

**LAMDA**

# **PERFORMANCE**

## **Graded Examinations Syllabus**

**With effect from 1 August 2019**

5th print edition

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# About LAMDA

Founded in 1861, LAMDA is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 130 years ago. Since then we have developed an enviable reputation for excellence in the provision of Communication and Performance examinations in the UK, and we are rapidly extending our reach internationally.

The process of preparing for and succeeding in a LAMDA Examination helps Learners, whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. Our examinations develop a Learner's ability to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation
- work both on their own and participate as a member of a team

No matter what direction Learners choose to follow in the future, our examinations provide the opportunity to nurture their natural abilities. These critical skills will enhance their self-confidence to engage and contribute fully, whether at school, in further education, at work or in the community. In other words, to fulfil their potential.

All our examinations are rooted in encouraging Learners of all ages to develop a love of literature, poetry and drama and thus improve standards of communication through the spoken word. This syllabus provides a wide range of opportunities to do so.

Ultimately, it is a sense of achievement that empowers the Learner. We believe that succeeding in a LAMDA Examination demonstrates not only that they have met rigorous Assessment Criteria in a particular discipline, but also that they have grown as individuals through participating in a worthwhile activity that is respected as a global standard.

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## LAMDA Qualifications

LAMDA is recognised as an awarding organisation by Ofqual, the Office of Qualifications and Examinations Regulation in England, Qualifications Wales, and Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

### Qualification Framework

The LAMDA *Graded Examinations in Performance* reside on the Regulated Qualifications Framework (RQF). The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA Qualifications and others).

### About This Syllabus Specification

This syllabus specification outlines the specifications for LAMDA *Graded Examinations in Performance*. It is designed for use by centres, Teachers, Learners and parents.

### Structure of the Qualifications

LAMDA *Graded Examinations in Performance* are available in the following subjects:

- Acting
- Devising Drama
- Miming

LAMDA *Graded Examinations in Performance* are open to all. There are no minimum age restrictions, and the choice of repertoire is intended to appeal to Learners of all ages. Learners do not require prior knowledge or an understanding of the Performance subjects prior to studying for a LAMDA Examination.

The qualifications are available at four Levels on the RQF and each examination subject is available from Entry Level to Grade 8.

RQF LEVEL	GRADE
Entry Level (E3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6
	Grade 7
	Grade 8

### LAMDA Qualification Titles Covered in This Syllabus Specification

603/4010/1 LAMDA *Entry Level Award in Performance* (Entry 3)

603/4011/3 LAMDA *Level 1 Award in Performance* (Grade 1)

603/4012/5 LAMDA *Level 1 Award in Performance* (Grade 2)

603/4013/7 LAMDA *Level 1 Award in Performance* (Grade 3)

603/4014/9 LAMDA *Level 2 Award in Performance* (Grade 4)

603/4015/0 LAMDA *Level 2 Award in Performance* (Grade 5)

603/4107/5 LAMDA *Level 3 Certificate in Performance* (Grade 6)

603/4108/7 LAMDA *Level 3 Certificate in Performance* (Grade 7)

603/4109/9 LAMDA *Level 3 Certificate in Performance* (Grade 8)

The Qualification Number (QN) is a unique identifier provided by Ofqual.

The appropriate Qualification Title and Qualification Number (QN) will appear on Learners' final certification documentation.

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## Reasonable Adjustments and Special Considerations

Reasonable Adjustments and Special Considerations are designed to facilitate access to Qualifications for Learners who have particular requirements. Further information can be obtained from LAMDA Examinations' published *Reasonable Adjustments and Special Considerations Policy*, which is available to download from the LAMDA website: [www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations)

## Assessment and Grading

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to meet all the Assessment Criteria and achieve the learning outcomes within a Qualification and/or Unit.

All LAMDA graded Qualifications require external assessment. External assessment is a form of independent assessment where Assessment Criteria for each Qualification are set by LAMDA and marked by a LAMDA Examinations Examiner.

LAMDA *Graded Examinations in Performance* uses practical assessment as its method for external assessment.

