

# LAMDA

## Exams

**Communication 2024**  
Overview of updates for Teachers

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# General amends

- **Increased Accessibility for a range of Learners** – Enabling Reasonable Adjustments (RAs) whilst minimising the need for them
- **NO Changes table at the front of the syllabi.** All updates are summarised in this document.
- **New Teacher Support Materials available:** [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre/)



# General amends

## **New: Selecting pieces with sensitivity Guidance—**

Unless explicitly stated in the Examination Content, Learners presenting a published or Set text should not change the text. Character names and pronouns should remain as originally written by the playwright/author. Where a piece includes an expletive word which is deemed to be too mature for a particular Learner, that word can be replaced for another word that maintains the intent of the author. Expletive words cannot be removed.

It is important in these contexts that Teachers work with Learners to ensure that they can perform their text in a way that allows the Learner to meet the Assessment Criteria. For example, ‘to communicate the sense of the written word’, or to ‘communicate meaning’ the Learner must be able to present the text in a way that complements the context within which pieces were originally written.

**Accent and language:** LAMDA welcomes Learners from all over the world and encourages performances in a wide range of individual accents. Whilst taking examinations, LAMDA encourages Learners to find clarity and intelligibility within their own accent rather than speaking in any particular accent.



# General amends

- **The Learner will.....** Is now... The Examiner will ask the Learner....
- **A legible copy....** Is now... A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.
- **Assessment Criteria wording** has been fully reviewed and all feedback from a range of stakeholders (including teachers and examiners) taken on board. Key changes to occur following this review include that Knowledge Criteria have been updated to make more Learner Friendly.



# Exam Regulation Updates - Communication

- **Expansion of the regulations around weapons**

*Real or authentic replica weapons are not permitted*

- **Expansion of the third person in room regulation**

*No unauthorised person will be allowed to be present during the examination. An 'authorised person' is a person (that is not being assessed), who has been permitted by LAMDA Exams to enter the examination room in line with the requirements of the Learner's Reasonable Adjustment.*

- **Expansion of the regulations on the use of devices in an exam** . This regulation has been amended for each discipline to ensure that the use of devices and security is appropriate for each type of examination. Please refer to the Exam Regulations at the start of each Discipline Section (Speaking Verse and Prose, Reading for Performance, Speaking in Public).

There is also further explanation in the Teacher Support Materials Available here: [How to Guides & Download centre](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre)  
[| London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/)

- **Maximum Timescales Guidance Introduced**

*Where a maximum timescale is stated, if a Learner exceeds this time, the Examiner will not mark anything presented after this time.*

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# Exam Regulation Updates – Communication: Published or Self-Published

In Speaking Verse and Prose and Reading for Performance, there is now a new regulation that relates to the type of pieces that should be selected.

*‘Own Choice Pieces must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Pieces that have not been reviewed and published by a third party are not allowed.’*

- Further guidance on how to check if pieces have been ‘Self-Published’ is detailed in the Teacher Support Materials available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)



# Exam Regulation Updates – Communication: Speaking Verse and Prose

## Use of Anthologies for Set or Own Choice Pieces:

- Verse and Prose Anthology Volume 19 or Volume 20 can be used to select Set Pieces from.
- Verse and Prose Anthology Volume 19 can be used to select Own Choice Pieces from.
- Verse and Prose Anthology Volume 20 cannot be used to select Own Choice pieces from.
- An Own Choice and a Set Piece for one exam can be taken from Verse and Prose Anthology Volume 19.
- There is now an Additional Set Piece List which contains as a minimum the pieces from Verse and Prose Anthology Volume 19 available here: [Graded Examinations for Communication | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/Graded-Examinations-for-Communication)

There may be additions to this list across the lifespan of the qualification in line with ongoing reviews.

To be informed of any updates to the Additional Set Piece List, or the panel review process, sign up to receive the Newsletter here: [LAMDA Exams Newsletter | London academy of music & dramatic art](https://www.lamda.ac.uk/LAMDA-Exams-Newsletter)

And keep an eye on our Noticeboard here: [LAMDA Exams Noticeboard | London academy of music & dramatic art](https://www.lamda.ac.uk/LAMDA-Exams-Noticeboard)

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# Communication syllabus – Speaking Verse & Prose EL

## Entry Level Updates

**Update:** Simplified and more specific wording of the knowledge criteria in line with feedback.

From:

**LO3** know the meaning and general content of the two selections

3.1 Describe the general content of the two verse selections

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

To:

**LO3** Know the meaning and general content of the two verse selections

3.1 Describe what the selections are about

3.2 Give the meanings of up to four of the words or phrases taken from the selections



# Communication syllabus – Speaking Verse & Prose L1

## Grade 1 Updates

- Simplified and more specific wording of the learning outcomes and assessment criteria in line with feedback.
- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

