

**LAMDA**

**CERTIFICATE IN SPEECH AND DRAMA:  
PERFORMANCE STUDIES  
(PCertLAM)**

**With effect from 1 January 2016**

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# About LAMDA



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

The process of preparing for and succeeding in a LAMDA examination essentially helps learners, whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. Across the range, our examinations develop a learner's ability to:

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

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

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

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

**Guy Norris**

*Head of Examinations*

# LAMDA Qualifications

LAMDA is recognised as an awarding organisation by Ofqual, the Office of Qualifications and Examinations Regulation in England and the corresponding regulatory authorities in Wales and Northern Ireland.

The LAMDA *Certificate in Speech and Drama: Performance Studies (PCertLAM)* is recognised by Ofqual and the corresponding regulatory authorities.

## ▼ Qualification Framework

The LAMDA *Certificate in Speech and Drama: Performance Studies (PCertLAM)* resides on the Regulated Qualifications Framework (RQF). It is a credit-bearing qualification that allows learners to build qualifications in a unit-based approach. It enables learners to gain qualifications at their own pace along flexible routes.

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

The LAMDA *Certificate in Speech and Drama: Performance Studies (PCertLAM)* also resides on Qualifications Wales' educational framework, the Credit and Qualifications Framework for Wales (CQFW).

## ▼ About this Syllabus Specification

This syllabus specification outlines the specifications for the LAMDA *Certificate in Speech and Drama: Performance Studies (PCertLAM)*. It is designed for use by centres, teachers, learners and parents.

## ▼ LAMDA Qualification Titles Covered in this Syllabus Specification

601/6710/5 LAMDA *Level 3 Certificate in Speech and Drama: Performance Studies*

This qualification has been recognised and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk](http://www.education.gov.uk)

### ▼ **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.org.uk](http://www.lamda.org.uk)

### ▼ **Assessment and Grading**

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to meet all the assessment criteria and achieve the learning outcomes within a qualification and/or unit.

The LAMDA *Certificate in Speech and Drama: Performance Studies (PCertLAM)* requires external assessment. External assessment is a form of independent assessment where assessment criteria for each qualification are set by LAMDA and marked by a LAMDA examinations examiner.

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

### ▼ **Assessment Requirements**

All assessment for LAMDA regulated qualifications is criterion-referenced, based on the achievement of specified learning outcomes and assessment criteria. Each qualification and/or unit within the qualification has specified assessment criteria which are used for grading purposes. A qualification grade can be awarded at Pass, Merit or Distinction.

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

In these circumstances the examiner will identify the assessment criteria/criterion not met in the examination report.

### ▼ **Invalidation Policy**

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LAMDA operates an Invalidation Policy for all its qualifications.

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

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

For all confirmed Invalidation decisions, a letter detailing the reasons for the Invalidation 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**

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

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

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

### ▼ **Glossary of Terms**

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

### ▼ **Support Material**

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LAMDA has provided additional support material to aid centres, teachers and learners when preparing for the LAMDA *Certificate in Speech and Drama: Performance Studies (PCertLAM)*. This document is entitled *Teacher Support Material: PCertLAM*. It is available for free on the LAMDA website at [www.lamda.org.uk](http://www.lamda.org.uk) or upon request from LAMDA.

## ▼ Plagiarism: Guidance Notes

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

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

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

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

If a case of malpractice/maladministration as a result of plagiarism is established, the investigating officer will recommend if a sanction is required. The sanctions applied range from a warning regarding future conduct of the learner or disqualification from the unit/qualification to being barred from entering one or more examinations for a set period of time. Please refer directly to the LAMDA *Sanctions Policy* for further details.

# LAMDA Certificate in Speech and Drama: Performance Studies (PCertLAM)

## ▶ Purpose of the Qualification

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

Learners who prepare themselves appropriately will develop:

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

## ▶ Broad Objectives of the Qualification

### 1 Interpretative skills

The learner will be required to:

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

### 2 Technical skills

The learner will be required to:

- develop skills in voice, diction and movement.

