LAMDA

Graded Examinations in Communication

with effect from 1st August 2024

Teacher Support Materials

Contents

Introduction

This document has been put together to support Teachers who are preparing Learners for LAMDA Graded Examinations in Communication.

This document should be used in conjunction with a range of other documents to provide comprehensive and holistic guidance for the Teacher. It should not be used alone. Other Essential Documents include:

- LAMDA Graded Examinations in Communication syllabus specification, valid from 1 August 2024: Graded Examinations for Communication | London academy of music & dramatic art (lamda.ac.uk)
- How to Guides and other Guidance Documents: How to Guides & Download centre | London academy of music & dramatic art (lamda.ac.uk)
- Frequently Asked Questions (FAQs) for Teachers and Learners: Help & Resources | London academy of music & dramatic art (lamda.ac.uk)

How to Use the Syllabus and Guidance Documents

Syllabus

The Syllabus includes information that applies to all examinations in a suite and contains essential information that applies to specific Disciplines, Levels and Grades.

General information will be found at the front and back of the Syllabi (e.g. at the front there are notes on Reasonable Adjustments, the LAMDA Invalidation Policy, Language and at the back are Glossaries).

Specific Information is divided, as required, into Disciplines, Levels (L) and then Grades (G).

It is essential that all General and Specific information is read and understood to ensure that Learners are prepared appropriately for all examinations.
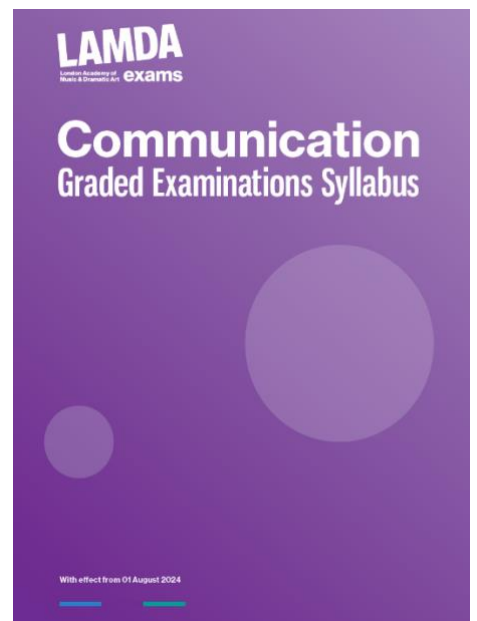
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For example:

Communication		
Speaking Verse and Prose	**Reading for Performance**	**Speaking in Public**

Speaking Verse and Prose

EL	Entry Level (EL)		
L1	G1	G2	G3
L2	G4		G5
L3	G6	G7	G8

Reading for Performance

EL	Entry Level (EL)		
L1	G1	G2	G3
L2	G4		G5
L3	G6	G7	G8

Speaking in Public

EL	Entry Level (EL)		
L1	G1	G2	G3
L2	G4		G5
L3	G6	G7	G8

Key parts of the Level and Grade sections includes:
- Examination Content: This is where the format of the exam is laid out, including the pieces that should be presented, the rules that define how to select the right pieces to ensure Learners present the appropriate range of skills and knowledge in the appropriate context(s) to meet the purpose of the qualification.
- Assessment and Grading Criteria: This is where the Learning Outcomes (LOs) and Assessment Criteria (ACs) are laid out. These are the standards that the Examiners assess against. There is also an explanation of how assessments will be graded. These explanations are used by Examiners to ensure their assessment decisions are standardised and the relevant parts are used when considering the Learners grade against each Assessment Criteria and more holistically when considering the mark applied to the Learning outcomes. Further detail on how to fully understand the LOs and ACs can be found later in this guidance.
- Marking Scheme: This is where the maximum marks for each assessment is laid out. All exams are marked out of 100 and each assessment within that exam has a maximum mark.

LAMDAs qualifications have been designed to test the skills and knowledge in a range of ways and all skills and knowledge has been deemed essential to meet the purpose of the qualifications. For this reason, Learners must achieve a minimum of a pass against each assessment criteria to achieve a pass overall. If they are graded as a Fail against any one or more assessment criteria in any assessment, they will Fail overall, irrespective of the overall mark achieved.

Guidance Documents

For each syllabus and examination there will be a range of support materials and guidance that provides important information on how to interpret and apply the rules and regulations in the syllabi.

For example:
- LAMDA Published Policies – will provide information to help you understand the principles upon which LAMDA procedures are based and how we will act in certain circumstances. Examples of Key Policies include:
- The Enquiries About Results Policy and Appeals Policy tells you how to request an investigation in the event that you disagree with a decision made by LAMDA.
- The Reasonable Adjustments and Special Considerations Policy explains how to request adjustments in advance of an exam that enables learners with different learning needs to experience a fair assessment (reasonable adjustments). It also explains how to apply for a special consideration if something unforeseen and unexpected that may have impacted a

Learners performance happens during an exam (special consideration).

