

London College of Music Examinations

Drama Syllabus

Qualification specifications for:

Early Learning, Speech & Drama, Acting, Duologue, Verse Speaking,
Reading Aloud and Choral Speaking

Valid from:

2018–2021

See separate syllabuses for:

Diploma requirements, Communication and Music Theatre.

LCM Examinations

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London College of Music

The London College of Music (LCM) is one of the largest specialist Music and Performing Arts institutes in the UK. It has a long history of music education dating back to 1887, when it was situated in Great Marlborough Street, London, where the college began as an examination body. In 1991 LCM became part of Thames Valley University, which was renamed the University of West London in 2011.

The London College of Music offers an impressive range of innovative courses, respected worldwide and delivered with creativity and passion by practicing industry experts. Courses include Performance and Composition, Popular Music Performance and Recording, Music Theatre, Performing Arts, Music Management, Music Technology and Theatre Production. All awards are made in the name of the University of West London.

Further information about full-time programmes for undergraduate and postgraduate students, in addition to the Junior College, is available from:

- the UWL Learning Advice Centre - tel: 020 8579 5000; email: learning.advice@uwl.ac.uk
- the London College of Music office - tel: 020 8231 2304; email: music@uwl.ac.uk
- www.uwl.ac.uk/music

London College of Music Examinations

External examinations have been awarded by the London College of Music since the institution's founding in 1887. These were at first in Music, which broadened substantially the range of awards available. Since then, a large set of Drama examinations have been added – in all the subjects listed here ranging from acting to choral speaking. Examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations world in being awarded by a university.

LCM's graded examinations in most subjects are regulated by Ofqual, which serves as a UK governmental stamp of approval and quality assurance, confirming parity of standards with other similar examination boards. The resulting mapping of LCM Examinations onto the RQF (Regulated Qualifications Framework) means that candidates applying to UK universities through the UCAS system can increase their points tariff if they have been awarded a Pass or higher at Grades 6–8 in an accredited subject.

LCM Examinations are distinctive, both in the qualifications offered and in the administration and running of the exams. We have retained the well-known traditional atmosphere and qualities of the London College of Music: informality, friendliness and approachability, although set in a fully professional and modern context. We are able to deal with enquiries to the head office speedily and efficiently, and manage to get to know many of our representatives and teachers personally by name. Examiners pride themselves on being friendly and approachable, ensuring candidates are put at their ease and are thus able to perform to their full potential; yet they are professional, applying thorough and objective assessment criteria in forming their judgements.

Syllabuses are available free of charge via our website or on request from the LCM Examinations office.

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[This list was correct at the time of printing.]

1. Syllabus introduction

1.1 Changes to this syllabus

The Drama & Communication syllabus has been divided into two from Spring 2018. The Drama syllabus is valid for four years with a two-session overlap. Therefore, it will be valid from the Spring session of 2018 up to and including the Summer session of 2022, subject to renewal.

There have not been any changes to the Performance section of the exam, however the periods have been revised. While candidates may continue to use pieces from the 2006 Anthology for their performances, there will also be a series of Drama Handbooks for Grades 1 to 8 in which there are prose, verse and drama pieces for the performance component. **Each candidate must now bring their own handbook to the exam.** See section 1.14 Resources for more information.

There have been some detailed changes to the Questions/Discussion and Folder of Work at Grades 1 to 5:

- From Grade 2 there is a Theory section (section c) which requires the candidate to demonstrate some knowledge of theory
- In the Folder of Work (section b) there is a reduction in the number of pieces required. However, candidates may **not** include pieces from an earlier grade folder
- The Personal Reflection has also been revised

There have also been some detailed changes to the Discussion and Portfolio at Grades 6 to 8:

- A Theory section (section b) has been added at each grade
- The periods for the Portfolio have been revised

1.2 Coverage of this syllabus

This London College of Music Examinations syllabus is designed to prepare students for the examinations in Drama & Communication awarded by University of West London Qualifications, in the following subjects:

Early Learning, Speech & Drama, Acting, Duologue, Verse Speaking, Reading Aloud and Choral Speaking

1.3 Rationale

LCM's graded and diploma qualifications make a distinctive contribution to education in and through music, and drama & communication, because of the emphasis placed upon the following combination of characteristics:

- creative thinking;
- practical skills either independent of literacy, or related to it;
- encouragement to think, both technically and critically, about the repertoire performed in practical examinations;
- a distinctively broad stylistic range, as reflected in tasks, endorsements and repertoire;
- the provision of assessment in areas not traditionally included within the scope of graded examinations;
- a strong emphasis towards the acquisition and demonstration of skills and understandings that are of contemporary relevance to the performing arts.

In the standards set, in structure, and organisation, LCM's graded and diploma qualifications are broadly comparable with those of other awarding bodies offering qualifications in music and drama. However, these syllabuses offer the opportunity to develop pathways into learning that both complement and provide genuine alternatives to the study of the arts within school, FE and HE curricula, and within the context of life-long learning. Because of this, they are capable of being used to extend and enrich full-time education and individual tuition and offer alternative routes that enable teachers to achieve the objective of equipping young people and adults with highly relevant creative, expressive and technological concepts and skills.

1.4 Syllabus aims

A course of study based on LCM's graded and diploma syllabuses is intended to provide:

- a progressive and unified assessment system, enabling candidates to plan and obtain an effective education in and through the arts;
- skills of organisation, planning, problem-solving and communication, through the study of the arts in performance and theory;
- enhanced ability in acquiring the personal disciplines and motivation necessary for life-long learning;
- an enduring love, enjoyment and understanding of the performing arts, from the perspective of both participants and audience;
- an assessment system equipping candidates with added-value to enhance career routes, educational opportunities and decision-making.

1.5 Syllabus objectives

A course of study based on this syllabus is intended to provide:

- a balanced combination of performing skills and the supporting literacy;
- opportunities for learning and assessment that are both creatively challenging and technologically relevant;
- opportunities for mastery learning that are structured and directly related to the repertoire published for each grade;
- the basis for study and practice that will be relevant to career skills and concepts.

1.6 Availability of examinations and entry details

Practical examinations take place throughout the year according to location.

In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (May/June for Scotland and Ireland, March/April for England and Wales), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding Autumn. Completed entry forms, together with full fees, must be submitted to the representative of the chosen examination centre on or before the closing date, as listed on entry forms. The representative is responsible for devising the timetable.

In addition, LCM conducts examinations at schools, colleges and teaching studios on a private centre basis, provided the practical grade entries total at least five hours' examining time, and any venue-related costs are covered by the applicant. The co-ordinating teacher is responsible for timetabling the examination day. Some flexibility is possible, and teachers are invited to contact LCM Examinations to discuss the arrangements in advance.

For centres outside the UK and Ireland there is some flexibility as to the timing of examination sessions. Candidates and teachers should consult their representative, who in turn will consult the appropriate LCM office.

1.7 Duration of examinations

Steps 1, 2 & 3 Early Learning (Indiv)	Grades 1, 2 & 3	Grades 4 & 5 Early Learning (Group)	Grade 6	Grade 7	Grade 8
10 mins	15 mins	20 mins	25 mins	30 mins	35 mins

(NB. Durations include writing-up time for examiners.)

1.8 Target groups

LCM Examinations are open to all. There are no minimum age restrictions, and the choice of repertoire is intended to appeal to candidates of all ages.

Broadly speaking, Grades 1–3 represent progress through the foundations of the chosen subject; Grades 4–5 represent a transitional maturing phase, where the imaginative and technical demands for performance and for contextual discussion are more extensive; and Grades 6–8 represent advanced levels of performance, developed in the context of theoretical, historical and literary understanding.

Candidates should consider carefully their progress through the grades so that their technical skill and personal maturity match the stated requirements of the grade attempted on each occasion. Section 2.4 below gives a more detailed description of the material and expectations for the grades.

1.9 Progression routes

Progression from Drama grades:

- Performance route: DipLCM, ALCM, LLCM, FLCM
- Teaching route: DipLCM in Teaching, ALCM in Teaching, LLCM in Teaching

1.10 Accreditation

LCM's graded examinations in Speech & Drama, Acting, Verse Speaking and Reading Aloud are regulated in England by Ofqual, and by the corresponding authorities in Wales (DfES) and Northern Ireland (CCEA). They have been placed on the Regulated Qualifications Framework (RQF) at Levels 1, 2 and 3.

The table below shows the qualification number, title and credit value of each grade. The awarding organisation is University of West London Qualifications (UWLQ). Please contact us, or consult the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>), for further details.

