

# LAMDA

London Academy of  
Music & Dramatic Art **exams**

# Communication Graded Examinations Syllabus

With effect from 01 August 2024



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LAMDA Communication Graded Examinations Syllabus  
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# Communication

## Graded Examinations Syllabus

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# Contents

<b>About LAMDA</b>	1
<b>LAMDA Qualifications</b>	2
<b>About This Syllabus Specification</b>	2
<b>Qualification Structure</b>	2
<b>Reasonable Adjustments and Special Considerations</b>	4
<b>Assessment and Grading</b>	4
<b>Invalidation Policy</b>	5
<b>A Note on Language</b>	5
Accent	5
<b>Essential Resources</b>	6
<b>Support Material</b>	6
<b>Selecting pieces with sensitivity</b>	6
<b>LAMDA Graded Examinations in Communication: Speaking Verse and Prose</b>	8
Purpose of the Qualifications	9
Broad Objectives of the Qualifications	9
Structure	10
Examination Regulations – Speaking Verse and Prose	11
LAMDA Entry Level Award In Communication (Entry 3): Speaking Verse <i>And Prose</i>	13
<i>Level Description</i>	13
<i>Learning Outcomes</i>	13
<i>Examination Content: Entry Level Speaking Verse And Prose</i>	14
<i>Assessment And Grading Criteria:         Entry Level Speaking Verse And Prose</i>	15
<i>Entry Level Marking Scheme</i>	16
LAMDA Level 1 Award In Communication: Speaking Verse And Prose	18

---

<i>Level Description</i>	18
<i>Learning Outcomes</i>	18
<i>Examination Content: Grade 1 Speaking Verse And Prose</i>	20
<i>Assessment And Grading Criteria: Grade 1 Speaking Verse And Prose</i>	21
<i>Examination Content: Grade 2 Speaking Verse And Prose</i>	22
<i>Assessment And Grading Criteria: Grade 2 Speaking Verse And Prose</i>	24
<i>Examination Content: Grade 3 Speaking Verse And Prose</i>	25
<i>Assessment And Grading Criteria: Grade 3 Speaking Verse And Prose</i>	27
<i>Level 1 Marking Scheme</i>	28
LAMDA Level 2 Award In Communication: Speaking Verse And Prose	31
<i>Level Description</i>	31
<i>Learning Outcomes</i>	31
<i>Examination Content: Grade 4 Speaking Verse And Prose</i>	33
<i>Assessment And Grading Criteria: Grade 4 Speaking Verse And Prose</i>	36
<i>Examination Content: Grade 5 Speaking Verse And Prose</i>	37
<i>Assessment And Grading Criteria: Grade 5 Speaking Verse And Prose</i>	40
<i>Level 2 Marking Scheme</i>	41
LAMDA Level 3 Certificate In Communication: Speaking Verse And Prose	43
<i>Level Description</i>	43
<i>Learning Outcomes</i>	43
<i>Examination Content: Grade 6 – Bronze Medal Speaking Verse And Prose</i>	45

<i>Assessment And Grading Criteria:</i> <i>Grade 6 – Bronze Medal Speaking Verse And Prose</i>	48
<i>Examination Content:</i> <i>Grade 7 – Silver Medal Speaking Verse And Prose</i>	49
<i>Assessment And Grading Criteria:</i> <i>Grade 7 – Silver Medal Speaking Verse And Prose</i>	52
<i>Examination Content:</i> <i>Grade 8 – Gold Medal Speaking Verse And Prose</i>	53
<i>Assessment And Grading Criteria:</i> <i>Grade 8 – Gold Medal Speaking Verse And Prose</i>	56
<i>Level 3 Marking Scheme</i>	58
<b>LAMDA Graded Examinations In Communication:</b> <b>Reading For Performance</b>	62
Purpose Of The Qualification	63
Broad Objectives Of The Qualification	63
Structure	64
Examination Regulations – Reading For Performance	65
LAMDA Entry Level Award In Communication: Reading For Performance	67
<i>Level Description</i>	67
<i>Learning Outcomes</i>	67
<i>Examination Content: Entry Level Reading For Performance</i>	68
<i>Assessment And Grading Criteria:</i> <i>Entry Level Reading For Performance</i>	69
<i>Entry Level Marking Scheme</i>	70
LAMDA Level 1 Award In Communication: Reading For Performance	72
<i>Level Description</i>	72
<i>Learning Outcomes</i>	72

<i>Examination Content: Grade 1 Reading For Performance</i>	73
<i>Assessment And Grading Criteria: Grade 1 Reading For Performance</i>	74
<i>Examination Content: Grade 2 Reading For Performance</i>	75
<i>Assessment And Grading Criteria: Grade 2 Reading For Performance</i>	76
<i>Examination Content: Grade 3 Reading For Performance</i>	77
<i>Assessment And Grading Criteria: Grade 3 Reading For Performance</i>	78
<i>Level 1 Marking Scheme</i>	79
LAMDA Level 2 Award In Communication: Reading For Performance	81
<i>Level Description</i>	81
<i>Learning Outcomes</i>	81
<i>Examination Content: Grade 4 Reading For Performance</i>	82
<i>Assessment And Grading Criteria: Grade 4 Reading For Performance</i>	83
<i>Examination Content: Grade 5 Reading For Performance</i>	84
<i>Assessment And Grading Criteria: Grade 5 Reading For Performance</i>	85
<i>Level 2 Marking Scheme</i>	86
LAMDA Level 3 Certificate In Communication: Reading For Performance	88
<i>Level Description</i>	88
<i>Learning Outcomes</i>	88
<i>Examination Content: Grade 6 Reading For Performance</i>	90
<i>Assessment And Grading Criteria: Grade 6 Reading For Performance</i>	92

<i>Examination Content: Grade 7 Reading For Performance</i>	93
<i>Assessment And Grading Criteria: Grade 7 Reading For Performance</i>	95
<i>Examination Content: Grade 8 Reading For Performance</i>	96
<i>Assessment And Grading Criteria: Grade 8 Reading For Performance</i>	98
<i>Level 3 Marking Scheme</i>	100
<b>LAMDA Graded Examinations In Communication: Speaking In Public</b>	102
Purpose Of The Qualification	103
Broad Objectives Of The Qualification	103
Structure	104
Examination Regulations – Speaking In Public	105
LAMDA Entry Level Award In Communication: Speaking In Public	107
<i>Level Description</i>	107
<i>Learning Outcomes</i>	107
<i>Examination Content: Entry Level Speaking In Public</i>	108
<i>Assessment and Grading Criteria: Entry Level Speaking in Public</i>	109
<i>Entry Level Marking Scheme</i>	110
LAMDA Level 1 Award In Communication: Speaking In Public	112
<i>Level Description</i>	112
<i>Learning Outcomes</i>	112
<i>Examination Content: Grade 1 Speaking In Public</i>	113
<i>Assessment And Grading Criteria: Grade 1 Speaking In Public</i>	114
<i>Examination Content: Grade 2 Speaking In Public</i>	115
<i>Assessment And Grading Criteria: Grade 2 Speaking In Public</i>	116
<i>Examination Content: Grade 3 Speaking In Public</i>	117



<i>Assessment And Grading Criteria: Grade 3 Speaking In Public</i>	118
<i>Level 1 Marking Scheme</i>	119
<b>LAMDA Level 2 Award In Communication: Speaking In Public</b>	121
<i>Level Description</i>	121
<i>Learning Outcomes</i>	121
<i>Examination Content: Grade 4 Speaking In Public</i>	122
<i>Assessment And Grading Criteria: Grade 4 Speaking In Public</i>	124
<i>Examination Content: Grade 5 Speaking In Public</i>	125
<i>Assessment And Grading Criteria: Grade 5 Speaking In Public</i>	127
<i>Level 2 Marking Scheme</i>	128
<b>LAMDA Level 3 Certificate In Communication: Speaking In Public</b>	130
<i>Level Description</i>	130
<i>Learning Outcomes</i>	130
<i>Examination Content: Grade 6 – Bronze Medal Speaking In Public</i>	132
<i>Assessment And Grading Criteria: Grade 6 – Bronze Medal Speaking In Public</i>	134
<i>Examination Content: Grade 7 – Silver Medal Speaking In Public</i>	135
<i>Assessment And Grading Criteria: Grade 7 – Silver Medal Speaking In Public</i>	137
<i>Examination Content: Grade 8 – Gold Medal Speaking In Public</i>	138
<i>Assessment And Grading Criteria: Grade 8 – Gold Medal Speaking In Public</i>	140
<i>Level 3 Marking Scheme</i>	141
<b>Glossary Of Terms: Syllabus Terminology</b>	143
<b>Glossary Of Terms: Command Verbs</b>	144
<b>Glossary Of Terms: Syllabus Content</b>	146

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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 Communication 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 Communication. It is designed for use by Centres, Teachers, Learners and Parents.

## Qualification Structure

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

- Speaking Verse and Prose
- Reading for Performance
- Speaking in Public

LAMDA Graded Examinations in Communication 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.

<b>RQF Level</b>	<b>Grade</b>	<b>Qualification</b>	<b>Ofqual Qualification Accreditation Number (QAN)</b>
Entry Level (E3)	Entry Level	LAMDA Entry Level Award in Communication (Entry 3)	610/4019/8
Level 1	Grade 1	LAMDA Level 1 Award in Communication (Grade 1)	610/4020/4
	Grade 2	LAMDA Level 1 Award in Communication (Grade 2)	610/4021/6
	Grade 3	LAMDA Level 1 Award in Communication (Grade 3)	610/4022/8
Level 2	Grade 4	LAMDA Level 2 Award in Communication (Grade 4)	610/4023/X
	Grade 5	LAMDA Level 2 Award in Communication (Grade 5)	610/4024/1
Level 3	Grade 6	LAMDA Level 3 Certificate in Communication (Grade 6)	610/4025/3
	Grade 7	LAMDA Level 3 Certificate in Communication (Grade 7)	610/4026/5
	Grade 8	LAMDA Level 3 Certificate in Communication (Grade 8)	610/4027/7

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

All qualifications within the Communication Suite have the same structure as detailed in the table below.

### **Communication Qualification**

(Learners must complete one unit to achieve the Qualification)

<b>Speaking Verse and Prose</b>	<b>Reading for Performance</b>	<b>Speaking in Public</b>
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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](http://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 Communication 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.

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## 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. Speaking Verse and Prose).

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.

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## Essential Resources

The *LAMDA Speaking Verse and Prose Anthology – Volume 20* is a collection of verse and prose and is a required publication for Learners taking LAMDA Graded Examinations in Speaking Verse and Prose from Entry Level to Grade 8.

Details of all LAMDA publications for the examinations are available on the LAMDA Exams website: [www.lamda.ac.uk/lamda-exams](http://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](http://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 select pieces and topics with sensitivity and consideration of the themes and experiences of the character portrayed, particularly in relation to age, religion, race, gender and disability.

It is important in these contexts that Teachers work with Learners to ensure that they can communicate in a way that allows the Learner to meet the Assessment Criteria.





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

**From 1 August 2024**

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## Purpose of the Qualifications

LAMDA Graded Examinations in Communication: Speaking Verse and Prose are designed to develop the skills necessary for effective oral communication of the written word.

Learners who prepare themselves appropriately will develop:

- 1. Interpretative skills**
- 2. Technical skills**
- 3. Knowledge of literature**

## Broad Objectives of the Qualifications

### **1. Interpretive skills**

The Learner(s) will be required to:

- Engage imaginatively with the thought, emotion, style and form of a text

### **2. Technical skills**

The Learner(s) will be required to:

- Develop skills in voice, diction and posture

### **3. Knowledge of Literature**

The Learner(s) will be required to:

- Know and understand the chosen selections
- Understand voice, speech and versification theory to communicate the specific demands of the text

## 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 a Speaking Verse and Prose 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 repertoire increases in technical difficulty as the grades progress
- The knowledge required increases as the grades progress

LAMDA Examinations in Speaking Verse and Prose are offered in the following formats:

- Solo (one Learner) where the Learner performs alone

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## Examination Regulations – Speaking Verse and Prose

1. Set selections of verse and prose for each grade are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.
2. The Learner will speak the chosen set selections as they are presented in the *LAMDA Verse and Prose Anthology – Volume 20*. Edits of any kind are not permitted.
3. 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.
4. Electronic devices such as mobile phones, tablets, e-readers, laptops, and note pads cannot be brought into, or used in the examination room unless it is:
  - Required to display an E-book and is in airplane mode or does not have access to the internet
  - 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.
5. Real or authentic replica weapons are not permitted in the examination room
6. Live animals are not permitted in the examination room
7. The selected repertoire must be performed in English
8. Use of external sound effects are not permitted.
9. Own Choice Pieces must not share any text with Set Pieces published in the current *LAMDA Verse and Prose Anthology – Volume 20*.
10. Own Choice Selections must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Selections that have not been reviewed and published by a third party are not allowed.
11. 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.