- **How to Guides, Operational Guidance Documents** – will provide additional detail to help to navigate booking an exam, working with Exam Track (our IT system), how to set up an exam room and any specifications for recording or other technical equipment associated with particular exams (e.g. Musical Theatre Remote Online Assessments).
- **FAQs** will offer further detail on how to interpret our written rules in a handy bite-sized manner.

All these resources are free and available on our website: Help & Resources | London academy of music & dramatic art (lamda.ac.uk)

It is essential that Teachers refer to all relevant documents and take on board all guidance provided to ensure that Learners are prepared fully, entered for the right exam in the appropriate timescales and they have the right adjustments applied to offer them a fair and comparable assessment.

LAMDA will always attempt to accommodate any late applications or requests, however timescales stated in policies and guidance documents are based on the time taken to facilitate the appropriate background administration. As such if requests and applications are late, LAMDA may not be able to accommodate.

For example, we request that RA applications are submitted within 6 weeks of the start of the exam event (or 8 weeks if Braille resources are required). This allows us the time to be able to review the application, communicate with the Teacher if we have further questions and then to implement the adjustments ensuring that any printed materials are ready and available, information is provided to the Examiner and scheduling can take into account any room requirements or additional time.

LAMDA will always put the Learner first and take all actions possible to prevent any negative impacts or Learner disadvantage, so where genuine mistakes or misunderstanding are made, we will try to work with the Centre to achieve the most positive outcome. LAMDA however do have to ensure that the value of each qualification and certificate is preserved for each Learner and as such there are occasions where we have no option but to take action (e.g. Invalidate an assessment, launch a maladministration or malpractice investigation, apply Sanctions on a Learner, Teacher or Centre). In this event, LAMDA will communicate the action taken and there will always be a chance to Appeal the decision via the Enquiries About Results or Appeals Policy.

To ensure that such occurrences are kept to a minimum, it is an expectation of Teachers that they will read, understand and will regularly update their knowledge of all syllabi, relevant guidance documents, Policies and Procedures and FAQs. This will ensure that the risk of errors in preparation is minimal and as such this will ensure that unavoidable Learner impacts are minimal.

Applying for Reasonable Adjustments

Some Learners who have special educational needs (SEN) may require adjustments to be applied to make the examination fair and accessible. These are called Reasonable Adjustments and they should be applied for at least 6 weeks prior to an examination (8 weeks if Braille resources are required).

To complete a Reasonable Adjustment application, it is important that a Teacher works with a Learner to decide on what their particular needs are in relation to the specific LAMDA examination they are taking.

All Reasonable Adjustment Applications are handled by our Qualifications Team who are trained to review applications and ensure that adjustments are applied in a manner that provides the Learner with an equitable and fair opportunity to demonstrate their skills. Reasonable adjustments must not affect the validity or reliability of assessment outcomes or give the Learner in question an unfair assessment advantage.

Please refer to our How to Make a Reasonable Adjustment Application Guide and our Reasonable Adjustment Policy for more details. You can find these documents and make an application here: [Reasonable Adjustments | London academy of music & dramatic art (lamda.ac.uk)](https://lamda.ac.uk)

Understanding Exam Regulations and their application

It is essential that the Teacher builds a familiarity with the Exam Regulations that are applied for each type of Examination. Across all LAMDA qualifications, there are rules that apply to every exam; however, each Discipline also has its own specific regulations based on the risks presented within each Discipline.

Regulation Examples: Use of Electronic Devices

In the launch of the 2024 syllabus, LAMDA has expanded the regulations surrounding the use of electronic devices to improve accessibility for a range of Learners. The use of these devices however cannot risk the integrity and security of the exams and as such there are key rules to understand, if your Learners wish to use a device in an exam.

In all exams, if a device is to be used, the Examiner will need to be shown the device and its status (e.g. off or on airplane mode). This demonstration must not impact the flow or timing of the exam and the Learner must be able to manage this themselves, providing the Examiner with the views they require to effectively verify the status.

LAMDA Examiners have been trialing and testing the use of electronic devices within exams for some time and as such they have developed a keen understanding of where some of the issues lie. They have found that, to minimise the impact of potential issues, they highly recommend that assessments that utilise an electronic device would be best placed at the start of an exam (for example, sight reading assessment using an E reader). Once these assessments have been completed, the device can be turned off and placed out of the reach/eyeline of the Learner. At the start of an exam, it would therefore be advised that a Learner make the Examiner aware of the device they plan to use and allow the Examiner to guide them through the exam in the manner that presents the least potential for technical issue.