Qualification Number	Qualification Title	Guided Learning Hours	Credits	Total Qualification Time
501/2022/0	UWLQ Level 1 Award in Graded Examination in Speech and Drama (Grade 1)	12	6	60
501/2018/9	UWLQ Level 1 Award in Graded Examination in Speech and Drama (Grade 2)	18	8	80
501/2013/X	UWLQ Level 1 Award in Graded Examination in Speech and Drama (Grade 3)	18	10	100
501/2026/8	UWLQ Level 2 Certificate in Graded Examination in Speech and Drama (Grade 4)	24	13	130
501/2028/1	UWLQ Level 2 Certificate in Graded Examination in Speech and Drama (Grade 5)	24	15	150
501/2084/0	UWLQ Level 3 Certificate in Graded Examination in Speech and Drama (Grade 6)	30	17	170
501/2085/2	UWLQ Level 3 Certificate in Graded Examination in Speech and Drama (Grade 7)	30	19	190
501/2086/4	UWLQ Level 3 Certificate in Graded Examination in Speech and Drama (Grade 8)	48	25	250
501/2046/3	UWLQ Level 1 Award in Graded Examination in Acting (Grade 1)	12	6	60
501/2047/5	UWLQ Level 1 Award in Graded Examination in Acting (Grade 2)	18	8	80
501/1982/5	UWLQ Level 1 Award in Graded Examination in Acting (Grade 3)	18	10	100
501/1983/7	UWLQ Level 2 Certificate in Graded Examination in Acting (Grade 4)	24	13	130
501/1984/9	UWLQ Level 2 Certificate in Graded Examination in Acting (Grade 5)	24	15	150
501/2060/8	UWLQ Level 3 Certificate in Graded Examination in Acting (Grade 6)	30	17	170
501/2064/5	UWLQ Level 3 Certificate in Graded Examination in Acting (Grade 7)	30	19	190
501/2061/X	UWLQ Level 3 Certificate in Graded Examination in Acting (Grade 8)	48	25	250
501/2011/6	UWLQ Level 1 Award in Graded Examination in Verse Speaking (Grade 1)	12	6	60

501/2012/8	UWLQ Level 1 Award in Graded Examination in Verse Speaking (Grade 2)	18	8	80
501/2021/9	UWLQ Level 1 Award in Graded Examination in Verse Speaking (Grade 3)	18	10	100
501/2023/2	UWLQ Level 2 Certificate in Graded Examination in Verse Speaking (Grade 4)	24	13	130
501/2024/4	UWLQ Level 2 Certificate in Graded Examination in Verse Speaking (Grade 5)	24	15	150
501/2088/8	UWLQ Level 3 Certificate in Graded Examination in Verse Speaking (Grade 6)	30	17	170
501/2089/X	UWLQ Level 3 Certificate in Graded Examination in Verse Speaking (Grade 7)	30	19	190
501/2090/6	UWLQ Level 3 Certificate in Graded Examination in Verse Speaking (Grade 8)	48	25	250
501/2020/7	UWLQ Level 1 Award in Graded Examination in Reading Aloud (Grade 1)	12	6	60
501/2014/1	UWLQ Level 1 Award in Graded Examination in Reading Aloud (Grade 2)	18	8	80
501/2015/3	UWLQ Level 1 Award in Graded Examination in Reading Aloud (Grade 3)	18	10	100
501/2027/X	UWLQ Level 2 Certificate in Graded Examination in Reading Aloud (Grade 4)	24	13	130
501/2025/6	UWLQ Level 2 Certificate in Graded Examination in Reading Aloud (Grade 5)	24	15	150
501/2096/7	UWLQ Level 3 Certificate in Graded Examination in Reading Aloud (Grade 6)	30	17	170
501/2095/5	UWLQ Level 3 Certificate in Graded Examination in Reading Aloud (Grade 7)	30	19	190
501/2093/1	UWLQ Level 3 Certificate in Graded Examination in Reading Aloud (Grade 8)	48	25	250

1.11 UCAS tariff points

The Universities and Colleges Admissions Service (UCAS) includes regulated graded examinations in its tariff. Holders of LCM Grade 6–8 Speech & Drama, Acting, Verse Speaking and Reading Aloud qualifications applying for any course of study at a UK Higher Education institution are entitled to tariff points as detailed below.

UCAS Points	A Levels (Grades A–E)		LCM Speech & Drama, Acting, Verse Speaking and Reading Aloud (Pass, Merit, Distinction)		
	AS Level	A2 Level	Grade 6	Grade 7	Grade 8
56		A*			
48		A			
40		B			
32		C			
30					D
27					M
24		D			P
20	A				
16	B	E		D	
14				M	
12	C		D	P	
10	D		M		
8			P		

1.12 Ethical and cultural issues

A programme of study based on this syllabus provides opportunities for candidates to explore and increase their understanding of spiritual, moral, ethical, social and cultural issues. These issues are not explicitly assessed in the examination procedure, but are a natural spin-off of the syllabus content and of the process that leads to performance.

When reading powerful and rewarding literature and drama, candidates are brought into contact with broad ethical and social ideas, and then the process of working towards performance gives life to the specifics of the text through detailed exploration of the character's or the writer's cultural voice. Furthermore, candidates are made aware of the heritage of literature and theatre and, where their language or location is not English, they are encouraged to explore and present material from their own environment or experience.

Drama, particularly, investigates the human predicament and deals with moral choices and the spiritual and cultural forces which motivate action. Sensitivity to the needs of others, high levels of inter-personal communication and a respect for the environment are all seen as key skills achieved through work in speech and drama and which these examinations are designed to encourage. We believe strongly, also, that the capacity to articulate issues and formulate clear arguments is an essential life-skill which forms an integral part of our work. Thus we have 'Folder of Work' and 'Discussion' components in each examination to enrich the 'Performance' core.

1.13 Candidates with particular needs

Information on assessment, examination and entry requirements for candidates with particular needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*, available free of charge via our website or on request from the LCM Examinations office (contact details on page 2).

1.14 Resources

A set of Drama Handbooks have been published for Grades 1–8 which contain a collection of verse, prose and drama pieces from the sixteenth century to the present day. **It is a required publication for all candidates.**

- LL284 *Drama Handbook Grade 1*
- LL285 *Drama Handbook Grade 2*
- LL286 *Drama Handbook Grade 3*
- LL287 *Drama Handbook Grade 4*
- LL288 *Drama Handbook Grade 5*
- LL289 *Drama Handbook Grade 6*
- LL290 *Drama Handbook Grade 7*
- LL291 *Drama Handbook Grade 8*

The *Anthology for Students of Drama & Communication*, published by LCM Examinations must be used for Step and Diploma exams in Speech & Drama, as the Handbooks do not cover these levels. The Anthology may also be used for Grades 1–8 as long as one piece has also been selected from the Handbook.

The *Anthology for Students of Drama & Communication* (LL204), which provides additional repertoire, are available from:

- Music Exchange Ltd, Claverton Road, Manchester M23 9ZA, tel: 0161 946 9301; email: mail@music-exchange.co.uk; web: www.music-exchange.co.uk
- The LCM Shop: <http://lcmmusicshop.uwl.ac.uk/>

Details of LCM Publications are also available at lcme.uwl.ac.uk

2. Graded solo exams: syllabus content

2.1 Syllabus overview

This London College of Music Examinations syllabus is designed to prepare students for the graded examinations in Drama awarded by University of West London Qualifications. It provides a structured approach that: enables students to master progressively the understanding, knowledge and skills necessary for effective oral communication and performance; develops communication skills with applications in business; fosters learning through drama; and encourages a love of literature in performance and of theatre. The syllabus clearly describes what is expected and how the achievements of the candidate are to be assessed, so that students can be taught to master the requirements and to perform these in a practical examination. Examinations are conducted by trained external examiners and are held at approved centres in the UK and overseas.

2.2 Summary of subject content and description of components

These summaries should be read in conjunction with the *Grade descriptions* (Section 2.4) and the *Pass band descriptions* (Section 4.1).

Further information for teachers and advice on syllabus requirements is available from the Chief Examiner in Drama, Nigel Ramage, at the LCM Examinations office (tel: 020 8231 2364; email: lcm.exams@uwl.ac.uk).

Teachers preparing candidates for LCM graded Drama examinations need to ensure that students are able to demonstrate appropriate levels of mastery as described in the Grade Descriptions in each of the following areas of study.

Performance

Assessed in Component 1

Candidates need to be prepared to demonstrate:

1. the ability to choose and perform accurately from memory pieces selected from those prescribed in the repertoire. Areas of study include audibility, clarity of diction, fluency, projection, sense of spontaneity, phrasing, rhythm, character portrayal, movement and gesture, pitch and pace, vocal variety and mood.
2. increasing evidence of personal and imaginative interpretative skills as the grades progress, demonstrated through variation in volume, emphasis, pace and pitch.
3. increasing ability to communicate effectively to the listener as the grades progress.
4. increasing use of body and space as the grades progress.

Explicit ability: perform from memory two or three pieces, either selected from the set list or own choice, as detailed in the requirements for the grade.

Implied ability: demonstrate fluency, good articulation, intonation, breath control, projection, phrasing, rhythm, emphasis, pitch and pace, vocal variety, character portrayal and movement, as appropriate to the material performed.

Sight Reading

Assessed in Component 2

Candidates need to be prepared to demonstrate:

1. the ability to read aloud an extract of previously unseen verse or prose selected by the examiner, after a short period of preparation. The primary areas of study are the abilities to read fluently, accurately and audibly with appropriate phrasing, vocal variety, rhythm, pitch and pace, as applicable to the given text.
2. the ability to make sensitive performance choices that reflect an increasing sense of personal interpretation.
3. the ability to use the preparation time effectively in order to produce as convincing a rendition of the given extract as possible.