## Assessment Requirements

All assessment for LAMDA regulated Qualifications is criterion-referenced, based on the achievement of specified Learning Outcomes and Assessment Criteria. Each Qualification and/or Unit within the Qualification has specified Assessment Criteria which are used for grading purposes. A Qualification grade can be awarded at Pass, Merit or Distinction.

A Pass, Merit or Distinction is awarded respectively for the achievement of all outcomes against the specified Assessment Criteria for each grading criterion detailed in the syllabus specification.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances the Examiner will identify the Assessment Criteria/Criterion not met in the Examination Report.

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## Invalidation Policy

LAMDA operates an Invalidation Policy for all its Qualifications.

All Learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners who do not conform to these requirements will be referred to LAMDA by the Examiner.

The referral will be reviewed by the appropriate personnel at LAMDA who will determine whether Invalidation exists.

For all confirmed Invalidation decisions, a letter detailing the reasons for the Invalidation along with the Learner's Examination Report (marked Invalid) will be sent directly to the centre coordinator or the named accountable person detailed at the time of examination entry.

## A Note on Language

English is used and explicitly expressed in all LAMDA syllabus specifications and assessment materials for the examinations. Examinations are conducted solely in English. The language used in all syllabus specifications and assessment materials, and during practical assessment, is explicit, plain and free from bias.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh (Cymraeg) or Irish (Gaelige) languages.

There is no requirement for Learners to conform linguistically to all features of British Standard English or Received Pronunciation. However, Learners' oral communication must be at a level that will not impose any difficulty of comprehension or strain on the Examiner during the assessment.

## Essential Resources

The *LAMDA Acting Anthology – Volume 4* is a collection of solo and duologue scenes from published plays, novels and books or scenes which have been written specifically for this anthology and is a required publication for Learners taking LAMDA Graded Examinations in Acting from Grade 1 to Grade 5.

Details of all LAMDA publications for the examinations are available on the LAMDA website: [www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations)

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## Support Material

LAMDA has provided additional support material to aid centres, Teachers and Learners when preparing for LAMDA *Graded Examinations in Performance*. This document is entitled *Teacher Support Material: LAMDA Graded Examinations in Performance*. It is available free of charge on the LAMDA website at [www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations) or upon request from LAMDA.

**LAMDA**

**Graded Examinations  
in Performance:  
Acting**

# Changes from the Previous Syllabus (September 2014)

ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
LO change:	
LO3: Use the performance space in response to the text	LO3: Use the face and body in response to the text
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
AC addition:	
3.1 Perform with movement appropriate to the character some/most/all of the time	3.1 Perform with movement and facial expression appropriate to the character
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
AC addition:	
3.1 Perform with movement appropriate to the character some/most/all of the time	3.1 Perform with movement and facial expression appropriate to the character and situation
LEVEL 1, GRADE 2	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
	<i>Continued on next page ▶</i>

<b>LEVEL 1, GRADE 2</b> <i>(continued)</i>	
AC addition:	
3.1 Perform with movement appropriate to the character some/most/all of the time	3.1 Perform with movement and facial expression appropriate to the character and situation
Question change:	
<ul style="list-style-type: none"> <li>what the characters are doing in each scene</li> </ul> Reflected in AC 4.3 Give a brief/secure/detailed description of what the characters are doing in the chosen scenes	<ul style="list-style-type: none"> <li>what is happening in each scene</li> </ul> 4.3 Give a description of what is happening in the chosen scenes
<b>LEVEL 1, GRADE 3</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
AC addition:	
3.1 Perform with movement appropriate to the character some/most/all of the time	3.1 Perform with movement and facial expression appropriate to the character and situation
Knowledge question change:	
<ul style="list-style-type: none"> <li>what the characters are doing in each scene</li> </ul> Reflected in AC 4.2 Give a brief/secure/detailed description of what the characters are doing in the chosen scenes	<ul style="list-style-type: none"> <li>what is happening in each scene</li> </ul> 4.2 Give a description of what is happening in the chosen scenes
<b>LEVEL 2, GRADE 4</b>	
2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
	<i>Continued on next page</i> ▶

