

Performance Graded Examinations Syllabus

With effect from 01 August 2024



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About LAMDA

Founded in 1861, the London Academy of Music and Dramatic Art (LAMDA) is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 130 years ago. Since then, we have developed an enviable reputation for delivering excellence in the provision of Communication, Performance and Musical Theatre examinations in the UK and are rapidly extending our reach internationally.

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

LAMDA Qualifications

The LAMDA Graded Examinations in Performance reside on the Regulated Qualifications Framework (RQF). The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA Qualifications and others).

About This Syllabus Specification

This syllabus specification outlines the specifications for LAMDA Graded Examinations in Performance. It is designed for use by Centres, Teachers, Learners, and Parents.

Qualification Structure

LAMDA Graded Examinations in Performance are available in the following subjects:

- Acting
- Devising Drama
- Miming

LAMDA Graded Examinations in Performance are open to all. There are no minimum age restrictions, and the choice of repertoire is intended to appeal to Learners of all ages.

The qualifications are available at four Levels on the RQF, and each examination subject is available from Entry Level to Grade 8.

There are no explicit skill or knowledge pre-requisites for any LAMDA examinations. To be able to effectively complete any LAMDA examination however, Learners should have sufficient English language skill and be suitably prepared to allow them to communicate and perform in line with the requirements and to give them the best opportunity to perform to the best of their ability.

RQF Level	Grade	Qualification	Ofqual Qualification Accreditation Number (QAN)
Entry Level (E3)	Entry Level	LAMDA Entry Level Award in Performance (Entry 3)	610/4010/1
Level 1	Grade 1	LAMDA Level 1 Award in Performance (Grade 1)	610/4011/3
	Grade 2	LAMDA Level 1 Award in Performance (Grade 2)	610/4012/5
	Grade 3	LAMDA Level 1 Award in Performance (Grade 3)	610/4013/7
Level 2	Grade 4	LAMDA Level 2 Award in Performance (Grade 4)	610/4014/9
	Grade 5	LAMDA Level 2 Award in Performance (Grade 5)	610/4015/0
Level 3	Grade 6	LAMDA Level 3 Certificate in Performance (Grade 6)	610/4016/2
	Grade 7	LAMDA Level 3 Certificate in Performance (Grade 7)	610/4017/4
	Grade 8	LAMDA Level 3 Certificate in Performance (Grade 8)	610/4018/6

The Qualification Accreditation Number (QAN) is a unique identifier provided by Ofqual.

Performance Qualification

(Learners must complete one unit to achieve the Qualification)

Acting	Devising Drama	Miming
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The appropriate Qualification Title, Qualification Accreditation Number (QAN) and the unit chosen will appear on Learners' final certification documentation.

Reasonable Adjustments and Special Considerations

Reasonable Adjustments and Special Considerations are designed to facilitate access to Qualifications for Learners who have particular requirements. Further information can be obtained from LAMDA Examinations' published *Reasonable Adjustments and Special Considerations Policy*, which is available to download from the LAMDA website: www.lamda.ac.uk/lamda-exams

Assessment and Grading

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

All LAMDA graded Qualifications require external assessment. External assessment is a form of independent assessment where Assessment Criteria for each Qualification are set by LAMDA and marked by a LAMDA Examinations Examiner.

LAMDA Graded Examinations in Performance use practical assessment as its method for external assessment.

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

Learners must achieve a minimum of a pass for all Assessment Criteria and meet the minimum overall mark in order to achieve a pass for the whole qualification. Learners who fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

A Learner Examination Report (LER) will be completed by the Examiner for each assessment. This will show a result for each Assessment Criteria which could be Distinction (D), Merit (M), Pass (P), or Fail.

Invalidation Policy

LAMDA operates an Invalidation Policy for all its Qualifications.

All Learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners must also comply with all LAMDA Examination Regulations as detailed at the start of each Unit/ Discipline (e.g. Acting).

Learners who do not adhere to these requirements will be at risk of Invalidation. All potential invalidations are submitted by the Examiner and are reviewed by LAMDA to ensure fair, valid and consistent decisions are made. If an examination is Invalidated, LAMDA will issue a result of 'Invalidated' and will not award a certificate for the Learner's assessment.

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

A Note on Language

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

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

Accent

LAMDA welcomes Learners from all over the world and encourages performances in a wide range of individual accents. Whilst taking examinations, LAMDA encourages Learners to find clarity and intelligibility within their own accent rather than speaking in any particular accent.

Essential Resources

The LAMDA Acting Anthology - Volume 5 is a collection of solo and duologue scenes from published plays, novels and books and is a required publication for Learners taking LAMDA Graded Examinations in Acting from Grade 1 to Grade 5.

Details of all LAMDA publications for the examinations are available on the LAMDA Exams website: www.lamda.ac.uk/lamda-exams

Support Material

LAMDA expects that this syllabus document is used in conjunction with a range of supporting resources.

Mandatory resources are Free of Charge and include Teacher Support Materials, FAQs and Policies. They can be accessed via the LAMDA website: www.lamda.ac.uk/lamda-exams.

LAMDA also produce a range of optional supporting resources. These can be purchased from our online shop.

Selecting pieces with sensitivity

LAMDA Exams is constantly exploring ways to make our syllabi as inclusive as possible. We work with the industry to create positive change and encourage conversation around equality, diversity and inclusivity.

We recommend Teachers and Learners to cast with sensitivity and consideration of the themes and experiences of the character portrayed, particularly in relation to age, religion, race, gender and disability.

Learners can play characters of any gender. Unless explicitly stated in the Examination Content, Learners presenting a published or Set text should not change the text. Character names and pronouns should remain as originally written by the playwright/author.

It is important in these contexts that Teachers work with Learners to ensure that they can perform their text in a way that allows the Learner to meet the Assessment Criteria. For example, 'to demonstrate an understanding of the character' the Learner must be able to portray the character in a way that complements the context within which pieces were originally written.



LAMDA Graded Examinations in Performance: Acting

(Solo/Duologue, and Combined – Levels 1 and 2 only)

From 1 August 2024

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. Interpretive skills**
- 2. Technical skills**
- 3. Knowledge of the performance process**

Broad Objectives of the Qualification

1. Interpretive 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 and 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 on acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud, Joan Littlewood, Meisner, Graeae Theatre Company, Uta Hagan, Talawa and Tamasha (Grade 8 only)

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 – 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 - Acting

1. The set acting scenes for each grade are printed in full in the *LAMDA Acting Anthology – Volume 5*.
2. The Learner(s) will perform the chosen Set Scenes as they are presented in the *LAMDA Acting Anthology – Volume 5*. Edits of any kind are not permitted.
3. 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. Full costume changes during an examination are not permitted and any changes must be minimal and must not impact the flow of the exam.
4. Hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted.
5. The Learner(s) should only play one character in their selected scenes. Multiple characters in a solo performance must only be played if the playwright or the style of the piece specifically calls for them to be played by one performer. This means, for example, that one Learner cannot adapt a Duologue to play both characters.
6. No unauthorised person will be allowed to be present during the examination. An ‘authorised person’ is a person (that is not being assessed), who has been permitted by LAMDA Exams to enter the examination room in line with the requirements of the Learner’s Reasonable Adjustment.
7. Where music and/or sound effects (live or recorded) are integrated into a performance, the Learner must provide and operate their own equipment. Any use of music and/or sound effects must not affect the flow or timing of the exam.
8. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless it is:
 - Required as a prop and turned off
 - Required to play music/sound effects, is in airplane mode and the screen is visible to the examiner throughout the period of use
 - Authorised as part of a LAMDA authorised Reasonable Adjustment and is only used in line with the approved adjustment
 - Shown to the Examiner at the start of the Examination to verify its status (it is off or in airplane mode)
 - Only used for the part(s) of the exam where it is required and is placed out of the reach and view of the Learner for all other sections.

9. Live animals are not permitted in the examination room.
10. The selected repertoire must be performed in English.
11. Own Choice pieces must not share any text with Set Pieces published in the current *LAMDA Acting Anthology – Volume 5*.
12. Own Choice Pieces must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Pieces that have not been reviewed and published by a third party are not allowed.
13. Where a maximum timescale is stated, if a Learner exceeds this time, the Examiner will not mark anything presented after this time.

Please note: If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

LAMDA Entry Level Award in Performance (Entry 3): Acting: Solo/Duologue

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20

Total Qualification Time: 40

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 wide imagined audience, of which the Examiner is a part. The Learner(s) should not present 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: Understand the character in the chosen scene and where the scene is taking place

Total Time Allowance

Solo – 10 minutes

Duologue – 15 minutes

Examination Content: Entry Level Acting

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 feature film 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 anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ and ‘feature film’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

Knowledge

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

- How the character is feeling in the scene
- The location of the scene

Assessment and Grading Criteria: Entry Level

Learning Outcomes	Assesment Criteria
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
LO4: Understand the character in the scene and where the scene is taking place	4.1 Outline the feelings of the character in the scene 4.2 Describe the location of the scene

Marking Scheme: Entry Level

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+

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.

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 a clear outline of how the character is feeling in the scene and a detailed description of the location.

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 feelings and the location of the scene.

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 the scene location, and the character's feelings.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail 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.

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

LAMDA Level 1 Award in Performance: Acting: Solo/Duologue/Combined

RQF Level: 1

Grade 1	Guided Learning Hours: 20	Total Qualification Time: 60
Grade 2	Guided Learning Hours: 25	Total Qualification Time: 70
Grade 3	Guided Learning Hours: 30	Total Qualification Time: 80

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 wide imagined audience, of which the Examiner is a part. The Learner(s) should not present 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

Solo – 15 minutes Duologue – 25 minutes Combined – 25 minutes

Examination Content: Grade 1 Acting

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 either perform from memory either one set duologue scene together, or one set solo scene each from the lists provided below.