Explicit ability: perform, as accurately and fluently as possible, an extract of verse or prose previously unseen by the candidate, after a short period of preparation.

Implied ability: respond to, and interpret, texts, displaying an understanding of pitch, pace, pause, power, rhythm, emphasis, vocal variety etc., using the preparation time effectively to produce as convincing a rendition of the given extract as possible, as if the candidate were commencing the process of learning the piece fully.

Questions/Discussion and Folder of Work (Grades 1–5) or Portfolio (Grades 6–8)

Assessed in Component 3

Candidates need to be prepared to demonstrate:

1. the ability to respond to questions from, and participate actively in a discussion with, the examiner regarding the content and context of the pieces performed.
2. the ability to explain and discuss the special features of the language of the pieces performed, and, at higher grades, the special performative challenges of the pieces.
3. the capacity to prepare and present a personal folder of work (as specified for each grade) with good presentational values, and containing a wide variety of pieces (or, at Grades 6–8, well chosen literary and theatrical material).
4. the ability to reflect on personal development in the chosen subject.

Explicit ability: enter into a discussion with the examiner regarding the content and interpretation of the pieces performed; at higher levels, show familiarity with the wider literary and cultural context of the pieces; present a careful and considered folder of work or portfolio.

Implied ability: demonstrate personal response to texts, and an assessment of performance needs; show a technical and (at higher grades) critical understanding of the meaning and vocabulary of the passages and of personal development through progressive technical and theoretical knowledge.

2.3 Weightings for examination components

Performance	Sight Reading	Discussion and Folder of Work or Portfolio
60 %	10 %	30 %

2.4 Grade descriptions

The standard expected of a candidate at any particular grade is defined by the repertoire of tasks prescribed for that grade. The performance of the candidate in relation to these tasks determines the attainment band that they are awarded as a result of the examination. The repertoire of tasks is differentiated by demand. The level of mastery implicit in these tasks and the more general expectations of the candidate are defined by the following grade descriptions.

Grade 1

The material selected for this grade will be short enough to allow candidates to maintain concentration to the end. Content will be simple and straightforward, usually relating to familiar subjects and contexts, real or imagined. The language will be simple and accessible, with vocabulary and sentence structure which conveys meaning clearly and unambiguously.

Grades 2–3

The material selected for these grades will be of sufficient length to allow candidates to show their ability to establish and sustain their performance and interpretation. Content will go beyond easily recognisable events and stories so that candidates can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods). The language will contain a variety of expressive vocabulary and a range of sentence structure, offering some opportunity for interpretative choices.

Grades 4–5

The material selected for these grades will be substantial enough to convey some development, both in terms of authors' intentions and candidates' interpretation and performance. Content will be sufficiently complex to provide some contrast and range (e.g. in terms of theme, character, situation and mood), and will provide opportunities for candidates to begin to explore more universal themes. There will be stylistic variety of language and literary form and some subtleties of vocabulary and syntax will provide opportunities for a variety of approaches and interpretative choices.

Grades 6–8

The material selected for these grades will be drawn from significant authors, past and present, from the field of world literature. It will be selected in line with some acknowledged principles, for example coverage of different genres and styles, or coherence/contrast of theme, setting, character, mood. Overall length and demand will be sufficient to enable variety and range of presentation to be demonstrated and sustained. Content will be concerned with subjects of substance which include some depth of thought, enabling the candidate to engage with complex emotions and universal themes. It will require analysis and reflection in the preparation, and present challenging technical requirements in terms of vocal range. The choice of language and syntax will demand considerable inferential understanding and thoughtful interpretation to reflect subtleties of meaning (e.g. metaphoric language, irony).

3. Graded solo exams: assessment

3.1 Assessment domains

The marking scheme consists of a balanced structure of examination components and assessment categories. During an examination candidates will be assessed on their ability to demonstrate mastery of:

Domain 1: Technical Accomplishment The extent to which the voice is effectively controlled, assessed via the candidate's performance.	Domain 2: Interpretation The ability to make sensitive performance decisions in relation to the text.
Domain 3: Knowledge & Understanding The synthesis of theoretical and contextual knowledge in relation to the texts performed in Component 1 and (at Grades 1–5) offered in Component 3.	Domain 4: Communication The degree to which the performer communicates with and engages the listener through performance of the texts and presentation of the written material.

For a detailed analysis of the application of these criteria, please see Section 7.1 below.

4. Attainment levels

4.1 Awards of Pass, Pass with Merit or Pass with Distinction

The pass awards are differentiated by outcome. Depending on the level of mastery demonstrated during the examination performance a candidate may be awarded either a Pass, or a Pass with Merit or a Pass with Distinction. Each award broadly corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award.

Distinction (85–100%)

A candidate who achieves a Pass with Distinction will have offered a highly accurate and fluent response in all or most of the components. They will have demonstrated the ability to perform accurately from memory, with audibility and secure vocal technique, and will have shown evidence of excellent interpretative skills. They will have demonstrated a thorough familiarity with the vocabulary in the pieces, and will have demonstrated wide-ranging contextual knowledge in relation to the repertoire performed. They will have initiated conversation in the discussion, and been able to comment perceptively on their own performance and interpretation. They will have shown the ability to offer character development, and to vary such aspects as modulation, pitch, pace and power as applicable to the different pieces performed. They will have communicated, through performance, a sense of real engagement with, and an understanding of, and at Grades 6–8, a sense of individual personality in relation to, the repertoire.

Merit (75–84%)

A candidate who achieves a Pass with Merit will have offered an accurate and fluent response in all or most of the components. They will have demonstrated the ability to perform accurately from memory, with audibility and secure vocal technique, and will have shown evidence of good interpretative skills. They will have demonstrated a largely assured understanding of the vocabulary in the pieces, and will have demonstrated secure contextual knowledge in relation to the repertoire performed. They will have been able to offer opinion as well as fact in the discussion, and will have responded positively and easily to questions from the examiner. They will have communicated, through performance, some sense of engagement with, some understanding of, and at Grades 6–8, an emerging sense of individual personality in relation to, the repertoire.

Pass (65–74%)

A candidate who achieves a Pass will have offered a mostly accurate and fluent response in all or most of the components. They will have demonstrated the ability to perform from memory with reasonable accuracy, with an acceptable level of audibility and reasonable vocal technique, and will have shown some evidence of interpretative skills. They will have demonstrated an acceptable understanding of the vocabulary in the pieces, and will have demonstrated some contextual knowledge in relation to the repertoire performed. They will have produced correct factual answers to most or all of the questions. They will have communicated, through performance, a basic understanding of the repertoire and ability to engage the listener.

Below pass (less than 65%)

A candidate who achieves a mark in this band will have demonstrated some inaccuracy and lack of fluency in all or most of the components. They will not have demonstrated an acceptable standard of vocal technique or audibility; there will have been lapses in memory, and they will have shown little evidence of interpretative skills. Their understanding of the vocabulary of the texts and their contextual knowledge in relation to the repertoire performed will have been judged inadequate. They will have offered mostly incorrect or incoherent answers to questions asked by the examiner. They will have failed to communicate, through performance, any significant degree of understanding of the repertoire, or an ability to engage the listener.

Below pass, lower level (0–54%)

A candidate who achieves a mark in this band will have demonstrated significant inaccuracy and lack of fluency in all or most of the components. Their standard of vocal technique and audibility will have been judged as poor, there will have been many memory lapses, and they will not have shown any significant evidence of interpretative skills. Their understanding of the vocabulary of the texts and their contextual knowledge will have been minimal. Answers to the questions will have been inadequate. They will have failed to communicate, through performance, an understanding of the repertoire, and they will have failed to engage the listener.