A Learner can, of course, still choose to complete their assessments in the order they wish, however if they choose to vary from the recommended order and there are issues related to this variance that impacts the exam, this is at the Learners own risk and this cannot be used as grounds for an Enquiry About Results (EAR) or Appeal.

It is also important to note that an electronic device cannot be used at all for any knowledge questions without an authorised Reasonable adjustment. If an electronic device is used in the other relevant and authorised sections of an exam, it must be turned off and placed out of the reach/eyeline of a Learner for the knowledge section. If a Learner does not act upon this guidance and there is any suspicion that a Learner may have referred to an electronic device during the knowledge section, the exam will be referred back to LAMDA and is likely to be invalidated for risks to security and integrity and there will be no grounds for an EAR or Appeal.

Within Speaking Verse and Prose:

Where a Learner must perform from memory (e.g. Set and Own Choice Pieces) an electronic device cannot be used. LAMDA cannot allow use of an electronic device to read the Pieces from in these contexts, even if a Reasonable Adjustment was applied for because it would provide an advantage and would impact the 'memory' requirement of the assessment.

During Sight-Reading, Learners can choose whether to bring in an E Book or a Hard Copy of a Book.

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If they are bringing an E-Book, then they must show the Examiner that the device is on Airplane Mode before the assessment. The Learner must be able to do this easily within the context of the exam, without causing disruption to the flow of the examination.

If use of an E Book and moving between the places that display the status of the device and the E Book causes the Learner concern, stress or impacts their performance or the time taken to perform, then we would highly recommend using a Hard Copy version.

Within Reading for Performance:

Learners can read their selections from a Hard copy, a printed copy or from a device. The introduction, connecting statements and conclusion must be performed from memory and cannot be read.

If they choose to read from a device, then they must show the Examiner that the device is on Airplane Mode before the assessment. The Learner must be able to do this easily within the context of the exam, without causing disruption to the flow of the examination.

The Learner must also be prepared to make it obvious that they are not looking at the screen in any way during the portions of the exam that require performance from memory. If there are any indicators that a Learner may be reading the memory elements, their performance against the memory assessment criteria will be affected, their exam will be referred for further consideration and the whole exam will be at risk of invalidation.

If any of the elements of the exam, including the use of the E Book, moving between the different screens or moving the screen out of view for the memory portions, cause the Learner concern, stress or impacts their performance or the time taken to perform, then we would highly recommend using a Hard Copy or printed version of their pieces.

Within Speaking in Public:

Learners can use a device:
- As a visual aid – in which case it must be turned off.
- To display a visual aid (e.g. a picture) – in which case it must be on Airplane Mode.
- To display Notes – in which case it must be on Airplane Mode.

In all cases the Learner must show the Examiner the relevant status before the assessment. The Learner must be able to do this easily within the context of the exam, without causing disruption to the flow of the examination.

If they chose to use the device to display notes, LAMDA recommends caution. In each Speaking in Public Grade, in order to achieve a minimum of a pass, Learners must clearly demonstrate relevant skills, and this involves the use of body language, facial expression, spontaneity, clarity and audibility. Learners who write too much on their Notes will, especially when nervous, tend to read more and this will inevitably impact their performance and their ability to achieve against the skill criteria.

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.

Checking the Publisher of a piece

In the 2024 version of the Syllabi, LAMDA have introduced a regulation that states:

'Own Choice Selections must be Published by a professional Third Party (e.g. a Publishing House).

Self-Published Selections that have not been reviewed and published by a third party are not allowed.'

In most instances it is very simple to quickly identify if a piece is Self-Published or Published by a professional third party if you know what you are looking for.

- Look for pieces that have been published by a well recognised Publisher such as Nick Hern Books, Penguin, HarperCollins etc.
- Compilations of Monologues and Duologues which include pieces from different authors are a simple option as the organisation or person who compiled the pieces have performed a third-party review and as such this would meet the criteria.
- If you don't already recognise the Publisher, then Google the name and if their website reflects, they are an organisation that publish works by a range of different authors, then they would have a third-party review process in place and as such they would meet the criteria.
- If the piece is for sale on one of the major distribution platforms and the Publisher name is the same as the Author name, then this is likely to be Self-Published.
- If you perform a quick search on the internet and the piece is not available for sale anywhere and can only be found as a free PDF, or a free word document, then this is likely to be Self-Published.
- The biggest giveaway that a piece has been self-published and has not been reviewed by a third party is likely to be the quality. If a piece is not of sufficient quality to allow a Learner to perform in line with the assessment criteria to the best of their ability, then it should not be used.