**LEVEL 2, GRADE 4** (continued)

<p>AC wording change:</p> <p>1.1 Demonstrate an understanding of the place and period in which the characters live</p> <p>1.3 Perform from memory with fluency and focus some/ most/all of the time</p> <p>3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression some/ most/ all of the time</p> <p>4.1 Give a brief/secure/detailed description of how the characters are feeling in the chosen scenes and how they react to their situation</p> <p>4.2 Give a brief/secure/detailed description of the characters' movements in the chosen scenes and the rationale behind them</p>	<p>1.1 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.3 Perform from memory with fluency, focus and naturalness</p> <p>3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve</p> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p>
<p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> <li>how the characters are feeling in each scene and how they react to the situations</li> </ul> <p>Reflected in AC 4.1 Give a brief/ secure/detailed description of how the characters are feeling in the chosen scenes and how they react to their situation</p> <ul style="list-style-type: none"> <li>why the characters move as they do in the scenes</li> </ul> <p>Reflected in AC 4.2 Give a brief/ secure/detailed description of the characters' movements in the chosen scenes and the rationale behind them</p>	<ul style="list-style-type: none"> <li>how the characters are feeling in each scene and what they are trying to achieve</li> </ul> <p>4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve</p> <ul style="list-style-type: none"> <li>the reasons for the physical characterisation in response to each text and each of the characters' situations</li> </ul> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p>
<p>AC removal:</p> <p>4.3 Give a brief/secure/detailed description of the reasons for the choice of staging in the chosen scenes</p>	<p><i>Continued on next page ▶</i></p>

**LEVEL 2, GRADE 4** *(continued)*

	Knowledge Requirement change and AC addition in place of previous AC 4.3. Learners are now required to demonstrate four working stage areas selected by the Examiner at the time of the examination.
	This was previously a requirement for Level 2, Grade 5 Acting examinations.  New AC 4.3 Demonstrate the positions of up to four of the working stage areas

**LEVEL 2, GRADE 5**

2014 Syllabus	2019 Syllabus
	All Set Pieces have been changed and updated
AC wording change:	
1.1 Demonstrate an understanding of the place and period in which the characters live	1.1 Demonstrate an understanding of the situation and place in which the characters live
1.3 Perform from memory with fluency and focus some/ most/all of the time	1.3 Perform from memory with fluency, focus and naturalness
3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression some/ most/ all of the time	3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression
3.2 Make effective use of the performance space some/ most/all of the time	3.2 Make appropriate use of the performance space
LO wording change:	
LO2: use vocal skills in response to the text	LO2: use vocal skills to respond appropriately to the text
Knowledge requirement changes:	
<ul style="list-style-type: none"> <li>why the characters move as they do in the scenes</li> </ul> <p>Reflected in AC 4.2 Give a brief/ secure/detailed description of the characters' movements in the chosen scenes and the rationale behind them</p> <ul style="list-style-type: none"> <li>the reasons for the chosen staging</li> </ul>	<ul style="list-style-type: none"> <li>the reasons for the physical characterisation in response to each text and each of the character's situations</li> </ul> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p> <p style="text-align: right;"><i>Continued on next page ▶</i></p>

**LEVEL 2, GRADE 5** *(continued)*

Reflected in AC 4.3 Give a brief/secure/detailed description of the reasons for the choice of staging in the chosen scenes	<ul style="list-style-type: none"> <li>the reasons for the chosen staging using the terminology of the working stage areas</li> </ul> <p>4.3 Give a description of the reasons for the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p>
	<p>Knowledge Requirement and AC removal:</p> <p>4.4 Learners are no longer required to demonstrate four working stage areas selected by the Examiner at the time of the examination.</p> <p>This is now a requirement for Level 2, Grade 4 Acting Examinations.</p>