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# LAMDA Entry Level Award in Communication (Entry 3): Speaking Verse and Prose

## RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20

Total Qualification Time: 40

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## Level Description

The LAMDA Entry Level Award in Communication: Speaking Verse and Prose is designed to introduce Learners to basic skills in verse speaking. Learners will perform two verse selections from memory, audibly and clearly. They will be able to show that they understand the meaning of what they are speaking.

During their examination, Learners should present their selections to a wider 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 verse selections from memory, demonstrating an understanding of the material

### Technique

**LO2:** Use vocal skills to engage the listener

### Knowledge

**LO3:** Know the meaning and general content of the two selections

## Total Time Allowance

10 minutes

## Examination Content: Entry Level Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory one of the following set verse selections:

*The Shockadile Crocodile!* by Joseph Coelho

*From the Arabic* by Ameen Rihani

*Seasons* by Valerie Bloom

*Colour* by Christina Rossetti

*Chameleon Kids* by Matt Goodfellow

*Ball of Yarn* by Shuntarō Tanikawa,

translated by William I. Elliott and Kazuo Kawamura

*What a to-do!* by Claudine Toutoungi

*Song of the Witches* by William Shakespeare

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology - Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### Piece 2 (Verse Own Choice): Interpretation and Technique

The Learner will speak from memory a verse of their own choice.

The own choice verse must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology - Volume 20*. 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 piece must not exceed 2 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

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## Knowledge

The Learner will answer questions on the following:

- What each verse selection is about
- The meaning of four individual words or phrases taken from the two verse selections (selected by the Examiner at the time of the examination).

## Assessment and Grading Criteria: Entry Level Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Perform two verse selections from memory, demonstrating an understanding of the material	1.1 Communicate the sense of the written word 1.2 Speak accurately from memory 1.3 Demonstrate an awareness of rhythm and shape
<b>LO2</b> Use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
<b>LO3</b> Know the meaning and general content of the two verse selections	3.1 Describe what the selections are about 3.2 Give the meanings of up to four of the words or phrases taken from the selections



## Entry Level Marking Scheme

Assessment Task		Marks	Total Marks
<b>Piece 1 (Set Selection)</b>	Interpretation	<b>20</b>	<b>40</b>
	Technique	<b>20</b>	
<b>Piece 2 (Own Choice)</b>	Interpretation	<b>20</b>	<b>40</b>
	Technique	<b>20</b>	
		<b>Knowledge</b>	<b>20</b>
		<b>Total Marks</b>	<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 Speaking Verse and Prose Examinations.

#### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated the ability to communicate the sense of their poems to the audience in a clear and engaging way, speaking audibly and clearly throughout the presentation. They will have also given a detailed description of the content of their poems, and correct definitions of all four words chosen by the Examiner.

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### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the content, rhythm and shape of the selections performed. They will have presented them with good diction and audibility will be secure, but not consistent, and there may be some errors with memory. Learners will have given an accurate and clear description of the content of their poems, and correct meanings of three words chosen by the Examiner.

### **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated some understanding of the content of their selections, 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 have given a basic, accurate description of the poem contents and correct meanings of two of the words chosen by the Examiner.

### **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 Communication: Speaking Verse and Prose:

### 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 Communication: Speaking Verse and Prose is designed to enable Learners to develop basic skills in verse and prose speaking. Learners will perform two selections from memory, audibly and clearly. They will be able to demonstrate their knowledge, understanding and skills by producing a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in volume, pace and pitch they will be able to create and convey mood. The use of appropriate body language will complement their vocal performance.

During their examination, Learners should present their selections to a wider 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 will be able to:

### Interpretation

**LO1:** Perform two selections from memory, demonstrating an understanding of the material

### Technique

**LO2:** Use vocal skills to engage the listener

**LO3:** Use body language to complement vocal performance

---

**Knowledge**

**LO4:** Know and understand the two selections

**LO5:** Demonstrate an awareness of the fundamental differences between verse and prose (Grade 3 only)

## Total Time Allowance

Grade 1 – 10 minutes

Grade 2 – 15 minutes

Grade 3 – 15 minutes

## Examination Content: Grade 1 Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory one of the following set verse selections:

*Bush Fire* by Jackie Kay

*The Blue-Green Stream* by Wang Wei, translated by Amy Lowell

*Whenever you see a tree* by Padma Venkatraman

*Say How You Feel* by Joseph Coelho

*Riddle* by Anna Laetitia Barbauld

*Advice from a Caterpillar* by Rachel Rooney

*The Music of Beauty* by James Nack

*The Land of Nod* by Robert Louis Stevenson

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology - Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### Piece 2 (Verse Own Choice): Interpretation and Technique

The Learner will speak from memory a selection of verse of their own choice.

The own choice verse must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology - Volume 20*. 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 piece must not exceed 2 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

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## Knowledge

The Learner will answer questions on the following:

- What the two verse selections are about
- How the two verses make the Learner feel
- The meaning of four individual words or phrases taken from the two verse selections (selected by the Examiner at the time of the examination)

## Assessment and Grading Criteria: Grade 1 Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Perform two verse selections from memory, demonstrating an understanding of the material	<ol style="list-style-type: none"><li>1. Speak accurately from memory</li><li>2. Use key words to communicate meaning</li><li>3. Indicate changes in mood with an awareness of rhythm and shape</li></ol>
<b>LO2:</b> Use vocal skills to engage the listener	<ol style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Demonstrate vocal contrast between moods</li></ol>
<b>LO3:</b> Use body language and facial expression to complement vocal performance	<ol style="list-style-type: none"><li>3.1 Use body language appropriate to the selections</li><li>3.2 Use facial expression to reflect inner feeling</li></ol>
<b>LO4:</b> Know and understand the two selections	<ol style="list-style-type: none"><li>4.1 Describe what the selections are about</li><li>4.2 Explain how the selections make you feel</li><li>4.3 Give the meanings of up to four of the words or phrases taken from the selections</li></ol>

## Examination Content: Grade 2 Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*Home* by Rosa Terry

*December, 1919* by Claude McKay

*A Tip of the Tongue* by Joseph Coelho

*Superpowers* by Ruth Awolola

*This World is not conclusion* by Emily Dickinson

*Filter* by Suma Subramaniam

From *On the Beach at Night* by Walt Whitman

*Extinct* by Monika Johnson

#### Prose

*Contact* by Malorie Blackman

*There May Be a Castle* by Piers Torday

*Sad Book* by Michael Rosen

*Anne of Green Gables* by Lucy Maud Montgomery

*The Chronicles of Narnia: The Magician's Nephew* by C. S. Lewis

*Sona Sharma, Looking After Planet Earth* by Chitra Soundar

*The Selfish Giant* by Oscar Wilde

*A Different Kind of Princess Story* by Aimee McGoldrick

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology - Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

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## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice piece must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology – Volume 20*. 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 piece must not exceed 2 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### **Knowledge**

The Learner will answer questions on the following:

- One character (of their own choice) from the book used for the prose selection
- The content of the verse selection
- How each selection makes the Learner feel



## Assessment and Grading Criteria: Grade 2 Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform two selections from memory, demonstrating an understanding of the material</p>	<ol style="list-style-type: none"> <li>1. Speak accurately from memory</li> <li>2. Use key words to communicate meaning</li> <li>3. Indicate changes in mood with an awareness of rhythm and shape</li> </ol>
<p><b>LO2:</b> Use vocal skills to engage the listener</p>	<ol style="list-style-type: none"> <li>2.1 Speak with audibility appropriate to the performance space</li> <li>2.2 Speak with clarity of diction</li> <li>2.3 Demonstrate vocal contrast between moods, narrative and dialogue</li> </ol>
<p><b>LO3:</b> Use body language and facial expression to complement vocal performance</p>	<ol style="list-style-type: none"> <li>3.1 Use body language appropriate to the verse and prose selections</li> <li>3.2 Use facial expression to reflect inner feeling</li> </ol>
<p><b>LO4:</b> Know and understand the two selections</p>	<ol style="list-style-type: none"> <li>4.1 Introduce one character from the book used for the prose selection</li> <li>4.2 Describe the content of the verse selection</li> <li>4.3 Explain how the selections make you feel</li> </ol>

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## Examination Content: Grade 3 Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*Can I Sit There?* by Avni Patel

*Count That Day Lost* by George Eliot (Mary Ann Evans)

*Difficult Damsels* by Nikita Gill

*Comparative Guidance for Social Distancing* by Brian Bilston

*We Wear the Mask* by Paul Laurence Dunbar

*I skipped school today* by Kwame Alexander

*Something About That Day* by Kirsten Charters

*I Shall Return* by Claude McKay

#### Prose

*Ghost* by Jason Reynolds

*Waiting for Anya* by Michael Morpurgo

*When Life Gives You Mangoes* by Kereen Getten

*West African Folk-Tales* by W. H. Barker and Cecilia Sinclair

*The Traitor Game* by B. R. Collins

*Heidi* by Johanna Spyri, translated by Louise Brooks

*A Kind of Spark* by Elle McNicoll

*The Wonderful Wizard of Oz* by L. Frank Baum

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology - Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## Piece 2 (Own Choice): Interpretation and Technique

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice piece must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology – Volume 20*. 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 piece must not exceed 2 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### Knowledge

The Learner will answer questions on the following:

- Two characters (of their own choice) from the book from which the prose selection has been taken
- The content of the verse selection
- The mood of the verse and prose selections, including how each selection makes the Learner feel
- The differences between verse and prose

## Assessment and Grading Criteria: Grade 3 Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform two selections from memory, demonstrating an understanding of the material</p>	<p>1.1 Speak accurately from memory            1.2 Use key words to communicate meaning            1.2 Indicate changes in mood with an awareness of rhythm and shape</p>
<p><b>LO2:</b> Use vocal skills to engage the listener</p>	<p>2.1 Speak with audibility appropriate to the performance space            2.2 Speak with clarity of diction            2.3 Demonstrate vocal contrast between moods, narrative and dialogue</p>
<p><b>LO3:</b> Use physicality to complement vocal performance</p>	<p>3.1 Use body language appropriate to the verse and prose selections            3.2 Use the face to reflect inner feeling</p>
<p><b>LO4:</b> Know and understand the two selections</p>	<p>4.1 Introduce two characters from the book used for the prose selection            4.2 Describe the content of the verse selection            4.3 Explain the mood of the verse and prose selections, including how each selection makes you feel</p>
<p><b>LO5:</b> Demonstrate an awareness of the differences between verse and prose</p>	<p>5.1 Identify the differences between verse and prose</p>

## Level 1 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Piece 1 (Set Selection)</b>	Interpretation	<b>20</b>	<b>40</b>
	Technique	<b>20</b>	
<b>Piece 2 (Own Choice)</b>	Interpretation	<b>20</b>	<b>40</b>
	Technique	<b>20</b>	
		<b>Knowledge</b>	<b>20</b>
		<b>Total Marks</b>	<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 (Grades 1, 2 and 3) Speaking Verse and Prose Examinations.

### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated complete understanding of the mood with awareness of rhythm and shape, and content of the chosen material throughout the examination. The performance should be clear, audible and engaging throughout, and performed with some naturalness. The Learner will have used thoughtful, effective body language to complement and support the content of the chosen material. Learners will provide detailed, confident answers to the knowledge questions, providing clear descriptions of content, character and how the selections made them feel. Learners will have given correct meanings of all four words (Grade 1 only), a detailed explanation of the differences between verse and prose (Grade 3 only). At Grade 2 and 3, Learners will have provided an introduction which included key characteristics to allow detailed understanding of the chosen characters.

### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the chosen material, whilst indicating some originality in their interpretation. They will have shown a secure understanding of the mood of their verse selection(s) with an awareness of rhythm and shape for most of the presentation. The Learner will be mostly clear and audible in their presentation, frequently using body and voice in response to the text. Learners will provide clear answers to the knowledge questions, providing descriptions of content, character and how the selections made them feel. Learners will also have given correct meanings of three out of four words (Grade 1 only) and a general explanation of the differences between verse and prose (Grade 3 only). At Grade 2 and 3, Learners will have provided an introduction which included some key characteristics to allow understanding of the chosen characters.

**Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen material, demonstrating some awareness of the rhythm and shape of their chosen verse selection(s). They will have demonstrated basic performance skills and some imaginative interpretation of the texts. Learners will provide basic answers to the knowledge questions, providing basic descriptions of content, character and how the selections made them feel. Learners will also have given correct meanings of two out of four words (Grade 1 only) and a basic explanation of the differences between verse and prose (Grade 3 only). At Grade 2 and 3, Learners will have provided an introduction which included at least one key characteristic to allow identification of the chosen characters.

**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.

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# LAMDA Level 2 Award in Communication: Speaking Verse and Prose:

## 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 Communication: Speaking Verse and Prose is designed to enable learners to develop a range of skills in verse and prose speaking. Learners will perform two selections from memory and read at sight a previously unseen text. Presentation will be audible, 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 facial expression will be effectively combined to communicate the text and engage the audience.

