

**LAMDA**

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

# Changes from the Previous Syllabus (September 2014)

<b>ENTRY LEVEL</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC wording separation:	
2.1 Speak with audibility and clarity of diction	2.1 Speak with audibility appropriate to the performance space 2.2 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
<b>LEVEL 1, GRADE 1</b>	
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 Indicate some/most/all changes in mood	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 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
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

<b>LEVEL 1, GRADES 2 AND 3</b>	
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 Indicate some/most/all changes in mood	1.2 Use key words to communicate meaning
2.1 Speak with audibility and clarity of diction	1.3 Indicate changes in mood with an awareness of rhythm and shape
2.2 Demonstrate vocal contrast between moods, narrative and dialogue some/most/ all of the time	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
<b>LEVEL 2, GRADE 4</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
<b>LEVEL 2, GRADE 5</b>	
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	2.2 Respond to the text with appropriate and effective modulation
2.3 Sustain clarity of diction some/most/all of the time	2.3 Articulate clearly
3.1 Apply body language and facial expression to reflect the text 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 Sight-read with expression and fluency some/most/all of the time	4.1 Communicate the sight-reading text with expression and fluency
5.2 Give a brief/accurate/accurate and detailed summary the content of the verse selection	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 Speak with clarity of diction some/most/all of the time	2.3 Articulate clearly
3.1 Apply body language and facial expression to reflect the text 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 Sight-read with expression and fluency some/most/all of the time	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
<b>AC wording change:</b>	
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 Sustain clarity of diction some/most/all of the time	2.3 Articulate clearly
3.1 Apply body language and facial expression to reflect the text 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 Sight-read with expression and fluency some/most/all of the time	4.1 Communicate the sight-reading text with expression and fluency
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
<b>Knowledge Requirement Change:</b>	
Learners will answer questions on the following:	Learners will answer questions on the following:
The life and work of one of the other authors selected (chosen by the learner)	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)

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### **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

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## 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

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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

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:

<i>Some One</i>	Walter de la Mare
<i>The Star</i>	Ann and Jane Taylor
<i>Have You Ever Seen?</i>	Anonymous
<i>The Robin Makes a Laughing Sound</i>	Sallie Wolf
<i>Pop-Corn</i>	Evaleen Stein
<i>The Moon</i>	Robert Louis Stevenson
<i>The Dodo</i>	Peter Wesley-Smith
<i>Riches</i>	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.

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### ***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
<b>Total Marks</b>			<b>100</b>

## 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
<b>LO1 perform two verse selections from memory, demonstrating an understanding of the material</b>	1.1 Communicate the sense of the written word 1.2 Speak accurately from memory 1.3 Demonstrate an awareness of rhythm and shape
<b>LO2 use vocal skills to engage the listener</b>	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
<b>LO3 know the meaning and general content of the two selections</b>	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.

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**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the content, rhythm and shape of the 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

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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: 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.



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## 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:

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

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

**Prose**

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

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

#### **Prose**

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

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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
<b>Total Marks</b>			<b>100</b>

## 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
<b>LO1: perform two selections from memory, demonstrating an understanding of the material</b>	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
<b>LO2: use vocal skills to engage the listener</b>	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Demonstrate vocal contrast between moods
<b>LO3: use body language to complement vocal performance</b>	3.1 Use posture appropriate to the two verse selections 3.2 Use facial expression to reflect inner feeling
<b>LO4: know and understand the two selections</b>	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
<b>LO1: perform two selections from memory, demonstrating an understanding of the material</b>	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
<b>LO2: use vocal skills to engage the listener</b>	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
<b>LO3: use body language to complement vocal performance</b>	3.1 Use posture appropriate to the verse and prose selections 3.2 Use facial expression to reflect inner feeling
<b>LO4: know and understand the two selections</b>	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
<b>LO1: perform two selections from memory, demonstrating an understanding of the material</b>	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
<b>LO2: use vocal skills to engage the listener</b>	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
<b>LO3: use body language to complement vocal performance</b>	3.1 Use posture appropriate to the verse and prose selections 3.2 Use facial expression to reflect inner feeling
<b>LO4: know and understand the two selections</b>	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
<b>LO5: demonstrate an awareness of the fundamental differences between verse and prose</b>	5.1 Identify the differences between verse and prose

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

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)

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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

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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: 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.

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## 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**

<i>The Kitten in the Falling Snow</i>	James Kirkup
<i>Encounter</i>	Czeslaw Milosz, translated by Czeslaw Milosz and Lillian Vallee
<i>Barter</i>	Sara Teasdale
<i>The Disappointed</i>	Ella Wheeler Wilcox
<i>Empty House</i>	Gareth Owen
<i>Playthings</i>	Rabindranath Tagore
<i>Herbert Glerbertt</i>	Jack Prelutsky
<i>I Ask My Mother to Sing</i>	Li-Young Lee

#### **Prose**

<i>Rooftoppers</i>	Katherine Rundell
<i>Neverwhere</i>	Neil Gaiman
<i>The Garden Party and other stories</i>	Katherine Mansfield
<i>The Curious Incident of the Dog in the Night-Time</i>	Mark Haddon
<i>Harry Potter and the Deathly Hallows</i>	J. K. Rowling
<i>The Diary of a Nobody</i>	George and Weedon Grossmith
<i>The Extinction Trials</i>	S. M. Wilson
<i>The ABC Murders</i>	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.