LO3: use body language to complement vocal performance	<p>3.1 Use posture appropriate to the two verse selections</p> <p>3.2 Use facial expression to reflect inner feeling</p>
LO4: know and understand the two selections	<p>4.1 Give an explanation of the content and mood of the two verse selections</p> <p>4.2 Give accurate meanings of up to four of the words or phrases taken from the two verse selections</p>

LO3: Use body language and facial expression to complement vocal performance	<p>3.1 Use body language appropriate to the selections</p> <p>3.2 Use facial expression to reflect inner feeling</p>
LO4: Know and understand the two selections	<p>4.1 Describe what the selections are about</p> <p>4.2 Explain how the selections make you feel</p> <p>4.3 Give the meanings of up to four of the words or phrases taken from the selections</p>



# Communication syllabus – Speaking Verse & Prose L1

## Grade 2 Updates

- Simplified and more specific wording of the learning outcomes and assessment criteria in line with feedback.
- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

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

<b>LO3: Use body language and facial expression to complement vocal performance</b>	<p>3.1 Use body language appropriate to the verse and prose selections</p> <p>3.2 Use facial expression to reflect inner feeling</p>
<b>LO4: Know and understand the two selections</b>	<p>4.1 Introduce one character from the book used for the prose selection</p> <p>4.2 Describe the content of the verse selection</p> <p>4.3 Explain how the selections make you feel</p>



# Communication syllabus – Speaking Verse & Prose L1

## Grade 3 Updates

- Simplified and more specific wording of the learning outcomes and assessment criteria in line with feedback.
- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

<b>LO3: use body language to complement vocal performance</b>	<p>3.1 Use posture appropriate to the verse and prose selections</p> <p>3.2 Use facial expression to reflect inner feeling</p>
<b>LO4: know and understand the two selections</b>	<p>4.1 Discuss two characters from the book from which the prose selection has been taken</p> <p>4.2 Give an explanation of the content of the verse selection</p> <p>4.3 Give an explanation of the mood of the verse and prose selections</p>
<b>LO5: demonstrate an awareness of the fundamental differences between verse and prose</b>	<p>5.1 Identify the differences between verse and prose</p>

<b>LO3: Use physicality to complement vocal performance</b>	<p>3.1 Use body language appropriate to the verse and prose selections</p> <p>3.2 Use the face to reflect inner feeling</p>
<b>LO4: Know and understand the two selections</b>	<p>4.1 Introduce two characters from the book used for the prose selection</p> <p>4.2 Describe the content of the verse selection</p> <p>4.3 Explain the mood of the verse and prose selections, including how each selection makes you feel</p>
<b>LO5: Demonstrate an awareness of the differences between verse and prose</b>	<p>5.1 Identify the differences between verse and prose</p>



# Communication syllabus – Speaking Verse & Prose L2 and L3: Sight Reading

Sight Reading has been updated in line with feedback and to make the format comparable between all forms of examination (Face to Face and Remote Online Assessment).

## *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.

**Please Note:** Learners will now need to bring a copy of the original book used for their Prose selection into the exam room.

If they used a Prose reading from the anthology, they should not bring in the anthology, but a copy of the original book.

They can either use an E Book or Hard copy book.

## **Sight-Reading**

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.



# Communication syllabus – Speaking Verse & Prose L2

## Grade 4 Updates

- Simplified and more specific wording of the learning outcomes and assessment criteria in line with feedback.
- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

<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>LO3: Create a physical response to the text, to engage an audience</b>	3.1 Apply appropriate posture, body language and facial expression to reflect the text and engage 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>LO5: Know and understand the book from which the prose selection has been taken and the content of the verse selection</b>	5.1 Describe the relationship between two characters from the book used for the prose selection 5.2 Explain 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	<b>LO6: Know and understand figures of speech</b>	6.1 Describe up to three common figures of speech, using examples



# Communication syllabus – Speaking Verse & Prose L2

## Grade 5 Updates

- Amended wording of the assessment criteria in line with feedback.

**LO3: create a physical response to the text, to engage an audience**

**3.1** Apply body language and facial expression to reflect the text and engage the audience

**LO3:** Create a physical response to the text, to engage an audience

**3.1** Apply appropriate posture, body language and facial expression to reflect the text and engage the audience

- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here:

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**LO5: know and understand the book from which the prose selection has been taken and the content of the verse selection**

**5.1** Give a description of the main plot of the book from which the prose selection has been taken

**5.2** Give a description of the content of the verse selection

**LO5:** Know and understand the book from which the prose selection has been taken and the content of the verse selection

**5.1** Summarise the main plot of the book used for the prose selection

**5.2** Explain the content of the verse selection



# Communication syllabus – Speaking Verse & Prose L2

## Grade 5 Updates

The way the knowledge questions are to be asked has been updated in line with feedback and to improve differentiation.

### Phrasing

#### 6.1 Describe up to three types of phrasing, using examples

The Examiner will ask the Learner to describe and give examples of three types of phrasing:

- sense-groups
- breath-groups
- parenthesis.