Solo Scenes

Is This A Fairytale? by Bea Webster

Cheese and Pickle by Rosa Hesmondhalgh

The Raven by Hannah Lavery

Edward II by Christopher Marlowe, adapted by LAMDA

The Letter by Trish Cooke

Androcles and the Lion by George Bernard Shaw, adapted by LAMDA

Off the Grid by David Lane

Little Violet and the Angel by Philip OsmentIt

Makes You Wonder by Nick Teed

Wendy & Peter Pan by Ella Hickson, adapted from the novel by J. M. Barrie

Duologue Scenes

The Fir Tree by Hannah Khalil

The Skin You're In by Rosa Hesmondhalgh

Ella and Buttons Make Their Own Party by Trish Cooke

Adventures of Snow Black and Rose Red by Valerie Mason-John

Oliver Twist by Anya Reiss, adapted from the novel by Charles Dickens

Little Red and Big Blue's Deal by Trish Cooke

Like Lennon by Rosa Hesmondhalgh

Peer Gynt by Henrik Ibsen, adapted by LAMDA

Recycling Mayhem by Kirsten Charters

Peter Pan Goes Wrong by Henry Lewis, Jonathan Sayer and Henry Shields

The set scenes are printed in full in the *LAMDA Acting Anthology - Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated 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 feature film 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 anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ and ‘feature film’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene(s) must be a minimum of 2 minutes and no more than 3 minutes.

Knowledge

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

- The location of each scene
- What the character would be wearing in the scenes and why they would be wearing it
- How the character feels within each scene

Assessment and Grading Criteria: Grade 1 Acting

Learning Outcomes	Assesment 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 the character
LO4: Know and understand the characters and situations in the chosen scenes	4.1 Describe the location of the scenes 4.2 Describe what the character would be wearing in the scenes and why they would be wearing it 4.3 Outline how your characters feel in the scenes

Examination Content: Grade 2 Acting

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 either perform from memory either one set duologue scene together, or one set solo scene each from the lists provided below.

Solo Scenes

When This Is Over by Ned Glasier, Sadeysa Greenaway-Bailey
and Company Three

Robin Hood by Laura Dockrill, adapted from the novel by Howard Pyle

Twitch by Rosa Hesmondhalgh

The Wish Collector by Oladipo Agboluaje

This Massive Universe by Hannah Kennedy

Through the Looking-Glass by Lewis Carroll, adapted by LAMDA

A Husband for Mum by Trish Cooke

At First I Was Afraid... (I Was Petrified!) by Douglas Maxwell

King Henry V by William Shakespeare, adapted by LAMDA

Come to Where I'm From by Sarah McDonald-Hughes

Duologue Scenes

The Book of Dust - La Belle Sauvage by Bryony Lavery,
adapted from the novel by Philip Pullman

The Wind in the Willows by Kenneth Grahame, adapted by LAMDA

A Monster Called Hex by Hannah Kennedy

Tuesday by Alison Carr

Pigeon English by Gbolahan Obisesan,
adapted from the novel by Stephen Kelman

Coram Boy by Helen Edmundson, adapted from the novel by Jamila Gavin

Sherbet by Sarah McDonald-Hughes and Curtis Cole

Hamlet by William Shakespeare, adapted by LAMDA

The Sweetness of a Sting by Chinonyerem Odimba

Wolfie by Ross Willis

The set scenes are printed in full in the *LAMDA Acting Anthology - Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated 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 feature film 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 anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ and ‘feature film’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene(s) must be a minimum of 2 minutes and no more than 3 minutes.

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

Assessment and Grading Criteria: Grade 2 Acting

Learning Outcomes	Assesment Criteria
<p>LO1: Perform two scenes from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> 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
<p>LO2: Use vocal skills in response to the text</p>	<ul style="list-style-type: none"> 2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text
<p>LO3: Use the performance space in response to the text</p>	<ul style="list-style-type: none"> 3.1 Perform with movement and facial expression appropriate to the character
<p>LO4: Know and understand the characters and situations in the chosen scenes</p>	<ul style="list-style-type: none"> 4.1 Describe the location of the scenes 4.2 Outline what is happening in the scenes 4.3 Give an overview of how the characters feel in each scene

Examination Content: Grade 3 Acting

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 either perform from memory either one set duologue scene together, or one set solo scene each from the lists provided below.

Solo Scenes

A-Typical Rainbow by JJ Green

Little Women by Anne-Marie Casey,

adapted from the novel by Louisa May Alcott

Life of Pi by Lolita Chakrabarti, adapted from the novel by Yann Martel

A Little Princess by Frances Hodgson Burnett, adapted by LAMDA

Blue Tongue by Evan Placey

Dido, Queen of Carthage by Christopher Marlowe, adapted by LAMDA

Proud by Hannah Kennedy

Crusaders by Frances Poet

The Old Bachelor by William Congreve

Red Dust Road by Tanika Gupta, adapted from the novel by Jackie Kay

Duologue Scenes

Alice in Wonderland by Jack Bradfield, Gerel Falconer
and Poltergeist Theatre

Wuthering Heights by Emily Brontë, adapted by LAMDA

Bright. Young. Things. by Georgia Christou

Maine Road by Sarah McDonald-Hughes

Love and Information by Caryl Churchill

The Bone Sparrow by S. Shakhidharan,
adapted from the novel by Zana Fraillon

A Midsummer Night's Dream by William Shakespeare, adapted by LAMDA

Skunk by Zawe Ashton

Daytime Deewane by Azan Ahmed

Flicker by Hannah Kennedy

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated 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 feature film 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 anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ and ‘feature film’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene(s) must be a minimum of 2 minutes and no more than 3 minutes.

Knowledge

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

- The location of each scene
- What is happening in each scene and how the characters feel about the events

Assessment and Grading Criteria: Grade 3 Acting

Learning Outcomes	Assesment 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 Describe the location of the scenes 4.2 Outline what is happening in each of the scenes and describe how the characters feel about the events

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+

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.

Distinction (80+ 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 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.

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

LAMDA Level 2 Award in Performance: Acting: Solo/Duologue/Combined

RQF Level: 2

Grade 4	Guided Learning Hours: 40	Total Qualification Time: 100
Grade 5	Guided Learning Hours: 50	Total Qualification Time: 120

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

Solo – 20 minutes

Duologue – 35 minutes

Combined – 35 minutes

Examination Content: Grade 4 Acting

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 either perform from memory either one set duologue scene together, or one set solo scene each from the lists provided below.

Solo Scenes

The Curious Incident of the Dog in the Night-Time by Simon Stephens,
adapted from the novel by Mark Haddon

Two Billion Beats by Sonali Bhattacharyya

A Woman of No Importance by Oscar Wilde, adapted by LAMDA

I Am Yusuf and This Is My Brother by Amir Nizar Zuabi

Women Beware Women by Thomas Middleton

Dance Nation by Clare Barron

The Two Gentlemen of Verona by William Shakespeare

Antigone by Lulu Raczka, adapted from the text by Sophocles

Nomad Motel by Carla Ching

A Doll's House by Henrik Ibsen, translated by Kenneth McLeish

Duologue Scenes

Glow by Manjinder Virk

Doctor Faustus by Christopher Marlowe

Heavy Weather by Lizzie Nunnery

Fast by Fin Kennedy

The Tempest by William Shakespeare

Everybody's Talking About Jamie: Teen Edition

by Tom MacRae and Dan Gillespie Sells

The Importance of Being Earnest by Oscar Wilde

Gone Too Far! by Bola Agbaje

The Maladies by Carmen Nasr

Frankenstein by Mary Shelley, adapted by LAMDA

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated 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 feature film 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 anywhere in the *LAMDA Acting Anthology - Volume 5*.

Definitions of key terms such as 'published' and 'feature film' can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene(s) must be a minimum of 2 minutes and no more than 4 minutes.

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
- How the physical characterisation in response to each situation helped to reflect the character's feelings, moods and thoughts
- The working stage areas*, giving an example of how and why one area was used in the scenes

*The Examiner will select four working stage areas from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and wings. The Learner can select one of these to give an example of how and why it was used in the chosen piece, or the Examiner will ask a subsidiary question if no examples are naturally given.

Assessment and Grading Criteria: Grade 4 Acting

Learning Outcomes	Assesment Criteria
<p>LO1: Perform two scenes from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> 1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of how the character feels, including showing their moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness
<p>LO2: Use vocal skills to respond appropriately to the text</p>	<ul style="list-style-type: none"> 2.1 Sustain vocal control through and to the end of phrases 2.2 Use effective modulation 2.3 Speak with clarity of diction
<p>LO3: Create a physical response to the text</p>	<ul style="list-style-type: none"> 3.1 Communicate the physicality of both characters through appropriate movement, posture, body language and facial expression 3.2 Make appropriate use of the performance space
<p>LO4: Know and understand the characters, situations and staging in the chosen scenes</p>	<ul style="list-style-type: none"> 4.1 Describe how the characters feel in the scenes and what they are trying to achieve 4.2 Explain how your physical characterisation helped to reflect the character, their feelings, moods and thoughts 4.3 Identify the positions of up to four of the working stage areas, giving an example of how and why one area was used in your scenes

Examination Content: Grade 5 Acting

Scene 1 (Set Scene): Interpretation and Technique

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

Combined Learners will either perform from memory either one set duologue scene together, or one set solo scene each from the lists provided below.

