

# LAMDA

## Graded Examinations in Communication: Speaking in Public

### Changes from the Previous Syllabus (September 2014)

ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
AC wording change: 1.1 Give a prepared speech about a book using basic/ a range/ a wide range of vocabulary and a clear and defined structure	1.1 Give a prepared speech about a book using relevant vocabulary and a clear structure
AC wording separation: 2.1 Speak with audibility appropriate to the performance space and clarity of diction some/most/all of the time	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
AC wording change: 1.1 Give a prepared speech about an experience, event	

<p>or visit using basic/ a range/ a wide range of vocabulary and a clear and defined structure</p> <p>1.2 Demonstrate basic/secure/ in-depth subject knowledge</p> <p>2.2 Use facial expression appropriate to the content of the speech some/most/all of the time</p> <p>3.2 Demonstrate concentration in the conversation some/most/ all of the time</p> <p>3.3 Respond appropriately to some/most/all questions in the conversation</p>	<p>1.1 Give a prepared speech about an experience, event or visit using relevant vocabulary and a clear structure</p> <p>1.2 Demonstrate subject knowledge</p> <p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/ all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>
<p><b>LEVEL 1, GRADE 2</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>

<p>AC wording change:</p> <p>1.1 Give a prepared speech about an object using basic/ a range/ a wide range of vocabulary and a clear and defined structure</p> <p>1.2 Demonstrate basic/secure/ in-depth subject knowledge</p> <p>2.2 Use facial expression appropriate to the content of the speech some/most/all of the time</p> <p>3.2 Demonstrate concentration in the conversation some/most/ all of the time</p> <p>3.3 Respond appropriately to some/most/all questions in the conversation</p>	<p>1.1 Give a prepared speech about an object using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate subject knowledge</p> <p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/ all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>
<p><b>LEVEL 1, GRADE 3</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>

<p>AC wording change:</p>	
<p>1.1 Give a prepared speech about a hobby or personal interest using basic/ a range/ a wide range of vocabulary and a clear and defined structure</p> <p>1.2 Demonstrate basic/secure/ in-depth subject knowledge</p>	<p>1.1 Give a prepared speech about a hobby or personal interest using relevant vocabulary and a clear structure</p> <p>1.2 Demonstrate subject knowledge</p>
<p>AC wording change:</p> <p>2.2 Use facial expression appropriate to the content of the speech some/most/all of the time</p> <p>3.2 Demonstrate concentration in the conversation some/most/ all of the time</p> <p>3.3 Respond appropriately to some/most/all questions in the conversation</p>	<p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage appropriately in the conversation by responding to and asking questions</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/ all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p>

<p>Knowledge requirement: During the conversation, the Learner must ask questions to further the conversation AC 3.4 Ask at least one/two/three questions to further the conversation about the chosen topic</p>	<p>This has been removed, and Learners will no longer be required to achieve this. Instead, the Learner will be required to be engaged in the conversation, responding appropriately as per AC 3.3 Engage appropriately in the conversation by responding to and asking questions</p>
<p><b>LEVEL 2, GRADES 4 AND 5</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>Set subject topics for Prepared Speech 2 have changed and been updated</p>
<p>AC wording change: 1.1 Apply subject knowledge using a basic/secure/clear and defined structure</p>	<p>1.1 Deliver each speech confidently, using subject knowledge with a clear structure</p>
<p>AC wording change: 1.2 Use vocabulary appropriate to the imagined audience some/ most/all of the time 2.4 Demonstrate effective use of visual aids in one</p>	<p>1.2 Use appropriate vocabulary that suits the imagined audience and speech subject</p>