4.2 Attainment band descriptions

The guidelines below are not intended to be mutually exclusive, but should function interrelatedly. Thus for any particular attainment band, one or more criteria might exceed those specified, while one or more others might fail to meet the requirements. The specific criteria for each component of the examination are as follows:

Component 1: Performance

	Steps 1–3	Grades 1–3
Below Pass	<ul style="list-style-type: none">• Incomplete performance• Lack of understanding of text• Lack of audibility	<ul style="list-style-type: none">• Inappropriate choice of pieces• Inaccuracy of words• Lack of technical awareness• Under-preparedness• Incomplete or stilted programmes
Pass	<ul style="list-style-type: none">• Complete performance with only minor inaccuracies which do not significantly interrupt continuity• Awareness of meaning of text	<ul style="list-style-type: none">• Appropriate choice of performance pieces• General accuracy of words• Awareness of breathing to support performance• Evidence of careful preparation• Sense of communication and performance• Clear articulation• Some appropriate movement
Merit	<ul style="list-style-type: none">• Accurate and confident performance• Good awareness of meaning of text• Some appropriate movement	<ul style="list-style-type: none">• Appropriate choice of performance pieces• Good level of accuracy• Evidence of breath control• Good sense of communication and performance• Good awareness of space and use of movement
Distinction	<ul style="list-style-type: none">• Fluent performance which demonstrates understanding of the pieces• Good awareness of phrasing• Sound intonation• Appropriate movement	<ul style="list-style-type: none">• Good choice of performance pieces• Fluent performance which demonstrates some understanding of character and interpretation• Technical security (diction, breath control, phrasing)• Confident and communicative performance• Good sense of space• Performance enhancing movement and expression

	Grades 4–5	Grades 6–8
Below Pass	<ul style="list-style-type: none"> • Inappropriate choice • Lack of technical control, expression, inadequate articulation • Frequent hesitation – lack of continuity • Lack of commitment to performance 	<ul style="list-style-type: none"> • Inappropriate choice • Technical insecurity • Lack of continuity • Inadequate grasp of character and style
Pass	<ul style="list-style-type: none"> • Appropriate choice • Sense of performance and characterisation • Adequate technical control • Some variety of expression and articulation • Appropriate use of space and movement 	<ul style="list-style-type: none"> • Appropriate choice • Illustration of understanding of expression and articulation • Technical security • Demonstration of understanding of character and style • Appropriate use of space and movement • Sense of performance
Merit	<ul style="list-style-type: none"> • Good technical control of voice • Good variety of expression and articulation • Good use of space and movement • Good level of communication with, and awareness of, the audience • Realistic characterisation 	<ul style="list-style-type: none"> • Technical security • More skilful use and good range of vocal techniques and movement • Sensitivity of characterisation • Good level of communication with audience
Distinction	<ul style="list-style-type: none"> • Technical fluency – vocal control • Developed use of expression and articulation • Imaginative use of space and movement • Thoughtful characterisation • Communicative performance which demonstrates understanding of the pieces 	<ul style="list-style-type: none"> • Technical fluency • Skilful use of expression and articulation in characterisation • Successful communication with the audience • Imaginative use of space and movement • Good range of vocal technique

Component 2: Sight Reading

	Grades 1–3	Grades 4–5	Grades 6–8
Below Pass	Inaccurate reading with lack of understanding of text.	Inaccurate reading and insufficient understanding of text and mood.	Inaccurate and/or stilted reading with little or no attempt at characterisation, and lack of interpretive skills.
Pass	Accurate reading with some phrasing and understanding of text.	Accurate reading, with some phrasing and understanding of text and mood.	Satisfactory rendition, with some use of expression demonstrating understanding.
Merit	Accurate reading, well phrased and with some communication of meaning.	Accurate reading, well phrased and with some characterisation and communication of text and mood.	Mostly fluent and convincing reading, including characterisation and demonstrating good comprehension.
Distinction	Accurate reading, well interpreted and communicated.	Accurate reading, well interpreted with good characterisation and communication of text and mood.	Sound and convincing reading demonstrating characterisation and comprehension of text.

Component 3: Questions/Discussion (and Folder of Work or Portfolio as applicable)

	Steps 1–3	Grades 1–3
Below Pass	No response to examiner’s questions.	<ul style="list-style-type: none"> No response or one-word responses to questions. Reluctance to engage in discussion.
Pass	Ability to understand vocabulary and mood of pieces.	<ul style="list-style-type: none"> Ability to respond to examiner’s comments with some understanding and appreciation. Demonstration of understanding of pieces under discussion.
Merit	As above, with ability to explain choice of pieces.	<ul style="list-style-type: none"> Ability to respond to examiner’s comments with understanding and appreciation. Demonstration of understanding of pieces with enthusiasm for performance.
Distinction	As above, with some discussion of likes/dislikes of pieces.	As above with further development of discussion.

	Grades 4–5	Grades 6–8
Below Pass	Shows little understanding of style and characterisation in programme.	Some response but over-reliant on examiner lead and demonstrating lack of awareness.
Pass	Demonstrates ability to engage in discussion of style and characterisation with examiner.	<ul style="list-style-type: none"> Candidate is able to discuss styles of pieces and characterisation of pieces chosen. Candidate demonstrates awareness of performance techniques, vocal and body skills relevant to performance.
Merit	As above, with ability to contextualise pieces.	<ul style="list-style-type: none"> As above. Candidate can discuss performance techniques and skills with some confidence.
Distinction	As above, demonstrating good understanding and knowledge to develop discussion.	As above but with extended discussion demonstrating authority and ability to relate knowledge to other works and styles.

5. Requirements: graded solo examinations

5.1 The Folder of Work and Portfolios

Grades 1–5: The Folder of Work

Required:

- **The Folder of Work must present the candidate's choice of pieces of text.** The number of pieces, and of what kind they are, is detailed in each grade description. The contents of the Folder of Work must be hand-written or typed by the candidate. Photocopying is not acceptable.
- **The Folder of Work must conclude, on a single page, with a short piece of writing, called the Personal Reflection.** The topic of the Personal Reflection is given in each grade description.

Note: the Grade 5 Folder calls for reviews, and background and supporting material. It is a transitional presentation to the Portfolios set at Grades 6–8.

Optional:

- Many candidates add enjoyment to their work with decoration and/or illustration, and this is welcomed.

The focus of the Personal Reflection changes at each grade and will show that the candidate can:

- at Grade 1 describe in some detail their feelings for one particular piece in not more than two paragraphs
- at Grade 2 see and describe a contrast in mood and language between two texts in not more than two paragraphs
- at Grade 3 not only understand but can analyse some of the effects of language and imagery from a text in not more than two paragraphs
- at Grade 4 explain the choice of theme and interpret how one piece in the Folder could be performed in not more than three paragraphs
- at Grade 5 enthuse about a visit to the theatre and explain what they have taken away as a performer from the visit or write with confidence about a literary figure who has influenced them

Grades 6–8: The Portfolio

Required:

- **The presentation of theatrical or literary material, together with the candidate's views.** Details of topics are given in each grade description. The assembled material can comprise 6 to 10 pages according to the type of content. The candidate's interpretative content should be from 1 page at Grade 6 to up to 3 pages at Grade 8.

The aim is to show the candidate's interest in basic research, and in the development of personal ideas about literature and drama.

5.2 Special Option for speakers of a language other than English

For Grade Examinations 1–8 in Speech and Drama, Acting and Verse Speaking, a candidate may declare the intention of presenting an own-choice performance piece in a language other than English.

The intention is to provide candidates with the opportunity to display their performance skills in the language where they have most personal familiarity and ownership.

The procedures for managing this Special Option piece will include these requirements:

- a) The piece will fulfil the general condition regarding the range of forms performed;
- b) The piece will be chosen from literature that is recognised as being of substantial or classic status;
- c) A translation of the piece will be provided.

Any queries arising from this should be referred to the Chief Examiner in Drama, who will establish policy as needed.

6. Examination requirements

6.1 Early Learning (Individual)

The Early Learning exam can either be taken in drama, or in music, or a combination of drama and music. Please see the separate Early Learning syllabus for details of music, or a combination.

London College of Music recognises the excellent work being done in kindergartens, in nursery and infant school reception classes introducing children to music and developing children's interactive oral communication skills. This brings enormous educational and social benefits as well as enjoyment.

This syllabus is designed for these young children, to provide encouragement and a basis for assessment in music and speech at very early stages of development. At all three Stages, the development of skills and confidence is the main aim.

In addition to the three stages for Early Learning, there are two stages for Early Learning Groups.

The teacher

In order to provide as relaxed an environment as possible, the teacher may come into the examination room with each candidate.

The assessment report

This will be compiled during the examination and couched in positive terms. The report will not include marks but will award Pass, Merit or Distinction.

The certificate

All children who complete the assessment will receive at least a Pass certificate.

Progression

Children can be encouraged to move on to Steps and then Grades, choosing from a wide range of Drama subjects, as detailed below.

Early Learning: Stage 1

The candidate will:

1. Exchange greetings and introductions with the examiner.
2. Speak a nursery rhyme from memory. Movement and gesture may be included in the performance.
3. Perform a prepared descriptive animal mime, to show an observation of animal movement.

The examiner will look for concentration and real involvement from the candidate.

Early Learning: Stage 2

The candidate will:

1. Exchange greetings and introductions with the examiner.
2. Speak a nursery rhyme or poem of similar standard from memory. Movement and gesture may be included in the performance.
3. Perform a prepared mime to show an occupation or a sequence of events, to demonstrate mood, e.g. happy or sad.

The examiner will look for concentration, eye contact, involvement and enjoyment from the candidate.

Early Learning: Stage 3

The candidate will:

1. Give a simple, personal introduction of themselves during a conversation which will be led by the examiner. The candidate may bring one or two family photographs or a favourite possession as stimulus.
2. Speak a poem, action rhyme or nursery rhyme of their choice.
3. EITHER a) Act a brief drama speech in character (maximum 10 lines).
OR b) Speak a contrasting second poem, action rhyme or nursery rhyme of their choice.

The examiner will look for concentration, enjoyment, and the ability to respond to simple questions.