The main reason for LAMDA including this regulation in the 2024 syllabus is to ensure that the Learner's opportunity to perform to the best of their ability in line with the assessment criteria is maximised. So, to summarise, if there is a case where a Self-Published piece is used in an exam, LAMDA will always review each case individually and they will take proportionate and fair action that minimises the impact on the Learner whilst preserving the validity and integrity of the exams.

Minimum and Maximum Timings of Assessments

Most assessments within an examination have minimum and maximum timings listed. It is important for the flow of the examination and for all Learners that these timings be upheld.

It is worth noting, however, that Examiners are pragmatic, and they will ensure that there is consideration given to Learners who maybe perform a little slower or quicker on the day of examination.

Where possible, we do encourage that pieces allow for these tempo changes and enable Learners to meet these stated timings even in the event of a pace increase or decrease. It is also highly recommended that Learners practice enough to be able to control their tempo and pace effectively in a range of circumstances.

Even in knowledge sections, it is advised that Learners understand how to give a succinct answer that allows demonstration of their knowledge within the timescales of the overall exam. It is worth note that long answers often do not fully answer the question, they may include information which strays off topic, or may lead the Learner onto a tangent. Long answers that are learned and then recited may also not allow Examiners to fully explore a Learner's understanding using supplementary questions and as such this may not allow a Learner to fully achieve their potential.

Presentation of a clean, legible unannotated copy of pieces to the Examiner

In all cases, where a Learner is to perform a piece, they should bring in a clean, legible, unannotated copy in to give to the Examiner. This allows the Examiner to effectively follow the Learner's

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performance and provide prompts where needed to support a Learner in delivery of their examination.

Examiners have been fully trained to provide encouragement, guidance and prompts in a standardised manner that minimally impacts the potential flow and focus of the Learner. They will only take this action if this is appropriate and allowed in the specific context and is needed by the Learner in the moment.

It is also worth note that if the piece is clean, legible and free from annotations of any kind, they can refer to their pieces during the knowledge section of the examination. If there are any markings on a piece, the Examiner will not allow the Learner to refer to their pieces to prevent the risk of invalidation on the grounds of a potential security breach.

Focus/ Audience

The Learner should always ensure that they perform with the appropriate focus. Pieces, Recitals and Selections should always be performed to an imagined wider audience, of which the Examiner is only a part.

Understanding the Learning Outcomes and Assessment Criteria

To fully prepare a Learner for their examination, it is essential to fully understand the Learning Outcomes and Assessment Criteria in the Syllabi. Each qualification has been designed using input from a wide range of stakeholders to consider the skills and knowledge required to meet the purpose.

The LOs provide the overarching skill or knowledge that is assessed by the ACs and understanding the particular LO provides invaluable detail that helps to understand the purpose of the AC and the factors that will be of key importance within the assessment itself.

Understanding each individual AC will also be invaluable when preparing Learners for their assessment. To fully understand, it is useful to understand the way an AC is built:
- The Verb: Each AC starts with a verb – To explain, to respond, to use, to describe, to summarise, to outline. At the back of the syllabus there are definitions of the verbs. By knowing how LAMDA uses these verbs, it gives you information on what is expected.

For example: Summarise is defined as *'to express the information in a concise and succinct manner, combining topics, themes, contexts and examples to highlight key points'*. By using this definition, it is clear that an answer that is long and describes every step of a plot within a book or play will not fully meet the assessment criteria and may not be marked as highly as an answer that combines key pieces of information to provide a succinct answer that demonstrates a high level of understanding.

- An AC may have one, two or multiple factors. When designing an AC, consideration is always

For example: A common performance criterion refers to Posture, Body Language and Facial Expression together in one AC. This is intentional as they are skills that work together to create engagement, enjoyment and to communicate the meaning behind words.

If a knowledge criteria asks for 'steps taken', or 'Explain the metre and rhythm used in the poem and sonnet presented' then the AC is requiring answers that cover multiple aspects. In the first example, an Examiner would need to hear more than one step and in the second they would expect to hear an explanation that covers metre and rhythm'.

given as to whether the skill or knowledge required needs to be considered in isolation, or holistically with other factors.

In the latest iteration of the syllabi, there are more knowledge ACs included that ask for examples, or for personal reflection (how does a piece make the Learner feel). The reason for this is to provide the Learner with the best opportunities to demonstrate their individual understanding against the particular AC. Further guidance can be found in the Knowledge Requirements section below.