During their examination, Learners should present their selection(s) 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 will be able to:

### Interpretation

**LO1:** Perform two selections from memory, demonstrating an understanding of the material

### Technique

**LO2:** Create a vocal response to the text

**LO3:** Create a physical response to the text, to engage an audience

### Sight-Reading

**LO4:** Sight-read, sharing the text with the audience



**Knowledge**

**LO5:** Know and understand the book from which the prose selection has been taken and the content of the verse selection

**LO6:** Know and understand figures of speech (Grade 4) phrasing and pauses (Grade 5)

**Total Time Allowance**

Grade 4 – 15 minutes

Grade 5 – 20 minutes

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## Examination Content: Grade 4 Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*Alexa, What is There to Know about Love?* by Brian Bilston

*To My Excellent Lucasia, on Our Friendship* by Katherine Philips

*Dancing Disk in the Sky* by Hibaq Osman

*On Forgetting That I Am a Tree* by Ruth Awolola

*The Tiger* by William Blake

*Voyage to the Bottom of my Bowl* by Claudine Toutoungi

*How to Cut a Pomegranate* by Imtiaz Dharker

*A Boat Beneath a Sunny Sky* by Lewis Carroll

#### Prose

*Medusa* by Jessie Burton

*Song Beneath the Tides* by Beverley Birch

*The Secret Garden* by Frances Hodgson Burnett

*The Cats We Meet Along The Way* by Nadia Mikail

*Pride and Prejudice* by Jane Austen

*The Beast Player* by Nahoko Uehashi, translated by Cathy Hirano

*The Red-Headed League (The Adventures of Sherlock Holmes)*

by Arthur Conan Doyle

*The Heart of Happy Hollow* by Paul Laurence Dunbar

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## Piece 2 (Own Choice): Interpretation and Technique

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice piece must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology – Volume 20*.

The piece must not exceed 3 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.

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## Knowledge

The Learner will answer questions on the following:

- The relationship between two characters (of their own choice) from the book used for the prose selection
- The content of the verse selection
- Common figures of speech

The Examiner will select three common figures of speech for the Learner to describe. The three figures of speech will be taken from the following list:

- Alliteration
- Assonance
- Onomatopoeia
- Antithesis
- Simile
- Personification
- Metaphor

The Learner must give examples which can be from their chosen verse and/or prose selections or from other texts.

## Assessment and Grading Criteria: Grade 4 Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Perform two selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the writer's thoughts and feelings
<b>LO2:</b> Create a vocal response to the text	2.1 Sustain vocal power through to the end of phrases 2.2 Use appropriate modulation 2.3 Speak with clarity of diction
<b>LO3:</b> Create a physical response to the text, to engage an audience	3.1 Apply appropriate posture, body language and facial expression to reflect the text and engage the audience
<b>LO4:</b> Sight-read, sharing the text with the audience	4.1 Sight-read with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5:</b> Know and understand the book from which the prose selection has been taken and the content of the verse selection	5.1 Describe the relationship between two characters from the book used for the prose selection 5.2 Explain the content of the verse selection
<b>LO6:</b> Know and understand figures of speech	6.1 Describe up to three common figures of speech, using examples

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## Examination Content: Grade 5 Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*Wild Geese* by Mary Oliver

*I Wandered Lonely as a Cloud* by William Wordsworth

*The Sky is Too Wide for Two Birds to Collide* by Kareem Parkins-Brown

*George Moses Horton, Myself* by George Moses Horton

*Front Door* by Imtiaz Dharker

*Fear* by Khalil Gibran

*The Naming of Cats* by T. S. Eliot

*Street Cries* by Sarojini Naidu

#### Prose

*Attention Seekers* by Emma Brankin

*Great Expectations* by Charles Dickens

*Amari and the Night Brothers* by B. B. Alston

*Little Men: Life at Plumfield with Jo's Boys* by Louisa May Alcott

*Six of Crows* by Leigh Bardugo

*The Yellow Wallpaper* by Charlotte Perkins Gilman

*The Three Musketeers* by Alexandre Dumas and Auguste Maquet

*Tsunami Girl* by Julian Sedgwick and Chie Kutsuwada

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology - Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## Piece 2 (Own Choice): Interpretation and Technique

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice piece must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology - Volume 20*. 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 piece must not exceed 3 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.

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## Knowledge

The Learner will answer questions on the following:

- The main plot of the book from which the prose selection has been taken
- The content of the verse selection
- Types of phrasing
- Types of pauses

The Examiner will ask the Learner to describe and give examples of three types of phrasing:

- sense-groups
- breath-groups
- parenthesis.

The Learner must provide examples. Examples can be taken from their chosen verse and prose selections or from other texts.

The Examiner will ask the Learner to describe and give examples of three types of pause, selected by the Examiner at the time of the examination. Learners will be asked to describe two from List A and one from List B:

### List A

- Sense pause
- Emphatic pause
- Rhythmical pause
- Metrical pause
- Emotional pause

### List B

- Caesural pause
- Suspensory pause

The Learner must provide examples. Examples can be taken from their chosen verse and prose selections or from other texts.



## Assessment and Grading Criteria: Grade 5 Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform two selections from memory, demonstrating an understanding of the material</p>	<p>1.1 Demonstrate sufficient word memory to convey style and content</p> <p>1.2 Demonstrate an understanding of the writer's thoughts and feelings</p>
<p><b>LO2:</b> Create a vocal response to the text</p>	<p>2.1 Sustain vocal power through to the end of phrases</p> <p>2.2 Use appropriate modulation</p> <p>2.3 Speak with clarity of diction</p>
<p><b>LO3:</b> Create a physical response to the text, to engage an audience</p>	<p>3.1 Apply appropriate posture, body language and facial expression to reflect the text and engage the audience</p>
<p><b>LO4:</b> Sight-read, sharing the text with the audience</p>	<p>4.1 Sight-read with expression and fluency</p> <p>4.2 Sight-read, sharing the text with the audience</p>
<p><b>LO5:</b> Know and understand the book from which the prose selection has been taken and the content of the verse selection</p>	<p>5.1 Summarise the main plot of the book used for the prose selection</p> <p>5.2 Explain the content of the verse selection</p>
<p><b>LO6:</b> Know and understand phrasing and pauses</p>	<p>6.1 Describe up to three types of phrasing, using examples</p> <p>6.2 Describe up to three types of pauses, using examples</p>

## Level 2 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Piece 1</b> <b>(Set Selection)</b>	Interpretation	<b>20</b>	<b>35</b>
	Technique	<b>15</b>	
<b>Piece 2</b> <b>(Own Choice)</b>	Interpretation	<b>20</b>	<b>35</b>
	Technique	<b>15</b>	
<b>Sight-Reading</b>			<b>10</b>
<b>Knowledge</b>			<b>20</b>
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 (Grades 4 and 5) Speaking Verse and Prose 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. They will have sustained focus and created a personal and appropriate response to the text(s). The Learner will have engaged the audience by using appropriate vocal and physical skills and exhibited strong sight-reading skills. Knowledge of the material and techniques required for verse and prose speaking will be wide-ranging and detailed. Learners will also have given 3 correct descriptions of common figures of speech (Grade 4 only), or 3 correct descriptions of phrasing and pausing, using examples (Grade 5 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 responded vocally and physically to the material and sight-reading text with some originality and personalisation and have shown a relatively wide range of techniques to engage the audience. Knowledge of the material and techniques required for verse and prose speaking will be fairly thorough and secure. Learners will also have given 2 correct descriptions of common figures of speech (Grade 4 only), or 2 correct descriptions of phrasing and pausing, using examples (Grade 5 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. Sight-reading skills will have been appropriate but will have been lacking in expression and fluency. Knowledge of the material and techniques required for verse and prose speaking will be accurate but will lack detail. Learners will also have given 1 correct description of common figures of speech (Grade 4 only), or 1 correct description of phrasing and pausing, using examples (Grade 5 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.

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# LAMDA Level 3 Certificate in Communication: Speaking Verse and Prose:

## 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 Communication: Speaking Verse and Prose is designed to enable Learners to develop a wide range of skills in verse and prose speaking. Learners will perform their chosen selections from memory and read at sight a previously unseen text, 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 engage the audience.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Perform the chosen selections from memory, demonstrating an understanding of the material

### Technique

**LO2:** Create a vocal response to the text

**LO3:** Create a physical response to the text, to engage the audience

**Sight-Reading**

**LO4:** Sight-read, sharing the text with the audience

**Knowledge**

**LO5:** Know and understand the content of the verse and prose selections

**LO6:** Know and understand the techniques required for speaking verse and prose

**LO7:** Know and understand the context and influences of writer's work (Grade 8 only)

**Total Time Allowance**

Grade 6 – Bronze Medal – 25 minutes

Grade 7 – Silver Medal – 30 minutes

Grade 8 – Gold Medal – 35 minutes

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## Examination Content:

### Grade 6 – Bronze Medal Speaking Verse and Prose

#### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*If We Remain Civil and Obedient Now* by Nikita Gill

*He Thinks of his Past Faces* by John Canfield

*The Darkling Thrush* by Thomas Hardy

*Ghareeb* by Fatimah Asghar

*Fairy Song* by Louisa May Alcott

*On the Discomfort of Being in the Same Room  
as the Boy You Like* by Sarah Kay

*The Queen of Hearts* by Christina Rossetti

*A Beach on A Foggy Day* by Jade Anouka

#### Prose

*Notes on a Nervous Planet* by Matt Haig

*The Mill on the Floss* by George Eliot (Mary Ann Evans)

*Boys Don't Cry* by Malorie Blackman

*The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson

*Conversations with Friends* by Sally Rooney

*Jane Eyre* by Charlotte Brontë

*The Hate U Give* by Angie Thomas

*The Time Machine* by H. G. Wells

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## Piece 2 (Own Choice): Interpretation and Technique

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice selection must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology – Volume 20*. 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 piece must not exceed 3 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

### Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.

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## Knowledge

The Learner will answer questions on the following:

- The key themes in the book from which the prose selection has been taken
- The content of the verse selection
- Techniques involved in speech production, including breathing, resonance, projection and articulation.



## Assessment and Grading Criteria: Grade 6 – Bronze Medal Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform the chosen selections from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection</li> <li>1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse selection</li> <li>1.3 Demonstrate an appreciation of the style of writing</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Use breath support to produce a free vocal tone</li> <li>2.2 Respond to the text with appropriate and effective modulation</li> <li>2.3 Articulate clearly</li> </ul>
<p><b>LO3:</b> Create a physical response to the text, to engage the audience</p>	<ul style="list-style-type: none"> <li>3.1 Use appropriate posture, body language and facial expression to demonstrate understanding of the text, and engage the audience</li> </ul>
<p><b>LO4:</b> Sight-read, sharing the text with the audience</p>	<ul style="list-style-type: none"> <li>4.1 Communicate the sight-reading text with expression and fluency</li> <li>4.2 Sight-read, sharing the text with the audience</li> </ul>
<p><b>LO5:</b> Know and understand the content of the verse and prose selections</p>	<ul style="list-style-type: none"> <li>5.1 Summarise the key themes in the book used for the prose selection</li> <li>5.2 Outline the content of the verse selection</li> </ul>
<p><b>LO6:</b> Know and understand the techniques required for speaking verse and prose</p>	<ul style="list-style-type: none"> <li>6.1. Explain techniques involved in speechproduction, including breathing, resonance, projection and articulation</li> </ul>

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## Examination Content: Grade 7 – Silver Medal Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*I Hope You Stopped for the Swans* by Cecilia Knapp

*The Second Coming* by William Butler Yeats

*What You Mourn* by Sheila Black

From *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge

*Because I could not stop for Death* by Emily Dickinson

*Another Planet* by Dunya Mikhail, translated by Kareem James Abu-Zeid

*The Other Side of a Mirror* by Mary Elizabeth Coleridge

*Life Doesn't Frighten Me* by Maya Angelou

#### Prose

*Educated* by Tara Westover

*The Portrait of a Lady* by Henry James

*The Lonely Londoners* by Sam Selvon

*Dracula* by Bram Stoker

*Home Fire* by Kamila Shamsie

*Sense and Sensibility* by Jane Austen

*Black and British: A short, essential history* by David Olusoga

*Cranford* by Elizabeth Cleghorn Gaskell

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice piece must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology – Volume 20*. 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 piece must not exceed 3 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## **Sonnet (Own Choice): Interpretation and Technique**

The Learner will speak from memory a sonnet of their own choice (excluding sonnets by William Shakespeare).

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

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## Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.

## Knowledge

The Learner will answer questions on the following:

- The key themes and any underlying themes in the book from which the prose selection has been taken
- The content of the poem and sonnet presented
- The verse form, metre and rhythm of the poem and sonnet presented
- How to emphasise and modulate the voice, using examples of when and how these techniques have been used in the selections.