<p>speech some/most/all of the time</p> <p>3.4 Respond adequately to some/most/all questions in the conversation</p>	<p>2.5 Use visual aids effectively and appropriately in at least one speech</p> <p>3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>
<p>AC wording separation:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p>	<p>Speak with audibility appropriate to the performance space</p> <p>Speak with clarity of diction</p>
<p>Knowledge requirement:</p> <p>During the conversation, the Learner must ask questions to further the conversation</p> <p>AC 3.5 Ask at least one/two/three questions to further the conversation about the chosen topic</p>	<p>This has been removed, and Learners will no longer be required to achieve this</p> <p>Instead, the Learner will be required to be engaged in the conversation, responding appropriately as per AC 3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>
<p><b>LEVEL 3, GRADES 6 AND 8</b></p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
<p>Examination Format Change:</p> <p>Level 3 (Grades 6, 7 and 8)</p>	

<p>Learners have 15 minutes prior to entering the Examination to prepare their Impromptu Speech</p>	<p>Learners will have an extra 15 minutes in the examination room to prepare their Impromptu Speech therefore the Examination time will increase to 40 minutes (Grade 6) and 45 minutes (Grade 8)</p>
<p>AC wording change: 1.1 Apply subject knowledge using a basic/secure/clear and defined structure</p>	<p>1.1 Apply thorough knowledge of the chosen subject to create a clear structure</p>
<p>AC wording change: 1.3 Apply vocabulary appropriate to the imagined audience some/most/all of the time 2.1 Project the voice audibly with clarity of diction some/most/ all of the time 2.2 Apply body language appropriate to the subject matter some/most/all of the time 2.3 Communicate with spontaneity some/most/all of the time 2.4 Demonstrate effective use of visual aids in one</p>	<p>1.3 Apply a range of vocabulary appropriate to the imagined audience 2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity</p>

speech some/most/all of the time	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
<b>LEVEL 3, GRADE 7</b>	
<b>2014 Syllabus</b>	<b>2019 Syllabus</b>
<p>Examination Format Change: Level 3 (Grades 6, 7 and 8)</p> <p>Learners have 15 minutes prior to entering the Examination to prepare their Impromptu Speech</p>	<p>Learners will have an extra 15 minutes in the examination room to prepare their Impromptu Speech therefore the Examination time will increase to 40 minutes</p>
<p>AC wording change:</p> <p>1.1 Apply subject knowledge using a basic/secure/clear and defined structure</p> <p>1.3 Apply vocabulary appropriate to the imagined audience some/most/all of the time</p> <p>2.1 Project the voice audibly with clarity of diction some/most/ all of the time</p>	<p>1.1 Apply thorough knowledge of the chosen subject to create a clear structure</p> <p>1.3 Apply a range of vocabulary appropriate to the imagined audience</p> <p>2.1 Project the voice audibly</p>



<p>2.2 Apply body language appropriate to the subject matter some/most/all of the time</p> <p>2.3 mCommunicate with spontaneity some/most/all of the time</p> <p>2.4 Demonstrate effective use of visual aids in one speech some/most/all of the time</p> <p>4.2 Give a brief/secure/detailed explanation of the techniques required for effective audience communication, including eye contact, use of note cards, and body language</p>	<p>2.2 Speak with clear and precise diction</p> <p>2.3 Use effective modulation, appropriate for the speech</p> <p>2.4 Use appropriate body language and facial expression to convey and enhance the subject matter</p> <p>2.5 Communicate with the imagined audience with confidence and spontaneity</p> <p>2.6 Effectively use visual aids to support the delivery of at least one of the speeches</p> <p>4.2 Give an explanation of the techniques required for effective audience communication, including audience engagement, use of note cards and body language/stance</p>
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# **Speaking in Public (August 2019)**

## **Purpose of the Qualification**

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

Learners who prepare themselves appropriately will develop:

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

## **Broad Objectives of the Qualification**

1. Oral language skills

The Learner will be required to:

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

2. Technical skills

The Learner will be required to:

- build skills in vocal projection and clarity of speech

- match tonal register to audience, purpose and situation where appropriate
- integrate body language, notes and visual aids where appropriate, to support the subject matter and engage the listener

### 3. Knowledge of oral communication skills

The Learner will be required to:

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

## Structure

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

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

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

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

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

- Solo (one Learner) where the Learner performs alone

## **Examination Regulations**

1. No unauthorised person will be allowed to be present during the examination.
2. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of visual aids. If an electronic device is required for the use of visual aids this must be approved by the Examiner at the beginning of the examination.
3. Real knives or other weapons are not permitted in the examination room.