### 3 Knowledge of the performance process

The learner will be required to:

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

## ▶ Structure

The syllabus specification is comprised of two units, both of which are mandatory in order to achieve the whole qualification. Learners are recommended to take the units in numerical order.

Unit 1: Performance Theory

Unit 2: Presenting a Performance Recital

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

## ▶ Overall Awarding of the Qualification

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

Unit 1: Performance Theory – 30%

Unit 2: Presenting a Performance Recital – 70%

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

Pass	50
Merit	65
Distinction	80

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

## ▶ Designation

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

## ▶ Qualification Level

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

## ► Credit and Learning Hours

Learners who successfully complete this qualification will be awarded a credit value of 20 credits.

This qualification requires a minimum of 80 guided learning hours (GLH).

Guided learning hours are defined as:

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

The total qualification time (TQT) for this qualification is 200 hours.

Total qualification time is split into three components: guided learning, directed study and dedicated assessment. It includes learner initiated study.

## ► Entry Requirements

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

It is recommended that learners undertake either the LAMDA *Graded Examination in Performance: Acting (Grade 8)* or the LAMDA *Graded Examination in Communication: Speaking Verse and Prose (Grade 8)* prior to commencing study.

## ► Unit Assessment

### **Unit 1: Performance Theory**

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

## Unit 2: Presenting a Performance Recital

The learner will be assessed by a LAMDA examiner in a practical examination. The learner must enter for their Unit 2 examination at a LAMDA private, public or overseas centre.

### ▶ Examination Regulations

- 1 Learner registration is accepted as evidence that the learner agrees to the regulations laid down in the syllabus specification.
- 2 Learners must be in attendance and ready for their Unit 2 examination at least 15 minutes prior to the stated time of their examination.
- 3 For the Unit 2 recital, full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves or canes. Nudity is not permitted. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
- 4 No unauthorised person will be allowed to be present during the Unit 2 examination.
- 5 Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required as a prop or for use as sound equipment. If an electronic device is required as a prop or as sound equipment this must be approved by the examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.
- 6 If the learner is using music and/or sound effects for their Unit 2 recital, a technician is permitted to be present in the examination room to operate the sound equipment. The technician must only remain in the room for the portion of the examination for which s/he is required.
- 7 Live animals are not permitted in the examination room.
- 8 The selected repertoire must be performed in English.

For further information and guidance please refer to the *LAMDA Examinations Guide for Centres and Teachers in the United Kingdom* or the *LAMDA Examinations Guide for International Centres and Teachers*. These are available for free on the LAMDA website at [www.lamda.org.uk](http://www.lamda.org.uk) or upon request from LAMDA.

## Unit 1

- ▶ **Unit 1:** Performance Theory
- ▶ **RQF Level:** 3
- ▶ **Credit Value:** 6
- ▶ **Total Qualification Time:** 60 hours

### ▼ **Unit Purpose and Description**

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

### ▼ **Learning Outcomes**

On completion of this unit the learner will be able to:

#### **Knowledge and Skills**

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

### ▼ **Assessment Method**

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

## ▼ Examination Content

Learners will submit a written assignment of between 5,000 and 6,000 words in the form of a Portfolio of Evidence. The Portfolio will document the process of preparing a recital, based around a theme, for performance. The recital must include the performance of four pieces from memory (a verse selection, a prose selection, a scene from a play and a piece of the learner's own choice) and links (an introduction, linking passages and a conclusion). The recital must be the same recital performed as part of the Unit 2 assessment. The Portfolio must include the following information in relation to this recital:

- The rationale and research behind the choice of theme and selections
- Research on the poet(s), prose writer(s) and playwright(s) who will be included in the recital
- Research on the social, historical and cultural contexts that will be included in the recital
- Research on the character(s) that will be included in the recital
- The selection and development of the introduction, linking passages and conclusion that will be included in the recital
- The rationale behind the choice of staging and movement
- The physical and vocal exercises used as part of the performance preparation
- The acting activities/exercises/processes used as part of the performance preparation
- Evaluation of each stage of the rehearsal process.