Sight-Reading (Grade 4 to Grade 8) Speaking Verse and Prose and Reading for Performance

From Grade 4 to Grade 8, the Learner is required to read at sight a text selected by the Examiner. This text will be taken from the Book from which the Learner has presented their Prose Piece. This means that the Learner will need the book with them in the examination room. They should not use the piece extract taken from the Anthology (if their prose piece was used for their Set piece selection). The Learner can use an E Book, or a Hard copy Book as required for this sight-reading assessment.

One minute may be taken to study the text prior to reading. The Learner will be assessed on their expression, fluency and their ability to share the text with the imagined audience.

Consider preparing a Learner for the sight-reading element of their examination in advance by giving them the opportunity to practice the following:

- Sight-reading both verse and prose.
- Sight-reading different styles of verse and prose, for example comedy, dramatic prose, reflective verse, or dialogue in prose.
- Marking punctuation in a text.
- Marking a climax or punch line in a text.
- Looking ahead when reading a text to take in the whole phrase.
- Looking up and sharing the reading with the imagined audience.

Knowledge Requirements

The Examiner will ask the Learner the questions detailed in the syllabus for the relevant grade they have been entered for.

In the first instance the Examiner will ask the Learner the question as it is written in the assessment criteria. Should the Examiner feel it is appropriate in order to give the Learner the best opportunity to perform to the best of their ability, the Examiner may ask supplementary questions, or they may re-word questions.

To fully prepare Learners for their knowledge section it is worth understanding how knowledge is examined. If a Learner is recalling or reciting an answer, this demonstrates a basic level of knowledge to the Examiner. Even a long explanation that is recited can only demonstrate a basic understanding on the Learner's behalf because the Learner could have purely learnt this response and not really understand the true content or meaning behind the words. To fully demonstrate their underlying, individual understanding, Learners should be answering questions in their own words, and they should be able to expand when supplementary questions are asked.

Consider preparing Learners for the knowledge section by practicing the following:
- Asking the questions as laid out in the syllabus and getting them to answer in their own words.

- Asking supplementary questions that require them to expand and demonstrate their underlying knowledge and understanding.

> **Please note:** Examiners are fully trained in how to get the best from a Learner and give them an opportunity to perform to the best of their ability. Their use of supplementary questions is never to catch out Learners, it is always to provide them with a fair chance to do their best.

The LAMDA Knowledge Matters – Volume 3, may provide additional resources to assist Teachers and Learners in the development of some key knowledge useful for these sections of the examinations. This is available to purchase through our online shop: LAMDA Online Shop (lamda-drama.myshopify.com)

Speaking Verse and Prose – Specific Guidance

Selecting Set Pieces

Set selections of verse and prose for each grade are printed in full in the LAMDA Verse and Prose Anthology – Volume 20 and alternative options can be found in the LAMDA Additional Set Piece List found here:
Graded Examinations for Communication | London academy of music & dramatic art (lamda.ac.uk)

As a minimum the Additional Set Piece List contains all pieces from the previous volume of the Verse and Prose Anthology (Volume 19).

When selecting Set Pieces from any of the authorised sources, they must be taken from the same Grade as the Exam (e.g. If a Learner is taking a Grade 4 exam, their Set Piece must come from the pieces listed for Grade 4 in Verse and prose Anthology Volume 19, 20 or from the Additional Set Piece List).

The Set Piece Text must be recited from memory and must not be edited in any way.

Selecting Own Choice Pieces

It is important to understand that the process of selecting own choice pieces is an individual one. Teachers, having reviewed the information in the syllabus, must work with Learners to consider their individual needs, skills, abilities and interests and to identify if the potential piece may give the Learner the choice to meet the assessment requirements (as laid out in the examination regulations, examination content, learning outcomes and assessment criteria). As LAMDA does not have that relationship with the Learner, it cannot provide any feedback on whether a specific piece would be suitable for use in a specific examination. Therefore, all requests to provide opinion on whether a specific piece meets the criteria for a specific examination will be rejected. To avoid disappointment, we recommend the following approach is taken:

1. Pieces are checked to ensure they have been published by a third party and have undergone a third-party review.
2. Pieces are selected that exactly meet the Examination Content requirements (e.g. has it been published in the right year range; does it meet the definition as stated in the glossary?).
3. Would the piece allow the Learner to perform to their best and meet the learning outcomes and assessment criteria related to the specific qualification?
4. Would the piece allow the Learner to answer the knowledge questions related to the specific qualification?

5. Consideration is given to how the appropriate piece choice matches the Learners strengths and interests.
6. If there is any doubt and you are concerned that the Piece may not fulfil any of the above, then LAMDA recommends that a different piece be chosen.

