

**LAMDA**

**Graded Examinations  
in Communication:  
Reading for  
Performance**

# Changes from the Previous Syllabus (September 2014)

<b>ENTRY LEVEL</b>	
2014 Syllabus	2019 Syllabus
AC wording change:	
2.3 Perform the recital with confidence some/most/all of the time	2.3 Perform the recital with confidence and audience awareness
3.2 Give the meaning of two/three/four out of four individual words taken from the two verse selections	3.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections
AC separation:	
2.1 Speak with audibility appropriate to the performance space and clarity of diction some/most/all of the time	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
<b>LEVEL 1, GRADE 1</b>	
2014 Syllabus	2019 Syllabus
AC wording change:	
1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion	1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
4.3 Give the meaning of two/three/four out of four individual words taken from the two verse selections	4.3 Give accurate meanings of up to four of the words or phrases taken from the two verse selections
AC separation:	
2.1 Speak with audibility appropriate to the performance space and clarity of diction some/most/all of the time	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction

**LEVEL 1, GRADE 2**

2014 Syllabus	2019 Syllabus
<p>AC wording change:</p> <p>1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion</p> <p>3.3 Make effective use of the performance space some/most/all of the time</p> <p>4.3 Give the meaning of two/three/four out of four individual words taken from the two verse selections</p>	<p>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</p> <p>3.3 Make appropriate use of the performance space</p> <p>4.3 Give accurate meanings of the words or phrases taken from the two verse selections</p>
<p>Knowledge requirement change from:</p> <p>The Learner will be asked about the story of the book from which the prose reading has been taken</p> <p>4.2 Give a brief/secure/detailed description/explanation of the story of the book from which the prose reading was selected</p>	<p>To:</p> <p>Learners will be asked to provide an outline of the book from which the prose reading has been selected</p> <p>4.2 Give an outline of the book from which the prose reading has been taken</p>
<p>AC separation and word change:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.2 Read with fluency some/most/all of the time</p> <p>2.3 Demonstrate vocal contrast between moods, narrative and dialogue some/most/all of the time</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 Read with fluency and audience awareness</p> <p>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</p>

**LEVEL 1, GRADE 3**

2014 Syllabus	2019 Syllabus
<p>Knowledge requirement change from:</p> <p>The Learner will be asked about the mood and contrast between the verse and prose readings</p> <p>4.3 Give a brief/secure/detailed explanation of the mood of the verse and prose readings and the contrast between them</p>	<p>To:</p> <p>The Learner will be asked about the contrast between the verse and prose readings presented</p> <p>4.3 Give an explanation of the contrast between the verse and prose readings</p>
<p>AC separation and word change:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.2 Read with fluency some/most/all of the time</p> <p>2.3 Demonstrate vocal contrast between moods, narrative and dialogue some/most/all of the time</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 Read with fluency and audience awareness</p> <p>2.4 Demonstrate vocal contrast between moods, narrative and dialogue</p>
<p>AC wording change:</p> <p>1.2 Indicate changes in mood through secure phrasing some/most/all of the time</p> <p>1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion</p> <p>3.3 Make effective use of the performance space some/most/all of the time</p>	<p>1.2 Indicate changes in mood through confident phrasing</p> <p>1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion</p> <p>3.3 Make appropriate use of the performance space</p>

**LEVEL 2, GRADE 4**

2014 Syllabus	2019 Syllabus
<p>AC wording change:</p> <p>1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion</p> <p>2.3 Speak with clarity of diction some/most/all of the time</p>	<p>1.3 Deliver links from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion</p> <p>2.3 Speak with clear and precise diction</p>

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**LEVEL 2, GRADE 4** *(continued)*

4.3 Give a brief/secure/detailed description of the mood of the verse and prose readings and the contrast between them	4.3 Explain the mood of the verse and prose readings and the contrast between them
AC separation and word change:	
3.1 Make effective use of body language, facial expression and the performance space to complement the recital some/most/all of the time	3.1 Make effective use of body language and facial expression
	3.2 Make appropriate use of the performance space to complement the recital, and engage the audience

