LAMDA
Graded Examinations in Communication: Speaking Verse and Prose

Changes from the Previous Syllabus (September 2014)

ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC wording separation: 2.1 Speak with audibility and clarity of diction	Speak with audibility appropriate to the performance space Speak with clarity of diction
AC wording change: 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
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated

AC separation and wording change: Speak from memory, using some/most/all key words to communicate meaning Indicate some/most/all changes in mood 2.1 Speak with audibility and clarity of diction some/most/ all of the time	 1.1 Speak accurately from memory 1.2 Use key words to communicate meaning 1.3 Indicate changes in mood with an awareness of rhythm and shape 2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
AC wording change: 4.2 Give the meaning of two/ three/four out of four individual words taken from the two verse selections	 4.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections
LEVEL 1, GRADES 2 AND 3	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC separation and wording change: 1.1 Speak from memory, using some/most/all key words to communicate meaning	 1.1 Speak accurately from memory 1.2 Use key words to communicate meaning

1.2 Indicate some/most/all changes in mood 2.1 Speak with audibility and clarity of diction 2.2 Demonstrate vocal contrast between moods, narrative and dialogue some/most/ all of the time	1.3 Indicate changes in mood with an awareness of rhythm and shape 2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods, narrative and dialogue
LEVEL 2, GRADE 4	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
LEVEL 2, GRADE 5	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC separation: 6.1 Give a description of two types of phrasing and two types of pause, using examples	6.1 Give a description of two types of phrasing, using examples 6.2 Give a description of two types of pause, using examples
LEVEL 3, GRADE 6	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated

AC wording change: 2.2 Use/sustain effective modulation in response to the text some/most/all of the time 2.3 Sustain clarity of diction some/most/all of the time 3.1 Apply body language and facial expression to reflect the text some/most/all of the time 4.1 Sight-read with expression and fluency some/most/all of the time 5.2 Give a brief/accurate/ accurate and detailed summary the content of the verse selection	2.2 Respond to the text with appropriate and effective modulation 2.3 Articulate clearly 3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience 4.1 Communicate the sight-reading text with expression and fluency 5.2 Outline the content of the verse selection
LEVEL 3, GRADE 7	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC wording change: 2.2 Use/sustain effective modulation in response to the text some/most/all of the time	2.2 Respond to the text with appropriate and effective modulation 2.3 Articulate clearly

2.3 Speak with clarity of diction some/most/all of the time 3.1 Apply body language and facial expression to reflect the text some/most/all of the time 4.1 Sight-read with expression and fluency some/most/all of the time	3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience 4.1 Communicate the sight-reading text with expression and fluency
LEVEL 3, GRADE 8	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC wording change: 2.2 Use/sustain effective modulation in response to the text some/most/all of the time 2.3 Sustain clarity of diction some/most/all of the time 3.1 Apply body language and facial expression to reflect the text some/most/all of the time	2.2 Respond to the text with appropriate and effective modulation 2.3 Articulate clearly 3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience 4.1 Communicate the sight-reading text with expression and fluency

4.1 Sight-read with expression and fluency some/most/all of the time 7.2 Give a brief/secure/detailed summary of the life, work and the context of writing of one of the other authors selected	7.2 Give a summary of the life and work, and the context of writing of one of the other authors selected for Piece 1 or Piece 2
Knowledge Requirement Change: Learners will answer questions on the following: The life and work of one of the other authors selected (chosen by the learner)	Learners will answer questions on the following: The life and work of one of the other authors selected for Piece 1 or Piece 2 The Examiner will now choose the piece to discuss, not the Learner

Speaking Verse and Prose
(August 2019)

Purpose of the Qualification

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

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Qualifications

1. 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 and posture

3. Knowledge of literature

The Learner will be required to:

- know and understand the chosen selections

- understand voice, speech and versification theory to communicate the specific demands of the text

Structure

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

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1 Grade 2 Grade 3
Level 2	Grade 4 Grade 5
Level 3	Grade 6 – Bronze Medal Grade 7 – Silver Medal Grade 8 – Gold Medal

Learners may enter for a Speaking Verse and Prose Examination at any grade. Each grade is independently assessed. Learning Outcomes are set at each Level and cover a range of grades (for example, Level 1 covers Grades 1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each Level. This is because:

- the set repertoire increases in technical difficulty as the grades progress
- the knowledge required increases as the grades progress

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

- Solo (one Learner) where the Learner performs alone

Examination Regulations

Set selections of verse and prose for each grade are printed in full in the LAMDA Verse and Prose Anthology – Volume 19.