Building a Portfolio

It is a good idea, when selecting Own Choice pieces, to put together a portfolio that you can use over time with different Learners and at different grades. To put together a portfolio of Own Choice selections, consider the following:

- Progression between grades.
- Suitability for different age groups.
- Variety of styles/periods.
- Variety of topics.
- Appropriate length.
- Appropriate use of language.
- Variety of authors/poets, for example international or from different periods of writing.
- Keep a clean, unannotated version available and consider which formats would be useful (printed, electronic, is the full book required, or is a selection

If you are selecting verse, here are some **handy hints** to remember:

- Capture your Learner's imagination by exploring verse which presents colourful word pictures and/or powerful imagery.
- With younger Learners, remember that it is often easier for them to memorise words if the verse has a clear rhyme scheme.
- Try to avoid selecting part of a long poem unless it has been written in clearly defined stanzas, for example Longfellow's *Hiawatha*.

If you are selecting a prose passage from a novel (applicable for exams at Grade 2 and above only), here are some handy hints to remember:

- Look at the overall shape of the passage – consider the opening and the climax of the passage.
- If there is dialogue in the passage, explore how characters can be clearly defined.
- Many Learners study specific novels at school and it can be useful to find selections of prose from these publications as they will be more familiar.

Previous LAMDA Verse and Prose Anthologies are useful for sourcing Own Choice selections. It is worth note that when selecting Own Choice Pieces, they do not need to be taken from the same Grade as the Exam, however it is the Teacher's responsibility to ensure that the Learner is able to meet all the Assessment Criteria (performance and knowledge) to the correct level when using the selected piece.

Performing a Verse or Prose Selection

It is important to remember when performing a verse or prose selection that the Learner must bring it to life. This will be reflected in their use of facial expression and may also include some movement, if appropriate to the text. Expression can be equally effective by using a carefully modulated voice. The Learner should also make sure that their physicality is appropriate to the piece they are speaking.

Where the assessment criteria dictate, the Learner should make sure that they adopt appropriate body language to reflect the text. The learner may stand or sit down to perform their verse and/or prose selection – varying the physical mode of presentation could enhance the visual interest of the performance as a whole.

When performing, the Learner should also make appropriate use of the space. This does not mean they need to move around the whole performance space arbitrarily, it means that they should own and inhabit the space with a combination of their presence, their gestures, their body language and their voice. Movement should therefore be a secondary consideration and should never detract from the text. Any movement should be dictated by the words the Learner is speaking and consideration be given to the fact that too much movement in the performance of a verse or prose selection could detract from the impact of the meaning of the words.

Reading for Performance – Specific Guidance

What is a Recital?

In Reading for Performance examinations, the Learner is required to present a recital in order to meet the learning outcomes and assessment criteria.
- A recital is a programme of material based around a theme which is presented as a seamless performance. It includes the following:
- An introduction to outline the theme.
- A number of readings (the number and type of readings required will depend on the grade being taken).
- Linking statements to link one reading to another.
- A conclusion to bring the previously shared thoughts, ideas and texts into a final statement.

The readings included in the recital must not be memorised but must be read from a book, E Book or folder. Learners are assessed on how they read; therefore, the use of paper or cue cards is not appropriate. They must read from the book or folder.

The Learner must not read the introduction, linking statements and conclusion to their recital – these elements must be performed from memory. The Examiner must be able to see that the Learner is performing these elements from memory. Therefore, whether they are using a folder, book(s) or E books for their readings, they must be seen to move the screen or page away from the eyeline.

Selecting Readings

It is expected, where a prose reading is a part of the recital, that the Learner will have studied the book from which their prose reading has been taken. This is to prepare them to answer the knowledge questions fully.

The editing of prose readings is permitted, providing the coherence and fluency of the piece is maintained. The addition of your own dialogue or text to a prose reading, however, is not allowed.

Please note: Anthology pieces can be used for Reading for Performance examinations.

Selecting a Recital Theme

Selecting a recital theme can be approached from many different angles. For example, the Learner may choose a favourite verse or prose reading which they would like to include in their recital, and a theme and other readings will then be selected to fit in with this choice. Alternatively, the Learner could choose an over-arching theme before selecting their readings.

Please remember that whilst a theme such as 'cats' would be appropriate for Entry Level, it could equally be used for a Level 3 examination. It is the content of the recital and the technical difficulty of the readings that should increase as the grades progress. Below are some examples of recital themes that could be used for Reading for Performance examinations:

- Magic
- Animals
- Celebration
- Bullying
- Beauty

- Love
- Family
- Friends
- Food
- War and peace.