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

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

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

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

**Prose**

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



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

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

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a 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
<b>Total Marks</b>			<b>100</b>

## 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
<b>LO1: perform two selections from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings
<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 clarity of diction
<b>LO3: create a physical response to the text, to engage an audience</b>	3.1 Apply body language and facial expression to reflect the text and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Sight-read with fluency and expression 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection</b>	5.1 Give a description of the relationship between two characters from the book from which the prose selection has been taken 5.2 Give a description of the content of the verse selection
<b>LO6: know and understand figures of speech</b>	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
<b>LO1: perform two selections from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient word memory to convey style and content 1.2 Demonstrate an understanding of the author's thoughts and feelings
<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 clarity of diction
<b>LO3: create a physical response to the text, to engage an audience</b>	3.1 Apply body language and facial expression to reflect the text and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Sight-read with fluency and expression 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection</b>	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
<b>LO6: know and understand figures of speech and phrasing and pauses</b>	6.1 Give a description of two types of phrasing, using examples 6.2 Give a description of two types of pause, using examples

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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) 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.

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***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

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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: 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**

<i>City of Ships</i>	Walt Whitman
<i>Those Winter Sundays</i>	Robert Hayden
<i>[love is more thicker than forget]</i>	E. E. Cummings
<i>A Poison Tree</i>	William Blake
<i>Friday</i>	Ann Drysdale
<i>Ah, Ah</i>	Joy Harjo
<i>I Am Offering This Poem</i>	Jimmy Santiago Baca
<i>It Ain't What You Do, It's What It Does to You</i>	Simon Armitage

#### **Prose**

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

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

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

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

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

#### **Prose**

<i>Go Set a Watchman</i>	Harper Lee
<i>The King's Speech</i>	Mark Logue and Peter Conradi
<i>The War of the Worlds</i>	H. G. Wells
<i>The Book Thief</i>	Markus Zusak
<i>The Black Tulip</i>	Alexandre Dumas
<i>The Dragon's Blade: The Reborn King</i>	Michael R. Miller
<i>Northanger Abbey</i>	Jane Austen
<i>The Fault in our Stars</i>	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.

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

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

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

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

**Prose**

<i>The Tenant of Wildfell Hall</i>	Anne Brontë
<i>Shakespeare: The World as a Stage</i>	Bill Bryson
<i>And the Mountains Echoed</i>	Khaled Hosseini
<i>The Cask of Amontillado</i>	Edgar Allan Poe
<i>Never Let Me Go</i>	Kazuo Ishiguro
<i>The Swedish Match</i>	Anton Chekhov
<i>Starter for Ten</i>	David Nicholls
<i>The Voyage Out</i>	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.

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

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

If verse was selected for Piece 1, the Learner will select a prose passage of their own choice. If prose was selected for Piece 1, the Learner will select a 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
<b>Total Marks</b>			<b>100</b>

### 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
<b>Total Marks</b>			<b>100</b>

**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
<b>LO1: perform the chosen selections from memory, demonstrating an understanding of the material</b>	<p>1.1 Demonstrate sufficient word memory to communicate an understanding of the content, subtext and context of the prose selection</p> <p>1.2 Demonstrate sufficient word memory to communicate an understanding of the content and form of the verse selection</p> <p>1.3 Demonstrate an appreciation of the style of writing</p>
<b>LO2: create a vocal response to the text</b>	<p>2.1 Use breath support to produce a free vocal tone</p> <p>2.2 Respond to the text with appropriate and effective modulation</p> <p>2.3 Articulate clearly</p>
<b>LO3: create a physical response to the text, to engage the audience</b>	<p>3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience</p>
<b>LO4: sight-read, sharing the text with the audience</b>	<p>4.1 Communicate the sight-reading text with expression and fluency</p> <p>4.2 Sight-read, sharing the text with the audience</p>
<b>LO5: know and understand the content of the verse and prose selections</b>	<p>5.1 Summarise the key themes in the book from which the prose selection has been taken</p> <p>5.2 Outline the content of the verse selection</p>
<b>LO6: know and understand the techniques required for speaking verse and prose</b>	<p>6.1 Give an explanation of the techniques involved in breathing, voice production, resonance and projection</p> <p>6.2 Give an explanation of the techniques involved in speech production, including articulation</p>

## Assessment and Grading Criteria: Speaking Verse and Prose

### LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform the chosen selections from memory, demonstrating an understanding of the material</b>	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
<b>LO2: create a vocal response to the text</b>	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
<b>LO3: create a physical response to the text, to engage the audience</b>	3.1 Use body language and facial expression to demonstrate understanding of the text, 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 of the verse and prose selections</b>	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

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<b>LEARNING OUTCOMES</b> <i>(continued)</i>	<b>ASSESSMENT CRITERIA</b>
LO6: know and understand the techniques required for speaking verse and prose	<p>6.1 Give an explanation of the verse form used in the poem and sonnet presented</p> <p>6.2 Give an explanation of the metre and rhythm used in the poem and sonnet presented</p> <p>6.3 Give an explanation of emphasis and modulation, using examples</p>

## Assessment and Grading Criteria: Speaking Verse and Prose

### LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform the chosen selections from memory, demonstrating an understanding of the material</b>	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
<b>LO2: create a vocal response to the text</b>	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
<b>LO3: create a physical response to the text, to engage the audience</b>	3.1 Use body language and facial expression to demonstrate understanding of the text, 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 of the verse and prose selections</b>	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
<b>LO6: know and understand the techniques required for speaking verse and prose</b>	6.1 Give an explanation of the verse form used in the poem and sonnet presented  <i>Continued on next page ▶</i>

LEARNING OUTCOMES (continued)	ASSESSMENT CRITERIA
	6.2 Give an explanation of the metre and rhythm used in the poem and sonnet presented
<b>LO7: know and understand the writers' key biographical details and the context of their writing</b>	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

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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).