**LEVEL 3, GRADE 6**

2014 Syllabus	2019 Syllabus
<p>Periods for selecting scenes from published works have changed:</p> <p>Scene 1:</p> <ul style="list-style-type: none"> <li>Ancient Greek and Roman</li> <li>Elizabethan and Jacobean</li> <li>Restoration and Post-restoration</li> <li>1800–1980</li> </ul> <p>Scene 2:</p> <ul style="list-style-type: none"> <li>Post-1980</li> </ul>	<p>Scene 1:</p> <ul style="list-style-type: none"> <li>Ancient Greek and Roman (500 BC – 4 BC)</li> <li>Elizabethan and Jacobean (1558–1625)</li> <li>Restoration and Post-Restoration (1626–1799)</li> <li>1800–2000</li> </ul> <p>Scene 2:</p> <ul style="list-style-type: none"> <li>Post-2000</li> </ul>
	Scenes from television shows and serials are no longer permitted to be used
	<p>New knowledge requirement and AC:</p> <p>4.3 Give an explanation of the breathing techniques used to support the voice in each scene performed</p>

**LEVEL 3, GRADE 7**

2014 Syllabus	2019 Syllabus
Periods for selecting scenes from published works have changed:	<i>Continued on next page</i> ▶

**LEVEL 3, GRADE 7** *(continued)*

<p>Scene 1:</p> <ul style="list-style-type: none"> <li>• Ancient Greek and Roman</li> <li>• Elizabethan and Jacobean</li> <li>• Restoration and Post-restoration</li> </ul> <p>Scene 2:</p> <ul style="list-style-type: none"> <li>• 1800–1980</li> </ul> <p>Scene 3:</p> <ul style="list-style-type: none"> <li>• Post-1980</li> </ul>	<p>Scene 1:</p> <ul style="list-style-type: none"> <li>• Ancient Greek and Roman (500 BC – 4 BC)</li> <li>• Elizabethan and Jacobean (1558–1625)</li> <li>• Restoration and Post-Restoration (1626–1799)</li> </ul> <p>Scene 2:</p> <ul style="list-style-type: none"> <li>• 1800–2000</li> </ul> <p>Scene 3:</p> <ul style="list-style-type: none"> <li>• Post-2000</li> </ul>
	Scenes from television shows and serials are no longer permitted to be used
AC wording change:	
4.3 Give a brief/secure/detailed explanation of how the writer's style and period of writing influenced the performance of one of the chosen scenes	4.3 Give an explanation of the writing style, and the period in which the chosen author was writing

**LEVEL 3, GRADE 8**

2014 Syllabus	2019 Syllabus
<p>Periods for selecting scenes from published works have changed</p> <p>Scene 1:</p> <ul style="list-style-type: none"> <li>• Ancient Greek and Roman</li> <li>• Elizabethan and Jacobean</li> <li>• Restoration and Post-restoration</li> </ul> <p>Scene 2:</p> <ul style="list-style-type: none"> <li>• 1800–1980</li> </ul> <p>Scene 3:</p> <ul style="list-style-type: none"> <li>• Post-1980</li> </ul>	<p>Scene 1:</p> <ul style="list-style-type: none"> <li>• Ancient Greek and Roman (500 BC – 4 BC)</li> <li>• Elizabethan and Jacobean (1558–1625)</li> <li>• Restoration and Post-Restoration(1626–1799)</li> </ul> <p>Scene 2:</p> <ul style="list-style-type: none"> <li>• 1800–2000</li> </ul> <p>Scene 3:</p> <ul style="list-style-type: none"> <li>• Post-2000</li> </ul>
	Scenes from television shows and serials are no longer permitted to be used
<p>Previous chosen practitioner list:</p> <p>Constantin Stanislavski, Bertolt Brecht, or Jerzy Grotowski</p>	<p>New chosen practitioner list has been expanded:</p> <p>Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud, or Joan Littlewood</p>
<p>Time of Duologue examinations increase from:</p> <p>40 minutes</p>	<p>To:</p> <p>45 minutes</p>

# Acting (August 2019)

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## Purpose of the Qualification

LAMDA *Graded Examinations in Performance: Acting* are designed to develop the skills necessary to communicate dramatic text to an audience.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Knowledge of the performance process

## Broad Objectives of the Qualification

### 1. Interpretative skills

The Learner(s) will be required to:

- explore style, form, character, subtext and context in order to realise the specific demands of the text
- engage with character and situation in order to create a sense of reality

### 2. Technical skills

The Learner(s) will be required to:

- develop skills in voice, diction and movement

### 3. Knowledge of the performance process

The Learner(s) will be required to:

- know and understand the chosen selections
- know and understand the key principles and influences in the process of acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood (Grade 8 only)

## Structure

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

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

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

- the repertoire chosen by the Learner increases in technical difficulty as the grades progress
- the knowledge required increases as the grades progress

LAMDA Examinations in Acting are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duologue (two Learners) where the Learners perform all scenes together
- Combined (two Learners, available at Level 1 and Level 2 only) where the Learners perform one solo scene each and one duologue scene together

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## Examination Regulations

1. The set acting scenes for each grade are printed in full in the *LAMDA Acting Anthology – Volume 4*.
2. The Learner(s) will perform the chosen Set Scenes as they are presented in the *LAMDA Acting Anthology – Volume 4*. Edits are not permitted.
3. Own Choice pieces must not be published anywhere in the current *LAMDA Acting Anthology – Volume 4*.
4. Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves or canes. Nudity is not permitted. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
5. The Learner(s) must play only one character in their selected scenes.
6. No unauthorised person will be allowed to be present during the examination.
7. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required as a prop. If an electronic device is required as a prop this must be approved by the Examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.
8. Live animals are not permitted in the examination room.
9. The selected repertoire must be performed in English.



# Entry Level

# Acting (Solo/ Duologue)

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RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

## Level Description

The LAMDA *Entry Level Award in Performance: Acting* is designed to introduce Learners to very simple acting skills. Learners will perform one scene from memory, audibly and clearly. They will be able to show that they understand the meaning of what they are speaking. Their use of space will complement their performance.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** perform one scene from memory, demonstrating an understanding of the material

### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the face and body in response to the text

### Knowledge

**LO4:** know and understand the character in the chosen scene

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## Total Time Allowance

Solo – 10 minutes

Duologue – 15 minutes

## Examination Content

### **Scene (Own Choice): Interpretation and Technique**

Solo and Duologue Learners will perform from memory one solo/duologue scene of their own choice.

The scene must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. The scene must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- the appearance of the character
- how the character is feeling in the scene

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Scene (Own Choice)	Interpretation	40	80
	Technique	40	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Acting (Solo/Duologue)

### ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform one scene from memory, demonstrating an understanding of the material</b>	1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character 1.3 Perform from memory with fluency and focus
<b>LO2: use vocal skills in response to the text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction
<b>LO3: use the face and body in response to the text</b>	3.1 Perform with movement and facial expression appropriate to the character
<b>LO4: know and understand the character in the chosen scene</b>	4.1 Give a description of the appearance of the character in the chosen scene 4.2 Give a description of the feelings of the character in the chosen scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Acting Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have demonstrated the ability to communicate the sense of the piece to the audience in a clear and engaging way, using imaginative body language and facial expression to create their character throughout the presentation. They will have also given detailed descriptions of how their character looks, and how they are feeling in the scene.

**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the content and character chosen. They will have used good facial expression and diction, and audibility will be secure but not consistent, and there may be some errors with memory. Learners will also be able to provide general, but accurate details about their character's appearance.

**Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have communicated some understanding of the content of their pieces and the chosen character, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will be apparent, but lapses in memory may affect this. Learners will provide basic descriptions of what their characters look like, and what they are feeling in each scene.

**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



## Level 1

# Acting (Solo/ Duologue/ Combined)

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### RQF Level: 1

Grade 1	Guided Learning Hours:	20 (hours)
	Total Qualification Time:	60 (hours)
	Credit Value:	6
Grade 2	Guided Learning Hours:	25 (hours)
	Total Qualification Time:	70 (hours)
	Credit Value:	7
Grade 3	Guided Learning Hours:	30 (hours)
	Total Qualification Time:	80 (hours)
	Credit Value:	8

### Level Description

The LAMDA *Level 1 Award in Performance: Acting* is designed to enable Learners to develop basic acting skills. Learners will perform two scenes from memory, audibly and clearly. They will be able to apply their knowledge, understanding and skills to produce a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in volume, pace and pause they will be able to create and convey mood. Their use of body and space will complement their performance.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** perform two scenes from memory, demonstrating an understanding of the material

### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the face, body and performance space in response to the text

### Knowledge

**LO4:** know and understand the characters and situations in the chosen scenes

## Total Time Allowance for Each Grade

Solo – 15 minutes

Duologue – 20 minutes

Combined – 25 minutes

## Examination Content

### GRADE 1

#### **Scene 1 (Set Scene): Interpretation and Technique**

**Solo** Learners will perform from memory one set solo scene from the list provided below.

**Duologue** Learners will perform from memory one set duologue scene from the list provided below.

**Combined** Learners will perform from memory **either** two set solo scenes (one for each Learner) **or** one set duologue scene from the list provided below.