The Learner must provide examples. Examples can be taken from their chosen verse and prose selections or from other texts.

### Pauses

#### 6.2 Describe up to three types of pauses, using examples

The Examiner will ask the Learner to describe and give examples of three types of pause, selected by the Examiner at the time of the examination. Learners will be asked to describe two from List A and one from List B:

##### List A

- Sense pause
- Emphatic pause
- Rhythmical pause
- Metrical pause
- Emotional pause

##### List B

- Caesural pause
- Suspensory pause

The Learner must provide examples. Examples can be taken from their chosen verse and prose selections or from other texts.



# Communication syllabus – Speaking Verse & Prose L3

## Grade 6 Updates

- Timing Increased from 20 to 25 minutes
- Slight amend in wording of assessment criteria in line with feedback

<b>LO3: create a physical response to the text, to engage the audience</b>	<b>3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience</b>
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<b>LO3: Create a physical response to the text, to engage the audience</b>	<b>3.1 Use appropriate posture, body language and facial expression to demonstrate understanding of the text, and engage the audience</b>
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<b>LO6: know and understand the techniques required for speaking verse and prose</b>	<b>6.1 Give an explanation of the techniques involved in breathing, voice production, resonance and projection</b> <b>6.2 Give an explanation of the techniques involved in speech production, including articulation</b>
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<b>LO6: Know and understand the techniques required for speaking verse and prose</b>	<b>6.1. Explain techniques involved in speech production, including breathing, resonance, projection and articulation</b>
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# Communication syllabus – Speaking Verse & Prose L3

## Grade 7 Updates

- Timing Increased from 25 to 30 minutes
- Slight amend in wording of assessment criteria in line with feedback

<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 and sonnet presented</p> <p>1.3 Demonstrate an appreciation of the style of writing</p>
<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 poem and sonnet presented</p> <p>1.3 Demonstrate an appreciation of the style of writing</p>

<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>LO3: Create a physical response to the text, to engage the audience</b>	3.1 Use appropriate posture, body language and facial expression to demonstrate understanding of the text, and engage the audience

<b>LO5: know and understand the content of the verse and prose selections</b>	<p>5.1 Give an explanation of the key themes and any underlying themes in the book from which the prose selection has been taken</p> <p>5.2 Give a summary of the content of the poem and sonnet presented</p>
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<b>LO5: Know and understand the content of the verse and prose selections</b>	<p>5.1 Explain the key and any underlying themes in the book used for the prose selection</p> <p>5.2 Summarise the content of the poem and sonnet presented</p>
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<b>LO6: know and understand the techniques required for speaking verse and prose</b>	<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>
<b>LO6: Know and understand the techniques required for speaking verse and prose</b>	<p>6.1 Explain the verse form used in the poem and sonnet presented</p> <p>6.2 Explain the metre and rhythm used in the poem and sonnet presented</p> <p>6.3 Explain how to emphasise and modulate the voice, using examples of when and how these techniques have been used in the selections</p>



# Communication syllabus – Speaking Verse & Prose L3

## Grade 8 Updates

- Timing Increased from 30 to 35 minutes
- Slight updates in assessment criteria wording in line with previously covered amends and feedback. For example:

**LO3: create a physical response to the text, to engage the audience**

**3.1 Use body language and facial expression to demonstrate understanding of the text, and engage the audience**

**LO3: Create a physical response to the text, to engage the audience**

**3.1 Use appropriate posture, body language and facial expression to demonstrate understanding of the text, and engage the audience**

**LO5: know and understand the content of the verse and prose selections**

**5.1 Give a summary of the content of the book from which the prose selection has been taken, noting key characters and events within it**

**5.2 Give a summary of the content of the poem and sonnet presented**

**LO5: Know and understand the content of the verse and prose selections**

**5.1 Summarise the content of the book used for the prose selection, noting the key characters and events**

**5.2 Summarise the content of the poem and sonnet presented**

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# Exam Regulation Updates – Communication: Published or Self-Published

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# Communication syllabus – Reading for Performance: Media used for Readings

## Change to requirement

*From: The readings must not be memorised but must be read from a book or folder.*

*To: The readings must not be memorised but must be read. The Learner may read from a hard copy, printed copy or from an electronic device. If using a printed copy or electronic device, the Learner can choose any font size, paper, background or overlay colour.*



# Communication syllabus – Reading for Performance - EL

## Entry Level Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO3: know the meaning and general content of the chosen material</b>	<b>3.1</b> Give an explanation of the reasons behind the choice of readings and theme
	<b>3.2</b> Give accurate meanings of up to four of the words or phrases taken from the two verse selections

**LO3:** Know the meaning and general content of the chosen material

- 3.1.** Explain why the choice of readings fit the theme
- 3.2** Give meanings of up to four of the words or phrases taken from the readings