1. The Learner will speak the chosen set selections as they are presented in the LAMDA Verse and Prose Anthology – Volume 19. Edits are not permitted.
2. No unauthorised person will be allowed to be present during the examination.
3. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
4. Real knives or other weapons are not permitted in the examination room.
5. Live animals are not permitted in the examination room.
6. The selected repertoire must be performed in English.

Entry Level
Speaking Verse and Prose

RQF Level: Entry Level (Entry 3)
Guided Learning Hours: 20 (hours)
Total Qualification Time: 40 (hours)
Credit Value: 4

Level Description

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

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

Technique
LO2: use vocal skills to engage the listener

Knowledge
LO3: know the meaning and general content of the two selections

Total Time Allowance

10 minutes

Examination Content

Piece 1 (Set Piece): Interpretation and Technique

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

Some One	Walter de la Mare
The Star	Ann and Jane Taylor
Have You Ever Seen?	Anonymous
The Robin Makes a Laughing Sound	Sallie Wolf
Pop-Corn	Evaleen Stein

The Moon	Robert Louis Stevenson
The Dodo	Peter Wesley-Smith
Riches	Sara Teasdale

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

The own choice verse must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Knowledge

The Learner will answer questions on the following:

- the general content of both verse selections
- the meaning of four individual words or phrases taken from the two verse selections (selected by the Examiner at the time of the examination)

Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	40
	Technique	20	
Piece 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Speaking Verse and Prose

ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 perform two verse selections from memory, demonstrating an understanding of the material	1.1 Communicate the sense of the written word 1.2 Speak accurately from memory 1.3 Demonstrate an awareness of rhythm and shape
LO2 use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
LO3 know the meaning and general content of the two selections	3.1 Describe the general content of the two verse selections 3.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Speaking Verse and Prose Examinations. 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 poems to the audience in a clear and engaging way, speaking audibly and clearly throughout the presentation. They will have also given a detailed description of the content of their poems, and 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 understanding of the content, rhythm and shape of the pieces performed. They will have presented them with good diction and audibility will be secure, but not consistent, and there may be some errors with memory. Learners will

also provide accurate meanings of three words chosen by the Examiner.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have communicated some understanding of the content of their pieces, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will be apparent, but lapses in memory may affect this. Two of the words chosen by the Examiner will be explained 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 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
Speaking Verse and Prose

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: Speaking Verse and Prose is designed to enable Learners to develop basic skills in verse and prose speaking. Learners will perform two selections from memory, audibly and clearly. They will be able to demonstrate their knowledge, understanding and skills by producing a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in

volume, pace and pitch they will be able to create and convey mood. The use of appropriate body language will complement their vocal performance.

During their examination, Learners should present their 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 two selections from memory, demonstrating an understanding of the material

Technique
LO2: use vocal skills to engage the listener
LO3: use body language to complement vocal performance

Knowledge
LO4: know and understand the two selections
LO5: demonstrate an awareness of the fundamental differences between verse and prose (Grade 3 only)

Total Time Allowance for Each Grade

Grade 1 – 10 minutes
Grade 2 – 15 minutes
Grade 3 – 15 minutes

Examination Content

GRADE 1

Piece 1 (Set Piece): Interpretation and Technique

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

Bed in Summer	Robert Louis Stevenson
The Sandman	Evaleen Stein
Step Dad	Debra Bertulis
The African Lion	A. E. Housman
Migration	Richard Macwilliam
I Tried to Do My Homework	Kenn Nesbitt
Answer to a Child's Question	Samuel Taylor Coleridge
Carousel	Rebecca Kai Dotlich