6.2 Early Learning Group

Teachers may prefer to enter children as a group. A group of between 5 and 9 in number is considered suitable. Each child should wear a large name badge. On successful completion of the examination a single report will be issued. Each child taking part in the group will receive a certificate. Teachers are expected to take an active part in the children's work during the examination and are invited to work 'in role' in all three sections.

The examiner will look for:

- *involvement by the children*
- *response to other members of the group*
- *control, but not inhibition, by the teacher*
- *ability to complete the examination*
- *ability and willingness to talk to the examiner about the examination work, and subjects that arise from it*

There are two stages:

Early Learning Group: Stage 1

1. The candidates will perform an action rhyme, acting game, as a group. The teacher may direct the group and prompt.
1. The candidates will take part in a story told by the teacher. For instance, the house building and 'huffing and puffing' in *The Three Little Pigs*, or to 'show the group' Cinderella trying on the slipper. There are many methods where children are included in the story-telling techniques used by the teacher.
2. The examiner will sit with the children and talk with them about the work presented.

Early Learning Group: Stage 2

1. The candidates will perform an action rhyme, acting game as for Stage One. Each child should stand in their place in the group. For this stage the examiner will expect that memory is clear, and that the children are able and willing to co-operate as a group with very little prompting from the teacher.
2. The candidates will take part in an original 'game' during the examination. This should be devised by the teacher and 'played' before the examination so that it is familiar to the children. It is envisaged that the teacher will be 'in role' and that there will be no props. The title of the 'game' could be 'The Birthday', 'The Tea Party', 'A Visit to the Zoo', 'A Trip to the Seaside', 'The New Baby' or a similar title devised by the teacher. It is not acceptable to base this part of the examination on a film or television programme.
3. The examiner will talk to the children about the work presented and other subjects which arise.

6.3 Speech & Drama

Speech & Drama: Step 1

1. The candidate will perform from memory one poem chosen from the Anthology. **40 marks**
2. The candidate will perform from memory one poem OR a piece of prose OR a piece of drama of their own choice. The performance of this piece must not exceed one minute. **40 marks**
3. The candidate will answer questions on the meaning of the pieces selected and the words used. The examiner will also award marks by assessing the candidate's ease of manner, readiness to respond to the examiner, poise and confidence. **20 marks**

Speech & Drama: Step 2

1. The candidate will perform from memory one poem chosen from the Anthology. **40 marks**
2. The candidate will perform from memory a piece of prose or drama of their own choice. The performance of this piece must not exceed one and a half minutes. **40 marks**
3. The candidate will answer questions on the meaning of the pieces selected and the words used. The examiner will also award marks by assessing the candidate's ease of manner, readiness to respond to the examiner, poise and confidence. **20 marks**

Speech & Drama: Step 3

1. The candidate will perform from memory one poem chosen from the Anthology. **40 marks**
2. The candidate will perform from memory a piece of prose or drama of their own choice. The performance of this piece must not exceed two minutes. **40 marks**
3. The candidate will answer questions on the meaning of the pieces selected and the words used and what they liked most about the pieces. The examiner will also award marks by assessing the candidate's ease of manner, readiness to respond to the examiner, poise and confidence. **20 marks**

Speech & Drama: Grade 1

- 1. Performance** **60 marks (2 x 30)**

The candidate will introduce and perform 2 pieces from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes). Two of the three forms – verse, prose and drama – must be chosen.
- 2. Sight Reading** **10 marks**

The candidate will read aloud a passage provided by the examiner.
- 3. Questions and Folder of Work** **30 marks**

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of work that the candidate has found interesting. The pieces will present examples from each of the forms of prose, verse and drama.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in one of the pieces. The candidate must describe their feelings for the piece in detail.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Speech & Drama: Grade 2

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 pieces from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes). Two of the three forms – verse, prose and drama – must be chosen.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of work that the candidate has found interesting. The pieces will present examples from each of the forms of prose, verse and drama.

The Folder will conclude with a Personal Reflection in which the candidate should contrast two of the pieces to bring out the differences in mood and feeling.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.
- c) Point out the differences between a phrase and a sentence.

Speech & Drama: Grade 3

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 pieces from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes). Two of the three forms – verse, prose and drama – must be chosen.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of work in which the language used has made an impact on the candidate. The pieces will present examples from each of the forms of prose, verse and drama.

The Folder will conclude with a Personal Reflection on the imagery of one piece which particularly arrested the candidate's attention and what emotions these images called to mind.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.
- c) Give an example of a 'sense' pause from one of the texts in the folder.

Speech & Drama: Grade 4

1. Performance 60 marks (2 x 30)

The candidate will introduce and perform 2 pieces from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes). Two of the three forms – verse, prose and drama – must be chosen.

2. Sight Reading 10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work 30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of work linked by a theme of the candidate's choice. The pieces will present examples of prose, verse and drama.

The Folder will conclude with a Personal Reflection which will describe how the linking theme came to be chosen as well as an analysis of how the candidate would approach, prepare and deliver one of the pieces in performance.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and authors.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.
- c) The 'end of line' pause and how it helps to shape a poem.

Speech & Drama: Grade 5

1. Performance 60 marks (2 x 30)

The candidate will introduce and perform 2 pieces from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2½ minutes). Two of the three forms – verse, prose and drama – must be chosen.

2. Sight Reading 10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Folder of Work 30 marks

The candidate will bring to the examination a Folder of Work. EITHER this will be in the form of a scrapbook about the theatre visit – a recent visit to a play, a musical or any performance that is theatrical will be accepted. This should include a one-page description of the event as well as 5 pages of supporting material, such as programmes, pictures, sketches, diary entries or scripts and any background preparation for the visit. OR a selection of up to 3 pages of favourite passages from a single author of the candidate's choice. A one-page description of the content and themes must be provided.

The Folder will conclude with a Personal Reflection on both the significance of the visit and the particular performance values that impressed the candidate and have been a direct help to them in their Speech and Drama OR on how the candidate discovered the author's writing and what lasting effect this discovery has had for the candidate.

The candidate will be asked questions on the following topics:

- a) Folder of Work – content, including the personal insights gained.
- b) The candidate will demonstrate a breathing exercise and explain its purpose.

Speech & Drama: Grade 6

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 pieces from memory (one each of prose, verse and drama), one of which must be chosen from the Handbook, as follows:

- one piece written after 1956
- one contrasting piece written before 1956
- one own choice piece (not to exceed 3 minutes)

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the interpretation and performance demands.
- b) Theory – to explain the term ‘modulation’ in relation to the performance of the pieces and to show that while consonants give clarity and texture to our speech, vowel sounds give warmth and colour. Illustrate how vowels colour speech.
- c) Literature and Theatre – to discuss a Portfolio the candidate has produced on a post-1956 work EITHER on a major theatre movement OR on a significant literary figure OR on an art-form of the period related to theatre. You should ensure you include at least one side of A4 showing what insights you have gained during your research into your chosen topic.

Speech & Drama: Grade 7

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 pieces from memory (one each of prose, verse and drama), one of which must be chosen from the Handbook, as follows:

- one piece written before 1900
- one contrasting piece written after 1900
- one own choice piece (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the interpretation and performance demands.
- b) Theory – to explain how consonants give clarity to speech and also the importance of articulation and rhythm in performance with reference to the pieces presented.
- c) Literature and Theatre – to discuss a Portfolio the candidate has produced on a work before 1900, EITHER on a major theatre movement OR on a significant literary figure OR on an art-form of the period related to theatre. The candidate should include at least one side of A4 explaining how they would bring out their responses to the work in performance.

Speech & Drama: Grade 8

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 pieces from memory (one each of prose, verse and drama), one of which must be chosen from the Handbook, as follows:

- one piece written by Shakespeare or one of his contemporaries (who wrote before 1620)
- one piece written by Wilde, Chekhov or Ibsen
- one own choice piece (not to exceed 4 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the interpretation and performance demands.
- b) Theory – the elements of effective voice production, including projection and resonance, with particular reference being made to one of the chosen pieces; to demonstrate some knowledge of resonators and to explain what exercises are personally beneficial to improve voice production.
- c) Literature and Theatre – to discuss a Portfolio the candidate has produced either on a 1580–1660 work or an 1830–1910 work, which can be on a major theatre movement, a significant literary figure or an art-form from the chosen period related to theatre. The candidate must include up to 3 sides of A4 explaining in detail how their view of the world has been changed by the focus of their study.

6.4 Acting

'Acting' for the purposes of this syllabus is taken to mean that the candidate presents for performance to the examiner a written script that has been learned by heart and is interpreted by the candidate using a range of vocal and physical theatre skills.

This examination asks the candidate for solo acting performance in all eight grades. Representation of another character may be made by the imaginative presentation by the candidate.

Mime implies that only basic table and chairs are present in the acting area with the candidate. All props, costumes, setting and other characters are created by the performer.

Improvisation implies some use of speech. There is no written script.

Pieces chosen may be from plays, adaptations of literary material, or monologues, in prose or in verse.

At Grade 7, it is possible to choose drama pieces for the period before 1900 from the Grade 8 handbook.