Solo Scenes

Wonder Boy by Ross Willis
Listen To Your Parents by Benjamin Zephaniah
Votes for Women by Elizabeth Robins, adapted by LAMDA
My Son's a Queer (But What Can You Do?) by Rob Madge
De Monfort by Joanna Baillie
The Diary of a Hounslow Girl by Ambreen Razia
Hamish by Jack Thorne
Women of Troy by Euripides, translated by Kenneth McLeish
Candida by George Bernard Shaw, adapted by LAMDA
Offside by Sabrina Mahfouz and Hollie McNish

Duologue Scenes

Noughts & Crosses by Sabrina Mahfouz,
adapted from the novel by Malorie Blackman
The Duchess of Malfi by John Webster, adapted by LAMDA
Anita and Me by Tanika Gupta, adapted from the novel by Meera Syal
Twelfth Night by William Shakespeare
Red Pitch by Tyrell Williams
Hedda Gabler by Henrik Ibsen
Sleepova by Matilda Feyişayō Ibini
The Great Gatsby by F. Scott Fitzgerald, adapted by LAMDA
Emilia by Morgan Lloyd Malcolm
Treasure Island by Bryony Lavery,
adapted from the novel by Robert Louis Stevenson

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated 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.

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 feature film 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 anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ and ‘feature film’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene(s) must be a minimum of 2 minutes and no more than 4 minutes.

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
- How the physical characterisation in response to each situation helped to reflect the character’s moods and thoughts
- The reasons for the staging choices in the scenes, using the technical terminology of the working stage areas

Assessment and Grading Criteria: Grade 5 Acting

Learning Outcomes	Assesment Criteria Pass
LO1: Perform two scenes from memory, demonstrating an understanding of the material	<ol style="list-style-type: none">1.1 Demonstrate an understanding of the situation and place in which the characters live1.2 Demonstrate an understanding of how the character feels, including showing their moods and thoughts1.3 Perform from memory with fluency, focus and naturalness
LO2: Use vocal skills to respond appropriately to the text	<ol style="list-style-type: none">2.1 Sustain vocal control through and to the end of phrases2.2 Use effective modulation2.3 Speak with clarity of diction
LO3: Create a physical response to the text	<ol style="list-style-type: none">3.1 Communicate the physicality of both characters through appropriate movement, posture, body language and facial expression3.2 Make appropriate use of the performance space
LO4: Know and understand the characters, situations and staging in the chosen scenes	<ol style="list-style-type: none">4.1 Describe how the characters are feeling in the scenes and how they react to their situations4.2 Explain how your physical characterisation helped to reflect the character's feelings, moods and thoughts4.3 Explain the reasons for the staging choices in your scenes, using 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+

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.

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 all 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 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.

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

LAMDA Level 3 Certificate in Performance: Acting: Solo/Duologue

RQF Level: 3

Grade 6	Guided Learning Hours: 60	Total Qualification Time: 140
Grade 7	Guided Learning Hours: 80	Total Qualification Time: 180
Grade 8	Guided Learning Hours: 90	Total Qualification Time: 240

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)

Total Time Allowance

Grade 6 – Bronze Medal

Solo – 25 minutes

Duologue – 40 minutes

Grade 7 – Silver Medal

Solo – 30 minutes

Duologue – 45 minutes

Grade 8 – Gold Medal

Solo – 35 minutes

Duologue – 50 minutes

Examination Content: Grade 6 – Bronze Medal Acting

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 play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC – 4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800 to 31st December 1979

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.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

Definitions of key terms such as ‘published’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The scene must not be set anywhere in the *LAMDA Acting Anthology – Volume 5*.

The performance time of the scene must be a minimum of 2 minutes and no more than 5 minutes.

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 feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the *LAMDA Acting Anthology - Volume 5*.

Definitions of key terms such as 'published' can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene and evidence of the date of publication (e.g. as shown on the relevant title page) should be provided for the Examiner.

The performance time of the scene must be a minimum of 3 minutes and no more than 5 minutes.

Knowledge

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

- The character's objective in each scene performed
- The character's role and how they contribute to the plot of each piece as a whole
- How breathing techniques were used to support the voice in each scene performed

Assessment and Grading Criteria: Grade 6 – Bronze Medal Acting

Learning Outcomes	Assesment Criteria
<p>LO1: Perform the chosen scenes from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> 1.1 Demonstrate an understanding of text and subtext 1.2 Communicate understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
<p>LO2: Use vocal skills in response to the text</p>	<ul style="list-style-type: none"> 2.1 Sustain vocal control through to the end of phrases 2.2 Use effective modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the characterisations
<p>LO3: Create a physical response to the text</p>	<ul style="list-style-type: none"> 3.1 Communicate an understanding of the movement, posture, body language and facial expression required to portray the periods in which the scenes are set 3.2 Make effective use of the performance space
<p>LO4: Know and understand the content and context of the chosen scenes</p>	<ul style="list-style-type: none"> 4.1 Summarise the character's objective in each of the scenes 4.2 Explain the role of each character portrayed and how they contribute to the plot of each piece as a whole 4.3 Explain how breathing techniques were used to support the voice in each scene performed

Examination Content: Grade 7 – Silver Medal Acting

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 play originally published 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.

The scene must not be set anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene must be a minimum of 2 minutes and no more than 5 minutes.

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 feature film originally published during the period 1800 to 31st December 1979.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the *LAMDA Acting Anthology – Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction outlining the context of the extract prior to

the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene must be a minimum of 3 minutes and no more than 5 minutes.

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 feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the *LAMDA Acting Anthology - Volume 5*.

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

The performance time of the scene must be a minimum of 3 minutes and no more than 5 minutes.

Knowledge

The Examiner will select one of the scenes at the time of examination and the Learner will answer questions on the following:

- The character's objective in the scene (this should be the character played in the chosen scene)
- The character's role within the context of the piece as a whole (this should be the character played in the chosen scene)
- How the research into the dramatic style of the period of the piece affected the way the piece is performed
- How the work and influences of the author are reflected in the play as a whole

Assessment and Grading Criteria: Grade 7 – Silver Medal Acting

Learning Outcomes	Assesment Criteria
<p>LO1: Perform the chosen scenes from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> 1.1 Demonstrate an understanding of text and subtext 1.2 Communicate understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
<p>LO2: Use vocal skills in response to the text</p>	<ul style="list-style-type: none"> 2.1 Sustain vocal control through to the end of phrases 2.2 Use effective modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the characterisations
<p>LO3: Create a physical response to the text</p>	<ul style="list-style-type: none"> 3.1 Communicate an understanding of the movement, posture, body language and facial expression required to portray the periods in which the scenes are set 3.2 Make effective use of the performance space
<p>LO4: Know and understand the content and context of the chosen scenes</p>	<ul style="list-style-type: none"> 4.1 Summarise the character's objective in the scene 4.2 Explain the role of the character portrayed, within the context of the piece as a whole 4.3 Explain how your research into the dramatic style of the period of the piece affected the way you performed 4.4 Explain how the work and influences of the author are reflected in the piece as a whole

Examination Content: Grade 8 – Gold Medal Acting

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 play originally published 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.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the *LAMDA Acting Anthology – Volume 5*.

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

The performance time of the scene must be a minimum of 2 minutes and no more than 5 minutes.

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 feature film originally published during the period 1800 to 31st December 1979.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the *LAMDA Acting Anthology – Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction outlining the context of the extract prior to the performance. The introduction should be no more than 30 seconds. A clean,

legible, unannotated copy of the scene should be provided for the Examiner. The performance time of the scene must be a minimum of 3 minutes and no more than 5 minutes.

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 feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the *LAMDA Acting Anthology - Volume 5*.

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

The performance time of the scene must be a minimum of 3 minutes and no more than 5 minutes.

Knowledge

The Learner(s) will answer questions on the following relating to the content and context of the three chosen scenes:

- The processes involved in developing the characters for performance, including how they ensured the key themes and characteristics were effectively portrayed (one character from the three performed will be selected by the Examiner at the time of the examination)
- 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 Learner(s) will answer questions on the following:

- The key principles and influences on 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, Meisner, Graeae Theatre Company, Uta Hagan, Talawa and Tamasha
- How the selected practitioner's key principles and influences have affected the Learner as an actor.

Assessment and Grading Criteria: Grade 8 – Gold Medal Acting

Learning Outcomes	Assesment Criteria
<p>LO1: Perform the chosen scenes from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> 1.1 Demonstrate an understanding of text and subtext 1.2 Communicate understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
<p>LO2: Use vocal skills in response to the text</p>	<ul style="list-style-type: none"> 2.1 Sustain vocal control through to the end of phrases 2.2 Use effective modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the characterisations
<p>LO3: Create a physical response to the text</p>	<ul style="list-style-type: none"> 3.1 Communicate an understanding of the movement, posture, body language and facial expression required to portray the periods in which the scenes are set 3.2 Make effective use of the performance space
<p>LO4: Know and understand the content and context of the chosen scenes</p>	<ul style="list-style-type: none"> 4.1 Explain the processes involved in developing the character, including how the key themes and characteristics were effectively portrayed 4.2 Explain the role of the character portrayed, within the context of the play as a whole
<p>LO5: Know and understand the key principles and influences in the process of acting for one of the listed practitioners</p>	<ul style="list-style-type: none"> 5.1 Summarise the practitioner’s key principles and explain how these have influenced acting 5.2 Explain how the practitioner’s key principles and influences have affected you as an actor

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+

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.

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 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.