# Communication syllabus – Reading for Performance - L1

## Grade 1 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO3: create a visual interest in response to the recital</b>	<p>3.1 Use posture appropriate to the recital, including management of the book or folder</p> <p>3.2 Use facial expression to reflect inner feeling</p> <p>3.3 Make appropriate use of the performance space</p>
<b>LO4: know and understand the chosen material</b>	<p>4.1 Explain the reasons behind the choice of readings and theme</p> <p>4.2 Describe one key event in the book from which the prose reading has been taken</p> <p>4.3 Give accurate meanings of up to four of the words or phrases taken from the two selections</p>

<b>LO3: Create a visual interest in response to the recital</b>	<p>3.1 Use body language appropriate to the recital, including management of the reading materials</p> <p>3.2 Use the face to reflect inner feeling</p> <p>3.3 Make appropriate use of the performance space</p>
<b>LO4: Know and understand the chosen material</b>	<p>4.1 Describe why the choice of readings fit the theme</p> <p>4.2 Describe one key event in the book used for the prose reading</p> <p>4.3 Give accurate meanings of up to four of the words or phrases taken from the readings</p>



# Communication syllabus – Reading for Performance - L1

## Grade 2 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO3: create a visual interest in response to the recital</b>	<p>3.1 Use posture appropriate to the recital, including management of the book or folder</p> <p>3.2 Use facial expression to reflect inner feeling</p> <p>3.3 Make appropriate use of the performance space</p>
<b>LO4: know and understand the chosen material</b>	<p>4.1 Explain the reasons behind the choice of readings and theme</p> <p>4.2 Give an outline of the book from which the prose reading has been taken</p> <p>4.3 Give accurate meanings of up to four of the words or phrases taken from the two selections</p>

<b>LO3: Create a visual interest in response to the recital</b>	<p>3.1 Use body language appropriate to the recital, including management of the reading materials</p> <p>3.2 Use the face to reflect inner feeling</p> <p>3.3 Make appropriate use of the performance space</p>
<b>LO4: Know and understand the chosen material</b>	<p>4.1 Explain why the choice of readings fit the theme</p> <p>4.2 Give an outline of the book used for the prose reading</p> <p>4.3 Give accurate meanings of up to four of the words or phrases taken from the readings</p>



# Communication syllabus – Reading for Performance - L1

## Grade 3 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO3: create a visual interest in response to the recital</b>	3.1 Use posture appropriate to the recital, including management of the book or folder 3.2 Use facial expression to reflect inner feeling 3.3 Make appropriate use of the performance space
<b>LO4: know and understand the chosen material</b>	4.1 Explain the reasons behind the choice of readings and theme 4.2 Discuss two characters from the book from which the prose reading has been taken 4.3 Give an explanation of the contrast between the verse and prose readings

<b>LO3: Create a visual interest in response to the recital</b>	3.1 Use body language appropriate to the recital, including management of the reading materials 3.2 Use the face to reflect inner feeling 3.3 Make appropriate use of the performance space
<b>LO4: Know and understand the chosen material</b>	4.1 Explain why the choice of readings fit the theme 4.2 Introduce two characters from the book used for the prose reading 4.3 Describe the contrast between the verse and prose readings



# Communication syllabus – Reading for Performance - L2

## Grade 4 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO3: create a visual interest in response to the recital</b>	<p>3.1 Make effective use of body language and facial expression</p> <p>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</p>
<b>LO4: know and understand the content and context of the chosen material</b>	<p>4.1 Give an explanation of the reasons behind the choice of readings, theme and staging</p> <p>4.2 Give a description of the relationship between two characters from the book from which the prose reading has been taken</p> <p>4.3 Explain the mood of the verse and prose readings and the contrast between them</p>

<b>LO3: Create a visual interest in response to the recital</b>	<p>3.1 Make effective use of posture, body language and facial expression</p> <p>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</p>
<b>LO4: Know and understand the content and context of the chosen material</b>	<p>4.1 Explain the reasons why the choice of readings and their staging are relevant to the theme</p> <p>4.2 Describe the relationship between two characters from the book used for the prose reading</p> <p>4.3 Explain the contrast between the verse and prose readings and how the different readings might make the audience feel</p>



# Communication syllabus – Reading for Performance - L2

## Grade 5 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO3: create a visual interest in response to the recital</b>	<p>3.1 Make effective use of body language and facial expression</p> <p>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</p>
<b>LO4: know and understand the content and context of the chosen material</b>	<p>4.1 Give an explanation of the reasons behind the choice of readings, theme and staging</p> <p>4.2 Give a description of the main plot of the book from which the prose reading has been taken</p> <p>4.3 Give a description of the general content and mood of the verse reading(s)</p> <p>4.4 Give a description of the contrast between the verse and prose readings</p>

<b>LO3: Create a visual interest in response to the recital</b>	<p>3.1 Make effective use of posture, body language and facial expression</p> <p>3.2 Make appropriate use of the performance space to complement the recital, and engage the audience</p>
<b>LO4: Know and understand the content and context of the chosen material</b>	<p>4.1 Explain why the choice of readings and their staging are relevant to the theme</p> <p>4.2 Describe the main plot of the book used for the prose reading</p> <p>4.3 Describe the general content of the verse reading(s)</p> <p>4.4 Explain the contrast between the verse and prose readings, including how the readings set different moods</p>



# Communication syllabus – Reading for Performance L2 and L3: Sight Reading

Sight Reading has been updated in line with feedback and to make the format comparable between all forms of examination (Face to Face and Remote Online Assessment).

