more than two minutes.

Knowledge

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

- the research carried out in preparation for Scene 1
- how style and period were conveyed in Scene 1
- the character(s) portrayed in Scene 2 (including character objectives, mood and reactions to other characters and/or events)
- the steps undertaken in the preparation of each devised scene
- the benefits of improvisation when devising drama

Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene 1	Interpretation	15	30
	Technique	15	
Devised Scene 2	Interpretation	15	30
	Technique	15	
Improvisation			20
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

LEVEL 3: GRADE 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	<p>1.1 Devise and perform two scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of the place and period in which the characters live</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters</p> <p>1.4 Perform with fluency, focus and spontaneity</p>

<p>LO2: use vocal skills in response to the devised text</p>	<p>2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the two devised characterisations</p>
<p>LO3: create a physical response to the devised text</p>	<p>3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space</p>
<p>LO4: perform an improvised scene</p>	<p>4.1 Perform an improvised scene with a clear structure from a given stimulus</p>
<p>LO5: know and understand the content of the devised pieces</p>	<p>5.1 Give a summary of the character's objective and mood in each devised scene and their reactions to other characters and/or events</p>
<p>LO6: know and understand the devising process</p>	<p>6.1 Give an explanation of the steps undertaken in the preparation of each devised scene 6.2 Give an explanation of what challenges were faced when devising the two scenes for performance, and how these were overcome</p>

Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

LEVEL 3: GRADE 7

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	Devise and perform two scenes with a clear structure Demonstrate an understanding of the place and period in which the characters live Communicate an understanding of the intentions and objectives of the characters Perform with fluency, focus and spontaneity
LO2: use vocal skills in response to the devised text	Speak with audibility Speak with clarity of diction Respond vocally to the demands of the two devised characterisations
LO3: create a physical response to the devised text	3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression
	3.2 Make effective use of the performance space

LO4: perform an improvised scene	4.1 Perform an improvised scene with a clear structure from a given stimulus
LO5: know and understand the content of the devised pieces	5.1 Give an explanation of the reasons for the choice of ending in each devised scene
	5.2 Give a summary of the character's objective and mood in Scene 2 and their reactions to other characters and/or events
LO6: know and understand the devising process	6.1 Give an explanation of the steps undertaken in the preparation of each devised scene 6.2 Give an explanation of the difference between improvisation and devising drama

Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

LEVEL 3: GRADE 8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure 1.2 Demonstrate an understanding of the place and period in which the characters live 1.3 Communicate an understanding of the intentions and objectives of the characters 1.4 Perform with fluency, focus and spontaneity
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the two devised characterisations
LO3: create a physical response to the devised text	3.1 Communicate the personal characteristics of both characters through appropriate

	<p>stance, movement, gesture(s) and facial expression</p> <p>3.2 Make effective use of the performance space</p>
LO4: perform an improvised scene	4.1 Perform an improvised scene with a clear structure from a given stimulus
LO5: know and understand the content of the devised pieces	<p>5.1 Give an explanation of the research carried out in preparation for Scene 1</p> <p>5.2 Give an explanation of how style and period were conveyed in Scene 1</p> <p>5.3 Give a summary of the character's objective and mood in Scene 2 and their reactions to other characters and/or events</p>
LO6: know and understand the devising process	<p>6.1 Give an explanation of the steps undertaken in the preparation of each devised scene</p> <p>6.2 Give an explanation of the benefits of improvisation when devising drama</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 3 Devising Drama 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 devised scenes with an imaginative, clear and defined structure, and 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).