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

LAMDA Graded Examinations in Performance: Devising Drama

(Solo/Duologue)

From 1 August 2024

Purpose of the Qualification

LAMDA Graded Examinations in 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. Interpretive skills**
- 2. Technical skills**
- 3. Knowledge of the devising process**

Broad Objectives of the Qualification

1. Interpretive 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 - Devising Drama

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. Full costume changes during an examination are not permitted and any changes must be minimal and must not impact the flow of the exam.
2. Hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted.
3. The Learner(s) should only play one character in their scenes.
4. No unauthorised person will be allowed to be present during the examination. An 'authorised person' is a person (that is not being assessed), who has been permitted by LAMDA Exams to enter the examination room in line with the requirements of the Learner's Reasonable Adjustment.
5. Where music and/or sound effects (live or recorded) are integrated into a performance, the Learner must provide and operate their own equipment. Any use of music and/or sound effects must not affect the flow or timing of the exam.
6. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless it is:
 - Required as a prop and turned off
 - Required to play music/sound effects, is in airplane mode and the screen is visible to the examiner throughout the period of use
 - Authorised as part of a LAMDA authorised Reasonable Adjustment and is only used in line with the approved adjustment
 - Shown to the Examiner at the start of the Examination to verify its status (it is off or in airplane mode)
 - Only used for the part(s) of the exam where it is required and is placed out of the reach and view of the Learner for all other sections
7. Live animals are not permitted in the examination room.
8. Devised scenes must be performed in English.
9. Where a maximum timescale is stated, if a Learner exceeds this time, the Examine will not mark anything presented after this time.

Please note: If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

LAMDA Entry Level Award in Performance (Entry 3): Devising Drama: Solo/Duologue

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20

Total Qualification Time: 40

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.

During their examination, Learners should present their pieces to a wide imagined audience, of which the Examiner is a part. The Learner(s) should not present solely to the Examiner.

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: Entry Level Devising Drama

Devised Scene: Interpretation and Technique

Solo and 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
- My favourite toy or game

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene title prior to the performance.

Knowledge

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

- The reasons for choosing the theme
- Where the scene takes place
- The story of the scene

Assessment and Grading Criteria: Entry Level Devising Drama

Learning Outcomes	Assesment 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 Describe reasons for choosing the theme 4.2 Describe where the scene takes place 4.3 Describe the story of the 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+

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.

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 character, 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 character, 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 character, 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 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.

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

LAMDA Level 1 in Performance: Devising Drama: Solo/Duologue

RQF Level: Entry Level (Entry 3)

Grade 1	Guided Learning Hours: 20	Total Qualification Time: 60
Grade 2	Guided Learning Hours: 25	Total Qualification Time: 70
Grade3	Guided Learning Hours: 30	Total Qualification Time: 80

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.

During their examination, Learners should present their pieces to a wide imagined audience, of which the Examiner is a part. The Learner(s) should not present solely to the Examiner.

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

Solo – 15 minutes

Duologue – 25minutes

Examination Content: Grade 1 Devising Drama

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:

- Something soft
- Something red
- Something to play

The Learner(s) must bring a relevant object into the examination room and use it in the performance. If the relevant object is too big, or not available, the Learner should bring another item to represent the object.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene title prior to the performance.

Knowledge

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

- How the characters look and feel in each devised scene
- The beginning, middle and end of each devised scene

Assessment and Grading Criteria: Grade 1 Devising Drama

Learning Outcomes	Assesment Criteria
<p>LO1: Devise and perform two scenes</p>	<p>1.1 Devise and perform with a clear structure that clarifies character and situation</p> <p>1.2 Demonstrate involvement with the character and situation</p> <p>1.3 Perform with fluency and focus</p>
<p>LO2: Use vocal skills in response to the devised text</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>
<p>LO3: Use the performance space in response to the devised</p>	<p>3.1 Perform with movement appropriate to the character and situation</p>
<p>LO4: Know and understand the content of the devised scene</p>	<p>4.1 Describe how the character looks and feels in each scene</p> <p>4.2 Describe the beginning, middle and end of each devised scene</p>

Examination Content: Grade 2 Devising Drama

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
- Shoes
- Umbrella

The Learner(s) must bring the item into the examination room and use it in the performance. If the relevant object is too big, or not available, the Learner should bring another item to represent the object.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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 of the past (factual or fictional) as a stimulus.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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
- How the Learner wanted the audience to feel in each devised scene

Assessment and Grading Criteria: Grade 2 Devising Drama

Learning Outcomes	Assesment Criteria
<p>LO1: Devise and perform two scenes</p>	<p>1.1 Devise and perform with a clear structure that clarifies character and situation</p> <p>1.2 Demonstrate involvement with the character and situation</p> <p>1.3 Perform with fluency and focus</p>
<p>LO2: Use vocal skills in response to the devised text</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>
<p>LO3: Use the performance space in response to the devised text</p>	<p>3.1 Perform with movement appropriate to character and situation</p>
<p>LO4: Know and understand the content and structure of the devised scenes</p>	<p>4.1 Describe how each character is feeling</p> <p>4.2 Describe the beginning, middle and end of each scene</p> <p>4.3 Describe how you wanted the audience to feel in each scene</p>

Examination Content: Grade 3 Devising Drama

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 events 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 event from List B. The Learners may select the same occupation and event from each list or different occupations and events from each list.

List A

A baker
A teacher
A film star

List B

A new job
Meeting a new person
Receiving a parcel

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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:

- A new taste
- A party
- A mystery

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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
- How the Learner wanted the audience to feel in each devised scene

Assessment and Grading Criteria: Grade 3 Devising Drama

Learning Outcomes	Assesment Criteria
<p>LO1: Devise and perform two scenes</p>	<p>1.1 Devise and perform with a clear structure that clarifies character and situation</p> <p>1.2 Demonstrate involvement with the character and situation</p> <p>1.3 Perform with fluency and focus</p>
<p>LO2: Use vocal skills in response to the devised text</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>
<p>LO3: Use the performance space in response to the devised text</p>	<p>3.1 Perform with movement appropriate to character and situation</p>
<p>LO4: Know and understand the content and structure of the devised scenes</p>	<p>4.1 Describe how each character is feeling</p> <p>4.2 Describe the location of each scene</p> <p>4.3 Describe the beginning, middle and end of each scene</p> <p>4.4 Describe how you wanted the audience to feel in each scene</p>

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+

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.

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 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.

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

LAMDA Level 2 Award in Performance: Devising Drama: Solo/Duologue

RQF Level: 2

Grade 4	Guided Learning Hours: 40	Total Qualification Time: 100
Grade 5	Guided Learning Hours: 50	Total Qualification Time: 120

Level Description

The 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.

During their examination, Learners should present their pieces to a wide imagined audience, of which the Examiner is a part. The Learner(s) should not present solely to the Examiner.

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

Solo – 20 minutes

Duologue – 30 minutes

Examination Content: Grade 4 Devising Drama

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:

- 'Get me out of here'
- 'I didn't know you'd be here'
- 'That's not yours'

The chosen phrase must be used in the performance.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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 painting.

The Learner(s) must bring a picture of the painting into the examination room and use it in the performance.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to 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 scene
- The working stage areas*, giving an example of how and why one area was used in the scenes

*The Examiner will select four working stage areas from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and wings. The Learner can select one of these to give an example of how and why it was used in the chosen piece, or the Examiner will ask a subsidiary question if no examples are naturally given.

Assessment and Grading Criteria: Grade 4 Devising Drama

Learning Outcomes	Assesment Criteria
LO1: Devise and perform two scenes	<ul style="list-style-type: none">1.1 Devise and perform with a clear structure1.2 Demonstrate an understanding of the situation and place in which the characters appear1.3 Demonstrate an understanding of the characters' feelings, including their moods and thoughts1.4 Perform with fluency, focus and spontaneity
LO2: Use vocal skills in response to the devised text	<ul style="list-style-type: none">2.1 Speak with audibility2.2 Speak with clarity of diction
LO3: Create a physical response to the devised text	<ul style="list-style-type: none">3.1 Communicate the personal characteristics of the characters through appropriate movement, posture, body language and facial expression3.2 Make appropriate use of the performance space
LO4: Know and understand the preparation and content of the devised scenes	<ul style="list-style-type: none">4.1 Explain the reasons for the choice of phrase for Scene 14.2 Describe the planning and preparation of each scene4.3 Identify the positions of up to four of the working stage areas, giving an example of how and why one area was used in your scenes

Examination Content: Grade 5 Devising Drama

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 camping trip
- The waiting room
- The station

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to 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:

- Digging
- Cooking
- Decorating

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene title prior to the performance.

Knowledge

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

- The reasons for the choice of title and stimulus for each scene
- The planning and preparation of each scene
- The reasons for each character's movements
- The reasons for the staging choices made in each scene, using the technical terminology of the working stage areas

Assessment and Grading Criteria: Grade 5 Devising Drama

Learning Outcomes	Assesment Criteria
LO1: Devise and perform two scenes	<ul style="list-style-type: none">1.1 Devise and perform with a clear structure1.2 Demonstrate an understanding of the situation and place in which the characters appear1.3 Demonstrate an understanding of the characters' feelings, moods and thoughts1.4 Perform with fluency, focus and spontaneity
LO2: Use vocal skills in response to the devised text	<ul style="list-style-type: none">2.1 Speak with audibility2.2 Speak with clarity of diction
LO3: Create a physical response to the devised text	<ul style="list-style-type: none">3.1 Communicate the personal characteristics of both characters through appropriate movement, posture, body language and facial expression3.2 Make appropriate use of the performance space
LO4: Know and understand the preparation and content of the devised scenes	<ul style="list-style-type: none">4.1 Summarise the reasons for the choice of title and stimulus for each scene4.2 Describe the planning and preparation of each scene4.3 Outline why the characters move as they do in each scene4.4 Summarise the reasons for the staging choices in your scenes, using technical terminology 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+

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.

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 movement, posture, body language 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 all 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' feelings, moods 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' feelings, 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 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.

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

LAMDA Level 3 Certificate in Performance: Devising Drama: Solo/Duologue

RQF Level: 3

Grade 6	Guided Learning Hours: 60	Total Qualification Time: 140
Grade 7	Guided Learning Hours: 80	Total Qualification Time: 180
Grade 8	Guided Learning Hours: 90	Total Qualification Time: 240

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.