**LEVEL 2, GRADE 5**

2014 Syllabus	2019 Syllabus
AC wording change:	
1.3 Prepare and deliver brief/secure/clear and defined links in the form of an introduction, linking statement and conclusion	1.3 Deliver links from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion
2.3 Speak with clarity of diction some/most/all of the time	2.3 Speak with clear and precise diction
AC separation and word change:	
3.1 Make effective use of body language, facial expression and the performance space to complement the recital some/most/all of the time	3.1 Make effective use of body language and facial expression
	3.2 Make appropriate use of the performance space to complement the recital, and engage the audience

**LEVEL 3, GRADES 6 AND 7**

2014 Syllabus	2019 Syllabus
AC wording change:	
1.3 Develop and apply basic/secure/clear and defined links in the form of an introduction, linking statement and conclusion	1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
2.3 Speak with clarity of diction some/most/all of the time	2.3 Speak with clear and precise diction
3.2 Make effective use of the performance space to complement the recital some/most/all of the time	3.2 Use the performance space appropriately to complement the recital and engage the audience

**LEVEL 3, GRADE 8**

2014 Syllabus	2019 Syllabus
AC separation and word change: 1.3 Develop and apply basic/secure/clear and detailed links appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion	1.3 Deliver links from memory with spontaneity 1.4 Deliver links, with a mature understanding, in the form of an introduction, two linking statements and a conclusion
AC wording change: 2.3 Speak with clarity of diction some/most/all of the time 3.2 Make effective use of the performance space to complement the recital some/most/all of the time 5.1 Give a brief/secure/detailed explanation of the reasons behind the choice of readings, theme and staging	2.3 Speak with clear and precise diction 3.2 Use the performance space appropriately to complement the recital and engage the audience 5.1 Describe and justify the reasons behind the choice of readings, theme and staging



# Reading for Performance

## (August 2019)

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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. Interpretative skills

The Learner will be required to:

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

#### 2. Technical skills

The Learner will be required to:

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

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

The Learner 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

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levels as they deem fit. Learners should consider the placement, stillness and movement around the space as part of the performance of their recital.

## **Examination Regulations**

1. The Learner must not memorise the readings for their recital. They must read them aloud from a book or folder.
2. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.
3. Small hand props are permitted but must be kept to a minimum.
4. No unauthorised person will be allowed to be present during the examination.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required as a prop for use in the recital. If an electronic device is required as a prop for use in the recital 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. Real knives or other weapons are not permitted in the examination room.
7. Live animals are not permitted in the examination room.
8. The recital must be performed in English.



# Entry Level

# Reading for Performance

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**RQF Level: Entry Level (Entry 3)**

**Guided Learning Hours: 20 (hours)**

**Total Qualification Time: 40 (hours)**

**Credit Value: 4**

## Level Description

The LAMDA *Entry Level Award in 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 pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## LEARNING OUTCOMES

On completion of this unit the Learner 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

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## **Total Time Allowance**

10 minutes

## **Examination Content**

### ***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 not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed five minutes in length. Legible copies of all readings should be provided for the Examiner.

### ***Knowledge***

The Learner will answer questions on the following:

- the reasons behind the choice of readings and 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)

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	20	50
	Reading 2	20	
	Links	10	
Technique			30
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Reading for Performance

### ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	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: use communication skills to engage the audience</b>	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: know the meaning and general content of the chosen material</b>	3.1 Give an explanation of the reasons behind the choice of readings and theme 3.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections

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The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Reading for Performance Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have demonstrated the ability to communicate the sense of their pieces 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 accurate definitions of all four words chosen by the Examiner.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have demonstrated a secure awareness of the rhythm and shape of the pieces 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 provide accurate definitions of three out of four words.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have communicated some sense of their pieces, 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. Two out of the four words will have been defined accurately.

### ***Fail (0–49 Marks)***

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



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relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

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

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

# Level 1

# Reading for Performance

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## RQF Level: 1

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

## Level Description

The LAMDA *Level 1 Award in 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 pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

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## 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 for Each Grade

15 minutes

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## Examination Content

### GRADE 1

#### *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 from a book or folder. The Learner must not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed eight minutes in length. Legible copies of all readings should be provided for the Examiner.