Links

Once the Learner has chosen their theme and readings, the recital links follow naturally. The links take the form of an introduction, linking statements and a conclusion. The introduction introduces the recital and the recital theme to the imagined audience. The linking statements are thoughts spoken by the Learner to link one reading to another. The conclusion brings the previously shared thoughts, ideas and texts into a final statement. A good conclusion to a recital should always have impact so that the imagined audience is left to reflect on the material presented. The length of the links should increase as the grades progress, as should the technical difficulty of their content. Please pay particular attention to the timescales laid out in the syllabi to ensure that readings and links are of the appropriate length for the examination.

Performing a Recital

When presenting a recital for performance, it is important for the Learner to make appropriate use of the performance space to complement the readings presented. A recital is a performance and should always consider visual, as well as vocal interest, by varying the physical mode of presentation within the performance space. Linking statements are used to create a fluent journey through the recital material, vocally and physically. They can help the Learner move from one part of the performance space to another when the presentation requires.

Creating a visual interest in a recital is an important skill for a Learner to develop. Depending on the Grade of the examination, Learner should use a combination of vocal contrast and/or modulation, posture, body language, facial expression and use of the space to create interest and audience engagement. This does not mean that Learners should arbitrarily include certain gestures, or movements into a recital, but that they should consider and use what is appropriate to reflect the content of the readings or links.

<u>Speaking in Public – Specific Guidance</u>

Preparing Speeches

At all Levels, the Learner can consider their speeches in two sections: content and

![LAMDA](LAMDA logo)

contact.

> **Content** – consider structure including opening, argument or information and ending. Consider how vocabulary can be made appropriate to the target audience, subject matter and to the strengths of the learner. The Learner must remember that their speeches should relate to and/or reflect the title which they have presented.
>
> **Contact** – consider contact between the speaker and the audience. With poor contact, however good the content, the impact of the speech will be lost. Consider audibility and clarity of diction, to enable an audience to feel as though they are part of the speaker's world.

Notes can be referred to during the speech and can be recorded on cards, paper, or an electronic device.

When considering which media is to be used for notes and the depth of information recorded, consideration needs to be given to the Learner's performance and their engagement with the audience.

It is highly recommended that speeches are not written out in full as this will encourage Learners to read them out during the speech and this will affect their performance against the assessment criteria. Notes should be brief headings or bullets to provide pointers only and to enable Learners to engage with the audience as much as possible throughout their speech.

> Notes cannot be used for the knowledge section and must be placed out of the reach/eyeline of the Learner for this assessment.

Adopting a Role or Persona to Deliver a Speech

It is not against the regulations for a Learner to 'play a role' to deliver their speech(es), provided it is appropriate for the content and type of speech being presented and the speech is not delivered as a dramatic monologue.

The Imagined Audience

From Level 2 and above, the Learner is required to state the key characteristics of the imagined audience to whom their speeches are given. This enables the Examiner to understand the context in which the speech has been written and it informs their understanding of the delivery.

When planning a speech, the learner will need to prepare the speech with their intended audience in mind as this will govern the vocabulary they use, their body language and general style of presentation. By understanding the characteristics of this audience, the Learner can more effectively plan their speech, making their delivery more engaging and interesting for that audience.

The Learner should be encouraged to be creative when thinking about their imagined audience – for example, it could be a group of their peers at school, a group of younger children, a youth club, a panel of local council members, or a neighbourhood committee. It is recommended that the Learner chooses a different imagined audience for each of their speeches as this will encourage contrast in content and delivery, as well as allowing the Learner to display a range of skills to the Examiner.

LAMDA

Visual Aids

Entry Level and Grade 1
Visual aids may be used but this is not a requirement, and their use will not be assessed. The use of PowerPoint (or similar) presentations at this Level is prohibited.

Grade 2
The object being discussed in the speech must be brought in and used as a visual aid. It must be referred to during the speech. The use of PowerPoint (or similar) presentations at this Level is prohibited.

Grade 3
Visual aids must be used and referred to by the Learner in their prepared speech. The use of PowerPoint (or similar) presentations at this Level is prohibited.

Grades 4-8
Visual aids must be used by the Learner in at least one of their two prepared speeches. The use of the visual aid must be meaningful and add value to the speech to meet the assessment criteria. For these grades the use of PowerPoint presentations is permitted.

Visual aids, when used appropriately, can enhance a speech and help bring it to life for an audience. When presenting a speech with visual aids, encourage the learner to incorporate the visual aids into the speech so that they are not just used as a 'backdrop' or as a prop which feels isolated from the content.

For example, they could use a visual aid to highlight a main point, to demonstrate something of interest or to engage the audience. It should be directly linked to the topic of the speech, and it should not detract from the speech itself. If pictures, text or posters are used, they should be large enough to be visible to the imagined audience. If the Learner is taking an examination in an unfamiliar room, it is sometimes helpful to attach the visual aids to a portable display board or similar for use in the examination.