During their examination, Learners should present their pieces to a wide imagined audience, of which the Examiner is a part. The Learner(s) should not present solely to the Examiner.

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

Total Time Allowance

Grade 6 and Grade 7

Solo – 25 minutes

Duologue – 35 minutes

Grade 8

Solo – 30 minutes

Duologue – 40 minutes

Examination Content: Grade 6 Devising Drama

Devised Scene 1: Interpretation and Technique

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

- An advertisement
- A cooking competition
- A talk show
- A game show

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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 news article.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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.

1 minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of 1 minute and no more than 2 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 taken to prepare each devised scene
- The challenges faced when devising each scene, and how these were overcome in the performance

Assessment and Grading Criteria: Grade 6 Devising Drama

Learning Outcomes	Assesment Criteria
<p>LO1: Devise and perform two scenes</p>	<ol style="list-style-type: none"> 1. Devise and perform with a clear structure 1.2 Demonstrate an understanding of the place and period in which the characters appear 1.3 Communicate an understanding of the intentions and objectives of the characters 1.4 Perform with fluency, focus and spontaneity
<p>LO2: Use vocal skills in response to the devised text</p>	<ol style="list-style-type: none"> 2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the characterisations
<p>LO3: Create a physical response to the devised text</p>	<ol style="list-style-type: none"> 3.1 Communicate the personal characteristics of both characters through appropriate movement, posture, body language and facial expression 3.2 Make effective use of the performance space
<p>LO4: Perform an improvised scene</p>	<ol style="list-style-type: none"> 4.1 Perform an improvised scene with a clear structure from a given stimulus
<p>LO5: Know and understand the content of the devised pieces</p>	<ol style="list-style-type: none"> 5.1 Summarise the characters' objective and mood in each devised scene and their reactions to other characters and/or events
<p>LO6: Know and understand the devising process</p>	<ol style="list-style-type: none"> 6.1 Explain the steps taken to prepare each devised scene 6.2 Explain the challenges faced when devising each scene, and how these were overcome in the performance

Examination Content: Grade 7 Devising Drama

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 unexpected
- Conflict
- Beginnings
- Power
- Humour

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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, or famous historical figure of their own choice.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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.

1 minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of 1 minute and no more than 2 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 each devised scene (including character objectives, mood and reactions to other characters and/or events)
- The steps undertaken to prepare each devised scene
- The differences between improvisation and devising drama

Assessment and Grading Criteria: Grade 7 Devising Drama

Learning Outcomes	Assesment Criteria
<p>LO1: Devise and perform two scenes</p>	<ol style="list-style-type: none"> 1. Devise and perform with a clear structure 1.2 Demonstrate an understanding of the place and period in which the characters appear 1.3 Communicate an understanding of the intentions and objectives of the characters 1.4 Perform with fluency, focus and spontaneity
<p>LO2: Use vocal skills in response to the devised text</p>	<ol style="list-style-type: none"> 2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the characterisations
<p>LO3: Create a physical response to the devised text</p>	<ol style="list-style-type: none"> 3.1 Communicate the personal characteristics of the characters through appropriate movement, posture, body language and facial expression 3.2 Make effective use of the performance space
<p>LO4: Perform an improvised scene</p>	<ol style="list-style-type: none"> 4.1 Perform an improvised scene with a clear structure from a given stimulus
<p>LO5: Know and understand the content of the devised pieces</p>	<ol style="list-style-type: none"> 5.1 Explain the reasons for the choice of ending in each devised scene 5.2 Summarise the character's objective and mood in each devised scene and their reactions to other characters and/or events
<p>LO6: Know and understand the devising process</p>	<ol style="list-style-type: none"> 6.1 Explain the steps taken to prepare each devised scene 6.2 Explain the differences between improvisation and devising drama

Examination Content: Grade 8 Devising Drama

Devised Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared scene of their own devising based on a classic literary work from the 19th or 20th Centuries.

The performance time of the scene must be a minimum of 4 minutes and no more than 5 minutes.

The Examiner will ask the Learner(s) to announce the title, author and publication date of the literary work upon which the devised scene is based.

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 4 minutes and no more than 5 minutes.

The Examiner will ask the Learner(s) to announce the stimulus chosen and the scene 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.

1 minute may be taken to prepare the scene prior to the performance.

The performance time of the scene must be a minimum of 1 minute and no more than 2 minutes.

Knowledge

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

- The reasons for the choice of text for Scene 1
- The research carried out to prepare for the devised scenes
- How style and period were conveyed in the devised scenes
- The character(s) portrayed in the devised scenes (including character objectives, mood and reactions to other characters and/or events)
- The steps taken to prepare each devised scene
- The benefits of using improvisation to devise drama

The Examiner will ask Learner(s) about their devised scenes. They will not ask all questions for all devised scenes; the Examiners will select which scene they ask about at the time of examination. The Learner(s) should be prepared to answer all questions for each devised scene.

Assessment and Grading Criteria: Grade 8 Devising Drama

Learning Outcomes	Assesment Criteria
LO1: Devise and perform two scenes	1.1 Devise and perform with a clear structure 1.2 Demonstrate an understanding of the place and period in which the characters appear 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 characterisations
LO3: Create a physical response to the devised text	3.1 Communicate the personal characteristics of both characters through appropriate movement, posture, body language 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 Summarise the reasons for the choice of text used as a stimulus for Scene 1 5.2 Outline the research carried out to prepare the devised scenes 5.3 Explain how style and period were conveyed in the devised scenes 5.4 Summarise the character's objective and mood in the devised scenes and their reactions to other characters and/or events
LO6: Know and understand the devising process	6.1 Summarise the steps taken to prepare each devised scene 6.2 Explain the benefits of using improvisation to devise 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+

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.

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 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.

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

LAMDA Graded Examinations in Performance: Miming

(Solo/Duologue)

From 1 August 2024

Purpose of the Qualification

LAMDA Graded Examinations in Miming are designed to develop the skills necessary to create a performance using mime.

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:

- Communicate an activity, situation and/or character through mime
- Engage with an activity, situation and/or character in order to create a sense of reality

2. Technical skills

The Learner(s) will be required to:

- Develop skills in physical awareness, control, precision and coordination

3. Knowledge of the performance process

The Learner(s) will be required to:

- Know and understand how to create and structure mimes and mime scenes for performance
- Know and understand the influences on the development and presentation of mime for one influential practitioner (Grade 8 only).

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 Miming 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 mimes increase in technical difficulty as the grades progress
- The knowledge required increases as the grades progress

LAMDA Examinations in Miming are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duologue (two Learners) where the Learners perform mimes individually and mime scenes together

Examination Regulations – Miming

1. Nudity is not permitted.
2. Learners must not use their voice in any part of the Mime and/or Mime Scene(s).
3. Words must not be mouthed by the Learner(s) in their mimes / mime scenes.
4. No unauthorised person will be allowed to be present during the examination. An 'authorised person' is a person (that is not being assessed), who has been permitted by LAMDA Exams to enter the examination room in line with the requirements of the Learner's Reasonable Adjustment.
5. Where music and/or sound effects (live or recorded) are integrated into a performance, the Learner must provide and operate their own equipment. Any use of music and/or sound effects must not affect the flow or timing of the exam.
6. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless it is:
 - Required to play music/sound effects, is in airplane mode and the screen is visible to the examiner throughout the period of use
 - Authorised as part of a LAMDA authorised Reasonable Adjustment and is only used in line with the approved adjustment
 - Shown to the Examiner at the start of the Examination to verify its status (it is off or in airplane mode)
 - Only used for the part(s) of the exam where it is required and is placed out of the reach and view of the Learner for all other sections
 - Being used as an electronic note pad, does not breach any requirements laid out in this regulation and is used in line with the instructions laid out in regulation 11
7. Props are not permitted for use in Miming examinations. Tables and chairs are permitted in the examination room for the purposes of staging a mime or mime scene.
8. The Learner(s) should only play one character in each Mime and/or Mime Scene(s).
9. Live animals are not permitted in the examination room.
10. Where a maximum timescale is stated, if a Learner exceeds this time, the Examiner will not mark anything presented after this time.

11. Knowledge questions for Mime exams may be answered verbally or by writing a response to the examiner's questions within the exam. If using writing as a method of communication, the Learner must provide all the resources to facilitate this. Paper or screens used to write responses must be clean and free from any notes or annotations.

If a Learner can write their response on paper or an electronic note pad (in line with Regulation 6) in full view of the Examiner and does not require additional time to complete this, then there is no requirement to submit a Reasonable Adjustment.

In the following circumstances, we highly recommend that a Reasonable Adjustment application is made in line with the timescales laid out in the LAMDA Policy (at least 6 weeks in advance of the exam date).

- If a Learner requires extra exam time to write their responses
- If a Learner communicates with the aid of a BSL or Makaton interpreter
- If a Learner requires any other Reasonable Adjustments

Please note: If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

LAMDA Entry Level Award in Performance: Miming: Solo/Duologue

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20

Total Qualification Time: 40

Level Description

The LAMDA Entry Level Award in Performance: Miming is designed to introduce Learners to very simple miming skills. Learners will be able to create and perform a mime scene that consists of a sequence of activities. Movement will be clear and confident. The use of space will complement the performance.

Learning Outcomes

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

Interpretation

LO1: Create and perform one mime scene

Technique

LO2: Know and apply the techniques required to perform a mime scene

Knowledge

LO3: Know and understand the content of the mime scene

Total Time Allowance

Solo – 15 minutes

Duologue – 20 minutes

Examination Content: Entry Level Miming

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene that consists of a sequence of activities. The Learner(s) must use one of the following titles:

- The kitchen
- The café
- The park

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be handwritten or printed, but must be clear and legible.