## Assessment and Grading Criteria: Grade 7 – Silver Medal Speaking Verse and Prose

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform the chosen selections from memory, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection</li> <li>1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the poem and sonnet presented</li> <li>1.3 Demonstrate an appreciation of the style of writing</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Use breath support to produce a free vocal tone</li> <li>2.2 Respond to the text with appropriate and effective modulation</li> <li>2.3 Articulate clearly</li> </ul>
<p><b>LO3:</b> Create a physical response to the text, to engage the audience</p>	<ul style="list-style-type: none"> <li>3.1 Use appropriate posture, body language and facial expression to demonstrate understanding of the text, and engage the audience</li> </ul>
<p><b>LO4:</b> Sight-read, sharing the text with the audience</p>	<ul style="list-style-type: none"> <li>4.1 Communicate the sight-reading text with expression and fluency</li> <li>4.2 Sight-read, sharing the text with the audience</li> </ul>
<p><b>LO5:</b> Know and understand the content of the verse and prose selections</p>	<ul style="list-style-type: none"> <li>5.1 Explain the key and any underlying themes in the book used for the prose selection</li> <li>5.2 Summarise the content of the poem and sonnet presented</li> </ul>
<p><b>LO6:</b> Know and understand the techniques required for speaking verse and prose</p>	<ul style="list-style-type: none"> <li>6.1 Explain the verse form used in the poem and sonnet presented</li> <li>6.2 Explain the metre and rhythm used in the poem and sonnet presented</li> <li>6.3 Explain how to emphasise and modulate the voice, using examples of when and how these techniques have been used in the selections</li> </ul>

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## Examination Content: Grade 8 – Gold Medal Speaking Verse and Prose

### Piece 1 (Set Selection): Interpretation and Technique

The Learner will speak from memory either one set verse selection or one set prose selection from the following:

#### Verse

*Edward Hopper and the House by the Railroad* by Edward Hirsch

*The Flowers of the Forest* by Jean Elliot

*Sing with Me and do not Die of Thirst* by Theresa Lola

*Keep A-Pluggin' Away* by Paul Laurence Dunbar

*A Green Land Full of Rivers* by Sabrina Mahfouz

From *The Lotos-Eaters* by Alfred, Lord Tennyson

*Air and Angels* by John Donne

*Phenomenal Woman* by Maya Angelou

#### Prose

*Girl, Woman, Other* by Bernardine Evaristo

*Nineteen Eighty-Four* by George Orwell

*Sula* by Toni Morrison

*A Sentimental Journey Through France and Italy* by Laurence Sterne

*Hamnet* by Maggie O'Farrell

*What Strange Paradise* by Omar El Akkad

*To the Lighthouse* by Virginia Woolf

*Circe* by Madeline Miller

The set pieces are printed in full in the *LAMDA Verse and Prose Anthology - Volume 20*.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## **Piece 2 (Own Choice): Interpretation and Technique**

The Learner will speak from memory either one verse selection or one prose selection of their own choice.

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a verse of their own choice.

The own choice selection must be published, but not set anywhere in the *LAMDA Verse and Prose Anthology – Volume 20*. 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 piece must not exceed 3 minutes in length.

The Examiner will ask the Learner to announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

## **Sonnet (Own Choice): Interpretation and Technique**

The Learner will speak from memory a sonnet of their own choice by William Shakespeare.

The Learner must announce the title and writer prior to the performance. A clean, legible, unannotated copy of the selection should be provided for the Examiner.

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## Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.

## Knowledge

The Learner will answer questions on the following:

- The content of the book from which the prose selection has been taken, noting key characters and events within it
- The content of the poem and sonnet presented
- The verse form, metre and rhythm of the poem and sonnet presented
- The context of William Shakespeare's work and how it has influenced others
- The life of one of the other writers selected for Piece 1 or Piece 2 and how it has influenced their work and the context of writing. The Examiner will select which writer the Learner must speak about at the time of the examination.



## Assessment and Grading Criteria: Grade 8 – Gold Medal Speaking Verse and Prose

Learning Outcomes	Assessment Criteria Pass
<p><b>LO1:</b> Perform the chosen selections from memory, demonstrating an understanding of the material</p>	<p>1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection</p> <p>1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the poem and sonnet presented</p> <p>1.3 Demonstrate an appreciation of the style of writing</p>
<p><b>LO2:</b> Create a vocal response to the text</p>	<p>2.1 Use breath support to produce a free vocal tone</p> <p>2.2 Respond to the text with appropriate and effective modulation</p> <p>2.3 Articulate clearly</p>
<p><b>LO3:</b> Create a physical response to the text, to engage the audience</p>	<p>3.1 Use appropriate posture, body language and facial expression to demonstrate understanding of the text, and engage the audience</p>
<p><b>LO4:</b> Sight-read, sharing the text with the audience</p>	<p>4.1 Communicate the sight-reading text with expression and fluency</p> <p>4.2 Sight-read, sharing the text with the audience</p>

<b>Learning Outcomes</b>	<b>Assessment Criteria Pass</b>
<p><b>LO5:</b> Know and understand the content of the verse and prose selections</p>	<p>5.1 Summarise the content of the book used for the prose selection, noting the key characters and events</p> <p>5.2 Summarise the content of the poem and sonnet presented</p>
<p><b>LO6:</b> Know and understand the techniques required for speaking verse and prose</p>	<p>6.1 Explain the verse form used in the poem and sonnet presented</p> <p>6.2 Explain the metre and rhythm used in the poem and sonnet presented</p>
<p><b>LO7:</b> Know and understand the context and influences of writer's work</p>	<p>7.1 Summarise the context of William Shakespeare's work and how it has influenced others</p> <p>7.2 Summarise the life of one of the other writers selected for Piece 1 or 2 and how it has influenced their work and the context of writing</p>

## Level 3 Marking Scheme Grade 6 – Bronze Medal

Assessment Task		Marks	Total Marks
<b>Piece 1 (Set Selection)</b>	Interpretation	<b>20</b>	<b>35</b>
	Technique	<b>15</b>	
<b>Piece 2 (Own Choice)</b>	Interpretation	<b>20</b>	<b>35</b>
	Technique	<b>15</b>	
<b>Sight-Reading</b>			<b>10</b>
<b>Knowledge</b>			<b>20</b>
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

## Grade 7 – Silver Medal / Grade 8 – Gold Medal

Assessment Task		Marks	Total Marks
<b>Piece 1 (Set Selection)</b>	Interpretation	<b>15</b>	<b>25</b>
	Technique	<b>10</b>	
<b>Piece 2 (Own Choice)</b>	Interpretation	<b>15</b>	<b>25</b>
	Technique	<b>10</b>	
<b>Sonnet (Own Choice)</b>	Interpretation	<b>10</b>	<b>20</b>
	Technique	<b>10</b>	
<b>Sight-Reading</b>			<b>10</b>
<b>Knowledge</b>			<b>20</b>
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 (Grades 6, 7 and 8) Speaking Verse and Prose Examinations.

**Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. Knowledge and understanding of material and the techniques required for speaking verse and prose will have been comprehensive. Learners taking examinations at Grade 8 will have been able to discuss maturely detailed and in-depth biographical and contextual details about their chosen writer.

**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. The presentation will have been complex and well prepared. Knowledge and understanding of material and the techniques required for speaking verse and prose will have been well researched and presented. Learners taking examinations at Grade 8 will have been able to demonstrate sound biographical and contextual knowledge of their chosen writer.

**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 of techniques required for speaking verse and prose. Learners taking examinations at Grade 8 will have been able to discuss biographical and contextual details about their chosen writer, but knowledge will be undeveloped.

**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 Communication: Reading for Performance**

**From 1 August 2024**

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## Purpose of the Qualification

LAMDA Graded Examinations in Communication: Reading for Performance are designed to develop the skills necessary for reading aloud to an audience and devising a recital for performance.

Learners who prepare themselves appropriately will develop:

- 1. Interpretative skills**
- 2. Technical skills**
- 3. Knowledge of literature and how to devise and present a programme of material for performance**

## Broad Objectives of the Qualification

### **1. Interpretive skills**

The Learner(s) will be required to:

- Engage imaginatively with the thought, emotion, style and form of a text

### **2. Technical skills**

The Learner(s) will be required to:

- Develop skills in voice, diction, positioning and posture, reading aloud and audience communication

### **3. Knowledge of literature and how to devise and present a programme of material for performance**

The Learner(s) will be required to:

- Know and understand the chosen readings
- Know and understand what is required to present a recital in reading 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 an examination in Reading for Performance 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 readings and theme chosen by the Learner should increase in technical difficulty as the grades progress
- The knowledge required increases as the grades progress.

LAMDA Examinations in Reading for Performance are offered in the following formats:

- Solo (one Learner) where the Learner performs alone.

Learners have the freedom to present their recital from any appropriate space within the examination room. They may choose to remain in one place throughout or change placement and levels as they deem fit. Learners should consider the placement, stillness and movement around the space as part of the performance of their recital.

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## Examination Regulations – Reading for Performance

1. The Learner must not memorise the readings for their recital. They must read them aloud from a book or folder. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.
2. Small hand props are permitted but must be kept to a minimum.
3. 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.
4. Electronic devices such as mobile phones, tablets, e-readers, laptops and note pads cannot be brought into, or used in the examination room unless it is:
  - Required to display an E-book and is in airplane mode or does not have access to the internet
  - 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
5. Real or authentic replica weapons are not permitted in the examination room.
6. Live animals are not permitted in the examination room.
7. The recital must be performed in English.
8. Use of sound effects are not permitted.
9. Own Choice Selections must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Selections that have not been reviewed and published by a third party are not allowed.
10. 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.

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# LAMDA Entry Level Award in Communication: Reading for Performance:

## RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20

Total Qualification Time: 40

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## Level Description

The LAMDA Entry Level Award in Communication: Reading for Performance is designed to introduce Learners to basic skills in reading aloud to an audience. Learners will perform a recital consisting of two verse readings and links (an introduction, a linking statement and a conclusion). They will be able to show that they understand the meaning of what they are speaking/reading. They will perform audibly and clearly, demonstrating rhythmic awareness and fluency.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Perform a recital, demonstrating an understanding of the material

### Technique

**LO2:** Use communication skills to engage the audience

### Knowledge

**LO3:** Know the meaning and general content of the chosen material

## Total Time Allowance

10 minutes

## Examination Content: Entry Level Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- An introduction, outlining the theme
- A verse reading
- A short statement linking the first reading to the second reading
- A verse reading
- A conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 2 minutes. The entire programme must not exceed 5 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

### Knowledge

The Learner will answer questions on the following:

- Why the choice of readings fit the theme
- The meaning of four individual words or phrases taken from the two verse readings (selected by the Examiner at the time of the examination)

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# Assessment and Grading Criteria: Entry Level Reading for Performance

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Perform a recital, demonstrating an understanding of the material	1.1 Communicate the sense of the written word 1.2 Demonstrate awareness of rhythm and shape 1.3 Deliver links, from memory, in the form of an introduction, a linking statement and a conclusion
<b>LO2:</b> Use communication skills to engage the audience	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency 2.4 Perform the recital with confidence and audience awareness
<b>LO3:</b> Know the meaning and general content of the chosen material	3.1. Explain why the choice of readings fit the theme 3.2 Give meanings of up to four of the words or phrases taken from the readings

## Entry Level Marking Scheme

Assessment Task		Marks	Total Marks
Interpretation	Reading 1	20	50
	Reading 2	20	
	Links	10	
		<b>Technique</b>	<b>30</b>
		<b>Knowledge</b>	<b>20</b>
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 Reading for Performance Examinations.

#### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated the ability to communicate the sense of their selections to the audience with fluency and confidence throughout. Learners will have had an awareness of the audience throughout the presentation. They will have also given detailed explanations behind their choice of readings, and correct definitions of all four words chosen by the Examiner.

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### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure awareness of the rhythm and shape of the selections performed. The recital will have been spoken with good diction and audibility, but this will not have been consistent, and there may be some errors with memory and fluency. Learners will also have given clear explanations behind their choice of readings and correct definitions of three words chosen by the Examiner.

### **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated some sense of their selections, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will have been apparent but lapses in memory may have affected the fluency of the overall recital. Learners will also have given a basic explanation of their choice of readings and correct definitions of two words chosen by the Examiner.