4. Live animals are not permitted in the examination room.
5. Speeches must be presented in English.
6. For Entry Level and Level 1 (Grade 1, Grade 2 and Grade 3) examinations, Learners are not permitted to use PowerPoint presentations (or similar) as their visual aid.

# **Entry Level**

## **Speaking in Public**

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

### **Level Description**

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

During their examination, Learners should present their 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: prepare and deliver a speech about a book, demonstrating an understanding of the subject matter

Technique

LO2: use the skills required for speaking in public

Knowledge

LO3: know and understand the techniques required for speaking in public

## **Total Time Allowance**

10 minutes

# **Examination Content**

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

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

The speech must not exceed two minutes in length. Note cards may be used.

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

## **Knowledge**

The Learner will answer questions on the following:  
how the speech was prepared

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



## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech	Interpretation	40	80
	Technique	40	
Knowledge			20
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Speaking in Public

## ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver a speech about a book, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about a book using relevant vocabulary and a clear structure 1.2 Demonstrate subject knowledge
LO2: use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Use facial expression appropriate to the content of the speech
LO3: know and understand the techniques required for speaking in public	3.1 Give an explanation of how the speech was prepared 3.2 Demonstrate concentration in the conversation 3.3 Respond appropriately to questions in the conversation

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Speaking in Public Examinations.

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

### **Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure knowledge of their chosen book, and presented their speech using mostly relevant vocabulary. They will have used

good facial expression and diction and audibility will be secure, but not consistent. Learners will have been involved in the conversation for the most part, and will respond appropriately to most questions asked.

## **Pass (50–64 Marks)**

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

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail 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 in Public**

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 in Public is designed to enable Learners to develop basic skills in public speaking. Learners will be able to prepare and deliver a speech with a clear structure, speaking audibly and clearly. The use of visual aids will help to engage the audience. Learners will be able to answer questions about the content of their speech and maintain a conversation with the

Examiner on a topic of their own choice. They will ask questions to further the conversation (Grade 3 only).

During their examination, Learners should present their 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: prepare and deliver a speech, demonstrating an understanding of the subject matter

Technique

LO2: use the skills required for speaking in public

Knowledge

LO3: know and understand the techniques required for speaking in public

## **Total Time Allowance for Each Grade**

15 minutes

## **Examination Content**

### **GRADE 1**

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

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

The speech must not exceed three minutes in length. Note cards may be used.

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

## **Knowledge**

The Learner will answer questions on the following:

- how the speech was prepared

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

## **GRADE 2**

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



The Learner will deliver a prepared speech about an object of their own choice from memory.

The speech must not exceed three minutes in length. Note cards may be used. Visual aids must be used and referred to. The use of PowerPoint (or similar) presentations at this Level is prohibited.

## **Knowledge**

The Learner will answer questions on the following:

- how the speech was prepared

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

## **GRADE 3**

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

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

The speech must not exceed three minutes in length. Note cards may be used. Visual aids must be used and referred to. The use of PowerPoint (or similar) presentations at this Level is prohibited.