Knowledge

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

- The reasons for the choice of title
- The sequence of activities within the mime scene

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Entry Level Miming

Learning Outcomes	Assesment Criteria
LO1: Create and perform one mime scene	1.1 Create and perform a scene with an appropriate sequence of activities 1.2 Demonstrate involvement with the content
LO2: Know and apply the techniques required to perform a mime scene	2.1 Communicate the sequence of activities with clarity 2.2 Perform with movement appropriate to the performance space
LO3: Know and understand the content of the mime scene	3.1 Explain the reasons for the choice of title for the scene 3.2 Describe the sequence of activities in the scene

Entry Level: Marking Scheme

Assessment Task		Marks	Total Marks
Mime Scene	Interpretation	40	80
	Technique	40	
		Knowledge	20
		Total Marks	100

Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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 Miming Examinations.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have created and performed a mime scene with a clear and defined structure that includes a sequence of activities. They will have been involved with the content throughout the performance, and movement will have been appropriate and clear throughout. They will have also given detailed answers to questions asked about the choice of title and the sequence of activities within the scene.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have created and performed a mime scene with a secure structure that includes a sequence of activities. They will have been involved with the content for the majority of the performance, and movement will have been appropriate and clear for most of the scene. They will have also given secure answers to questions asked about the choice of title and the sequence of activities within the scene.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have created and performed a mime scene with a basic structure that includes a sequence of activities. They will have been involved with the content for some of the performance, and movement will have been appropriate and clear for some parts of the scene. They will have also given basic answers to questions asked about the choice of title and the sequence of activities within the scene.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail 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.

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

LAMDA Level 1 Award in Performance: Miming: Solo/Duologue

RQF Level: 1

Grade 1	Guided Learning Hours: 20	Total Qualification Time: 60
Grade 2	Guided Learning Hours: 25	Total Qualification Time: 70
Grade 3	Guided Learning Hours: 30	Total Qualification Time: 80

Level Description

The LAMDA Level 1 Award in Performance: Miming is designed to enable Learners to develop basic miming skills. Learners will be able to apply their knowledge, understanding and skills to create and perform one mime and one mime scene. Movement of the hands, feet and face will be precise. Mime scenes will possess a clear and organised dramatic structure. The use of the space will complement the performance.

Learning Outcomes

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

Interpretation

LO1: Create and perform one mime and one mime scene

Technique

LO2: Know and apply the techniques required to perform a mime and a mime scene

Knowledge

LO3: Know and understand the content of the mime and the mime scene

Total Time Allowance

Solo – 20 minutes

Duologue – 25 minutes

Examination Content: Grade 1 Miming

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime focusing on the use of the upper body, hands and face. The Learner(s) must use one of the following titles:

- Styling your hair
- Eating cake
- Blowing bubbles

Duologue Learners must perform their mimes individually.

The performance time of the mime must be a minimum of 30 seconds and no more than 1 minute.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following titles:

- The swimming pool
- A cookery show
- The fairground

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- How each character is feeling in the mime and the mime scene
- The sequence of events in the mime scene

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 1 Miming

Learning Outcomes	Assesment Criteria
<p>LO1: Create and perform one mime and one mime scene</p>	<p>1.1 Create and perform an appropriate sequence of actions and reactions 1.2 Create and perform with a clear structure 1.3 Demonstrate involvement with the content 1.4 Perform with concentration and focus</p>
<p>LO2: Know and apply the techniques required to perform a mime and a mime scene</p>	<p>2.1 Perform with appropriate, clear and accurate movements 2.2 Perform with expressive facial reactions 2.3 Perform with movement appropriate to the performance space</p>
<p>LO3: Know and understand the content of the mime and the mime scene</p>	<p>3.1 Describe the feelings of each character 3.2 Describe the sequence of events in the mime scene</p>

Examination Content: Grade 2 Miming

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime focusing on moving in a certain style. The Learner(s) must use one of the following options:

- An animal
- A robot
- A giant

Duologue Learners must perform their mimes individually.

The performance time of the mime must be a minimum of 30 seconds and no more than 1 minute.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be handwritten or printed, but must be clear and legible.

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following titles:

- The library
- The train station
- The zoo

Duo Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- How each character is feeling
- The use of movement and facial expression in the mime
- The sequence of events in the mime scene

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 2 Miming

Learning Outcomes	Assesment Criteria
<p>LO1: Create and perform one mime and one mime scene</p>	<p>1.1 Create and perform an appropriate sequence of actions and reactions</p> <p>1.2 Create and perform with a clear structure</p> <p>1.3 Demonstrate involvement with the content</p> <p>1.4 Perform with concentration and focus</p>
<p>LO2: Know and apply the techniques required to perform a mime and a mime scene</p>	<p>2.1 Perform with appropriate, clear and accurate movements</p> <p>2.2 Perform with expressive facial reactions</p> <p>2.3 Perform with movement appropriate to the performance space</p>
<p>LO3: Know and understand the content of the mime and the mime scene</p>	<p>3.1 Describe the feelings of each character</p> <p>3.2 Describe the movement and facial expression used in the mime</p> <p>3.3 Describe the sequence of events in the mime scene</p>

Examination Content: Grade 3 Miming

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime focusing on the use of the whole body. The Learner(s) must use one of the following titles:

- Walking the dog
- Building a play fort
- Stepping onto hot sand

Duologue Learners must perform their mimes individually.

The performance time of the mime must be a minimum of 30 seconds and no more than 1 minute.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following titles:

- A night in a tent
- A trip in a rowing boat
- Trapped in a lift

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 2 minutes and no more than 3 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- How each character is feeling
- The use of movement and facial expression in the mime
- The place and situation in the mime scene

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 3 Miming

Learning Outcomes	Assesment Criteria
LO1: Create and perform one mime and one mime scene	1.1 Create and perform an appropriate sequence of actions and reactions 1.2 Create and perform with a clear structure 1.3 Demonstrate involvement with the content 1.4 Perform with concentration and focus
LO2: Know and apply the techniques required to perform a mime and a mime scene	2.1 Perform with appropriate, clear and accurate movements 2.2 Perform with expressive facial reactions 2.3 Perform with movement appropriate to the performance space
LO3: Know and understand the content of the mime and the mime scene	3.1 Describe the feelings of each character 3.2 Describe the movement and facial expression used in the mime 3.3 Describe the place and situation in the mime scene

Level 1: Marking Scheme

Assessment Task		Marks	Total Marks
Mime	Interpretation	15	30
	Technique	15	
Mime Scene	Interpretation	25	50
	Technique	25	
		Knowledge	20
Total Marks			100

Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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 Miming Examinations.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have performed their pieces with accuracy, communicating a clear and defined structure, focusing on the specific parts of the body throughout. The Learner will have remained focused and involved with their scene and mimed action throughout, using appropriate facial expression and reaction. Learners will have given detailed descriptions and explanations to questions asked about the Mime and the Mime Scene.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have performed their pieces with accuracy, communicating a clear structure, focusing on the required parts of the body, for most of the performance. For the most part, the Learner will have remained focused and involved in their performances, using appropriate facial expression, but with some lapses of concentration. Learners will have given general but sometimes in-depth descriptions and explanations to questions asked about the Mime and the Mime Scene.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have performed a Mime and Mime Scene using a simple sequence of events that focuses on the required parts of the body. Learners will have used appropriate facial expression in parts of the scene, but there will have been some lapses in concentration and focus. Learners will have also given basic, but accurate, answers to questions asked about their chosen pieces.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of 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.

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

LAMDA Level 2 Award in Performance: Miming: Solo/Duologue

RQF Level: 2

Grade 4	Guided Learning Hours: 40	Total Qualification Time: 100
Grade 5	Guided Learning Hours: 50	Total Qualification Time: 120

Level Description

The LAMDA Level 2 Award in Performance: Miming is designed to enable Learners to develop a range of miming skills. Learners will be able to demonstrate a sound understanding of how to create and perform one mime and one mime scene. Effective preparation will be evident, leading to a secure performance. The performance will be imaginative with consistent application of developing technical skills. Movement will be clear and coordinated to communicate the mime and mime scene and to engage the audience.

Learning Outcomes

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

Interpretation

L01: Create and perform one mime and one mime scene

Technique

L02: Know and apply the techniques required to perform a mime and a mime scene

Knowledge

L03: Know and understand the content of the mime and the mime scene

Total Time Allowance

Solo – 25 minutes

Duologue – 30 minutes

Examination Content: Grade 4 Miming

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime depicting a character involved in a specific occupation.

Duologue Learners must perform their mimes individually.

The performance time of the mime must be a minimum of 1 minute and no more than 2 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and outline how their mime links to the stimulus. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene: Interpretation and Technique

Solo Learners will perform a prepared mime scene depicting a character and situation from the story of a book.

Duologue Learners will perform a prepared mime scene depicting a situation involving two characters from the story of a book. Duo Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and outline how their mime links to the stimulus. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- The movements required to depict the character and occupation presented in the mime
- The reasons behind the choice of character and situation in the mime scene
- How the mime scene was developed
- The feelings of the character in the mime scene and how they react to the situation
- The use of the performance space in the mime and mime scene

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 4 Miming

Learning Outcomes	Assesment Criteria
<p>LO1: Create and perform one mime and one mime scene</p>	<ul style="list-style-type: none"> 1.1 Create and perform an appropriate and clear sequence of actions and reactions 1.2 Create and perform with a clear structure 1.3 Perform with concentration and focus 1.4 Demonstrate involvement with the character and situation
<p>LO2: Know and apply the techniques required to perform a mime and a mime scene</p>	<ul style="list-style-type: none"> 2.1 Communicate the personal characteristics of the characters through appropriate movement, posture, body language and facial expression 2.2 Demonstrate controlled and coordinated movement 2.3 Perform with movement appropriate to the performance space
<p>LO3: Know and understand the content of the mime and the mime scene</p>	<ul style="list-style-type: none"> 3.1 Describe the movements used to depict the character and occupation in the mime 3.2 Explain the reasons for the choice of character and situation in the mime scene and how the scene was developed 3.3 Describe how the character is feeling in the mime scene and how they react to the situation 3.4 Explain the use of the performance space in each scene

Examination Content: Grade 5 Miming

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime depicting a mythical creature.