### **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 Communication: Reading for Performance:

### 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 Communication: Reading for Performance is designed to enable Learners to develop basic skills in reading aloud to an audience. Learners will be able to demonstrate their knowledge, understanding and skills by performing a recital consisting of one verse reading, one prose reading and links (an introduction, a linking statement and a conclusion). The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly, clearly and fluently, communicating with their audience. Through variations in volume, pace and pitch they will be able to create and convey mood. Their use of the performance space will complement their recital.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Perform a recital, demonstrating an understanding of the material

### Technique

**LO2:** Create a vocal response to the text

**LO3:** Create a visual interest in response to the recital

### Knowledge

**LO4:** Know and understand the chosen material

## Total Time Allowance

15 minutes

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# Examination Content: Grade 1 Reading for Performance

## Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- An introduction, outlining the theme
- A verse reading
- A short reflective statement linking the verse reading to the prose reading
- A prose reading
- A conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 2 minutes. The entire programme must not exceed 8 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

## Knowledge

The Learner will answer questions on the following:

- Why the choice of readings fit the theme
- One key event in the book used for the prose reading
- The meaning of four individual words or phrases taken from the verse and prose readings (selected by the Examiner at the time of the examination)

## Assessment and Grading Criteria: Grade 1 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Use key words to communicate meaning</li> <li>1.2 Indicate changes in mood through secure phrasing</li> <li>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Speak with audibility appropriate to the performance space</li> <li>2.2 Speak with clarity of diction</li> <li>2.3 Read with fluency and audience awareness</li> <li>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</li> </ul>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<ul style="list-style-type: none"> <li>3.1 Use body language appropriate to the recital, including management of the reading materials</li> <li>3.2 Use the face to reflect inner feeling</li> <li>3.3 Make appropriate use of the performance space</li> </ul>
<p><b>LO4:</b> Know and understand the chosen material</p>	<ul style="list-style-type: none"> <li>4.1 Describe why the choice of readings fit the theme</li> <li>4.2 Describe one key event in the book used for the prose reading</li> <li>4.3 Give accurate meanings of up to four of the words or phrases taken from the readings</li> </ul>

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# Examination Content: Grade 2 Reading for Performance

## Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- An introduction, outlining the theme
- A verse reading
- A short reflective statement linking the verse reading to the prose reading
- A prose reading
- A conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 2 minutes. The entire programme must not exceed 8 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

## Knowledge

The Learner will answer questions on the following:

- Why the choice of readings fit the theme
- An outline of the book used for the prose reading
- The meaning of four individual words or phrases taken from readings (selected by the Examiner at the time of the examination)

## Assessment and Grading Criteria: Grade 2 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Use key words to communicate meaning</li> <li>1.2 Indicate changes in mood through secure phrasing</li> <li>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Speak with audibility appropriate to the performance space</li> <li>2.2 Speak with clarity of diction</li> <li>2.3 Read with fluency and audience awareness</li> <li>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</li> </ul>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<ul style="list-style-type: none"> <li>3.1 Use body language appropriate to the recital, including management of the reading materials</li> <li>3.2 Use the face to reflect inner feeling</li> <li>3.3 Make appropriate use of the performance space</li> </ul>
<p><b>LO4:</b> Know and understand the chosen material</p>	<ul style="list-style-type: none"> <li>4.1 Explain why the choice of readings fit the theme</li> <li>4.2 Give an outline of the book used for the prose reading</li> <li>4.3 Give accurate meanings of up to four of the words or phrases taken from the readings</li> </ul>

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# Examination Content:

## Grade 3 Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- An introduction, outlining the theme
- A verse reading
- A short reflective statement linking the verse reading to the prose reading
- A prose reading
- A conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 2 minutes. The entire programme must not exceed 8 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

### Knowledge

The Learner will answer questions on the following:

- Why the choice of readings fit the theme
- Two characters (of their own choice) from the book from which the prose reading has been taken
- The contrast between the verse and prose readings presented

## Assessment and Grading Criteria: Grade 3 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Use key words to communicate meaning</li> <li>1.2 Indicate changes in mood through confident phrasing</li> <li>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Speak with audibility appropriate to the performance space</li> <li>2.2 Speak with clarity of diction</li> <li>2.3 Read with fluency and audience awareness</li> <li>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</li> </ul>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<ul style="list-style-type: none"> <li>3.1 Use body language appropriate to the recital, including management of the reading materials</li> <li>3.2 Use the face to reflect inner feeling</li> <li>3.3 Make appropriate use of the performance space</li> </ul>
<p><b>LO4:</b> Know and understand the chosen material</p>	<ul style="list-style-type: none"> <li>4.1 Explain why the choice of readings fit the theme</li> <li>4.2 Introduce two characters from the book used for the prose reading</li> <li>4.3 Describe the contrast between the verse and prose readings</li> </ul>

## Level 1 Marking Scheme

Assessment Task		Marks	Total Marks
Interpretation	Reading 1	20	50
	Reading 2	20	
	Links	10	
		Technique	30
		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 (Grades 1, 2 and 3) Reading for Performance examinations.

#### Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have used key words to communicate the meaning of the chosen material throughout the examination, using appropriate phrasing to indicate changes in mood. Readings will have been clear and fluent throughout, and thoughtful, effective body language will have been used to complement and support the content of the chosen material. The Learner will have also provided detailed explanations to questions asked about their chosen material and provided correct meanings for four of the words or phrases selected by the Examiner (Grade 1 and 2 only).



**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have communicated a secure understanding of the chosen material, whilst indicating some originality in their interpretation. The Learner will be mostly clear and audible in their presentation, frequently using body and voice in response to the text. Learners will have also given general responses to questions asked about their chosen material and provided correct meanings for three of the words or phrases selected by the Examiner (Grade 1 and 2 only).

**Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen material. They will have demonstrated basic performance skills and some imaginative interpretation of the texts. Learners will have also given brief answers to questions asked about their chosen material and provided correct meanings for two of the words or phrases selected by the Examiner (Grade 1 and 2 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.

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# LAMDA Level 2 Award in Communication: Reading for Performance:

## RQF Level: 2

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

The LAMDA Level 2 Award in Communication: Reading for Performance is designed to enable Learners to develop a range of skills in reading aloud to an audience. Learners will perform a recital consisting of three readings and links (an introduction, two linking statements and a conclusion). Presentation will be audible, 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 confident performance. Use of body language and the performance space will aid communication of the text and engage the audience.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Perform a recital, demonstrating an understanding of the material

### Technique

**LO2:** Create a vocal response to the text

**LO3:** Create a visual interest in response to the recital

### Knowledge

**LO4:** Know and understand the content and context of the chosen material

## Total Time Allowance

20 minutes

## Examination Content: Grade 4 Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- An introduction, outlining the theme
- A verse reading
- A short reflective statement linking the verse reading to the prose reading
- A prose reading
- A short reflective statement linking the prose reading to the next reading
- A verse reading or a prose reading
- A conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 3 minutes. The entire programme must not exceed 12 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

### Knowledge

The Learner will answer questions on the following:

- The reasons why the choice of readings and their staging are relevant to the theme
- The relationship between two characters (of their own choice) from the book used for the prose reading (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- The contrast between the verse and prose readings, including how the different readings might make the audience feel

# Assessment and Grading Criteria: Grade 4 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Demonstrate sufficient fluency to convey style and content</li> <li>1.2 Demonstrate understanding of the writer’s thoughts and feelings</li> <li>1.3 Deliver links, from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Sustain vocal power through to the end of phrases</li> <li>2.2 Use appropriate modulation</li> <li>2.3 Speak with clear and precise diction</li> </ul>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<ul style="list-style-type: none"> <li>3.1 Make effective use of posture, body language and facial expression</li> <li>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</li> </ul>
<p><b>LO4:</b> Know and understand the content and context of the chosen material</p>	<ul style="list-style-type: none"> <li>4.1 Explain the reasons why the choice of readings and their staging are relevant to the theme</li> <li>4.2 Describe the relationship between two characters from the book used for the prose reading</li> <li>4.3 Explain the contrast between the verse and prose readings and how the different readings might make the audience feel</li> </ul>

## Examination Content: Grade 5 Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

- An introduction, outlining the theme
- A verse reading
- A short reflective statement linking the verse reading to the prose reading
- A prose reading
- A short reflective statement linking the prose reading to the next reading
- A verse reading or a prose reading
- A conclusion

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 3 minutes. The entire programme must not exceed 12 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

### Knowledge

The Learner will answer questions on the following:

- The reasons why the choice of readings and their staging are relevant to the theme
- The main plot of the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- The content of the verse reading(s)
- The contrast between the verse and prose readings, including how the readings set different moods

# Assessment and Grading Criteria: Grade 5 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Demonstrate sufficient fluency to convey style and content</li> <li>1.2 Demonstrate understanding of the writer’s thoughts and feelings</li> <li>1.3 Deliver links, from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Sustain vocal power through to the end of phrases</li> <li>2.2 Use appropriate modulation</li> <li>2.3 Speak with clear and precise diction</li> </ul>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<ul style="list-style-type: none"> <li>3.1 Make effective use of posture, body language and facial expression</li> <li>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</li> </ul>
<p><b>LO4:</b> Know and understand the content and context of the chosen material</p>	<ul style="list-style-type: none"> <li>4.1 Explain why the choice of readings and their staging are relevant to the theme</li> <li>4.2 Describe the main plot of the book used for the prose reading</li> <li>4.3 Describe the general content of the verse reading(s)</li> <li>4.4 Explain the contrast between the verse and prose readings, including how the readings set different moods</li> </ul>

## Level 2 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Interpretation</b>	Reading 1	<b>15</b>	<b>55</b>
	Reading 2	<b>15</b>	
	Reading 3	<b>15</b>	
	Links	<b>10</b>	
		<b>Technique</b>	<b>25</b>
		<b>Knowledge</b>	<b>20</b>
		<b>Total Marks</b>	<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 (Grades 4 and 5) Reading for Performance 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 and sustained response. The Learner will have created an appropriate and personal response to the text both vocally and physically and used appropriate modulation throughout. Knowledge of the material and rationale behind choices will be wide-ranging and detailed.

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### **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 responded vocally and physically to the material and have shown a relatively wide range of techniques to engage the audience. Knowledge of the material and justification for choices will be fairly thorough and secure.

### **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. Modulation will be appropriate but will not have been used consistently throughout the recital. Knowledge of the material and reasons for choices will be accurate but will lack 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 Award in Communication: Reading for Performance:

### 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 Communication: Reading for Performance is designed to enable Learners to develop a wide range of skills in reading aloud to an audience. Learners will perform a recital consisting of three readings and links (an introduction, two linking statements and a conclusion) and read at sight a previously unseen text. They will integrate their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to engage the audience.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Perform a recital, demonstrating an understanding of the material

### Technique

**LO2:** Create a vocal response to the text

**LO3:** Create a visual interest in response to the recital

### Sight-Reading

**LO4:** Sight-read, sharing the text with the audience

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**Knowledge**

**LO5:** Know and understand the content and context of the chosen material

**LO6:** Know and understand the techniques required for reading for performance

## **Total Time Allowance**

Grade 6 – 30 minutes   Grade 7 – 35 minutes   Grade 8 – 35 minutes

## Examination Content: Grade 6 Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

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

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 3 minutes. The entire programme must not exceed 15 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.

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## Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading. The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured backgrounds/overlays as required.

## Knowledge

The Learner will answer questions on the following:

- The reasons behind the choice of readings and staging, providing links to the themes, context and subtext
- The key themes in the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- The content of the other readings presented
- The research and preparation of the linking statements

## Assessment and Grading Criteria: Grade 6 Reading for Performance

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Perform a recital, demonstrating an understanding of the material	1.1 Demonstrate an understanding of content, subtext and context of the readings in the performance 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
<b>LO2:</b> Create a vocal response to the text	2.1 Read with expression and fluency 2.2 Use breath support to produce a free vocal tone 2.3 Use effective modulation in response to the text 2.4 Speak with clear and precise diction
<b>LO3:</b> Create a visual interest in response to the recital	3.1 Demonstrate variety of movement, body language and facial expression appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4:</b> Sight-read, sharing the text with the audience	4.1 Sight-read with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5:</b> Know and understand the content and context of the chosen material	5.1 Explain the reasons for the choice of readings and staging, providing links to the themes, context and subtext 5.2 Summarise the key themes in the book used for the prose reading has been taken 5.3 Summarise the content of the other readings presented
<b>LO6:</b> Know and understand the techniques required for reading for performance	6.1 Explain the research and preparation required to develop the linking statements

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# Examination Content:

## Grade 7 Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

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

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 3 minutes. The entire programme must not exceed 15 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper or background colour.

## Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured backgrounds/overlays as required.