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice):
Interpretation and Technique

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

The own choice verse must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Knowledge

The Learner will answer questions on the following:
the content and mood of the two verse selections
the meaning of four individual words or phrases taken from the two verse selections (selected by the Examiner at the time of the examination)

GRADE 2

Piece 1 (Set Piece):
Interpretation and Technique

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

Verse

The Sloth	Theodore Roethke
Baby Ate a Microchip	Neal Levin
A Teacher's Lament	Kalli Dakos
Up-Hill	Christina Rossetti
Jaguar	Francisco X. Alarcón
A Marvel	Carolyn Wells
The Letter A	Darren Sardelli
Little Trotty Wagtail	John Clare

Prose

The Town Mouse and the Country Mouse	Aesop
Operation Gadgetman!	Malorie Blackman
Olivia's First Term	Lyn Gardner
The Many Worlds of Albie Bright	Christopher Edge
Sophie's Snail	Dick King-Smith
Five Go Adventuring Again	Enid Blyton
Arsenic for Tea	Robin Stevens
Black Beauty	Anna Sewell

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Knowledge

The Learner will answer questions on the following:

- one character (of their own choice) from the book from which the prose selection has been taken
- the content of the verse selection
- the mood of the verse and prose selections

GRADE 3

Piece 1 (Set Piece): Interpretation and Technique
The Learner will speak from memory either one set verse selection or one set prose selection from the following:

Verse

Truth	Barrie Wade
Extract from The Bed Book	Sylvia Plath
People Ask	Seni Seneviratne
The Jade Staircase	Li Po, translated by Edward Powys Mathers
Do Not Stand at My Grave and Weep	Mary Elizabeth Frye
The Travellers and the Purse	Marmaduke Park
Beachcomber	George Mackay Brown
It Couldn't Be Done	Edgar A. Guest

Prose

White Boots	Noel Streatfeild
Letters from the Lighthouse	Emma Carroll
The Curious Book of Birds	Abbie Farwell Brown
The Girl of Ink & Stars	Kiran Millwood Hargrave
Moonlocket	Peter Bunzl
Moni the Goat-Boy	Johanna Spyri
Noah Barleywater Runs Away	John Boyne
The Travels of Tom Thumb	Jacob and Wilhelm Grimm

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed two minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Knowledge

The Learner will answer questions on the following:

- two characters (of their own choice) from the book from which the prose selection has been taken
- the content of the verse selection

- the mood of the verse and prose selections
- the fundamental differences between verse and prose

Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	40
	Technique	20	
Piece 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Speak accurately from memory 1.2 Use key words to communicate meaning 1.3 Indicate changes in mood with an awareness of rhythm and shape
LO2: use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods
LO3: use body language to complement vocal performance	3.1 Use posture appropriate to the two verse selections 3.2 Use facial expression to reflect inner feeling
LO4: know and understand the two selections	4.1 Give an explanation of the content and mood of the two verse selections

	4.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Speak accurately from memory 1.2 Use key words to communicate meaning 1.3 Indicate changes in mood with an awareness of rhythm and shape
LO2: use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods, narrative and dialogue

LO3: use body language to complement vocal performance	3.1 Use posture appropriate to the verse and prose selections 3.2 Use facial expression to reflect inner feeling
LO4: know and understand the two selections	4.1 Give a description of one character from the book from which the prose selection has been taken 4.2 Give an explanation of the content of the verse selection 4.3 Give an explanation of the mood of the verse and prose selections

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Speak accurately from memory 1.2 Use key words to communicate meaning

	1.3 Indicate changes in mood with an awareness of rhythm and shape
LO2: use vocal skills to engage the listener	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods, narrative and dialogue
LO3: use body language to complement vocal performance	3.1 Use posture appropriate to the verse and prose selections 3.2 Use facial expression to reflect inner feeling
LO4: know and understand the two selections	4.1 Discuss two characters from the book from which the prose selection has been taken 4.2 Give an explanation of the content of the verse selection 4.3 Give an explanation of the mood of the verse and prose selections
LO5: demonstrate an awareness of the fundamental differences between verse and prose	5.1 Identify the differences between verse and prose