Acting: Grade 1

1. Performance 60 marks (2 x 30)

The candidate will introduce and perform 2 pieces from memory:

- a) A speech (not to exceed 2 minutes), which must be chosen from the Handbook.
- b) A mime (not to exceed 2 minutes).

2. Sight Reading 10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work 30 marks

The candidate will bring to the examination a folder of work containing EITHER 4 favourite speeches OR background material with reference to performance or a theatrical event.

The Folder will conclude with a Personal Reflection on what the candidate found most rewarding in working on the performance items.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the content, performance approach and the value of facial expression.
- b) Folder of Work – the reasons for the choice of material; the content of the Personal Reflection.

Acting: Grade 2

1. Performance 60 marks (2 x 30)

The candidate will introduce and perform 2 pieces from memory:

- a) A speech (not to exceed 2 minutes), which must be chosen from the Handbook.
- b) An occupational mime (not to exceed 2 minutes).

2. Sight Reading 10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work 30 marks

The candidate will bring to the examination a Folder of Work. It will contain EITHER 4 favourite speeches OR background material with reference to a performance or a theatrical event.

The Folder will conclude with a Personal Reflection on EITHER which piece the candidate would most like to perform OR what they found most stimulating about the performance or theatre event.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the content, performance approach and the use of gesture and body language.
- b) Folder of Work – the reasons for the choice of material; the content of the Personal Reflection.

Acting: Grade 3

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 pieces:

- a) A speech (from memory, not to exceed 3 minutes), which must be chosen from the Handbook.
- b) An improvisation (as worked on in advance with the teacher, on a free choice of topic, not to exceed 3 minutes). The subject should be given before the performance.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain EITHER 5 favourite speeches OR background material with reference to a performance or a theatrical event.

The Folder will conclude with a Personal Reflection on EITHER which piece the candidate finds most interestingly written OR what was new to their experience in the performance or theatre event.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the content, performance approach and the use of the acting space.
- b) Folder of Work – the reasons for the choice of material; the content of the Personal Reflection.

Acting: Grade 4

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 pieces:

- a) A speech from a play (from memory, not to exceed 3 minutes), which must be chosen from the Handbook.
- b) An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain seven speeches linked by a theme of the candidate's choice.

The Folder will conclude with a Personal Reflection on how the candidate chose the linking theme. The candidate must choose one piece for discussion of features that allow them to give colour to the delivery.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and authors.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Acting: Grade 5

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 pieces:

- a) A speech from a modern play (from memory, not to exceed 3 minutes), which must be chosen from the Handbook.
- b) An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. EITHER this will be in the form of a scrapbook about the theatre visit – a visit to a play, a musical or any performance that is theatrical will be accepted. This should include a one-page description of the event as well as 5 pages of supporting material, such as programmes, pictures, sketches, diary entries or scripts and any background preparation for the visit. OR a selection of up to 3 pages of favourite passages from a single author of the candidate's choice. A one-page description of the content and themes must be provided.

The Folder will conclude with a Personal Reflection on the significance to them personally of the theatre visit.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the physical and vocal requirements for the chosen pieces.
- b) Folder of Work – content, including the personal insights gained.

Acting: Grade 6

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 pieces:

- a) A speech from a play from the period 1900 to the present day (from memory, not to exceed 3 minutes), which must be chosen from the Handbook.
- b) A speech from a play of an earlier period (from memory, not to exceed 3 minutes).
- c) An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the interpretation and performance demands.
- b) Theory – to explain the term 'modulation' in relation to the performance of the pieces.
- c) Theatre – to discuss a Portfolio the candidate has produced on post-1956 theatre, EITHER on a major theatre movement OR on a significant playwright OR on an art-form of the period related to theatre. How the topic contributed to the candidate's own understanding and development in acting should be indicated.

Acting: Grade 7

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 pieces:

- A speech from a play from the period before 1900 (from memory, not to exceed 3 minutes), which must be chosen from the Handbook.
- A contrasting speech from post-1900 (from memory, not to exceed 3 minutes).
- An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a speech provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- Pieces – the interpretation and performance demands.
- Theory – the use of the stage, with particular regard to movement needed for the period chosen for the performance pieces.
- Theatre – to discuss a Portfolio the candidate has produced on theatre between 1660 and 1900, EITHER on a major theatre movement OR on a significant literary figure OR on an art-form of the period related to theatre. How the topic contributed to the candidate's own understanding and development in acting should be indicated.

Acting: Grade 8

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 pieces:

- A Shakespeare monologue (from memory, not to exceed 4 minutes).
- A contrasting speech, which may also be from the period 1580–1660, but may be chosen from any period up to the present (from memory, not to exceed 3 minutes).
- An improvisation on a subject given by the examiner in the examination room (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a speech provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- Pieces – the style, context and authors of the pieces.
- Theory – the elements of effective voice production, including projection and resonance, with particular reference being made to one of the chosen pieces; to explain and demonstrate what exercises are personally beneficial to improve voice production.
- Theatre – to discuss a Portfolio the candidate has produced on theatre between 1580 and 1660, EITHER on a major theatre movement OR on a significant playwright OR on an art-form of the period related to theatre. How the topic contributed to the candidate's own understanding and development in acting should be indicated.

6.5 Duologue

Candidates are assessed as two equal partners, and this should be reflected in the balance of the parts in the pieces performed and the part played by each candidate in discussion. For each grade a free choice of duologue may be presented. This may be:

- prose or verse
- an extract from a play
- an adaptation from a story
- a poem or piece of prose arranged for two voices

Although only one written report will be made, individual certificates will be awarded.

Duologue: Grade 1

1. Performance

60 marks (2 x 30)

The candidates will introduce and perform 2 pieces:

- a) A duologue (not to exceed 3 minutes).
- b) A mime (not to exceed 3 minutes).

2. Folder of Work

15 marks

The candidates will bring to the examination a folder of work containing favourite pieces, or some work with reference to performance or a theatrical event. The amount of work must be the equivalent of that for Grade 1 Speech & Drama. Marks will be awarded for content, presentation and discussion.

3. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

4. Questions

15 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the content and performance of the pieces.
- b) Theory – the candidates will be asked to explain the meaning of ‘facial expression’, and to show how it was used in performance.

Duologue: Grade 2

1. Performance

60 marks (2 x 30)

The candidates will introduce and perform 2 pieces:

- a) A duologue (not to exceed 3 minutes).
- b) An occupational mime (not to exceed 3 minutes).

2. Folder of Work

15 marks

The candidates will bring to the examination a folder of work containing favourite pieces, or some work with reference to performance or a theatrical event. The amount of work must be the equivalent of that for Grade 2 Speech & Drama. Marks will be awarded for content, presentation and discussion.

3. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

4. Questions

15 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the content and performance of the pieces.
- b) Theory – the candidates will be asked to explain the meaning of ‘gesture’, and to show how it was used in performance.

Duologue: Grade 3

1. Performance

60 marks (2 x 30)

The candidates will introduce and perform 2 pieces:

- a) A duologue (not to exceed 3 minutes).
- b) An improvisation (not to exceed 3 minutes).

2. Folder of Work

15 marks

The candidates will bring to the examination a folder of work containing favourite pieces, or some work with reference to performance or a theatrical event. The amount of work must be the equivalent of that for Grade 3 Speech & Drama. Marks will be awarded for content, presentation and discussion.

3. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

4. Questions

15 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the content and performance of the pieces.
- b) Theory – the candidates will be asked to discuss ‘movement on stage’, with particular reference to the pieces performed.

Duologue: Grade 4

1. Performance

60 marks (2 x 30)

The candidates will introduce and perform 2 pieces:

- a) A duologue from a play (not to exceed 3 minutes).
- b) A duologue of contrasting style (not to exceed 3 minutes).

2. Folder of Work

15 marks

The candidates will bring to the examination a folder of work containing favourite pieces, or some work with reference to performance or a theatrical event. The amount of work must be the equivalent of that for Grade 4 Speech & Drama. Marks will be awarded for content, presentation and discussion.

3. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

4. Questions

15 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the context and performance of the pieces.
- b) Theory – the candidates will be asked to explain the importance of warming up exercises and to show and understand the importance of reacting to other performers.

Duologue: Grade 5

1. Performance

60 marks (2 x 30)

The candidates will introduce and perform 2 pieces:

- a) A duologue from a modern play (not to exceed 3 minutes).
- b) An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Folder of Work

15 marks

The candidate will bring to the examination a Folder of Work. EITHER this will be in the form of a scrapbook about the theatre visit – a visit to a play, a musical or any performance that is theatrical will be accepted. This should include a one-page description of the event as well as 5 pages of supporting material, such as programmes, pictures, sketches, diary entries or scripts and any background preparation for the visit. OR a selection of up to 3 pages of favourite passages from a single author of the candidate's choice. A one-page description of the content and themes must be provided.

The Folder will conclude with a Personal Reflection on the significance to them personally of the theatre visit.

3. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

4. Discussion

15 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the context and performance of the pieces.
- b) Theory – the candidates will explain the importance of vocal exercises.