The Portfolio must present a balance between appropriate research and its practical application. The Portfolio must be word-processed and presented in a coherent and well organised format. Learners should include a title page (which also details the final word count), a contents list/index, page numbers, footnotes detailing any quoted references and a bibliography. An appendix may be included, if appropriate. Any material included in footnotes, the bibliography or an appendix does not need to be included in the final word count.

Photographic, audio or DVD material may be included if appropriate to topic and purpose. Audio cassettes, CDs or DVDs must not be more than 15 minutes in length and must be clearly referenced in the content of the Portfolio.

### ▼ Assignment Submission

Two copies of the Portfolio of Evidence must be submitted to LAMDA for marking using the designated entry form. Submissions must be the learner's own original work. A completed Assignment/Portfolio of Evidence cover sheet must be attached to each copy of the Portfolio of Evidence to confirm the authenticity of the learner's work.

### ▼ Unit 1 Marking Scheme

Assessment Task	Learning Outcome	Assessment Criteria	Marks	Total Marks
Knowledge and Skills	L01	AC 1.1	5	60
		AC 1.2	7	
		AC 1.3	8	
		AC 1.4	8	
		AC 1.5	6	
		AC 1.6	5	
		AC 1.7	6	
		AC 1.8	15	
	L02	AC 2.1	10	20
		AC 2.2	10	
	L03	AC 3.1	10	20
		AC 3.2	10	
<b>Total Marks</b>				<b>100</b>



# Assessment and Grading Criteria

## UNIT 1

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	To achieve a Pass at 50+ marks the evidence must show that the learner is able to:
<b>L01 Demonstrate an understanding of the knowledge required to prepare a recital for performance</b>	<ul style="list-style-type: none"><li>1.1 Present a basic outline of the research undertaken and the rationale behind the selection of a recital theme</li><li>1.2 Present a basic outline of the research undertaken and the rationale behind the choice of pieces</li><li>1.3 Demonstrate basic research on the poet(s), prose writer(s) and playwright(s) who will be included in the recital</li><li>1.4 Demonstrate basic research on the social, historical and cultural contexts that will be included in the recital</li><li>1.5 Demonstrate basic research on the character(s) that will be included in the recital</li><li>1.6 Present a basic outline of the rationale behind the choice of staging and movement</li><li>1.7 Present a basic outline of the process undertaken to select and develop the introduction, linking passages and conclusion that will be included in the recital</li><li>1.8 Present a basic evaluation of each stage of the rehearsal process</li></ul>
<b>L02 Demonstrate an understanding of the skills required to prepare a recital for performance</b>	<ul style="list-style-type: none"><li>2.1 Present a basic outline of the physical and vocal exercises used as part of the performance preparation, using examples</li><li>2.2 Present a basic outline of the acting activities, exercises and processes used as part of the performance preparation, using examples</li></ul>

**To achieve a Pass at 65+ marks the evidence must show that the learner is able to:**

- 1.1 Present a secure outline of the research undertaken and the rationale behind the selection of a recital theme
- 1.2 Present a secure outline of the research undertaken and the rationale behind the choice of pieces
- 1.3 Demonstrate secure research on the poet(s), prose writer(s) and playwright(s) who will be included in the recital
- 1.4 Demonstrate secure research on the social, historical and cultural contexts that will be included in the recital
- 1.5 Demonstrate secure research on the character(s) that will be included in the recital
- 1.6 Present a secure outline of the rationale behind the choice of staging and movement
- 1.7 Present a secure outline of the process undertaken to select and develop the introduction, linking passages and conclusion that will be included in the recital
- 1.8 Present a secure evaluation of each stage of the rehearsal process

- 2.1 Present a secure outline of the physical and vocal exercises used as part of the performance preparation, using examples
- 2.2 Present a secure outline of the acting activities, exercises and processes used as part of the performance preparation, using examples