It is important for the Learner to remember that the use of visual aids does not always refer to pictures/posters but can refer to the use of objects, such as musical instruments or a football, to illustrate a speech about a hobby or personal interest.

If a visual aid is small and may not be fully visible in the performance space, consider how that aid could still be used and could still be engaging for the audience. Could it be passed around, a picture of it enlarged and printed for displayed on a poster?

Please note that if technical equipment is required for the use of visual aids, the Learner must provide their own equipment for use in the examination room. The set up and operation required for any technical equipment is the responsibility of the Learner and must be included in the time allowance of the examination as a whole. No extra time will be allowed for the setting up of visual aids. For ROA exams, digital visual aids must be presented on a different device to that used for the Zoom.

Learners can use visual aids in any number of innovative ways, it is just essential to ensure that Learners are well prepared and can still use the visual aid in the intended manner, even in the event of technical issues, nerves or other problems.

It is also worth note that Learners may forget a specific visual aid on the day of assessment, or there may be other issues that may prevent use within a speech. Working with the Learners to ensure they prepare contingencies would mean they could still perform to the best of their ability in any event. For

example, it is advised, that where Level 2 or 3 Learners are using a PowerPoint presentation, they bring hard copies of the slides with them for the Examiner in case the technical equipment fails on the day.

Engaging in Conversation (Entry Level to Level 2)

At Entry Level to Level 2 (Entry Level, Grade 1 to 5) Learners must engage in a two-way conversation with the Examiner in the Knowledge section of their examination at Entry Level to Level 2. Topics will vary according to the grade. The focus of this section is to encourage both speaking and listening skills and to give the Learner confidence in presenting their views in an informal way on a specific topic.

Within Entry Level, Grade 1 and Grade 2 conversations, the Learner is expected to concentrate and respond appropriately to questions. Grade 3, 4 and 5 conversations require the Learner to both answer and ask questions to further the conversation.

Impromptu Speech (Level 3)

For Level 3 Speaking in Public examinations (Grades 6 to 8), the Learner is required to present an impromptu speech. The choice of three topics will be provided to the Learner at the start of their examination. The Learner will then have 15 minutes in the examination room to prepare the speech.

Please note: the Learner cannot use the internet to help with the preparation of their impromptu speech. If they are using an electronic device to prepare the notes for their speech, then they must ensure that they demonstrate to the Examiner that their device is in Airplane Mode, and they must remain in the view of the Examiner throughout their preparation.

Although there are no rules to prevent a Learner from using Note cards in their initial pre-prepared speeches and then an electronic device for their impromptu speech, it is not advised because a change of this nature is likely to affect a Learner's preparation and their ability to deliver their speech. Learners who have used a device for their prepared speeches may find that they would prefer to use Note cards for their impromptu speech due to the time taken to make notes using this media.

The topics have been carefully selected to ensure that Learners do not need technical knowledge in order to create the speech and to give everyone a fair opportunity. The assessment criteria also do not require the Learner to have any technical knowledge.

It is important that Teachers work with Learners to develop impromptu speech preparation skills prior to their examination to ensure they are fully ready. Learners should understand the structure of a speech and be able to use this structure to create a clear speech that is directly linked to the topic and that can be confidently delivered. They need to understand that the focus of the assessment is on the structure, development and delivery and not the technical knowledge contained within.

We therefore recommend that Learners are given plenty of opportunity to practice impromptu speech development, ensuring their speeches have a clear structure, a strong beginning and a point of impact at the end. The Learner should always make sure that the link to the chosen title is not tenuous.

The learner may take a watch (analogue or digital) into the Examination room with them; however, it must not be a smart watch or a stopwatch.

The Examiner will act as an invigilator during the impromptu preparation time and will let the learner know at regular intervals how much time they have left to prepare their impromptu speech.

Vocal Technique

It is important for all public speakers to use their voices effectively, taking into consideration the size of the room in which they are speaking, their imagined audience and the subject matter of the speech. Clarity of diction and variation of tone, pitch, pace and use of pause is vital for a speaker to give their speech impact.

For Grade 6 Knowledge, the Learner is required to answer questions on the techniques required for voice production and projection. Appropriate background notes to assist the Learner with this can be found in *Knowledge Matters – Volume 3*, a LAMDA publication. This is available to purchase through LAMDA's online shop: LAMDA Online Shop (lamda-drama.myshopify.com)

For further support on LAMDA examinations in Speaking in Public, please refer to *Speaking Matters – Volume 2*, a LAMDA publication. This is also available to purchase through LAMDA's online shop: LAMDA Online Shop (lamda-drama.myshopify.com)

Version control

Version number	Date	Initial	Comments
V1	10.6.2024	KR	New Document