## Knowledge

The Learner will answer questions on the following:

- how the speech was prepared

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

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech	Interpretation	40	80
	Technique	40	
Knowledge			20
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Speaking in Public

## LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about an experience, event or visit using appropriate vocabulary and a clear structure 1.2 Demonstrate knowledge of the chosen subject
LO2: use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Use appropriate facial expression to support the content of the speech 2.4 Communicate with spontaneity
LO3: know and understand the techniques required for speaking in public	3.1 Give an explanation of how the speech was prepared 3.2 Maintain concentration in the conversation

	3.3 Engage and respond appropriately to questions in the conversation
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## Assessment and Grading Criteria: Speaking in Public

### LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter	1.1 Give a prepared speech about an object using appropriate vocabulary and a clear structure  1.2 Demonstrate knowledge of the chosen subject
LO2: use the skills required for speaking in public	2.1 Speak with audibility appropriate to the performance space  2.2 Speak with clarity of diction  2.3 Use appropriate facial expression to support the content of the speech

	<p>2.4 Communicate with spontaneity</p> <p>2.5 Demonstrate effective use of visual aid(s)</p>
LO3: know and understand the techniques required for speaking in public	<p>3.1 Give an explanation of how the speech was prepared</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage and respond appropriately to questions in the conversation</p>

## **Assessment and Grading Criteria: Speaking in Public**

### **LEVEL 1: GRADE 3**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
LO1: prepare and deliver a speech, demonstrating an understanding of the subject matter	<p>1.1 Give a prepared speech about a hobby or personal interest using appropriate vocabulary and a clear structure</p> <p>1.2 Demonstrate knowledge of the chosen subject</p>

<p>LO2: use the skills required for speaking in public</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use appropriate facial expression to support the content of the speech</p> <p>2.4 Communicate with spontaneity</p> <p>2.5 Demonstrate effective use of visual aid(s)</p>
<p>LO3: know and understand the techniques required for speaking in public</p>	<p>3.1 Give an explanation of how the speech was prepared</p> <p>3.2 Maintain concentration in the conversation</p> <p>3.3 Engage appropriately in the conversation by responding to and asking questions</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Speaking in Public Examinations.

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

## **Merit (65–79 Marks)**

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

## **Pass (50–64 Marks)**

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

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail 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 in Public**

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

During their examination, Learners should present their 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: prepare and deliver two speeches, demonstrating an understanding of the subject matter

Technique

LO2: demonstrate the skills required for speaking in public

Knowledge

LO3: know and understand the techniques required for speaking in public

## **Total Time Allowance for Each Grade**

20 minutes

# Examination Content

## GRADE 4

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

The Learner will deliver a prepared speech on a subject of their own choice from memory. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

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

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

- My favourite film
- Family life
- The environment
- Someone I would like to meet (past or present)

The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Knowledge**

The Learner will answer questions on the following:

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

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

## **GRADE 5**

### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech on a subject of their own choice from memory. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

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

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

- Competitions
- Robots
- My favourite writer/artist/musician
- Keeping healthy
- Travel

The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Knowledge**

The Learner will answer questions on the following:

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

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

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech 1	Interpretation	20	40
	Technique	20	
Prepared Speech 2	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 in Public

## LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Deliver each speech confidently, using subject knowledge, with a clear structure 1.2 Use appropriate vocabulary that suits the imagined audience and speech subject
LO2: demonstrate the skills required for speaking in public	2.1 Speak with appropriate audibility 2.2 Speak with clarity of diction 2.3 Use body language and facial expression appropriate to the content of the speeches 2.4 Communicate spontaneously with the imagined audience 2.5 Use visual aid(s) effectively and appropriately in at least one speech



<p>LO3: know and understand the techniques required for speaking in public</p>	<p>3.1 Give an explanation of the reasons behind the choice of subject for each speech</p> <p>3.2 Give an explanation of the research undertaken to prepare each speech</p> <p>3.3 Communicate on the given topic with understanding and fluency</p> <p>3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>
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## **Assessment and Grading Criteria: Speaking in Public**

### **LEVEL 2: GRADE 5**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter</p>	<p>1.1 Deliver each speech confidently, using subject knowledge, with a clear structure</p> <p>1.2 Use appropriate vocabulary that suits the imagined audience and speech subject</p>