**To achieve a Pass at 80+ marks the evidence must show that the learner is able to:**

- 1.1 Present a detailed outline of the research undertaken and the rationale behind the selection of a recital theme
- 1.2 Present a detailed outline of the research undertaken and the rationale behind the choice of pieces
- 1.3 Demonstrate detailed research on the poet(s), prose writer(s) and playwright(s) who will be included in the recital
- 1.4 Demonstrate detailed research on the social, historical and cultural contexts that will be included in the recital
- 1.5 Demonstrate detailed research on the character(s) that will be included in the recital
- 1.6 Present a detailed outline of the rationale behind the choice of staging and movement
- 1.7 Present a detailed outline of the process undertaken to select and develop the introduction, linking passages and conclusion that will be included in the recital
- 1.8 Present a detailed evaluation of each stage of the rehearsal process

- 2.1 Present a detailed outline of the physical and vocal exercises used as part of the performance preparation, using examples
- 2.2 Present a detailed outline of the acting activities, exercises and processes used as part of the performance preparation, using examples

*Continued* ▶

### Learning Outcomes

#### **L03 Present information in an appropriate format**

To achieve a Pass at 50+ marks the evidence must show that the learner is able to:

3.1 Present ideas, exercises and techniques in a clear and coherent format some of the time

3.2 Use vocabulary and technical terms appropriate to topic and purpose some of the time

**To achieve a Pass at 65+ marks the evidence must show that the learner is able to:**

3.1 Present ideas, exercises and techniques in a clear and coherent format most of the time

3.2 Use vocabulary and technical terms appropriate to topic and purpose most of the time

**To achieve a Pass at 80+ marks the evidence must show that the learner is able to:**

3.1 Present ideas, exercises and techniques in a clear and coherent format throughout the portfolio

3.2 Use vocabulary and technical terms appropriate to topic and purpose throughout the portfolio

## Unit 2

- ▶ **Unit 2:** Presenting a Performance Recital
- ▶ **RQF Level:** 3
- ▶ **Credit Value:** 14
- ▶ **Total Qualification Time:** 140 hours

### ▼ Unit Purpose and Description

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

### ▼ Learning Outcomes

On completion of this unit the learner will be able to:

#### **Interpretation**

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

#### **Technique**

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

**LO3:** demonstrate a visual interest in response to the recital.

#### **Sight-Reading**

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

*Continued* ▶

**Knowledge**

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

**LO6:** evaluate the recital performance.

### ▼ **Total Time Allowance**

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60 minutes

### ▼ **Assessment Method**

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The learner will be assessed by a LAMDA examiner in a practical examination.

### ▼ **Examination Content**

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#### ***Interpretation and Technique***

The learner will perform a recital, based around a theme, which includes the performance of four pieces from memory (a verse selection, a prose selection, a scene from a play and a piece of the learner's own choice) and links (an introduction, linking passages and a conclusion). The learner must provide the names of their chosen selections/writers on the examination entry form.

The recital must be the same recital detailed in the Portfolio of Evidence submitted for the Unit 1 assessment. The learner may perform the selections included in their recital in any order. Each selection must not exceed three minutes in length. The entire recital must not exceed 25 minutes in length. A legible copy of each selection should be provided for the examiner.

#### ***Sight-Reading***

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

### *Knowledge*

The learner will answer questions on the following:

- The rationale behind the choice of theme
- The content and verse form of the verse selection included in the recital (if two verse selections have been included, one will be selected by the examiner at the time of the examination)
- The content of the book from which the prose selection has been taken, noting key characters, themes and events within it (if two prose selections have been included, one will be selected by the examiner at the time of the examination)
- The content of the scene included in the recital, the character's objective within it and its importance within the context of the play as a whole (if two scenes have been included, one will be selected by the examiner at the time of the examination)
- How the social and historical context of the author's writing influenced the performance of **one** of the chosen selections (one writer will be selected by the examiner at the time of the examination)
- An evaluation of the recital performance.