## Knowledge

The Learner will answer questions on the following:

- The reasons behind the choice of readings and staging, providing links to the themes, context and subtext
- The text and subtext of the book from which the prose reading has been taken (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- The content of the other readings presented
- The techniques required for conveying contrasts of mood and style in the chosen readings

## Assessment and Grading Criteria: Grade 7 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<p>1.1 Demonstrate an understanding of content, subtext and context of the readings in the performance</p> <p>1.2 Demonstrate an appreciation of the style of writing</p> <p>1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion</p>
<p><b>LO2:</b> Create a vocal response to the text</p>	<p>2.1 Read with expression and fluency</p> <p>2.2 Use breath support to produce a free vocal tone</p> <p>2.3 Use effective modulation in response to the text</p> <p>2.4 Speak with clear and precise diction</p>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<p>3.1 Demonstrate variety of movement, body language and facial expression appropriate to the content of the recital</p> <p>3.2 Use the performance space appropriately to complement the recital and engage the audience</p>
<p><b>LO4:</b> Sight-read, sharing the text with the audience</p>	<p>4.1 Sight-read with expression and fluency</p> <p>4.2 Sight-read, sharing the text with the audience</p>
<p><b>LO5:</b> Know and understand the content and context of the chosen material</p>	<p>5.1 Explain the reasons for the choice of readings and staging, providing links to the themes, context and subtext</p> <p>5.2 Explain the text and subtext of the book used for the prose reading</p> <p>5.3 Summarise the content of the other readings presented</p>
<p><b>LO6:</b> Know and understand the techniques required for reading for performance</p>	<p>6.1 Explain the techniques required for conveying contrasts of mood and style in the readings presented</p>



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## Examination Content: Grade 8 Reading for Performance

### Interpretation and Technique

The Learner will perform a recital, based around a theme, including all the following elements:

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

The Learner may perform the readings in any order. The readings must not be memorised but must be read. The Learner must perform the introduction, linking statement and conclusion from memory, these elements cannot be read.

Each reading must be no longer than 3 minutes. The entire programme must not exceed 17 minutes in length. Clean, legible, unannotated copies of all readings should be provided for the Examiner.

The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper or background colour.

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## Sight-Reading

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured backgrounds/overlays as required.

## Knowledge

The Learner will answer questions on the following:

- The reasons behind the choice of theme providing an analysis of how the readings, staging and performance highlighted the theme
- The content of the book from which the prose reading has been taken, noting key characters and events within it (if two prose readings have been included, one will be selected by the Examiner at the time of the examination)
- The content of one of the other readings presented (selected by the Examiner at the time of the examination)
- The techniques required for conveying contrasts of period, style and form in the chosen readings
- The techniques required for effective sight-reading

## Assessment and Grading Criteria: Grade 8 Reading for Performance

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Perform a recital, demonstrating an understanding of the material</p>	<ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of content, subtext and context of the readings in the performance</li> <li>1.2 Demonstrate an appreciation of the style of writing</li> <li>1.3 Deliver links from memory with spontaneity</li> <li>1.4 Deliver links from memory with a mature understanding, in the form of an introduction, two linking statements and a conclusion</li> </ul>
<p><b>LO2:</b> Create a vocal response to the text</p>	<ul style="list-style-type: none"> <li>2.1 Read with expression, fluency and spontaneity</li> <li>2.2 Use breath support to produce a free vocal tone</li> <li>2.3 Use effective modulation in response to the text</li> <li>2.4 Speak with clear and precise diction</li> </ul>
<p><b>LO3:</b> Create a visual interest in response to the recital</p>	<ul style="list-style-type: none"> <li>3.1 Demonstrate variety of movement, body language and facial expression appropriate to the content of the recital</li> <li>3.2 Use the performance space appropriately to compliment the recital</li> </ul>
<p><b>LO4:</b> Sight-read, sharing the text with the audience</p>	<ul style="list-style-type: none"> <li>4.1 Sight-read with expression, fluency and spontaneity</li> <li>4.2 Sight-read, sharing the text with the audience</li> </ul>

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## Assessment and Grading Criteria: Grade 8 Reading for Performance Continued

Learning Outcomes	Assessment Criteria
<b>LO5:</b> Know and understand the content and context of the chosen material	<p>5.1 Justify the reasons behind the choice of theme providing an analysis of how the readings, staging and performance highlighted the theme</p> <p>5.2 Summarise the content of the book used for the prose reading, noting the key characters and events</p> <p>5.3 Summarise the content of one of the other readings presented</p>
<b>LO6:</b> Know and understand the techniques required for reading for performance	<p>6.1 Explain the techniques required for conveying contrasts of period, style and form in the readings presented</p> <p>6.2 Explain the techniques required for effective sight-reading</p>

## Level 3 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Interpretation</b>	Reading 1	<b>10</b>	<b>40</b>
	Reading 2	<b>10</b>	
	Reading 3	<b>10</b>	
	Links	<b>10</b>	
<b>Technique</b>			<b>30</b>
<b>Sight -Reading</b>			<b>10</b>
<b>Knowledge</b>			<b>20</b>
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 (Grades 6, 7, and 8) Reading for Performance Examinations.

#### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. The Learner will have been spontaneous (Grade 8), expressive and fluent throughout the sight-reading element of the examination, and knowledge and understanding of material will have been comprehensive.

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### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. The presentation will have been complex and well prepared but may have lacked accurate breath control, or a full appreciation for the style of writing. The Learner will have sight-read securely, with confidence and personalisation most of the time. Knowledge and understanding of material will have been well researched and presented.

### **Pass (50–64)**

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, and the sight-reading will have been delivered in an attempt to share it with the audience. Learners will have demonstrated some widespread knowledge and understanding of their 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 Communication: Speaking in Public**

**From 1 August 2024**

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## Purpose of the Qualification

LAMDA Graded Examinations in Speaking in Public are designed to develop the skills necessary for effective oral communication and public presentation. These examinations will benefit those wishing to communicate confidently using the English language.

Learners who prepare themselves appropriately will develop:

- 1. Oral language skills**
- 2. Technical skills**
- 3. Knowledge of oral communication skills**

## Broad Objectives of the Qualification

### 1. Oral language skills

The Learner(s) will be required to:

- Select, structure and shape subject matter into a coherent and concise speech
- Adapt language and form to audience, purpose and situation where appropriate

### 2. Technical skills

The Learner(s) will be required to:

- Build skills in vocal projection and clarity of speech
- Match tonal register to audience, purpose and situation where appropriate
- Integrate body language, notes and visual aids where appropriate, to support the subject matter and engage the listener

### 3. Knowledge of oral communication skills

The Learner(s) will be required to:

- Have a knowledge and understanding of the techniques required for speaking in public



## 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 Speaking in Public 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:

- Set requirements and/or topics for speeches increase in difficulty as the grades progress
- The knowledge required increases as the grades progress

LAMDA Examinations in Speaking in Public are offered in the following formats:

- Solo (one Learner) where the Learner performs alone

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## Examination Regulations – Speaking in Public

1. 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.
2. Electronic devices such as mobile phones, tablets, e-readers, laptops and note pads cannot be brought into or used in the examination room unless it is:
  - Required as a visual aid and is turned off
  - Required to display a visual aid (e.g. picture) and is in airplane mode
  - Required to display Note Cards and is in airplane mode
  - 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.
3. Real or authentic replica weapons are not permitted in the examination room
4. Live animals are not permitted in the examination room
5. Speeches must be presented in English
6. For Entry Level and Level 1 (Grade 1, Grade 2 and Grade 3) examinations, Learners are not permitted to use PowerPoint presentations (or similar) as their visual aid
7. Use of external sound effects are not permitted.
8. Microphones or any equipment used to amplify the volume of the learner's voice, are not permitted
9. Note cards may be used for speeches. Note cards may not be used for the knowledge section.
10. Speeches must link clearly to given stimulus
11. Speeches must be prepared by the Learner and the use of Artificial Intelligence to generate text is strictly prohibited
12. 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.

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# LAMDA Entry Level Award in Communication: Speaking in Public

## RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20

Total Qualification Time: 40

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## Level Description

The LAMDA Entry Level Award in Communication: Speaking in Public is designed to introduce Learners to basic skills in public speaking. Learners will be able to prepare and deliver a speech about a book of their own choice. They will speak audibly and clearly. They will be able to answer questions about the reasons for their choice of book and will maintain a brief conversation with the Examiner on a topic of their own choice.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Prepare and deliver a speech about a book, demonstrating an understanding of the subject matter

### Technique

**LO2:** Use the skills required for speaking in public

### Knowledge

**LO3:** Know and understand the techniques required for speaking in public

## Total Time Allowance

10 minutes

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## Examination Content: Entry Level Speaking in Public

### Prepared Speech: Interpretation and Technique

The Learner will deliver a prepared speech about a book of their own choice.

The speech must not exceed 2 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

Learners may use a visual aid for their examination, but this is not a requirement and will not be assessed. The use of PowerPoint (or similar) presentations at this Level is prohibited.

### Knowledge

The Learner will answer questions on the following:

- How the speech was prepared

The Learner will then present the Examiner with a choice of two topics. The Examiner will choose one of these topics and use it to initiate a brief conversation with the Learner.

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## Assessment and Grading Criteria: Entry Level Speaking in Public

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Prepare and deliver a speech about a book, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about a book using relevant vocabulary and a clear structure 1.2 Demonstrate subject knowledge
<b>LO2:</b> Use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
<b>LO3:</b> Know and understand the techniques required for speaking in public	3.1 Describe the steps taken to prepare the speech 3.2 Demonstrate focus in the conversation 3.3 Respond appropriately to questions in the conversation

## Entry Level Marking Scheme

Assessment Task		Marks	Total Marks
Prepared Speech	Interpretation	40	80
	Technique	40	
		Knowledge	20
		<b>Total Marks</b>	<b>100</b>

### 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 Speaking in Public examinations.

#### Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have delivered their speech in a clear and engaging way, using imaginative, but appropriate vocabulary. They will have demonstrated detailed knowledge of their book and fully described how they prepared their speech. Learners will have also engaged fully in the conversation and responded appropriately to questions throughout.

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### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure knowledge of their chosen book and presented their speech using mostly relevant vocabulary. They will have used good facial expression and diction, and audibility will be secure, but not consistent. Learners will have been involved in the conversation for the most part and will respond appropriately to most questions asked.

### **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have delivered a reasonably convincing speech using some appropriate vocabulary. They will have been audible and clear throughout some of the speech and demonstrated good knowledge of the chosen book. Learners will have been active and engaged for some of the conversation, responding appropriately.

### **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 Communication: Speaking in Public:

### 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 Communication: Speaking in Public is designed to enable Learners to develop basic skills in public speaking. Learners will be able to prepare and deliver a speech with a clear structure, speaking audibly and clearly. The use of visual aids will help to engage the audience. Learners will be able to answer questions about the content of their speech and maintain a conversation with the Examiner on a topic of their own choice. They will ask questions to further the conversation (Grade 3 only).

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Prepare and deliver a speech, demonstrating an understanding of the subject matter

### Technique

**LO2:** Use the skills required for speaking in public

### Knowledge

**LO3:** Know and understand the techniques required for speaking in public

## Total Time Allowance

15 minutes

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# Examination Content:

## Grade 1 Speaking in Public

### Prepared Speech: Interpretation and Technique

The Learner will deliver a prepared speech about an experience, event or visit of their own choice.

The speech must not exceed 3 minutes in length. Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

Learners may use a visual aid for their examination, but this is not a requirement and will not be marked. The use of PowerPoint (or similar) presentations at this Level is prohibited.

### Knowledge

The Learner will answer questions on the following:

- How the speech was prepared

The Learner will then present the Examiner with a choice of two topics. The Examiner will choose one of these topics and use it to initiate a conversation with the Learner.

## Assessment and Grading Criteria: Grade 1 Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver a speech, demonstrating an understanding of the subject matter</p>	<p>1.1 Give a prepared speech about an experience, event or visit using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate knowledge of the chosen subject</p>
<p><b>LO2:</b> Use the skills required for speaking in public</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use appropriate body language and facial expression to support the content of the speech</p> <p>2.4 Communicate with spontaneity</p>
<p><b>LO3:</b> Know and understand the techniques required for speaking in public</p>	<p>3.1 Describe the steps taken to prepare the speech</p> <p>3.2 Maintain focus in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>

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## Examination Content: Grade 2 Speaking in Public

### Prepared Speech: Interpretation and Technique

The Learner will deliver a prepared speech about an object of their own choice that means something to the Learner (for example, a memento, an ornament, a picture that illustrates a happy memory).

The learner must bring in the object and use it as a Visual aid, referring to it during the speech. The use of PowerPoint (or similar) presentations at this Level is prohibited.

The speech must not exceed 3 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

### Knowledge

The Learner will answer questions on the following:

- How the speech was prepared

The Learner will then present the Examiner with a choice of two topics. The Examiner will choose one of these topics and use it to initiate a conversation with the Learner.

## Assessment and Grading Criteria: Grade 2 Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver a speech about an object, demonstrating an understanding of the subject matter</p>	<p>1.1 Give a prepared speech about an object using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate knowledge of the chosen subject</p>
<p><b>LO2:</b> Use the skills required for speaking in public</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use appropriate body language and facial expression to support the content of the speech</p> <p>2.4 Communicate with spontaneity</p> <p>2.5 Demonstrate effective use of visual aids</p>
<p><b>LO3:</b> Know and understand the techniques required for speaking in public</p>	<p>3.1 Describe the steps taken to prepare the speech</p> <p>3.2 Maintain focus in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>

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# Examination Content:

## Grade 3 Speaking in Public

### Prepared Speech: Interpretation and Technique

The Learner will deliver a prepared speech about a hobby or personal interest of their own choice.

The speech must not exceed 3 minutes in length.