#### *Knowledge*

The Learner will answer questions on the following:

- the reasons behind the choice of readings and theme
- one key event in the book from which the prose reading has been taken
- 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)

**GRADE 2*****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 from a book or folder. The Learner must not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed eight minutes in length. Legible copies of all readings should be provided for the Examiner.

***Knowledge***

The Learner will answer questions on the following:

- the reasons behind the choice of readings and theme
- an outline of the book from which the prose reading has been taken
- 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)

**GRADE 3*****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 from a book or folder. The Learner must not read the introduction, linking statement and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than two minutes. The entire programme must not exceed eight minutes in length. Legible copies of all readings should be provided for the Examiner.

***Knowledge***

The Learner will answer questions on the following:

- the reasons behind the choice of readings and 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

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	20	50
	Reading 2	20	
	Links	10	
Technique			30
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Use key words to communicate meaning 1.2 Indicate changes in mood through secure phrasing 1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency and audience awareness 2.4 Demonstrate vocal contrast between moods, narrative and dialogue
<b>LO3: create a visual interest in response to the recital</b>	3.1 Use posture appropriate to the recital, including management of the book or folder 3.2 Use facial expression to reflect inner feeling 3.3 Make appropriate use of the performance space
<b>LO4: know and understand the chosen material</b>	4.1 Explain the reasons behind the choice of readings and theme 4.2 Describe one key event in the book from which the prose reading has been taken 4.3 Give accurate meanings of up to four of the words or phrases taken from the two selections



## Assessment and Grading Criteria: Reading for Performance

### LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Use key words to communicate meaning 1.2 Indicate changes in mood through secure phrasing 1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency and audience awareness 2.4 Demonstrate vocal contrast between moods, narrative and dialogue
<b>LO3: create a visual interest in response to the recital</b>	3.1 Use posture appropriate to the recital, including management of the book or folder 3.2 Use facial expression to reflect inner feeling 3.3 Make appropriate use of the performance space
<b>LO4: know and understand the chosen material</b>	4.1 Explain the reasons behind the choice of readings and theme 4.2 Give an outline of the book from which the prose reading has been taken 4.3 Give accurate meanings of up to four of the words or phrases taken from the two selections

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Use key words to communicate meaning 1.2 Indicate changes in mood through confident phrasing 1.3 Deliver links from memory in the form of an introduction, a linking statement and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Read with fluency and audience awareness 2.4 Demonstrate vocal contrast between moods, narrative and dialogue
<b>LO3: create a visual interest in response to the recital</b>	3.1 Use posture appropriate to the recital, including management of the book or folder 3.2 Use facial expression to reflect inner feeling 3.3 Make appropriate use of the performance space
<b>LO4: know and understand the chosen material</b>	4.1 Explain the reasons behind the choice of readings and theme 4.2 Discuss two characters from the book from which the prose reading has been taken 4.3 Give an explanation of the contrast between the verse and prose readings

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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) Reading for Performance examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have 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. Learners will have also provided detailed explanations to questions asked about their chosen material.

### ***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.

### ***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.

### ***Fail (0–49 Marks)***

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

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shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

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

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



## Level 2

# Reading for Performance

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### RQF Level: 2

Grade 4	Guided Learning Hours:	40 (hours)
	Total Qualification Time:	100 (hours)
	Credit Value:	10
Grade 5	Guided Learning Hours:	50 (hours)
	Total Qualification Time:	120 (hours)
	Credit Value:	12

### Level Description

The LAMDA *Level 2 Award in 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 pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

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## 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 for Each Grade

20 minutes

## Examination Content

### GRADE 4

#### *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 from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 12 minutes in length. Legible copies of all readings should be provided for the Examiner.

#### *Knowledge*

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- the relationship between two characters (of their own choice) from 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 mood and contrast between the verse and prose readings



**GRADE 5*****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 from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 12 minutes in length. Legible copies of all readings should be provided for the Examiner.