## *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.

**Please Note:** Learners will now need to bring a copy of the original book used for their Prose selection into the exam room.

If they used a Prose reading from the anthology, they should not bring in the anthology, but a copy of the original book.

They can either use an E Book or Hard copy book.

## **Sight-Reading**

The Learner must bring the book (E Book\* or Hard copy), from which the prose selection was taken, into the examination room. The Learner should bring a copy of the full book. If the prose selection was from the LAMDA Anthology, a copy of the original book must be brought in and not just the Anthology piece.

The Examiner will ask the Learner to sight-read a selection of text. The text will be drawn from the book used for the Prose reading. The Examiner will show and tell the Learner where to start their sight-reading.

The Learner can study the text for 1 minute prior to the reading.

The Examiner will allow the Learner to read for approximately 1 minute and will tell the Learner when to stop reading.

\*If a Learner chooses to use an E-Book, they are free to use any size font and they can apply coloured overlays as required.



# Communication syllabus – Reading for Performance - L3

## Grade 6 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Demonstrate a variety of movement appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the content and context of the chosen material</b>	5.1 Explain the reasons for the choice of readings, theme and staging 5.2 Give a summary of the key themes in the book from which the prose reading has been taken 5.3 Give a summary of the content of the other readings presented
<b>LO6: know and understand the techniques required for reading for performance</b>	6.1 Give an analysis of the research and preparation required to develop the linking statements

<b>LO1: Perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of content, subtext and context of the readings in the performance 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
<b>LO2: Create a vocal response to the text</b>	2.1 Read with expression and fluency 2.2 Use breath support to produce a free vocal tone 2.3 Use effective modulation in response to the text 2.4 Speak with clear and precise diction
<b>LO3: Create a visual interest in response to the recital</b>	3.1 Demonstrate variety of movement, body language and facial expression appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: Sight-read, sharing the text with the audience</b>	4.1 Sight-read with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: Know and understand the content and context of the chosen material</b>	5.1 Explain the reasons for the choice of readings and staging, providing links to the themes, context and subtext 5.2 Summarise the key themes in the book used for the prose reading has been taken 5.3 Summarise the content of the other readings presented
<b>LO6: Know and understand the techniques required for reading for performance</b>	6.1 Explain the research and preparation required to develop the linking statements

Note the additional of AC 2.1: Read with expression and fluency. Added in line with feedback



# Communication syllabus – Reading for Performance - L3

## Grade 7 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate sufficient fluency to communicate an understanding of content, subtext and context 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
<b>LO2: create a vocal response to the text</b>	2.1 Use breath support to produce a free vocal tone 2.2 Use effective modulation in response to the text 2.3 Speak with clear and precise diction
<b>LO3: create a visual interest in response to the recital</b>	3.1 Demonstrate a variety of movement appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: sight-read, sharing the text with the audience</b>	4.1 Communicate the sight-reading text with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: know and understand the content and context of the chosen material</b>	5.1 Explain the reasons for the choice of readings, theme and staging 5.2 Give an explanation of the text and subtext of the book from which the prose reading has been taken 5.3 Give a summary of the content of the other readings presented
<b>LO6: know and understand the techniques required for reading for performance</b>	6.1 Give an explanation of the techniques required for conveying contrasts of mood and style in the readings presented

Learning Outcomes	Assessment Criteria
<b>LO1: Perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of content, subtext and context of the readings in the performance 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity in the form of an introduction, two linking statements and a conclusion
<b>LO2: Create a vocal response to the text</b>	2.1 Read with expression and fluency 2.2 Use breath support to produce a free vocal tone 2.3 Use effective modulation in response to the text 2.4 Speak with clear and precise diction
<b>LO3: Create a visual interest in response to the recital</b>	3.1 Demonstrate variety of movement, body language and facial expression appropriate to the content of the recital 3.2 Use the performance space appropriately to complement the recital and engage the audience
<b>LO4: Sight-read, sharing the text with the audience</b>	4.1 Sight-read with expression and fluency 4.2 Sight-read, sharing the text with the audience
<b>LO5: Know and understand the content and context of the chosen material</b>	5.1 Explain the reasons for the choice of readings and staging, providing links to the themes, context and subtext 5.2 Explain the text and subtext of the book used for the prose reading 5.3 Summarise the content of the other readings presented
<b>LO6: Know and understand the techniques required for reading for performance</b>	6.1 Explain the techniques required for conveying contrasts of mood and style in the readings presented