## ▼ Unit 2 Marking Scheme

Assessment Task	Learning Outcome	Assessment Criteria	Marks	Total Marks
Interpretation	L01	AC 1.1	10	40
		AC 1.2	3	
		AC 1.3	10	
		AC 1.4	3	
		AC 1.5	10	
		AC 1.6	4	
Technique	L02	AC 2.1	6	30
		AC 2.2	6	
		AC 2.3	6	
	L03	AC 3.1	6	
		AC 3.2	6	
Sight-Reading	L04	AC 4.1	3	10
		AC 4.2	3	
		AC 4.3	4	
Knowledge	L05	AC 5.1	3	20
		AC 5.2	3	
		AC 5.3	3	
		AC 5.4	3	
		AC 5.5	3	
	L06	AC 6.1	5	
<b>Total Marks</b>				<b>100</b>

## UNIT 2

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	To achieve a Pass at 50+ marks the evidence must show that the learner is able to:
<p><b>L01 Perform a recital from memory, demonstrating an understanding of the material</b></p>	<p>1.1 Demonstrate a basic understanding of content, subtext and context</p> <p>1.2 Demonstrate a basic understanding of the form of the verse selection(s)</p> <p>1.3 Demonstrate a basic understanding of the style of writing</p> <p>1.4 Communicate some understanding of the intentions and objectives of the character(s) portrayed in the drama scene(s)</p> <p>1.5 Perform the recital from memory with fluency, focus and spontaneity some of the time</p> <p>1.6 Develop and apply basic links appropriate to the recital theme in the form of an introduction, linking passages and a conclusion</p>
<p><b>L02 Demonstrate a vocal response to the text</b></p>	<p>2.1 Speak with audibility and clarity of diction some of the time</p> <p>2.2 Use effective modulation in response to the text some of the time</p> <p>2.3 Use breath support to produce a free vocal tone some of the time</p>
<p><b>L03 Demonstrate a visual interest in response to the recital</b></p>	<p>3.1 Demonstrate effective movement, gesture(s) and facial expression some of the time</p> <p>3.2 Make effective use of the performance space some of the time</p>

**To achieve a Pass at 65+ marks the evidence must show that the learner is able to:**

- 1.1 Demonstrate a secure understanding of content, subtext and context
- 1.2 Demonstrate a secure understanding of the form of the verse selection(s)
- 1.3 Demonstrate a secure understanding of the style of writing
- 1.4 Communicate a secure understanding of the intentions and objectives of the character(s) portrayed in the drama scene(s)
- 1.5 Perform the recital from memory with fluency, focus and spontaneity most of the time
- 1.6 Develop and apply secure links appropriate to the recital theme in the form of an introduction, linking passages and a conclusion

- 2.1 Speak with audibility and clarity of diction most of the time
- 2.2 Use effective modulation in response to the text most of the time
- 2.3 Use breath support to produce a free vocal tone most of the time

- 3.1 Demonstrate effective movement, gesture(s) and facial expression most of the time
- 3.2 Make effective use of the performance space most of the time

**To achieve a Pass at 80+ marks the evidence must show that the learner is able to:**

- 1.1 Demonstrate a total understanding of content, subtext and context
- 1.2 Demonstrate a total understanding of the form of the verse selection(s)
- 1.3 Demonstrate a total understanding of the style of writing
- 1.4 Communicate a total understanding of the intentions and objectives of the character(s) portrayed in the drama scene(s)
- 1.5 Perform the recital from memory with fluency, focus and spontaneity throughout the performance
- 1.6 Develop and apply clear and detailed links appropriate to the recital theme in the form of an introduction, linking passages and a conclusion

- 2.1 Speak with audibility and clarity of diction throughout the performance
- 2.2 Use effective modulation in response to the text throughout the performance
- 2.3 Use breath support to produce a free vocal tone throughout the performance

- 3.1 Demonstrate effective movement, gesture(s) and facial expression throughout the performance
- 3.2 Make effective use of the performance space throughout the recital