***Knowledge***

The Learner will answer questions on the following:

- the reasons behind the choice of readings, theme and staging
- 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 and mood of the verse reading(s)
- the contrast between the verse and prose readings

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	15	55
	Reading 2	15	
	Reading 3	15	
	Links	10	
Technique			25
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to convey style and content 1.2 Demonstrate understanding of the author's thoughts and feelings 1.3 Deliver links, from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Make effective use of body language and facial expression 3.2 Make appropriate use of the performance space to complement the recital, and engage the audience
<b>LO4: know and understand the content and context of the chosen material</b>	4.1 Give an explanation of the reasons behind the choice of readings, theme and staging 4.2 Give a description of the relationship between two characters from the book from which the prose reading has been taken 4.3 Explain the mood of the verse and prose readings and the contrast between them

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings 1.3 Deliver links, from memory, appropriate to the recital theme in the form of an introduction, two linking statements and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Make effective use of body language and facial expression 3.2 Make appropriate use of the performance space to complement the recital, and engage the audience
<b>LO4: know and understand the content and context of the chosen material</b>	4.1 Give an explanation of the reasons behind the choice of readings, theme and staging 4.2 Give a description of the main plot of the book from which the prose reading has been taken 4.3 Give a description of the general content and mood of the verse reading(s) 4.4 Give a description of the contrast between the verse and prose readings

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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 2 (Grades 4 and 5) Reading for Performance examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have demonstrated complete and thorough understanding of the chosen material throughout the examination and sustained an accurate 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.

### ***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 adequate 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 for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there

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will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

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

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



## Level 3

# Reading for Performance

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### RQF Level: 3

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

### Level Description

The LAMDA *Level 3 Certificate in 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 pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.



## LEARNING OUTCOMES

On completion of this unit the Learner 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

### **Knowledge**

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

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

## Time Allowance for Each Grade

### **Grade 6**

30 minutes

### **Grade 7**

35 minutes

### **Grade 8**

35 minutes

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## Examination Content

### GRADE 6

#### *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 from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 15 minutes in length. Legible copies of all readings 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 reasons behind the choice of readings, theme and staging
- 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

**GRADE 7*****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 from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 15 minutes in length. Legible copies of all readings 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 reasons behind the choice of readings, theme and staging
- 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

**GRADE 8*****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 from a book or folder. The Learner must not read the introduction, linking statements and conclusion to their recital. These elements must be performed from memory.

Each reading must be no longer than three minutes. The entire programme must not exceed 17 minutes in length. Legible copies of all readings 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 reasons behind the choice of readings, theme and staging
- 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

### Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Reading 1	10	40
	Reading 2	10	
	Reading 3	10	
	Links	10	
Technique			30
Sight-Reading			10
Knowledge			20
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

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

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 3: GRADE 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 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: create a vocal response to the text</b>	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Demonstrate a variety of movement appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the content and context of the chosen material</b>	5.1 Explain the reasons for the choice of readings, theme and staging 5.2 Give a summary of the key themes in the book from which the prose reading has been taken 5.3 Give a summary of the content of the other readings presented
<b>LO6: know and understand the techniques required for reading for performance</b>	6.1 Give an analysis of the research and preparation required to develop the linking statements

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 3: GRADE 7

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 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: create a vocal response to the text</b>	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Demonstrate a variety of movement appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the content and context of the chosen material</b>	5.1 Explain the reasons for the choice of readings, theme and staging 5.2 Give an explanation of the text and subtext of the book from which the prose reading has been taken 5.3 Give a summary of the content of the other readings presented
<b>LO6: know and understand the techniques required for reading for performance</b>	6.1 Give an explanation of the techniques required for conveying contrasts of mood and style in the readings presented

## Assessment and Grading Criteria: Reading for Performance

### LEVEL 3: GRADE 8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity 1.4 Deliver links, with a mature understanding, in the form of an introduction, two linking statements and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Demonstrate a variety of movement appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Sight-read with expression, spontaneity and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the content and context of the chosen material</b>	5.1 Describe and justify the reasons behind the choice of readings, theme and staging 5.2 Give a summary of the content of the book from which the prose reading has been taken, noting key characters and events within it 5.3 Give a summary of the content of one of the other readings presented

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LEARNING OUTCOMES (continued)	ASSESSMENT CRITERIA
<b>LO6: know and understand the techniques required for reading for performance</b>	6.1 Give an explanation of the techniques required for conveying contrasts of period, style and form in the readings presented  6.2 Give an explanation of the techniques required for effective sight-reading

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.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

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

### ***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.

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**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 for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

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

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