<p>LO2: demonstrate the skills required for speaking in public</p>	<p>2.1 Speak with appropriate audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use body language and facial expression appropriate to the content of the speeches</p> <p>2.4 Communicate spontaneously with the imagined audience</p> <p>2.5 Use visual aid(s) effectively and appropriately in at least one speech</p>
<p>LO3: know and understand the techniques required for speaking in public</p>	<p>3.1 Give an explanation of the reasons behind the choice of subject for each speech</p> <p>3.2 Give an explanation of the research undertaken to prepare each speech</p> <p>3.3 Communicate on the given topic with understanding and fluency</p> <p>3.4 Engage confidently in conversation by responding to and asking questions appropriately</p>

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

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 subjects and used thoughtful and relevant vocabulary to connect with their chosen audience throughout. The delivery will have been confident and spontaneous, and Learners will have used engaging facial expression and body language throughout.

Rationale behind the chosen topics will have been thorough and detailed, and Learners will have engaged confidently in the conversation, answering and asking questions appropriately throughout.

## **Merit (65–79 Marks)**

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

## **Pass (50–64 Marks)**

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

## **Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail 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 in Public**

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 in Public is designed to enable Learners to develop a wide range of skills in public speaking. Learners will be able to deliver two prepared speeches and one impromptu speech. They will integrate their knowledge and skills, demonstrating an understanding of the subject matter and the techniques required to speak in public. Presentation will be grounded in thorough and relevant preparation. Physical and vocal

flexibility will be combined to engage the audience. Learners will be able to answer questions on the techniques required for speaking in public and for preparing speeches. They will also be able to demonstrate knowledge of different styles of speech (Grade 8 only).

During their examination, Learners should present their 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: prepare and deliver two speeches, demonstrating an understanding of the subject matter

Technique

LO2: demonstrate the skills required for speaking in public

Impromptu Speech

LO3: prepare and deliver an impromptu speech

Knowledge

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

LO5: demonstrate an understanding of the techniques required for preparing speeches

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

## **Total Time Allowance**

Grade 6

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

Grade 7

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

Grade 8

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

## **Examination Content**

### **GRADE 6 – BRONZE MEDAL**

#### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory examining a contemporary issue of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.



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

The Learner will deliver a prepared speech from memory on a subject of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Impromptu Speech**

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics, and will have 15 minutes in the examination room to prepare the speech. It must not exceed three minutes in length. The Learner must state the imagined audience to whom the speech is to be given. Note cards may be used.

## **Knowledge**

The Learner will answer questions on the following:

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

## **GRADE 7 – SILVER MEDAL**

### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory examining a moral or ethical issue of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

### **Prepared Speech 2:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech on a subject of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Impromptu Speech**

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics, and will have 15 minutes in the examination room to prepare the speech. It must not exceed three minutes in length. The Learner must state the imagined audience to whom the speech is to be given. Note cards may be used.

## **Knowledge**

The Learner will answer questions on the following:

- the value of pause, emphasis and clarity of speech
- the techniques required for effective audience communication (including eye contact, use of note cards and body language/ stance)
- the research undertaken to prepare the chosen speeches

## **GRADE 8 – GOLD MEDAL**

### **Prepared Speech 1:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory examining a political or cultural issue of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

### **Prepared Speech 2:**

#### **Interpretation and Technique**

The Learner will deliver a prepared speech from memory on a subject of their own choice. The Learner must state the imagined audience to whom the speech is to be given.

The speech must not exceed four minutes in length. Note cards may be used.

Visual aids must be used and referred to for at least one of the two speeches listed above. Where technical equipment is required, the Learner must provide their own for use in the examination room.

## **Impromptu Speech**

The Learner will deliver an impromptu speech.

A choice of three topics will be provided to the Learner at the start of their examination. They will select one of the topics, and will have 15 minutes in the examination room to prepare the speech. It must not exceed three minutes in length. The Learner must state the imagined audience to whom the speech is to be given. Note cards may be used.