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

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 understanding of the mood with awareness of rhythm and shape, and content of the chosen material throughout the examination. The performance should be clear, audible and engaging throughout, and performed with some naturalness. The Learner will have used thoughtful, effective body language to complement and support the content of the chosen material. Learners will also give accurate meanings of all four words (Grade 1 only) and give a detailed explanation of the differences between verse and prose (Grade 3 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the chosen material, whilst indicating some originality in their interpretation. They will have shown a secure understanding of the mood of their verse piece(s) with an awareness of rhythm and shape for most of the presentation.

The Learner will be mostly clear and audible in their presentation, frequently using body and voice in response to the text. Learners will also give accurate meanings of three out of four words (Grade 1 only) and a general explanation of the differences between verse and prose (Grade 3 only).

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have communicated a basic understanding of their chosen material, demonstrating some awareness of the rhythm and shape of their chosen verse piece(s). They will have demonstrated basic performance skills and some imaginative interpretation of the texts. Learners will also give accurate meanings of two out of four words (Grade 1 only) and a basic explanation of the differences between verse and prose (Grade 3 only).

Fail (0–49 Marks)

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

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

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

Level 2
Speaking Verse and Prose

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: Speaking Verse and Prose is designed to enable Learners to develop a range of skills in verse and prose speaking. Learners will perform two selections from memory and read at sight a previously unseen text. Presentation will be audible, with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a secure performance. Use of voice, body

and facial expression will be effectively combined to communicate the text and engage the audience.

During their examination, Learners should present their 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 two selections from memory, demonstrating an understanding of the material

Technique
LO2: create a vocal response to the text
LO3: create a physical response to the text, to engage an audience

Sight-Reading
LO4: sight-read, sharing the text with the audience

Knowledge
LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection
LO6: know and understand figures of speech (Grade 4) and phrasing and pauses (Grade 5)

Total Time Allowance for Each Grade

Grade 4 – 15 minutes
Grade 5 – 20 minutes

Examination Content

GRADE 4

Piece 1 (Set Piece): Interpretation and Technique

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

Verse

The Kitten in the Falling Snow	James Kirkup
Encounter	Czeslaw Milosz, translated by Czeslaw Milosz and Lillian Vallee
Barter	Sara Teasdale
The Disappointed	Ella Wheeler Wilcox
Empty House	Gareth Owen
Playthings	Rabindranath Tagore
Herbert Glerbertt	Jack Prelutsky

I Ask My Mother to Sing	Li-Young Lee
Prose	
Rooftoppers	Katherine Rundell
Neverwhere	Neil Gaiman
The Garden Party and other stories	Katherine Mansfield
The Curious Incident of the Dog in the Night-Time	Mark Haddon
Harry Potter and the Deathly Hallows	J. K. Rowling
The Diary of a Nobody	George and Weedon Grossmith
The Extinction Trials	S. M. Wilson
The ABC Murders	Agatha Christie

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the 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 relationship between two characters (of their own choice) from the book from which the prose selection has been taken
the content of the verse selection
common figures of speech

The Learner must describe and give examples of three common figures of speech selected by the Examiner at the time of the examination from the following list: alliteration, assonance, onomatopoeia, antithesis, simile, personification

and metaphor. The Learner may use examples from their chosen verse and prose selections or from other texts.
The Learner will be required to know and understand all the common figures of speech listed above in preparation for the examination.