Duologue Learners must perform their mimes individually.

The performance time of the mime must be a minimum of 1 minutes and no more than 2 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and outline how their mime links to the stimulus. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be handwritten or printed, but must be clear and legible.

Mime Scene: Interpretation and Technique

Solo Learners will perform a prepared mime scene depicting a character of their own choice who interacts with one or more imagined character(s).

Duologue Learners will perform a prepared mime scene; each Learner will depict a character of their own choice who interacts with one or more imagined character(s). Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and outline how their mime links to the stimulus. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be handwritten or printed, but must be clear and legible.

Knowledge

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

- How the physical characteristics of the mythical creature depicted in the mime affected their movement
- The behaviour of the imagined character(s) in the mime scene and the reaction of the character(s) to this behaviour
- How the interaction was created and developed between the characters in the mime scene
- The use of the performance space in the mime and mime scene

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 5 Miming

Learning Outcomes	Assesment Criteria
LO1: Create and perform one mime and one mime scene	<ol style="list-style-type: none">1.1 Create and perform a clear and appropriate sequence of actions and reactions1.2 Create and perform with a clear structure1.3 Perform with concentration and focus1.4 Demonstrate involvement with the character(s) and situation in the mime scene
LO2: Know and apply the techniques required to perform a mime and a mime scene	<ol style="list-style-type: none">2.1 Communicate the personal characteristics of the characters through appropriate posture, movement, body language and facial expression2.2 Demonstrate controlled and coordinated movement2.3 Perform with movement appropriate to the performance space
LO3: Know and understand the content of the mime and the mime scene	<ol style="list-style-type: none">3.1 Describe the physical characteristics of the creature depicted in the mime and how these affected movement3.2 Describe the behaviour of the imagined characters in the mime scene and how you reacted to this behaviour3.3 Summarise how the interaction between the characters in the mime scene was created and developed3.4 Explain the use of the performance space in each scene

Level 2: Marking Scheme

Assessment Task		Marks	Total Marks
Mime	Interpretation	15	30
	Technique	15	
Mime Scene	Interpretation	25	50
	Technique	25	
		Knowledge	20
		Total Marks	100

Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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 Miming Examinations.

Distinction

A Learner who achieves a Distinction grade will have created and performed a Mime and a Mime Scene with a clear and defined structure. The Learner will have demonstrated thorough involvement with their characters through appropriate posture, body language and facial expression, and demonstrated controlled and coordinated movement throughout, whilst also maintaining concentration and focus. Descriptions and explanations of the pieces performed will have been well prepared and detailed.

Merit

A Learner who achieves a Merit grade will have created and performed a Mime and a Mime Scene with a clear and secure structure. The Learner will have demonstrated assured involvement with the characters throughout most of the performance and will have made good attempts to respond with appropriate facial expression, body language and use for the space. Descriptions and explanations of the scenes will have been fairly thorough and secure.

Pass

A Learner who achieves a Pass grade will have created and performed a Mime and a Mime Scene with a clear, but simple structure. Through simple facial expression and body language, the Learner will have demonstrated some involvement within the world of their characters. Descriptions and explanations will have been accurate but will have lacked detail.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail 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.

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

LAMDA Level 3 Certificate in Performance: Miming: Solo/Duologue

RQF Level: 3

Grade 6	Guided Learning Hours: 60	Total Qualification Time: 140
Grade 7	Guided Learning Hours: 80	Total Qualification Time: 180
Grade 8	Guided Learning Hours: 90	Total Qualification Time: 240

Level Description

The LAMDA Level 3 Certificate in Performance: Miming is designed to enable Learners to develop a wide range of miming skills. Learners will be able to create and perform two mime scenes (at Grades 6 and 7) and three mime scenes (at Grade 8), 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 demonstrate imaginative engagement and physical control, precision and coordination in order to engage the audience.

Learning Outcomes

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

LO1: Create and perform two mime scenes (at Grades 6 and 7) and three mime scenes (at Grade 8)

Technique

LO2: Know and apply the techniques required to perform mime scenes

Knowledge

LO3: Know and understand the content and context of the mime scenes

LO4: Know and understand the influences on the development and presentation of mime for one influential practitioner (Grade 8 only)

Total Time Allowance

Grade 6 and Grade 7

Solo – 30 minutes

Duologue – 40 minutes

Grade 8

Solo – 35 minutes

Duologue – 45 minutes

Examination Content: Grade 6 Miming

Mime Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene of their own choice which incorporates the use of slow motion for at least 30 seconds.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and outline how their mime links to the stimulus. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene of their own choice using a historical context.

Duo Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and outline how their mime links to the stimulus. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- The techniques required to move in slow motion
- Where the slow-motion sequence was used in Scene 1 and why it was incorporated at this particular point
- The changes of mood in Scene 2
- How the historical context of Scene 2 affected character movement

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 6 Miming

Learning Outcomes	Assesment Criteria
<p>LO1: Create and perform two mime scenes</p>	<ul style="list-style-type: none"> 1.1 Create and perform with a clear structure 1.2 Demonstrate an understanding of place, period and situation 1.3 Communicate an understanding of the intentions and objectives of the characters portrayed 1.4 Perform with concentration, focus and spontaneity
<p>LO2: Know and apply the techniques required to perform mime scenes</p>	<ul style="list-style-type: none"> 2.1 Communicate the personal characteristics of characters through appropriate movement, posture, body language and facial expression 2.2 Demonstrate precise, controlled and coordinated movement 2.3 Perform with movement appropriate to the performance space
<p>LO3: Know and understand the content and context of the mime scenes</p>	<ul style="list-style-type: none"> 3.1 Outline the techniques required to move in slow motion 3.2 Outline where the slow-motion sequence was used and explain why it was incorporated at this particular point 3.3 Summarise the changes of mood in Scene 2 3.4 Summarise how the historical context of Scene 2 affected character movement

Examination Content: Grade 7 Miming

Mime Scene 1: Interpretation and Technique

Solo Learners will perform a prepared mime scene based on one commedia dell'arte mime character selected from the list below.

Duologue Learners will perform a prepared mime scene based on two commedia dell'arte mime characters selected from the list below. Duologue Learners may select the same character or different characters from the list.

- Arlecchino (Harlequin)
- Colombina (Columbine)
- Pantalone (Pantaloon)
- Pierrot
- Pulcinella
- Il Capitano
- Zanni

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and give a brief explanation of the context. The Learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following words as a stimulus:

- Anticipation
- Fear
- Strength
- Joy
- Belief

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and give a brief explanation of the context. The Learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- Commedia dell'arte and the reasons for the choice of character(s) in Scene 1
- The character's feelings and actions in Scene 1
- The interpretation of the chosen word stimulus in Scene 2
- How Scene 2 was developed from the chosen word stimulus
- The changes of mood in Scene 2

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 7 Miming

Learning Outcomes	Assesment Criteria
LO1: Create and perform two mime scenes	<ol style="list-style-type: none">1.1 Create and perform with a clear structure1.2 Demonstrate an understanding of place, period and situation1.3 Communicate an understanding of the intentions and objectives of the characters portrayed1.4 Perform with concentration, focus and spontaneity
LO2: Know and apply the techniques required to perform mime scenes	<ol style="list-style-type: none">2.1 Communicate the personal characteristics of characters through appropriate movement, posture, body language and facial expression2.2 Demonstrate precise, controlled and coordinated movement2.3 Perform with movement appropriate to the performance space
LO3: Know and understand the content and context of the mime scenes	<ol style="list-style-type: none">3.1 Explain what is meant by commedia dell'arte and summarise reasons for the choice of character in Scene 13.2 Describe the feelings and actions of the chosen character in Scene 13.3 Explain the interpretation of the word stimulus in Scene 2 and how the scene was developed from this stimulus3.4 Describe the changes of mood in Scene 2

Examination Content: Grade 8 Miming

Mime Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene of their own choice using a full-face mask. The Learner(s) must keep the mask on for the duration of the scene.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and give a brief explanation of the context. The Learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene exploring a humorous situation.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Examiner will ask the Learner(s) to announce the title prior to the performance and give a brief explanation of the context. The Learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Mime Scene 3: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following items as a stimulus:

- A photograph
- A newspaper article
- A poem

The Learner(s) must bring in the stimulus into the examination room with them.

Duo Learners must perform the scene together. The performance time of the scene must be a minimum of 3 minutes and no more than 4 minutes.

The Learner(s) must announce the title prior to the performance and give a brief explanation of the context. The Learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be hand-written or printed, but must be clear and legible.

Knowledge

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

- The processes involved in developing the characters for performance
- The techniques required to mime in a full-face mask
- How technique was balanced with emotional truth in the scenes presented
- The influences on the development and presentation of mime for one influential practitioner (chosen by the Learner)

Please see Exam Regulations for further details on options for answering Mime knowledge questions.