Note the additional of AC 2.1: Read with expression and fluency. Added in line with feedback



# Communication syllabus – Reading for Performance - L3

## Grade 8 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.
- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre/)

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

<b>LO6: know and understand the techniques required for reading for performance</b>	6.1 Give an explanation of the techniques required for conveying contrasts of period, style and form in the readings presented 6.2 Give an explanation of the techniques required for effective sight-reading
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<b>LO5: Know and understand the content and context of the chosen material</b>	5.1 Justify the reasons behind the choice of theme providing an analysis of how the readings, staging and performance highlighted the theme 5.2 Summarise the content of the book used for the prose reading, noting the key characters and events 5.3 Summarise the content of one of the other readings presented
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<b>LO6: Know and understand the techniques required for reading for performance</b>	6.1 Explain the techniques required for conveying contrasts of period, style and form in the readings presented 6.2 Explain the techniques required for effective sight-reading
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<b>LO1: Perform a recital, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of content, subtext and context of the readings in the performance 1.2 Demonstrate an appreciation of the style of writing 1.3 Deliver links from memory with spontaneity 1.4 Deliver links from memory with a mature understanding, in the form of an introduction, two linking statements and a conclusion
<b>LO2: Create a vocal response to the text</b>	2.1 Read with expression, fluency and spontaneity 2.2 Use breath support to produce a free vocal tone 2.3 Use effective modulation in response to the text 2.4 Speak with clear and precise diction
<b>LO3: Create a visual interest in response to the recital</b>	3.1 Demonstrate variety of movement, body language and facial expression appropriate to the content of the recital 3.2 Use the performance space appropriately to compliment the recital
<b>LO4: Sight-read, sharing the text with the audience</b>	4.1 Sight-read with expression, fluency and spontaneity 4.2 Sight-read, sharing the text with the audience



# Communication syllabus – Speaking in Public - Exam Regulations

- Use of external sound effects are not permitted.
- Microphones or any equipment used to amplify the volume of the learner's voice, are not permitted
- Speeches must link clearly to given stimulus
- Speeches must be prepared by the Learner and the use of Artificial Intelligence to generate text is strictly prohibited



# Communication syllabus – Speaking in Public – Note Cards

- Note cards may be used for speeches. Note cards may not be used for the knowledge section.

**Please note:** To improve accessibility for a range of Learners, whilst minimising the need for a Reasonable Adjustment, LAMDA have now widened the range of media that can be used for Notes.

Note cards, or an electronic device to display notes, may be used. If a Learner chooses to use an electronic device to provide notes, they are free to use any size font and they can apply coloured overlays or backgrounds as required.

If a Learner finds that the use of an electronic device within an exam causes concern, stress or impacts their performance or the time taken to perform, then we would highly recommend using more traditional means such as Note Cards.

Further details and guidance can be found in the Teacher Support Materials available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre/)



# Communication syllabus – Speaking in Public – Visual Aids

- The wording surrounding the use of visual aids has been slightly updated to improve clarity
- Grade 3: Wording has remained the same in the examination content  
*‘Visual aids must be used and referred to’*
- Grade 4 and above: The wording has been expanded to ensure that the Examination Content reflects the expectation of the assessment:  
*‘The Learner must use and refer to one or more visual aids in at least one of the two speeches. The visual aid must be used in a meaningful way to add value to the speech. For example, to highlight a main point, to demonstrate something of interest, to engage the audience.’*

There is further guidance on the use of Visual Aids in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)



# Communication syllabus – Speaking in Public – Key characteristics

Grade 4 to Grade 8:

Previously Learners had to *'state the imagined audience to whom the speech is to be given.'*

In the 2024 syllabus, Learners must *'briefly state the key characteristics of the imagined audience to whom the speech is to be given.'*

The definition of 'Key characteristics' can be found in the glossary at the back of the syllabus:

*'Key characteristics – the important features or qualities of an audience or a character that set context. For example, age, appearance, personality, knowledge of the subject, relationship to other involved people or characters'*



# Communication syllabus – Speaking in Public - EL

## Entry Level Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO2: use the skills required for speaking in public</b>	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
<b>LO3: know and understand the techniques required for speaking in public</b>	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

<b>LO2: Use the skills required for speaking in public</b>	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction
<b>LO3: Know and understand the techniques required for speaking in public</b>	3.1 Describe the steps taken to prepare the speech 3.2 Demonstrate focus in the conversation 3.3 Respond appropriately to questions in the conversation