GRADE 5

Piece 1 (Set Piece): Interpretation and Technique

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

Verse

The Wolf and the Crane	Marmaduke Park
Love and Friendship	Emily Brontë
An Irish Airman Foresees His Death	W. B. Yeats
A Bird Came Down the Walk	Emily Dickinson (originally published as In the Garden)
The Usual Suspect	David Harsent
Song of the Sirens	Ginny Avery
Tula [‘Books are door-shaped’]	Margarita Engle Dear Mr Examiner
	Gareth Owen

Prose

Skulduggery Pleasant (Book 1)	Derek Landy
North and South	Elizabeth Cleghorn Gaskell
Private Peaceful	Michael Morpurgo
The Model Millionaire	Oscar Wilde
The Subtle Knife	Philip Pullman
Miss Mapp	E. F. Benson
The Hobbit	J. R. R. Tolkien
Tik-Tok of Oz	L. Frank Baum

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce

the title and author prior to the performance. A legible copy of the 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 main plot of the book from which the prose selection has been taken
- the content of the verse selection
- types of phrasing

The Learner must describe and give examples of two types of phrasing selected by the Examiner at the time of the examination from the following list: sense-groups, breath-groups and parenthesis. The Learner may use examples from their chosen verse and prose selections or from other texts.

- types of pause

The Learner must describe and give examples of two types of pause selected by the Examiner at the time of the examination from the following list: sense pause, emphatic pause, rhythmical or metrical pause, suspensory pause,

caesural pause and emotional pause. The Learner may use examples from their chosen verse and prose selections or from other texts.

The Learner will be required to know and understand all the types of phrasing and pauses listed above in preparation for the examination.

Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	35
	Technique	15	
Piece 2 (Own Choice)	Interpretation	20	35
	Technique	15	
Sight-Reading			10
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings
LO2: create a vocal response to the text	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction
LO3: create a physical response to the text, to engage an audience	3.1 Apply body language and facial expression to reflect the text and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Sight-read with fluency and expression 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the book from which the prose selection has been taken	5.1 Give a description of the relationship between two characters from the book from

and the content of the verse selection	which the prose selection has been taken 5.2 Give a description of the content of the verse selection
LO6: know and understand figures of speech	6.1 Give a description of three common figures of speech, using examples

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform two selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings
LO2: create a vocal response to the text	2.1 Sustain vocal power through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction

LO3: create a physical response to the text, to engage an audience	3.1 Apply body language and facial expression to reflect the text and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Sight-read with fluency and expression 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection	5.1 Give a description of the main plot of the book from which the prose selection has been taken 5.2 Give a description of the content of the verse selection
LO6: know and understand figures of speech and phrasing and pauses	6.1 Give a description of two types of phrasing, using examples 6.2 Give a description of two types of pause, using examples

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 (Grades 4 and 5) Speaking Verse and Prose Examinations.

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. They will have sustained focus and created a personal and appropriate response to the text(s). The Learner will have engaged the audience by using appropriate vocal and physical skills, and exhibited strong sight-reading skills. Knowledge of the material and techniques required for verse and prose speaking will be wide-ranging and detailed.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the examination. They will have responded vocally and physically to the material and sight-reading text with some originality and personalisation, and have shown a relatively wide range of techniques to engage the audience. Knowledge of the material and techniques required for verse and prose speaking will be fairly thorough and secure.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills in a slightly personalised way. Sight-reading skills will have been appropriate, but will have been lacking in fluency and expression. Knowledge of the material and techniques required for verse and prose speaking 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 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
Speaking Verse and Prose

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: Speaking Verse and Prose is designed to enable Learners to develop a wide range of skills in verse and prose speaking. Learners will perform their chosen selections from memory and read at sight a previously unseen text, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and

relevant preparation. Learners will combine physical and vocal flexibility to engage the audience.

During their examination, Learners should present their 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 the chosen selections from memory, demonstrating an understanding of the material

Technique
LO2: create a vocal response to the text
LO3: create a physical response to the text, to engage the audience

Sight-Reading
LO4: sight-read, sharing the text with the audience
Knowledge
LO5: know and understand the content of the verse and prose selections
LO6: know and understand the techniques required for speaking verse and prose
LO7: know and understand the writers' key biographical details and the context of their writing (Grade 8 only)

Time Allowance for Each Grade

Grade 6
Bronze Medal – 20 minutes

Grade 7
Silver Medal – 25 minutes

Grade 8
Gold Medal – 30 minutes

Examination Content

GRADE 6 – BRONZE MEDAL

Piece 1 (Set Piece):
Interpretation and Technique

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

Verse

City of Ships	Walt Whitman
Those Winter Sundays	Robert Hayden
[love is more thicker than forget]	E. E. Cummings A Poison Tree
	William Blake