Assessment and Grading Criteria: Grade 8 Miming

Learning Outcomes	Assesment Criteria
<p>LO1: Create and perform three mime scenes</p>	<ul style="list-style-type: none"> 1.1 Create and perform with a clear structure 1.2 Demonstrate an understanding of place, period and situation 1.3 Communicate an understanding of the intentions and objectives of the characters portrayed 1.4 Perform with concentration, focus and spontaneity
<p>LO2: Know and apply the techniques required to perform mime scenes</p>	<ul style="list-style-type: none"> 2.1 Communicate the personal characteristics of each character through appropriate movement, posture and body language 2.2 Communicate the personal characteristics of each character through appropriate facial expression (Scenes 2 and 3) 2.3 Demonstrate precise, controlled and coordinated movement 2.4 Perform with movement appropriate to the performance space
<p>LO3: Know and understand the content and context of the mime scenes</p>	<ul style="list-style-type: none"> 3.1 Outline the techniques required to mime in a full-face mask 3.2 Explain the processes involved in developing the characters for performance 3.3 Describe how technique was balanced with emotional truth
<p>LO4: Know and understand the influences on the development and presentation of mime for one influential practitioner</p>	<ul style="list-style-type: none"> 4.1 Summarise the selected practitioner's influences on the development and presentation of mime

Level 3: Marking Scheme

Grade 6 / Grade 7

Assessment Task		Marks	Total Marks
Mime Scene 1	Interpretation	20	40
	Technique	20	
Mime 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+

Grade 8

Assessment Task		Marks	Total Marks
Mime Scene 1	Interpretation	15	25
	Technique	10	
Mime Scene 2	Interpretation	15	25
	Technique	10	
Mime Scene 3	Interpretation	15	25
	Technique	10	
Knowledge			25
Total Marks			100

Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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 Miming Examinations.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have created and performed sophisticated mime scenes with clear and defined structure throughout. They will have understood place, period and situation and demonstrated this throughout the scene, all the while communicating the intentions and objectives of the characters being portrayed. This will have been achieved through the Learner's posture, body language, facial expression and precision of movement. Knowledge and understanding of material will have been comprehensive and in-depth. Detail of the selected practitioner's influences on the development and presentation of mime will have been clear and comprehensive and discussed with maturity (Grade 8 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have created and performed well-structured mime scenes demonstrating an understanding of place, period and situation most of the time. Intentions and objectives of the characters being portrayed will have been achieved on the whole through the Learner's posture, body language, facial expression and precision of movement. Knowledge and understanding of material will have been well considered but will have lacked detail in justification. The selected practitioner's influences on the development and presentation of mime will be securely explained but will have lacked wider research (Grade 8 only).

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have created and performed mime scenes with basic, but clear structures. An understanding of place, period and situation will be portrayed through simple posture, body language and facial expression. Movement will be precise in some moments, but generally underdeveloped. Learners will have demonstrated some widespread knowledge and understanding of the chosen material. Explanations of the selected practitioner's influences on the development and presentation of mime will be brief and will be lacking in detail (Grade 8 only).

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail 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.

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

Glossary of Terms: Syllabus Terminology

Assessment – the process of making judgments about the extent to which a Learner’s work meets the Assessment Criteria of a unit, or any additional assessment requirements of a qualification

Assessment Criteria – descriptions of the requirements a Learner is expected to meet to demonstrate that a learning outcome has been achieved

Award – a qualification that has a Total Qualification Time of up to 120 hours

Certificate – a qualification that has a Total Qualification Time of between 121 - 359 hours

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

Guided learning hours (GLH) – the number of hours of Teacher-supervised or Teacher-directed study time required to teach a qualification or the unit of a qualification

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

Level – an indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the Learner in demonstrating that achievement

Qualification – a detailed statement defining the purpose, content, structure and assessment arrangements for a qualification

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

Qualification title – a short description of the level, size and content of a qualification

Total qualification time (TQT) – the whole time a learner takes to complete a qualification, including guided learning, directed study, self-study and dedicated assessment and exam time

Unit – A coherent and explicit set of Learning Outcomes and Assessment Criteria with a title and level. In LAMDA qualifications, a Unit can also be considered a Discipline (e.g. Acting)

Glossary of Terms: Command Verbs

Communicate – convey ideas to others

Demonstrate – carry out and apply knowledge, show an understanding and/or skills in a practical situation

Describe – give a clear, straightforward depiction of the main points

Explain – show and give reasons and/or evidence to support an opinion, view or argument

Identify – to show or denote (verbally, visually or via demonstration) an answer or point

Outline – to set out main characteristics, features or main points

Perform – deliver to an audience

Respond – to react to a demand

Select – choose the best or most suitable option related to specific criteria or outcomes

Speak – to say words, to use the voice

Summarise – to express the information in a concise and succinct manner, combining topics, themes, contexts and examples to highlight key points

Sustain – to continue to use a skill throughout an assessment or a stated period of time

Use – to put a skill to a particular purpose

Glossary of Terms: Syllabus Content

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

Adaptation (Level 3 Acting) – a play, television screenplay or film screenplay that has been based on or devised from an earlier or pre-existing text, usually retaining some element of the original (for example, Jean Anouilh’s version of *Antigone*).

Audibility – using the level of breath and resonance appropriate to the size of the performance space and for the needs of the character

Body language – communicating the thought and feeling of a text without words

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

Clarity of diction – articulating sufficiently to be understood by the Examiner without losing the sense or flow of the text

Clarity (in Miming) – making movements sufficiently clear so that they can be understood by the Examiner

Commedia dell’arte – a form of Italian theatre containing stock characters, masks, farcical action, and scenes full of beatings, acrobatics and comic stage business. Commedia dell’arte characters include Arlecchino (Harlequin), Colombina (Columbine), Pantalone (Pantaloon), Pierrot, Pulcinella, Il Capitano, Zanni. For more information on commedia dell’arte please refer to *Mime Matters* (an online LAMDA resource).

Context – the situation and world of the play

Controlled and coordinated movement – clear and accurate movement that is well balanced throughout the body and communicates the activity or scene effectively

Creating and inhabiting character – transforming into another person; creating the illusion of spontaneity as if the character's thoughts and emotions are being expressed for the very first time

Devising drama – planning and preparing an original scene for performance based on a given stimulus

Emotional truth – the Learner's complete engagement and involvement with the scene they are performing which they share with their imagined audience

Engaging with the imaginary – involvement with the character, situation and world of the scene, focusing on each moment

Facial expression – using the face to express the character's emotions

Feature film – for the purposes of these qualifications, LAMDA defines a feature film as a narrative film, over 60 minutes in length that has been released to the public

Focus – maintaining concentration and involvement with the character being portrayed

Full face mask – a mask which covers the whole face. Masks either provide a fixed facial expression or neutrality so that the performer's emotions do not influence the mime. For more information on full face masks please refer to *Mime Matters* (an online LAMDA resource).

Improvisation / improvised scene – the performance of an original scene developed in the moment from a given stimulus without prior planning or preparation

Meaning – clarifying what the character is thinking and the sense behind their words and/or actions

Mime – performing actions/reactions non-verbally using mime, without a context. For more information on the definition of mime please refer to *Mime Matters* (an online LAMDA resource)

Mime scene – performing a scene non-verbally using mime, with a line of development from beginning to end. For more information on the definition of mime scene please refer to *Mime Matters* (an online LAMDA resource)

Modulation – variations in pitch, intonation, pace, volume, tone colour, use of pause and stress

Mood – this is determined by how an audience is made to feel by the performer. This would be a combination of the writer's intention and the performer's interpretation

Performance space – the area in which the Learner performs

Period – the time or style in which the scene is set. This will affect the Learner's use of accent, movement, posture, body language and facial expression etc.

Physical appearance – what a character looks like, noting any distinguishing features

Physical characterisation - This will affect the Learner's use of movement, posture, body language and facial expression, etc.

Physical response – responding to the imagery of the scene non-verbally

Place – the physical aspects of where the scene takes place

Place and period – creating a sense of the world in which the character appears, including the time and location

Precise – clear and accurate

Process of acting – the steps taken to develop a character or text for performance

Published – for the purposes for these qualifications, LAMDA defines published as a text which is verifiably available to the public in a printed book, in an e-book or online and has been published by a third party. Self-published works are not allowed. Learners must be able to state the author, original publication date and publisher.

The term '**originally published**' refers to when the first edition (as opposed to any later editions or versions) was published. Where an original publication was in a period before publishers would be recognisable (e.g. Ancient Greek and Roman Periods), the date of original publication can be taken from the widely recognised date of release as it is stated in a later publication. In the case of feature films, 'original publication' refers to the first UK public film release date.

Reactions to other characters and/or events – responding to another character's words or actions, whether real or imaginary

Sequence of actions – a series of individual actions linked together by a place and/or situation

Sequence of activities – a series of individual activities linked together by a place and/or situation

Sequence of reactions – a series of individual reactions linked together by a place and/or situation

Situation – what is happening in the scene

Slow motion – performing a sequence of well-balanced and controlled actions in no more than half the normal rate of speed. For more information on slow motion please refer to *Mime Matters* (an online LAMDA resource).

Spontaneity – as if the scene is being performed for the very first time

Staging – positioning a performance within the space provided

Stimulus – an object, word, title, piece of music or text from which a devised or improvised scene is developed

Structure – using a beginning, a middle and an end

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

Subtext – the hidden meaning or underlying message behind the scene

Translation – the original text of a non-English-language play that has been translated into English

Understanding of character – revealing what the character is thinking, how the character is feeling and any changes in the character's mood throughout the scene

Understanding of situation – revealing the world in which the character lives and the physical aspects of where the scene takes place

Vocal contrast – varying pitch, intonation, pace, volume, tone colour and intensity

Vocal control – keeping sound and thought focused until the end of the phrase so that the voice does not fade away

Vocal flexibility – transforming vocally according to the period, style and form of the text

Working stage areas – the different areas of the stage used in rehearsal and performance. These include centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and wings