**Visual aids** must be used and referred to during the speech. The use of PowerPoint (or similar) presentations at this Level is prohibited.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

### Knowledge

The Learner will answer questions on the following:

- What research was done to prepare the speech

The Learner will then present the Examiner with a choice of three topics. The Examiner will choose one of these topics and use it to initiate a conversation with the Learner. The Learner must ask questions to further the conversation.

## Assessment and Grading Criteria: Grade 3 Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver a speech, demonstrating an understanding of the subject matter</p>	<p>1.1 Give a prepared speech about a hobby or personal interest using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate knowledge of the chosen subject</p>
<p><b>LO2:</b> Use the skills required for speaking in public</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use appropriate body language and facial expression to support the content of the speech</p> <p>2.4 Communicate with spontaneity</p> <p>2.5 Demonstrate effective use of visual aids</p>
<p><b>LO3:</b> Know and understand the techniques required for speaking in public</p>	<p>3.1 Describe the research done to prepare the speech</p> <p>3.2 Maintain focus in the conversation</p> <p>3.3 Engage appropriately in the conversation by responding to and asking questions</p>

## Level 1 Marking Scheme

Assessment Task		Marks	Total Marks
Prepared Speech	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 Level 1 Speaking in Public Examinations.

#### Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have given a speech using vocabulary suitable for their chosen topic throughout. The speech will have been spoken audibly and clearly and delivered with spontaneity using appropriate facial expression. Explanations of how their speech was prepared will have been detailed and clear, and the Learner will have engaged in the conversation, responding to and asking questions throughout (Grade 3 only).



**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have delivered a speech using vocabulary that was mostly suitable for their chosen topic. The Learner will have used facial expression to support the content of their speech and communicated with spontaneity for most of the presentation, but not always. Explanations of how they prepared their speech will have been confident but will have lacked some detail. Learners will have remained engaged in the conversation most of the time, accurately responding to the majority of questions (Grade 3 only).

**Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen topic using some appropriate vocabulary. They will have attempted to deliver their speech with spontaneity and have used some facial expression. Learners will have given brief and simple explanations of how they prepared their speech and will have had some engagement in the conversation (Grade 3 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.

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# LAMDA Level 2 Award in Communication: Speaking in Public

## 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 Communication: Speaking in Public is designed to enable Learners to develop a range of skills in public speaking. Learners will be able to select appropriate subject matter and prepare and deliver two speeches. Effective preparation and study will be evident, leading to a confident performance. Use of body language and voice will be combined to engage the audience. Learners will be able to answer questions on the skills required for preparing their speeches and maintain a conversation with the Examiner on a given topic. They will ask questions to further the conversation and listen supportively.

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Prepare and deliver two speeches, demonstrating an understanding of the subject matter

### Technique

**LO2:** Demonstrate the skills required for speaking in public

### Knowledge

**LO3:** Know and understand the techniques required for speaking in public

## Total Time Allowance

20 minutes

## Examination Content: Grade 4 Speaking in Public

### Prepared Speech 1: Interpretation and Technique

The Learner will deliver a prepared speech on a subject of their own choice. The subject of the speech must be distinctly different from the subject used for Prepared Speech 2.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

### Prepared Speech 2: Interpretation and Technique

The Learner will deliver a prepared speech based on one of the following subjects:

- My favourite film, stage play or musical theatre show
- The environment
- Someone I would like to meet (past or present)

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

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## Visual aids

The Learner must use and refer to one or more visual aids in at least one of the two speeches. The visual aid must be used in a meaningful way to add value to the speech. For example, to highlight a main point, to demonstrate something of interest, to engage the audience.

Where technical equipment is required, the Learner must provide their own and be able to work it effectively in the examination room.

## Knowledge

The Learner will answer questions on the following:

- The reasons behind the choice of subject for each prepared speech
- The research undertaken to prepare both speeches

The Examiner will then present the Learner with a choice of three topics. The Learner will choose one of these topics and use it to initiate a conversation with the Examiner. The Learner must ask questions to further the conversation.

## Assessment and Grading Criteria: Grade 4 Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver two speeches, demonstrating an understanding of the subject matter</p>	<ul style="list-style-type: none"> <li>1.1 Deliver each speech confidently, using subject knowledge, with a clear structure</li> <li>1.2 Use appropriate vocabulary that suits the imagined audience and speech subject</li> </ul>
<p><b>LO2:</b> Demonstrate the skills required for speaking in public</p>	<ul style="list-style-type: none"> <li>2.1 Speak with appropriate audibility</li> <li>2.2 Speak with clarity of diction</li> <li>2.3 Use posture, body language and facial expression appropriate to the content of the speeches</li> <li>2.4 Communicate spontaneously with the imagined audience</li> <li>2.5 Use visual aids effectively to add value in at least one speech</li> </ul>
<p><b>LO3:</b> Know and understand the techniques required for speaking in public</p>	<ul style="list-style-type: none"> <li>3.1 Explain the reasons behind the choice of subject for each speech</li> <li>3.2 Explain the research undertaken to prepare each speech</li> <li>3.3 Communicate on the given topic with understanding and fluency</li> <li>3.4 Engage effectively in conversation by responding to and asking questions appropriately</li> </ul>

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# Examination Content:

## Grade 5 Speaking in Public

### Prepared Speech 1: Interpretation and Technique

The Learner will deliver a prepared speech on a subject of their own choice. The subject of the speech must be distinctly different from that used for Prepared Speech 2

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

### Prepared Speech 2: Interpretation and Technique

The Learner will deliver a prepared speech based on one of the following subjects:

- Something that makes you feel competitive
- Something that helps to keep you healthy (for example, diet, exercise, sport)
- A place you would like to visit

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

## Visual aids

The Learner must use and refer to one or more visual aids in at least one of the two speeches. The visual aid must be used in a meaningful way to add value to the speech. For example, to highlight a main point, to demonstrate something of interest, to engage the audience.

Where technical equipment is required, the Learner must provide their own and be able to work it effectively in the examination room.

## Knowledge

The Learner will answer questions on the following:

- The reasons behind the choice of subject for each prepared speech
- The research undertaken to prepare both speeches

The Examiner will then present the Learner with a choice of three topics. The Learner will choose one of these topics and use it to initiate a conversation with the Examiner. The Learner must ask questions to further the conversation.

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## Assessment and Grading Criteria: Grade 5 Speaking in Public

Learning Outcomes	Assessment Criteria
<b>LO1:</b> Prepare and deliver two speeches, demonstrating an understanding of the subject matter	<ol style="list-style-type: none"><li>1.1 Deliver each speech confidently, using subject knowledge, with a clear structure</li><li>1.2 Use appropriate vocabulary that suits the imagined audience and speech subject</li></ol>
<b>LO2:</b> Demonstrate the skills required for speaking in public	<ol style="list-style-type: none"><li>2.1 Speak with appropriate audibility</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use posture, body language and facial expression appropriate to the content of the speeches</li><li>2.4 Communicate spontaneously with the imagined audience</li><li>2.5 Use visual aids effectively to add value in at least one speech</li></ol>
<b>LO3:</b> Know and understand the techniques required for speaking in public	<ol style="list-style-type: none"><li>3.1 Explain the reasons behind the choice of subject for each speech</li><li>3.2 Explain the research undertaken to prepare each speech</li><li>3.3 Communicate on the given topic with understanding and fluency</li><li>3.4 Engage effectively in conversation by responding to and asking questions appropriately</li></ol>



## Level 2 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Prepared Speech 1</b>	Interpretation	<b>20</b>	<b>40</b>
	Technique	<b>20</b>	
<b>Prepared Speech 2</b>	Interpretation	<b>20</b>	<b>40</b>
	Technique	<b>20</b>	
		<b>Knowledge</b>	<b>20</b>
		<b>Total Marks</b>	<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 (Grades 4 and 5) Speaking in Public examinations.

#### **Distinction (80–100 Marks)**

A Learner who achieves a Distinction grade will have demonstrated complete and thorough understanding of the chosen subjects and used thoughtful and relevant vocabulary to connect with their chosen audience throughout. The delivery will have been confident and spontaneous, and Learners will have used engaging facial expression and body language throughout. Rationale behind the chosen topics will have been thorough and detailed, and Learners will have engaged confidently in the conversation, answering and asking questions appropriately throughout.

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### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen subjects for the majority of their presentation, using mostly appropriate vocabulary to engage their chosen audience. Their speeches will have been delivered with confidence and spontaneity. Justification for the chosen topics will have been sound but not detailed, and Learners will have been engaged for most of the conversation, appropriately answering and asking questions for most of the time.

### **Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen topics and have made an attempt to engage the audience using some facial expression. Speeches will have been delivered with some spontaneity but will have lacked confidence. Explanation behind the chosen topics will have been basic and undeveloped, and Learners will have had some engagement in the conversation, appropriately asking and answering some questions.

### **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 Award in Communication: Speaking in Public

### 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 Communication: Speaking in Public is designed to enable Learners to develop a wide range of skills in public speaking. Learners will be able to deliver two prepared speeches and one impromptu speech. They will integrate their knowledge and skills, demonstrating an understanding of the subject matter and the techniques required to speak in public. Presentation will be grounded in thorough and relevant preparation. Physical and vocal flexibility will be combined to engage the audience. Learners will be able to answer questions on the techniques required for speaking in public and for preparing speeches. They will also be able to demonstrate knowledge of different styles of speech (Grade 8 only).

During their examination, Learners should present their selections 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 will be able to:

### Interpretation

**LO1:** Prepare and deliver two speeches, demonstrating an understanding of the subject matter

### Technique

**LO2:** Demonstrate the skills required for speaking in public

### Impromptu Speech

**LO3:** Prepare and deliver an impromptu speech

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## **Knowledge**

**LO4:** Demonstrate an understanding of the techniques required for speaking in public

**LO5:** Demonstrate an understanding of the techniques required for preparing speeches

**LO6:** Know and understand different styles of speech (Grade 8 only)

## **Total Time Allowance**

Grade 6 – Bronze Medal – 40 minutes (this includes 15 minutes for Learners to prepare their impromptu speech)

Grade 7 – Silver Medal – 40 minutes (this includes 15 minutes for Learners to prepare their impromptu speech)

Grade 8 – Gold Medal – 45 minutes (this includes 15 minutes for Learners to prepare their impromptu speech)

## Examination Content:

### Grade 6 – Bronze Medal Speaking in Public

#### Prepared Speech 1: Interpretation and Technique

The Learner will deliver a prepared speech exploring a historical event of their own choice.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

#### Prepared Speech 2: Interpretation and Technique

The Learner will deliver a prepared speech on a subject of their own choice. The subject of the speech must be distinctly different from that used for Prepared Speech 1.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

#### Visual aids

The Learner must use and refer to one or more visual aids in at least one of the two speeches. The visual aid must be used in a meaningful way to add value to the speech. For example, to highlight a main point, to demonstrate something of interest, to engage the audience.

Where technical equipment is required, the Learner must provide their own and be able to work it effectively in the examination room.

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## Impromptu Speech

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics and will have 15 minutes in the examination room to prepare the speech. It must not exceed 3 minutes in length.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

## Knowledge

The Learner will answer questions on the following:

- The techniques required for voice production and projection
- The techniques required for organising material for speeches (including those presented)
- The techniques required for matching topics, presentation and vocabulary to audience

## Assessment and Grading Criteria: Grade 6 – Bronze Medal Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver two speeches, demonstrating an understanding of the subject matter</p>	<ul style="list-style-type: none"> <li>1.1 Apply knowledge of the chosen subject to create a clear structure</li> <li>1.2 Demonstrate the use of research to support the content</li> <li>1.3 Apply a range of vocabulary appropriate to the imagined audience</li> </ul>
<p><b>LO2:</b> Demonstrate the skills required for speaking in public</p>	<ul style="list-style-type: none"> <li>2.1 Project the voice audibly</li> <li>2.2 Speak with clear and precise diction</li> <li>2.3 Use effective modulation, appropriate for the speech</li> <li>2.4 Use appropriate posture, body language and facial expression to convey and enhance the subject matter</li> <li>2.5 Communicate with the imagined audience with confidence and spontaneity</li> <li>2.6 Effectively use visual aids to add value and support the delivery of at least one of the speeches</li> </ul>
<p><b>LO3:</b> Prepare and deliver an impromptu speech</p>	<ul style="list-style-type: none"> <li>3.1 Prepare and deliver an impromptu speech within the set time constraints</li> <li>3.2 Deliver the impromptu speech confidently, with a clear structure</li> </ul>
<p><b>LO4:</b> Demonstrate an understanding of the techniques required for speaking in public</p>	<ul style="list-style-type: none"> <li>4.1 Explain the techniques required for voice production and projection</li> </ul>
<p><b>LO5:</b> Demonstrate an understanding of the techniques required for preparing speeches</p>	<ul style="list-style-type: none"> <li>5.1 Explain the techniques required for organising material for speeches, including those presented</li> <li>5.2 Explain the techniques required for matching topics, presentation and vocabulary to audience</li> </ul>

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## **Examination Content:**

### **Grade 7 – Silver Medal Speaking in Public**

#### **Prepared Speech 1: Interpretation and Technique**

The Learner will deliver a prepared speech exploring a moral or ethical issue of their own choice.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

#### **Prepared Speech 2: Interpretation and Technique**

The Learner will deliver a prepared speech on a subject of their own choice. The subject of the speech must be distinct from that used for Prepared Speech 1.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

#### **Visual aids**

The Learner must use and refer to one or more visual aids in at least one of the two speeches. The visual aid must be used in a meaningful way to add value to the speech. For example, to highlight a main point, to demonstrate something of interest, to engage the audience.