Friday	Ann Drysdale
Ah, Ah	Joy Harjo
I Am Offering This Poem	Jimmy Santiago Baca
It Ain't What You Do, It's What It Does to You	Simon Armitage

Prose

Marley & Me: Life and Love with the World's Worst Dog	John Grogan
The Maze Runner (Book One)	James Dashner
Frankenstein; or, the Modern Prometheus	Mary Wollstonecraft (Godwin) Shelley
My Sister's Keeper	Jodi Picoult
The Bone Sparrow	Zana Fraillon
Washington Square	Henry James
The Perks of Being a Wallflower	Stephen Chbosky
The Adventure of the Mazarin Stone	Arthur Conan Doyle

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the 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 key themes in the book from which the prose selection has been taken
- the content of the verse selection

- the techniques involved in breathing, voice and basic speech production (including resonance, projection and articulation)

GRADE 7 – SILVER MEDAL

Piece 1 (Set Piece): Interpretation and Technique
The Learner will speak from memory either one set verse selection or one set prose selection from the following:

Verse

The Football Phone-In	Benjamin Bridson
Smiles	Ella Wheeler Wilcox
After I Wake Up	Hilary Corke
The Life of a Digger	Margarita Engle
Valentine	Carol Ann Duffy
You are Old, Father William	Lewis Carroll
Parting	Charlotte Brontë
Lifted	Jo Bell

Prose

Go Set a Watchman	Harper Lee
The King's Speech	Mark Logue and Peter Conradi
The War of the Worlds	H. G. Wells
The Book Thief	Markus Zusak

The Black Tulip	Alexandre Dumas
The Dragon's Blade: The Reborn King	Michael R. Miller
Northanger Abbey	Jane Austen
The Fault in our Stars	John Green

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Sonnet (Own Choice): Interpretation and Technique

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

The Learner must announce the title and author prior to the performance. A legible copy of the 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 key themes and any underlying themes in the book from which the prose selection has been taken
- the content of the poem and sonnet presented
- the verse form, metre and rhythm of the poem and sonnet presented
- emphasis and modulation, which includes stress, volume, pace, rate, pitch, inflection, tone colour and intensity

The Learner must explain emphasis and modulation using examples, either from their chosen verse and prose selections or from other texts.

GRADE 8 – GOLD MEDAL

Piece 1 (Set Piece): Interpretation and Technique

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

Verse

Human Family	Maya Angelou
The Thing about Symmetry	Alessandra Davison
Letter to a City under Siege	Carolyn Forché
Dulce et Decorum est	Wilfred Owen
The Quangle Wangle's Hat	Edward Lear
Woman Skating	Margaret Atwood
Bridge	Aisha Borja
These are the Hands	Michael Rosen

Prose

The Tenant of Wildfell Hall	Anne Brontë
Shakespeare: The World as a Stage	Bill Bryson
And the Mountains Echoed	Khaled Hosseini
The Cask of Amontillado	Edgar Allan Poe

Never Let Me Go	Kazuo Ishiguro
The Swedish Match	Anton Chekhov
Starter for Ten	David Nicholls
The Voyage Out	Virginia Woolf

The set selections are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Piece 2 (Own Choice): Interpretation and Technique

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

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

The own choice selection must be published but not set in the LAMDA Verse and Prose Anthology – Volume 19. It must not exceed three minutes in length. The Learner must announce the title and author prior to the performance. A legible copy of the selection should be provided for the Examiner.