Duologue: Grade 6

1. Performance

60 marks (3 x 20)

The candidates will introduce and perform 3 pieces:

- a) A duologue from a play from the period 1900 to the present day (not to exceed 3 minutes).
- b) A duologue from a play of a contrasting period (not to exceed 3 minutes).
- c) An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the style, context and authors of the pieces.
- b) Theory – the candidates will be asked to discuss projection of the voice.
- c) Theatre – to discuss a Portfolio the candidates have produced on any aspect of theatre from the period 1900 to the present.

Duologue: Grade 7

1. Performance

60 marks (3 x 20)

The candidates will introduce and perform 3 pieces:

- a) A duologue from a play from the period 1660–1900 (not to exceed 3 minutes).
- b) A duologue from a play of a contrasting period (not to exceed 3 minutes).
- c) An improvisation on a subject given by the examiner 15 minutes before the examination (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the style, context and authors of the pieces.
- b) Theory – the candidates will discuss the use of the stage in connection with the performance of the pieces.
- c) Theatre – to discuss a Portfolio the candidates have produced on any aspect of theatre from the period 1660–1900.

Duologue: Grade 8

1. Performance

60 marks (3 x 20)

The candidates will introduce and perform 3 pieces:

- a) A duologue from a play from the period 1580–1660 (not to exceed 3½ minutes).
- b) A duologue contrasted in style from the first piece (e.g. ironic versus passionate, banter versus heroic, and so on) from a play of any period (not to exceed 3½ minutes).
- c) An improvisation on a subject given by the examiner in the examination room (not to exceed 3 minutes).

2. Sight Reading

10 marks

The candidates will read aloud a duologue provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidates will be asked questions on the following topics:

- a) Pieces – the style, context and authors of the pieces and to give a critical evaluation of the candidates' performance including aspects of what went well, and aspects which could have been improved.
- b) Theory – the candidates will discuss any aspects of performance/stage technique which arise from the performance of the pieces.
- c) Theatre – to discuss a Portfolio the candidates have produced on any aspect of theatre from the period 1580–1660.

6.6 Verse Speaking

Verse Speaking: Grade 1

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 poems from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of poetry that the candidate has found interesting.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in the pieces. The candidate must include an example of what makes one of the pieces especially good to perform.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice of the pieces.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Verse Speaking: Grade 2

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 poems from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of poetry that the candidate has found interesting.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in the pieces. The candidate must describe which piece they would most like to perform and why.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Verse Speaking: Grade 3

1. Performance

60 marks (2 x 30)

The candidate will introduce and perform 2 poems from memory, one of which will be chosen from the Handbook (the own choice piece not to exceed 2 minutes).

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of poetry that the candidate has found interesting.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in the pieces. The candidate must include a few examples of images that attracted them to the performance of the pieces.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Verse Speaking: Grade 4

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 contrasting poems from memory, two of which must be taken from the Handbook (the own choice piece not to exceed 2 minutes.)

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 6 pieces of writing linked by a theme of the candidate's choice.

The Folder will conclude with a Personal Reflection on how the candidate chose the linking theme. The candidate must choose one piece for discussion of what features allow them to give colour to the delivery.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and authors.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Verse Speaking: Grade 5

1. Performance

60 marks (3 x 20)

The candidate will introduce and perform 3 contrasting poems from memory, two of which must be taken from the Handbook (the own choice piece not to exceed 2½ minutes).

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will take the form of a collection of poems by a favourite poet, with some background and supporting material, around 6 pages in total.

The Folder will conclude with a Personal Reflection on the special qualities of the work of the author.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning and style.
- b) Folder of Work – how the selection of poems can contribute to their own development in speaking verse.

Verse Speaking: Grade 6

1. Performance

60 marks (4 x 15)

The candidate will introduce and perform 4 poems from memory:

- a) Two contrasting poems from the period 1900 to the present day.
- b) Two contrasting poems from any other period.

One poem from each section must be chosen from the Handbook.

(Own choice pieces not to exceed 2½ minutes each.)

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the interpretation and performance demands.
- b) Theory – the candidate will answer questions on ‘modulation’ as applied to verse speaking and give examples from the selected poems.
- c) Poetry – to discuss a short Portfolio the candidate has produced on post-1900 poetry, EITHER demonstrating the importance of an individual author OR illustrating a phase of poetry (e.g. war poetry, the poetry of a particular region, poetry in the 1960s, or any other coherent topic that interests the candidate). The relevance of the topic to the candidate’s own development in speaking and understanding poetry should be indicated.

Verse Speaking: Grade 7

1. Performance

60 marks

The candidate will introduce and perform 5 poems from memory:

- Three varied poems from the period 1660–1900, one of which will be chosen from the Handbook.
- A piece from a poetic drama.
- A contrasting poem from any other period.

(Own choice pieces not to exceed 2½ minutes each.)

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- Pieces – interpretation and the performance demands.
- Theory – to explain the importance of rhythm and articulation in performance, including reference to the verse forms and metre of the pieces presented.
- Poetry – to discuss a short Portfolio the candidate has produced on poetry written between 1660 and 1900, EITHER demonstrating the importance of an individual author OR illustrating a type of poetry (e.g. satire, the Romantics, regional poetry, or any other coherent topic that interests the candidate). The relevance of the topic to the candidate's own development in speaking and understanding poetry should be indicated.

Verse Speaking: Grade 8

1. Performance

60 marks

The candidate will introduce and perform 5 poems from memory, one of which must be chosen from the Handbook:

- Two contrasting poems from the period 1580–1660.
- A sonnet by William Shakespeare.
- A piece of free verse.
- A piece of narrative verse.

(Own choice pieces not to exceed 3 minutes each.)

2. Sight Reading

10 marks

The candidate will read aloud a poem provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- Pieces – interpretation and the performance demands.
- Theory – the elements of effective voice production, including projection and resonance, with particular reference being made to one of the chosen pieces; to explain what exercises are personally beneficial to improve voice production.
- Poetry – to discuss a Portfolio the candidate has produced on poetry written between 1580 and 1660, EITHER assessing the importance of an individual author OR illustrating a development within poetry (e.g. the Metaphysicals, the changing use of blank verse, poetry and the Civil War, or any other coherent topic that interests the candidate). The relevance of the topic to the candidate's own development in speaking and understanding poetry should be indicated.

6.7 Reading Aloud

This syllabus is designed to encourage candidates to read fluently and expressively. Thought must be given, throughout the grades, to audibility, breath control, pause and inflection. It is expected that following the syllabus will underwrite school progress and encourage candidates to read for information and for pleasure.

The Selected Readings for Steps 1–3 may be downloaded from the LCM Exams website, lcme.uwl.ac.uk.

Reading Aloud: Step 1

1. The candidate will introduce and read 1 piece of prose taken from the Selected Readings. The candidate should prepare all prose passages, and the examiner will select one to be read aloud. **40 marks**
2. The candidate will read 2 nursery rhymes from the Selected Readings (chosen by the candidate). **40 marks**
3. The candidate will answer questions about the readings: (a) the meanings of a few of the words; and (b) which piece was most interesting (or most fun) to read. **20 marks**

The examiner will look for concentration and engagement.

Reading Aloud: Step 2

1. The candidate will introduce and read 1 piece of prose taken from the Selected Readings. The candidate should prepare all prose passages, and the examiner will select one to be read aloud. **40 marks**
2. The candidate will read 1 action verse from the Selected Readings (chosen by the candidate). **40 marks**
3. The candidate will answer questions about the readings: (a) the meanings of some of the words; and (b) what the candidate liked most in the readings. **20 marks**

The examiner will look for concentration, engagement in, and understanding of, the texts.

Reading Aloud: Step 3

1. The candidate will introduce and read 1 piece of prose taken from the Selected Readings. The candidate should prepare all prose passages, and the examiner will select one to be read aloud. **40 marks**
2. The candidate will bring to the examination a book that they are currently reading, and will read an extract of approximately 150–200 words (chosen by the candidate). **40 marks**
3. The candidate will answer questions about the readings: (a) what was interesting about the first reading; and (b) what they think makes a book a pleasure to read aloud. **20 marks**

The examiner will look for concentration, and engagement with, and views about, the texts.

Reading Aloud: Grade 1

1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud 2 pieces, one of which will be chosen from the Handbook at this grade. The own choice piece should be approximately 200 words and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 8 pieces of work that the candidate has found interesting.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in the pieces, with an example of what makes one of the pieces especially good to perform.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Reading Aloud: Grade 2

1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud 2 passages, one of which will be chosen from the Handbook at this grade. The own choice piece should be approximately 200 words and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 10 pieces of work that the candidate has found interesting.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in the pieces, and an assessment of which piece looks the best to perform.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Reading Aloud: Grade 3

1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud 2 pieces, one of which will be chosen from the Handbook at this grade, the other from a work of non-fiction. The own choice piece should be approximately 200 words and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 12 pieces of work that the candidate has found interesting.