# Communication syllabus – Speaking in Public - L1

## Grade 1 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO2: use the skills required for speaking in public</b>	<ul style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use appropriate facial expression to support the content of the speech</li><li>2.4 Communicate with spontaneity</li></ul>
<b>LO3: know and understand the techniques required for speaking in public</b>	<ul style="list-style-type: none"><li>3.1 Give an explanation of how the speech was prepared</li><li>3.2 Maintain concentration in the conversation</li><li>3.3 Engage and respond appropriately to questions in the conversation</li></ul>

<b>LO2: Use the skills required for speaking in public</b>	<ul style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use appropriate body language and facial expression to support the content of the speech</li><li>2.4 Communicate with spontaneity</li></ul>
<b>LO3: Know and understand the techniques required for speaking in public</b>	<ul style="list-style-type: none"><li>3.1 Describe the steps taken to prepare the speech</li><li>3.2 Maintain focus in the conversation</li><li>3.3 Engage and respond appropriately to questions in the conversation</li></ul>



# Communication syllabus – Speaking in Public - L1

## Grade 2 Updates

Speech requirements have been updated

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

To: *The Learner will deliver a prepared speech about an object of their own choice that means something to the Learner (for example, a memento, an ornament, a picture that illustrates a happy memory). The learner must bring in the object and use it as a Visual aid, referring to it during the speech.*

Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO2: use the skills required for speaking in public</b>	<ul style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use appropriate facial expression to support the content of the speech</li><li>2.4 Communicate with spontaneity</li><li>2.5 Demonstrate effective use of visual aid(s)</li></ul>
<b>LO3: know and understand the techniques required for speaking in public</b>	<ul style="list-style-type: none"><li>3.1 Give an explanation of how the speech was prepared</li><li>3.2 Maintain concentration in the conversation</li><li>3.3 Engage and respond appropriately to questions in the conversation</li></ul>

<b>LO2: Use the skills required for speaking in public</b>	<ul style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use appropriate body language and facial expression to support the content of the speech</li><li>2.4 Communicate with spontaneity</li><li>2.5 Demonstrate effective use of visual aids</li></ul>
<b>LO3: Know and understand the techniques required for speaking in public</b>	<ul style="list-style-type: none"><li>3.1 Describe the steps taken to prepare the speech</li><li>3.2 Maintain focus in the conversation</li><li>3.3 Engage and respond appropriately to questions in the conversation</li></ul>



# Communication syllabus – Speaking in Public - L1

## Grade 3 Updates

- Slight updates in assessment criteria wording in line with previously covered amends and feedback.
- The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here:

[How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre)

<b>LO2: use the skills required for speaking in public</b>	<ul style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use appropriate facial expression to support the content of the speech</li><li>2.4 Communicate with spontaneity</li><li>2.5 Demonstrate effective use of visual aid(s)</li></ul>
<b>LO3: know and understand the techniques required for speaking in public</b>	<ul style="list-style-type: none"><li>3.1 Give an explanation of how the speech was prepared</li><li>3.2 Maintain concentration in the conversation</li><li>3.3 Engage appropriately in the conversation by responding to and asking questions</li></ul>

<b>LO2: Use the skills required for speaking in public</b>	<ul style="list-style-type: none"><li>2.1 Speak with audibility appropriate to the performance space</li><li>2.2 Speak with clarity of diction</li><li>2.3 Use appropriate body language and facial expression to support the content of the speech</li><li>2.4 Communicate with spontaneity</li><li>2.5 Demonstrate effective use of visual aids</li></ul>
<b>LO3: Know and understand the techniques required for speaking in public</b>	<ul style="list-style-type: none"><li>3.1 Describe the research done to prepare the speech</li><li>3.2 Maintain focus in the conversation</li><li>3.3 Engage appropriately in the conversation by responding to and asking questions</li></ul>



# Communication syllabus – Speaking in Public - L2

## Grade 4 Updates

### Prepared Speech 2 requirement:

**From:** 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)

**To:** The Learner will deliver a prepared speech based on one of the following subjects:

- My favourite film, stage play or musical theatre show
- The environment
- Someone I would like to meet (past or present)

Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO2: demonstrate the skills required for speaking in public</b>	<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>
<b>LO3: know and understand the techniques required for speaking in public</b>	<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>

<b>LO2: Demonstrate the skills required for speaking in public</b>	<p>2.1 Speak with appropriate audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use posture, 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 aids effectively to add value in at least one speech</p>
<b>LO3: Know and understand the techniques required for speaking in public</b>	<p>3.1 Explain the reasons behind the choice of subject for each speech</p> <p>3.2 Explain 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 effectively in conversation by responding to and asking questions appropriately</p>



# Communication syllabus – Speaking in Public - L2

## Grade 5 Updates

### Prepared Speech 2 requirement:

- From:** 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

- To:** The Learner will deliver a prepared speech based on one of the following subjects:
- My favourite film, stage play or musical theatre show
  - The environment
  - Someone I would like to meet (past or present)

Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO2: demonstrate the skills required for speaking in public</b>	<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>
<b>LO3: know and understand the techniques required for speaking in public</b>	<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>

<b>LO2: Demonstrate the skills required for speaking in public</b>	<p>2.1 Speak with appropriate audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use posture, 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 aids effectively to add value in at least one speech</p>
<b>LO3: Know and understand the techniques required for speaking in public</b>	<p>3.1 Explain the reasons behind the choice of subject for each speech</p> <p>3.2 Explain 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 effectively in conversation by responding to and asking questions appropriately</p>



# Communication syllabus – Speaking in Public - L3

## Grade 6 Updates

### Prepared Speech 1:

From: The Learner will deliver a prepared speech from memory examining a contemporary issue of their own choice.