Where technical equipment is required, the Learner must provide their own and be able to work it effectively in the examination room.



## Impromptu Speech

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics and will have 15 minutes in the examination room to prepare the speech. It must not exceed 3 minutes in length.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

## Knowledge

The Learner will answer questions on the following:

- The value of pause, emphasis and clarity of speech
- The use of visual aids to enhance a speech
- How research and analysis were used to develop the key points for the speeches

## Assessment and Grading Criteria: Grade 7 – Silver Medal Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver two speeches, demonstrating an understanding of the subject matter</p>	<ul style="list-style-type: none"> <li>1.1 Apply knowledge of the chosen subject to create a clear structure</li> <li>1.2 Demonstrate the use of research to support the content</li> <li>1.3 Apply a range of vocabulary appropriate to the imagined audience</li> </ul>
<p><b>LO2:</b> Demonstrate the skills required for speaking in public</p>	<ul style="list-style-type: none"> <li>2.1 Project the voice audibly</li> <li>2.2 Speak with clear and precise diction</li> <li>2.3 Use effective modulation, appropriate for the speech</li> <li>2.4 Use appropriate posture, body language and facial expression to convey and enhance the subject matter</li> <li>2.5 Communicate with the imagined audience with confidence and spontaneity</li> <li>2.6 Effectively use visual aids to add value and support the delivery of at least one of the speeches</li> </ul>
<p><b>LO3:</b> Prepare and deliver an impromptu speech</p>	<ul style="list-style-type: none"> <li>3.1 Prepare and deliver an impromptu speech within the set time constraints</li> <li>3.2 Deliver the impromptu speech confidently, with a clear structure</li> </ul>
<p><b>LO4:</b> Demonstrate an understanding of the techniques required for speaking in public</p>	<ul style="list-style-type: none"> <li>4.1 Explain the value of pause, emphasis and clarity of speech</li> <li>4.2 Explain the use of visual aids to enhance a speech</li> </ul>
<p><b>LO5:</b> Demonstrate an understanding of the techniques required for preparing speeches</p>	<ul style="list-style-type: none"> <li>5.1 Explain how research and analysis were used to prepare the key points for the speeches presented</li> </ul>

## Examination Content: Grade 8 – Gold Medal Speaking in Public

### Prepared Speech 1: Interpretation and Technique

The Learner will deliver a prepared speech exploring a contemporary political or cultural issue of their own choice.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

### Prepared Speech 2: Interpretation and Technique

The Learner will deliver a prepared speech on a subject of their own choice. The subject of the speech must be distinct from that used for Prepared Speech 1.

The Examiner will ask the Learner to briefly state the imagined audience to whom the speech is to be given.

The speech must not exceed 4 minutes in length. Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

### Visual aids

The Learner must use and refer to one or more visual aids in at least one of the two speeches. The visual aid must be used in a meaningful way to add value to the speech. For example, to highlight a main point, to demonstrate something of interest, to engage the audience.

Where technical equipment is required, the Learner must provide their own and be able to work it effectively in the examination room.

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## Impromptu Speech

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics and will have 15 minutes in the examination room to prepare the speech. It must not exceed 3 minutes in length.

The Examiner will ask the Learner to briefly state the key characteristics of the imagined audience to whom the speech is to be given.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

## Knowledge

The Learner will answer questions on the following:

- The effective use of rhetorical questions, variation of tone, inflection, pace and volume
- The techniques required for effective audience engagement and their benefits to speech delivery (for example, use of note cards, visual aids, voice modulation, body language and facial expression)
- The steps taken in the preparation and delivery of the impromptu speech
- A variety of styles of speech

The Examiner will select three styles of speech for the Learner to explain. The three styles will be taken from the following list:

- Persuasive
- Informative
- Political
- Humorous
- A 'vote of thanks'

## Assessment and Grading Criteria: Grade 8 – Gold Medal Speaking in Public

Learning Outcomes	Assessment Criteria
<p><b>LO1:</b> Prepare and deliver two speeches, demonstrating an understanding of the subject matter</p>	<ul style="list-style-type: none"> <li>1.1 Apply knowledge of the chosen subject to create a clear structure</li> <li>1.2 Demonstrate the use of research to support the content</li> <li>1.3 Apply a range of vocabulary appropriate to the imagined audience</li> </ul>
<p><b>LO2:</b> Demonstrate the skills required for speaking in public</p>	<ul style="list-style-type: none"> <li>2.1 Project the voice audibly</li> <li>2.2 Speak with clear and precise diction</li> <li>2.3 Use effective modulation, appropriate for the speech</li> <li>2.4 Use appropriate posture, body language and facial expression to convey and enhance the subject matter</li> <li>2.5 Communicate with the imagined audience with confidence and spontaneity</li> <li>2.6 Effectively use visual aids to add value and support the delivery of at least one of the speeches</li> </ul>
<p><b>LO3:</b> Prepare and deliver an impromptu speech</p>	<ul style="list-style-type: none"> <li>3.1 Prepare and deliver an effective impromptu speech within the set time constraints</li> <li>3.2 Deliver the impromptu speech confidently, with a clear structure.</li> </ul>
<p><b>LO4:</b> Demonstrate an understanding of the techniques required for speaking in public</p>	<ul style="list-style-type: none"> <li>4.1 Evaluate the effective use of rhetorical questions, variation of tone, inflection, pace and volume in a speech</li> </ul>
<p><b>LO5:</b> Demonstrate an understanding of the techniques required for preparing speeches</p>	<ul style="list-style-type: none"> <li>5.1 Describe techniques that are used to effectively engage an audience and explain how they benefit the delivery of a speech</li> </ul>
<p><b>LO6:</b> Know and understand different styles of speech</p>	<ul style="list-style-type: none"> <li>6.1 Explain the steps taken to prepare and deliver the impromptu speech</li> <li>6.2 Explain up to three styles of speech</li> </ul>

## Level 3 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Prepared Speech 1</b>	Interpretation	<b>15</b>	<b>30</b>
	Technique	<b>15</b>	
<b>Prepared Speech 2</b>	Interpretation	<b>15</b>	<b>30</b>
	Technique	<b>15</b>	
<b>Impromptu Speech</b>			<b>20</b>
<b>Knowledge</b>			<b>20</b>
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

Award	Total Marks
<b>Pass</b>	<b>50–64</b>
<b>Merit</b>	<b>65–79</b>
<b>Distinction</b>	<b>80+</b>

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 (Grades 6, 7 and 8) Speaking in Public examinations.

### **Distinction**

A Learner who achieves a Distinction grade will have demonstrated advanced understanding of the chosen subjects and have applied wide-ranging research to support the content. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. The Learner will have been spontaneous, expressive and fluent throughout, and will have used effective facial expression and body language. Answers to questions will have been comprehensive and self-reflective and the Learner will have correctly explained three styles of speech.

### **Merit**

A Learner who achieves a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging facial expression and body language. The speeches will have been complex and well prepared but may have lacked accurate or fully developed information. Answers to questions will have been general but lacking in detail and the Learner will have correctly explained two styles of speech.

### **Pass**

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the chosen topics, communicating with some personalisation and self-assurance. Learners will have given accurate but underdeveloped responses to questions asked and the Learner will have correctly explained one style of speech.

### **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.

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## 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** – an award made to a Learner for the achievement of the specified requirements

**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



## Glossary of Terms: Command Verbs

**Apply** – to use knowledge and skills to use to achieve a particular purpose

**Communicate** – convey ideas to others

**Deliver** - to present to the audience

**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

**Give** – to provide an answer

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

**Indicate** – to demonstrate in the performance

**Introduce** – to provide key points or characteristics that would allow another person to identify a character

**Justify** – to provide reasons for an opinion or an approach based on evidence

**Make** – to produce, to bring about, create or cause

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

**Perform** – deliver to an audience

**Project** – to cast the voice out into the performance space to be heard by the audience

**Respond** – to react to a demand

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

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**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.*

**Audibility** – using sufficient breath and resonance for the sound to be heard by the Examiner

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

**Breathing, voice and basic speech production** – the techniques involved in breathing, voice and basic speech production, including breathing, resonance, projection and articulation

**Clarity of diction** – articulating sufficiently to be understood by the Examiner without losing the sense or flow of the text. This includes the coherent and audible pronunciation of words, vowels and consonants

**Context** – words, phrases and explanations that illustrate the background or meaning of a text, event or situation that helps a person to understand

**Conversation** – a two-way exchange of ideas between the Learner and the Examiner

**Dialogue** – conversation between two or more characters in a text

**Dramatic monologue** – a dramatised scene for a solo performer

**Emphasis** – when a speaker attaches extra prominence or tension to a particular word or thought

**Ethical** – topics that relate to morals or moral principles

**Facial expression, or inner feeling reflected on the face** – using the face to express the emotion behind the text

**Figures of speech** – a literary device that is a non-literal expression or use of a particular pattern of words to apply emphasis to speech. For more detail and for specific examples, please refer to *LAMDA Knowledge Matters*

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**Form** – how thoughts are structured in literary composition; the arrangement and shape of words on the page

**Historical** – topics relating to past events

**Imagined audience** – a target audience to whom a speech is directed

**Impromptu speech** – a speech that a Learner has prepared within 15 minutes, based on one topic which has been selected from a choice of three. The choice of topics will include a personal/cultural topic, a topical topic and an abstract topic.

**Inflection** – the rise and fall in pitch of the voice during speech

**Interpretation** – a personal understanding of a text, and decisions made in order to bring it to life

**Key theme** – a recurring idea or subject in the text

**Key words** – individual words that carry the sense of the phrase

**Key characteristics** – the important features or qualities of an audience or a character that set context. For example, age, appearance, personality, knowledge of the subject, relationship to other involved people or characters.

**Metre and rhythm** – for amplification of metre and rhythm (Knowledge requirement for Speaking Verse and Prose Grades 7 and 8), please refer to *Knowledge Matters*, a LAMDA publication

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

**Mood** – the thoughts and emotion behind the words of the text. This could be the thoughts and emotion of a character or of the scene as a whole.

**Narrative** – a spoken or written account of connected events; a story

**Note cards** – presentation notes, containing bullet points and/or headings used in a speech to support the speaker.

**Performance space** – the area in which the Learner presents the text

**Period** – the time or style in which the text is written. This will affect the Learner’s use of accent, posture, stance, gesture, etc.

**Phrasing** – grouping words in sense or thought units and separating them out with pauses

**Physical flexibility** – making a non-verbal response to the imagery presented in different styles of text

**Physical response** – responding to the imagery of the text non-verbally

**Political** – topics related to how a society is administrated, governed or led

**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 writer, 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.

**Read with fluency** – to read a text aloud smoothly and easily

**Recital** – a programme of material presented in an uninterrupted performance

**Recital conclusion** – bringing the previously shared thoughts, ideas and texts into a final statement

**Recital introduction** – an opening statement outlining the theme, ideas, thoughts and texts that make up the recital

**Recital linking statements** – thoughts linking one text to another

**Rhetorical question** – a question asked that does not require an answer

**Rhythmic awareness** – an awareness of the beat and patterns within words and phrases that creates flow a text

**Sight-read** – to read aloud a previously unseen text

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**Spontaneity** – as if the text is being spoken for the very first time

**Staging** – positioning a performance within the space provided

**Structure** – using a beginning, a middle and an end

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

**Styles of speech** – different types of speech; for example, persuasive, informative, political, humorous, impromptu and a vote of thanks

**Subtext** – the hidden meaning or underlying message behind the text

**Tonal register** – varying the intonation or quality of the sound depending on audience, purpose and/or situation

**Tone** – the quality of a voice, including how words are pitched and sounded to express feelings

**Underlying theme** – an idea or subject which is implied in the text but not stated

**Verse rhythm** – regular combinations of weak and strong stresses, creating a pattern or series of beats

**Verse shape** – the way in which the verse is structured or formatted on the page

**Visual aids** – visual support used by the speaker to illustrate aspects of a speech; for example, a poster, an object, a flip chart, an overhead projector, a PowerPoint (or similar) presentation

**Visual interest** – varying the physical mode of presentation within the performance space

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

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

**Vocal power** – producing and controlling sound until the end of the phrase so that the voice does not fade away

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

**Writer's thoughts and feelings** – what is expressed and/or implied by an author or poet through the written word