## **Knowledge**

The Learner will answer questions on the following:

- the effective use of rhetorical questions, variation of tone, inflection, pace and volume
- the effective use of visual aids
- the steps taken in the preparation and delivery of the impromptu speech
- a variety of styles of speech

The Learner must be able to discuss three styles of speech selected by the Examiner at the time of the examination from the following list: persuasive, informative, political, humorous, and a 'vote of thanks'. The Learner will be required to know and understand all the styles of speech on this list in preparation for the examination.

## Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Prepared Speech 1	Interpretation	15	30
	Technique	15	
Prepared Speech 2	Interpretation	15	30
	Technique	15	
Impromptu Speech			20
Knowledge			20
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Speaking in Public

## LEVEL 3: GRADE 6 – BRONZE MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Apply thorough knowledge of the chosen subject using a clear structure 1.2 Demonstrate the use of research to support the content 1.3 Apply a range of vocabulary appropriate to the imagined audience
LO2: demonstrate the skills required for speaking in public	2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity

	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
LO3: prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints
LO4: demonstrate an understanding of the techniques required for speaking in public	4.1 Give an explanation of the techniques required for voice production and projection
LO5: demonstrate an understanding of the techniques required for preparing speeches	5.1 Give an explanation of the techniques required for organising material for speeches, including those presented 5.2 Give an explanation of the techniques required for matching topics, presentation and vocabulary to audience



# Assessment and Grading Criteria: Speaking in Public

## LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Apply thorough knowledge of the chosen subject using a clear structure 1.2 Demonstrate the use of research to support the content 1.3 Apply a range of vocabulary appropriate to the imagined audience
LO2: demonstrate the skills required for speaking in public	2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity

	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
LO3: prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints
LO4: demonstrate an understanding of the techniques required for speaking in public	4.1 Give an explanation of the value of pause, emphasis and clarity of speech 4.2 Give an explanation of the techniques required for effective audience communication, including audience engagement, use of note cards and body language/stance
LO5: demonstrate an understanding of the techniques required for preparing speeches	5.1 Analyse research undertaken to prepare the chosen speeches

# Assessment and Grading Criteria: Speaking in Public

## LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: prepare and deliver two speeches, demonstrating an understanding of the subject matter	1.1 Apply thorough knowledge of the chosen subject using a clear structure 1.2 Demonstrate the use of research to support the content 1.3 Apply a range of vocabulary appropriate to the imagined audience
LO2: demonstrate the skills required for speaking in public	2.1 Project the voice audibly 2.2 Speak with clear and precise diction 2.3 Use effective modulation, appropriate for the speech 2.4 Use appropriate body language and facial expression to convey and enhance the subject matter 2.5 Communicate with the imagined audience with confidence and spontaneity

	2.6 Use visual aid(s) effectively to support the delivery of at least one of the speeches
LO3: prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints
LO4: demonstrate an understanding of the techniques required for speaking in public	4.1 Give an evaluation of the effective use of rhetorical questions, variation of tone, inflection, pace and volume in a speech
LO5: demonstrate an understanding of the techniques required for preparing speeches	5.1 Give an explanation of the use of visual aids to enhance a speech
LO6: know and understand different styles of speech	6.1 Give an explanation of the steps taken to prepare and deliver the impromptu speech 6.2 Give an explanation of three styles of speech

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

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 of the chosen subjects, and have applied wide-ranging research to support the content. The presentation will have been innovative and sophisticated, thoroughly engaging the audience at all times. The Learner will have been spontaneous, expressive and fluent throughout, and will have used effective facial expression and body language.

Answers to questions will have been comprehensive and self-reflective.

## **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 facial expression and body language. The speeches will have been complex and well prepared but may have lacked accurate or fully developed information. Answers to questions will have been general but lacking in detail.

## **Pass (50–64 Marks)**

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

## **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).