The Folder will conclude with a Personal Reflection on what the candidate found attractive in the pieces. The candidate must choose one piece that they find most appealing as a performance piece, and say why.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Reading Aloud: Grade 4

1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud 2 pieces, one of which will be chosen from the Handbook at this grade, the other chosen by the examiner from a book chosen by the candidate. The own choice piece should be approximately 250 words and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Questions and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain 16 pieces of writing linked by a theme of the candidate's choice.

The Folder will conclude with a Personal Reflection on how the candidate chose the linking theme. The candidate must choose one piece to use as an example of how you can give colour to a reading.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning, vocabulary and authors.
- b) Folder of Work – the reasons for the choice of pieces; the content of the Personal Reflection.

Reading Aloud: Grade 5

1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud 2 pieces, one of which will be chosen from the Handbook at this grade, the other a passage from a magazine or newspaper. The own choice piece should be approximately 300 words and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work which will give a selection of work from the candidate's favourite author.

The Folder will conclude with a Personal Reflection on what features of the style and themes make the writer their personal favourite.

The candidate will be asked questions on the following topics:

- a) Performance pieces – the meaning and vocal styles.
- b) Folder of Work – content, including the personal insights gained.

Reading Aloud: Grade 6

1. Performance

60 marks (3 x 20)

The candidate will introduce and read aloud three pieces, one of which will be chosen from the Handbook at this grade, another a piece of descriptive or satirical verse, and the third a contrasting piece from the period 1900 to the present. The own choice piece should be approximately 300 words and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the style, content and delivery of the pieces.
- b) Theory – to explain the term 'modulation' and in relation to the performance of the pieces.
- c) Literature – to discuss a Portfolio the candidate has produced on post-1900 literature, EITHER demonstrating the importance of an individual author OR illustrating a literary movement (e.g. war poetry, modernism, science fiction, or any other coherent topic that interests the candidate). The relevance of the topic to the candidate's own development in speaking and understanding literature should be indicated.

Reading Aloud: Grade 7

1. Performance

60 marks (3 x 20)

The candidate will introduce and read aloud three pieces, one of which will be chosen from the Handbook at this grade; the other two will be contrasting pieces on the same subject. One of the three pieces must be from the period 1660–1900. The own choice piece must not exceed 3 minutes and a copy needs to be provided for the examiner.

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the style, content and delivery of the pieces.
- b) Theory – the candidate will discuss presentation and posture in reading aloud in relation to the performance of the pieces.
- c) Literature – to discuss a Portfolio the candidate has produced on literature between 1660 and 1900 EITHER on a significant literary figure OR on an important historical moment that influenced literature.

Reading Aloud: Grade 8

1. Performance

60 marks

The candidate will introduce and read aloud:

- a) A piece from the Handbook at this grade.
- b) Four short passages illustrative of the following subjects:
 - (i) Autobiography
 - (ii) Lyric verse or a sonnet
 - (iii) Reflective writing
 - (iv) Humour

Two of the five pieces must be from the period 1580–1660. (Reading time of each extract not to exceed 1½ minutes.)

2. Sight Reading

10 marks

The candidate will read aloud a passage provided by the examiner.

3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the style, content and delivery of the pieces.
- b) Theory – to discuss the elements of effective voice production, including projection and resonance, with particular reference to one of the chosen pieces; to explain what exercises are personally beneficial to improve voice production.
- c) Literature – to discuss a Portfolio the candidate has produced on literature between 1580 and 1660 OR an 1830 to 1910 work, EITHER about a major literary figure and the reasons for their importance OR on a social conflict that was reflected in literary writings of the period (e.g. Puritans and the theatre, aristocracy and the merchant class, the Civil War – OR Chekhov, the beginnings of the first world war and Stanislavsky method).

6.8 Choral Speaking

A group will number between 10 and 20 members; teachers wishing to vary these numbers must obtain written permission from the Chief Examiner in advance of making an entry.

1. Performance

80 marks

The chosen material must be from at least two of the three forms: prose, poetry and drama (drama is the most difficult but choral speeches can be found in both classical and modern plays) and used for imaginative presentation, using vocal techniques, facial expression, gesture and, where appropriate, movement and background sound. There is no specific recommendation for the number of pieces, which will depend on length and suitability.

A group certificate will be awarded according to the marks gained, together with individual certificates.

The examination is offered at four levels:

- Level 1 (equivalent to Grade 1 standard) Performance time: 5 minutes
- Level 3 (equivalent to Grade 2–3 standard) Performance time: 8 minutes
- Level 5 (equivalent to Grade 4–5 standard) Performance time: 10 minutes
- Level 8 (equivalent to Grade 6–8 standard) Performance time: 15 minutes

2. Discussion

20 marks

The group members will be expected to show background knowledge of the material performed consistent with the level of the entry and to be able to articulate their own experience of the process of bringing the group work to examination standard. The examiner will look for all members of the group to take turns in conversation, enthusiasm and willingness to discuss the pieces performed.

7. Assessing, awarding and reporting

7.1 Assessment objectives: detailed notes

Refer also to the general descriptions in Sections 2 and 4. These notes are a detailed interpretation of the principles described earlier.

7.1.1 Assessment domains

During an examination candidates will be assessed on their ability to demonstrate mastery of:

Domain 1: Technical Accomplishment The extent to which the voice is effectively controlled, assessed via the candidate's performance.	Domain 2: Interpretation The ability to make sensitive performance decisions in relation to the text.
Domain 3: Knowledge & Understanding The synthesis of theoretical and contextual knowledge in relation to the texts performed in Component 1 and (at Grades 1–5) offered in Component 3.	Domain 4: Communication The degree to which the performer communicates with and engages the listener through performance of the texts and presentation of the written material.

7.1.2 Coverage of the assessment domains

	Technical Accomplishment	Interpretation	Knowledge & Understanding	Communication
Performance	✓	✓	✓	✓
Sight Reading	✓	✓	✓	✓
Discussion and Folder of Work	✓		✓	✓

7.1.3 Approximate weightings for assessment domains

	Technical Accomplishment %	Interpretation %	Knowledge & Understanding %	Communication %
Grades 1–3	38.5	17	36.5	8
Grades 4–5	29.5	23	38	9.5
Grades 6–8	23	26.5	39.5	11

7.2 How marks are awarded

Performance (Component 1)

The examiner will consider the performance of each of the pieces separately, and will award a mark for each piece. These marks will be combined to produce the mark for Performance, with equal weighting. In awarding the marks, the examiner will take into account the following:

Assessment Domains	Approximate Weightings (%)		
	Grades 1–3	Grades 4–5	Grades 6–8
Technical Accomplishment: memory, audibility, fluency, projection, sense of spontaneity, phrasing, rhythm, emphasis, character portrayal, movement and gesture, pitch, pace, power, vocal variety.	55	40	30
Interpretation: the ability to make sensitive performance decisions, resulting in a sense of individual interpretative skill; the ability to adopt a variety of styles as may be required by the choice of repertoire.	25	35	40
Knowledge & Understanding: knowledge of voice production technique, understanding of the meaning of the texts and the stylistic context of the repertoire.	10	12.5	15
Communication: evidence of a perceptive understanding of how to engage the listener, and to communicate the meaning, mood and interpretation of the text.	10	12.5	15

Sight Reading (Component 2)

The examiner will consider the performance of the sight reading, and will award a mark taking the following into consideration:

Assessment Domains	Approximate Weightings (%)		
	Grades 1–3	Grades 4–5	Grades 6–8
Technical Accomplishment: the ability to perform the given extract(s) with regard to the aspects listed for Component 1, above.	25	22.5	20
Interpretation: the ability to make sensitive performance choices in relation to the given extract(s).	20	22.5	25
Knowledge & Understanding: knowledge of voice production technique, understanding of the meaning of the texts and the stylistic context of the repertoire.	35	35	35
Communication: the ability to communicate the meaning and mood of the extract to the examiner.	20	20	20

Questions or Discussion and Folder of Work or Portfolio (Component 3)

The examiner will consider the qualities of the candidate's written and illustrated presentation, responses to the questions, and participation in the discussion, and will award a mark taking the following into consideration:

Assessment Domains	Approximate Weightings (%)
	Grades 1–8
Technical Accomplishment: the use of appropriate vocabulary.	10
Knowledge and Understanding: the candidate's ability to reflect upon the quality of their performance, their knowledge and understanding of the texts, their own interpretation of the texts, the variety and depth of, and discussion about, the Folder of Work or Portfolio.	90

7.3 Issue of results

A written report will be compiled for each examination. Candidates will be informed of the result of practical examinations as soon as possible, and not later than four weeks after the examination date, by post. Representatives are not allowed to issue results over the telephone. Certificates for successful candidates (achieving a Pass or higher) are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. This time is necessary to ensure that all results are properly standardised and have been checked by LCM Examinations. (*See Regulation 27.*)

7.4 Repeats of examinations

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination at that grade is permitted, upon payment of the current entry fee. All examination components must be completed on re-examination. Marks from examination components may not be carried forward or credited.

7.5 Regulations and information

See the website for a full list of regulations.