Sonnet (Own Choice): Interpretation and Technique

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

The Learner must announce the title and author prior to the performance. A legible copy of the 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 content of the book from which the prose selection has been taken, noting key characters and events within it
- the content of the poem and sonnet presented
- the verse form, metre and rhythm of the poem and sonnet presented
- the life, work and influence of William Shakespeare
- the life, work and the context of writing of one of the other authors selected for Piece 1 or Piece 2 (selected by the Examiner at the time of the examination)

Level 3 Marking Scheme

Grade 6 – Bronze Medal

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	20	35
	Technique	15	
Piece 2 (Own Choice)	Interpretation	20	35
	Technique	15	
Sight-Reading			10
Knowledge			20
Total Marks			100

Attainment Bands

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

Grade 7 – Silver Medal / Grade 8 – Gold Medal

ASSESSMENT TASK		MARKS	TOTAL MARKS
Piece 1 (Set Piece)	Interpretation	15	25
	Technique	10	
Piece 2 (Own Choice)	Interpretation	15	25
	Technique	10	
Sonnet (Own Choice)	Interpretation	10	20
	Technique	10	
Sight-Reading			10
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 3: GRADE 6 – BRONZE MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform the chosen selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection 1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse selection 1.3 Demonstrate an appreciation of the style of writing
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone 2.2 Respond to the text with appropriate and effective modulation 2.3 Articulate clearly
LO3: create a physical response to the text, to engage the audience	3.1 Use body language and facial expression to demonstrate understanding of

	the text, and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content of the verse and prose selections	5.1 Summarise the key themes in the book from which the prose selection has been taken 5.2 Outline the content of the verse selection
LO6: know and understand the techniques required for speaking verse and prose	6.1 Give an explanation of the techniques involved in breathing, voice production, resonance and projection 6.2 Give an explanation of the techniques involved in speech production, including articulation

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform the chosen selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection 1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse and sonnet presented 1.3 Demonstrate an appreciation of the style of writing
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone 2.2 Respond to the text with appropriate and effective modulation 2.3 Articulate clearly
LO3: create a physical response to the text, to engage the audience	3.1 Use body language and facial expression to demonstrate understanding of

	the text, and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content of the verse and prose selections	5.1 Give an explanation of the key themes and any underlying themes in the book from which the prose selection has been taken 5.2 Give a summary of the content of the poem and sonnet presented
LO6: know and understand the techniques required for speaking verse and prose	6.1 Give an explanation of the verse form used in the poem and sonnet presented 6.2 Give an explanation of the metre and rhythm used in the poem and sonnet presented 6.3 Give an explanation of emphasis and modulation, using examples

Assessment and Grading Criteria: Speaking Verse and Prose

LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: perform the chosen selections from memory, demonstrating an understanding of the material	1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection 1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse and sonnet presented 1.3 Demonstrate an appreciation of the style of writing
LO2: create a vocal response to the text	2.1 Use breath support to produce a free vocal tone 2.2 Respond to the text with appropriate and effective modulation 2.3 Articulate clearly
LO3: create a physical response to the text, to engage the audience	3.1 Use body language and facial expression to demonstrate understanding of

	the text, and engage the audience
LO4: sight-read, sharing the text with the audience	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
LO5: know and understand the content of the verse and prose selections	5.1 Give a summary of the content of the book from which the prose selection has been taken, noting key characters and events within it 5.2 Give a summary of the content of the poem and sonnet presented
LO6: know and understand the techniques required for speaking verse and prose	6.1 Give an explanation of the verse form used in the poem and sonnet presented 6.2 Give an explanation of the metre and rhythm used in the poem and sonnet presented
LO7: know and understand the writers' key biographical details and the context of their writing	7.1 Give a summary of the life, work and influence of William Shakespeare 7.2 Give a summary of the life, work and the context of writing of one of the other authors selected for Piece 1 or Piece 2

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 (Grades 6, 7 and 8) Speaking Verse and Prose Examinations.

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. Knowledge and understanding of material and the techniques required for speaking verse and prose will have been comprehensive. Learners taking examinations at Grade 8 will have been able to discuss maturely detailed and in-depth biographical and contextual details about their chosen writer.

Merit (65–79 Marks)

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

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text will have included some personalisation and self-assurance. Learners will have demonstrated some widespread knowledge of techniques required for speaking verse and prose. Learners taking examinations at Grade 8 will have been able to discuss biographical and contextual details about their chosen writer, but knowledge will be undeveloped.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail 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).