*Continued* ▶

Learning Outcomes	To achieve a Pass at 50+ marks the evidence must show that the learner is able to:
<p><b>L04 Sight-read, sharing the text with the audience</b></p>	<p>4.1 Sight-read with fluency some of the time</p> <p>4.2 Sight-read with vocal and facial expression some of the time</p> <p>4.3 Sight-read, sharing the text with the audience some of the time</p>
<p><b>L05 Know and understand the content and context of the chosen material</b></p>	<p>5.1 Give a brief explanation of the rationale behind the choice of recital theme</p> <p>5.2 Give a brief explanation of the content and verse form of the verse selection</p> <p>5.3 Give a brief summary of the content of the book from which the prose selection has been taken, noting key characters, themes and events within it</p> <p>5.4 Give a brief summary of the content of the drama scene, the character's objective within it and its importance within the context of the play as a whole</p> <p>5.5 Give a brief summary of how the social and historical context of the author's writing influenced the performance of one of the chosen selections</p>
<p><b>L06 Evaluate the recital performance</b></p>	<p>6.1 Give a brief evaluation of the recital performance</p>

**To achieve a Pass at 65+ marks the evidence must show that the learner is able to:**

- 4.1 Sight-read with fluency most of the time
- 4.2 Sight-read with vocal and facial expression most of the time
- 4.3 Sight-read, sharing the text with the audience most of the time

- 5.1 Give a secure explanation of the rationale behind the choice of recital theme
- 5.2 Give a secure explanation of the content and verse form of the verse selection
- 5.3 Give a secure summary of the content of the book from which the prose selection has been taken, noting key characters, themes and events within it
- 5.4 Give a secure summary of the content of the drama scene, the character's objective within it and its importance within the context of the play as a whole
- 5.5 Give a secure summary of how the social and historical context of the author's writing influenced the performance of one of the chosen selections

- 6.1 Give a secure evaluation of the recital performance

**To achieve a Pass at 80+ marks the evidence must show that the learner is able to:**

- 4.1 Sight-read with fluency throughout
- 4.2 Sight-read with vocal and facial expression throughout
- 4.3 Sight-read, sharing the text with the audience throughout

- 5.1 Give a detailed explanation of the rationale behind the choice of recital theme
- 5.2 Give a detailed explanation of the content and verse form of the verse selection
- 5.3 Give a detailed summary of the content of the book from which the prose selection has been taken, noting key characters, themes and events within it
- 5.4 Give a detailed summary of the content of the drama scene, the character's objective within it and its importance within the context of the play as a whole
- 5.5 Give a detailed summary of how the social and historical context of the author's writing influenced the performance of one of the chosen selections

- 6.1 Give a detailed evaluation of the recital performance

# Glossary of Terms: Qualification 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

**Certificate** – a qualification with a credit value between 13 and 36

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

**credit** – an award made to a learner in recognition of the achievement of the designated learning outcomes/assessment criteria of a unit

**guided learning hours (GLH)** – the number of hours of teacher-supervised or 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 combination of credits, or credits and exemptions, required for that award

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

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



**total qualification time (TQT)** – total qualification time is split into three components: guided learning, directed study and dedicated assessment. It includes learner initiated study.

**unit** – a coherent and explicit set of learning outcomes and assessment criteria, with a title, credit value and level

## Glossary of Terms: Syllabus Content

**audibility** – using sufficient breath and resonance so that the sound can be heard by the examiner

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

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

**context** – the situation and world of the text

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

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

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

**gesture** – movement of the hands, arms and/or head to convey an idea or meaning

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

**performance space** – the area in which the learner presents the text

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

**portfolio of evidence** – the learner must demonstrate, through the presentation of evidence, that s/he can meet the requirements of the units within the qualification that s/he is taking. To do this for Unit 1 the learner must organise their evidence into a portfolio, a collection of evidence used to show competence or knowledge

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

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

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

**recital linking passages** – thoughts, linking one text to another

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

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

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

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

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

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