To: The Learner will deliver a prepared speech exploring a historical event of their own choice.

Slight updates in assessment criteria wording in line with previously covered amends and feedback.

<b>LO2: demonstrate the skills required for speaking in public</b>	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
<b>LO3: prepare and deliver an impromptu speech</b>	3.1 Prepare and deliver an impromptu speech within the set time constraints
<b>LO4: demonstrate an understanding of the techniques required for speaking in public</b>	4.1 Give an explanation of the techniques required for voice production and projection
<b>LO5: demonstrate an understanding of the techniques required for preparing speeches</b>	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

<b>LO2: Demonstrate the skills required for speaking in public</b>	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 posture, 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 Effectively use visual aids to add value and support the delivery of at least one of the speeches
<b>LO3: Prepare and deliver an impromptu speech</b>	3.1 Prepare and deliver an impromptu speech within the set time constraints 3.2 Deliver the impromptu speech confidently, with a clear structure
<b>LO4: Demonstrate an understanding of the techniques required for speaking in public</b>	4.1 Explain the techniques required for voice production and projection
<b>LO5: Demonstrate an understanding of the techniques required for preparing speeches</b>	5.1 Explain the techniques required for organising material for speeches, including those presented 5.2 Explain the techniques required for matching topics, presentation and vocabulary to audience



# Communication syllabus – Speaking in Public - L3

## Grade 7 Updates

Slight updates in assessment criteria wording in line with previously covered amends and feedback.

Knowledge Criteria 4.2 and 5.1 have been updated significantly in line with feedback to elicit more specific answers from Learners that offer an opportunity to better demonstrate the required knowledge.

<b>LO2: demonstrate the skills required for speaking in public</b>	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	<b>LO2:</b> 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 posture, 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 Effectively use visual aids to add value and support the delivery of at least one of the speeches
<b>LO3: prepare and deliver an impromptu speech</b>	3.1 Prepare and deliver an impromptu speech within the set time constraints	<b>LO3:</b> Prepare and deliver an impromptu speech	3.1 Prepare and deliver an impromptu speech within the set time constraints 3.2 Deliver the impromptu speech confidently, with a clear structure
<b>LO4: demonstrate an understanding of the techniques required for speaking in public</b>	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	<b>LO4:</b> Demonstrate an understanding of the techniques required for speaking in public	4.1 Explain the value of pause, emphasis and clarity of speech 4.2 Explain the use of visual aids to enhance a speech
<b>LO5: demonstrate an understanding of the techniques required for preparing speeches</b>	5.1 Analyse research undertaken to prepare the chosen speeches	<b>LO5:</b> Demonstrate an understanding of the techniques required for preparing speeches	5.1 Explain how research and analysis were used to prepare the key points for the speeches presented



# Communication syllabus – Speaking in Public - L3

## Grade 8 Updates

Slight updates in assessment criteria wording in line with previously covered amends and feedback.

Knowledge Criterion 5.1 has been updated significantly in line with feedback to elicit more specific answers from Learners that offer an opportunity to better demonstrate the required knowledge.

<b>LO2: demonstrate the skills required for speaking in public</b>	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
<b>LO3: prepare and deliver an impromptu speech</b>	3.1 Prepare and deliver an impromptu speech within the set time constraints
<b>LO4: demonstrate an understanding of the techniques required for speaking in public</b>	4.1 Give an evaluation of the effective use of rhetorical questions, variation of tone, inflection, pace and volume in a speech
<b>LO5: demonstrate an understanding of the techniques required for preparing speeches</b>	5.1 Give an explanation of the use of visual aids to enhance a speech
<b>LO6: know and understand different styles of speech</b>	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

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 posture, 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 Effectively use visual aids to add value and support the delivery of at least one of the speeches

LO3: Prepare and deliver an impromptu speech

- 3.1 Prepare and deliver an effective impromptu speech within the set time constraints
- 3.2 Deliver the impromptu speech confidently, with a clear structure.

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

- 4.1 Evaluate 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 Describe techniques that are used to effectively engage an audience and explain how they benefit the delivery of a speech

LO6: Know and understand different styles of speech

- 6.1 Explain the steps taken to prepare and deliver the impromptu speech
- 6.2 Explain up to three styles of speech