#### **Solo Scenes**

<i>Beauty and the Beast</i>	Lucy Kirkwood, adapted by Katie Mitchell
<i>It's Here Somewhere</i>	Joanne Watkinson
<i>Keeping Up Appearances Again</i>	Antony Wieland
<i>Holka Polka (Good Deeds and Such)</i>	D. M. Larson
<i>Journey to the Science Museum</i>	Louisa Worley
<i>Goodnight Mister Tom</i>	Michelle Magorian adapted by David Wood
<i>The Big Bad Wolf – The Three Little Pigs</i>	Eleanor McLeod
<i>Florence Nightingale</i>	L. du Garde Peach
<i>Sports Day</i>	Anita Sheets
<i>Birthday Hijack</i>	Caroline Petherbridge

#### **Duologue Scenes**

<i>The Evacuees</i>	Carolyn Sloan
<i>The Land of Kerfuffle</i>	Bill Gavin
<i>Greenhouse Effect</i>	Clare Price
<i>Hansel and Gretel</i>	Emma Louise Tinniswood
<i>Worrying about the Future</i>	D. M. Larson
<i>The Ash Girl</i>	Timberlake Wertenbaker
<i>Danny the Champion of the World</i>	Roald Dahl, adapted by David Wood

<i>First Violins</i>	Anita Sheets
<i>So You Think You're a Superhero?</i>	Paven Virk
<i>Dragon on the Downs</i>	Andrea Inglis

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 4*. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

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

**Solo** Learners will perform from memory one solo scene of their own choice.

**Duologue** Learners will perform from memory one duologue scene of their own choice.

**Combined** Learners will perform from memory **either** one own choice duologue scene together, **or** one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- the appearance of the characters
- how the characters are feeling in each scene
- the location of each scene

**GRADE 2****Scene 1 (Set Scene): Interpretation and Technique**

**Solo** Learners will perform from memory one set solo scene from the list provided below.

**Duologue** Learners will perform from memory one set duologue scene from the list provided below.

**Combined** Learners will perform from memory **either** two set solo scenes (one for each Learner) **or** one set duologue scene from the list provided below.

**Solo Scenes**

<i>The Brave Little Tailor</i>	Eleanor McLeod
<i>I'm Not Ready</i>	Joanne Watkinson
<i>His Dark Materials</i>	Philip Pullman, adapted by Nicholas Wright
<i>The Little Match-Seller</i>	Hans Christian Andersen
<i>Milk</i>	Amira Danan
<i>Tidy Up</i>	Antony Wieland
<i>Ernie's Incredible Illucinations</i>	Alan Ayckbourn
<i>Heritage</i>	Dafydd James
<i>Tikki Causes Trouble</i>	Louisa Worley
<i>Feline Fine</i>	Nick Teed

**Duologue Scenes**

<i>Fantastic Mr Fox</i>	Roald Dahl, adapted by Sally Reid
<i>Goal!</i>	Ellen Weeks
<i>The Capture of Goldilocks</i>	Maureen Blythe
<i>The Boy in the Striped Pyjamas</i>	John Boyne, adapted by Angus Jackson
<i>The Goblin on a String</i>	David Kenzie
<i>Pinocchio</i>	Carlo Collodi, adapted by A. L. Wall
<i>Jemima Puddle-Duck and Her Friends</i>	Beatrix Potter, adapted by Adrian Mitchell
<i>Invisible Friends</i>	Alan Ayckbourn

*Pawn*  
*Doing a Play*

Simon Mawdsley  
Jenny Thornton

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 4*. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

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

**Solo** Learners will perform from memory one solo scene of their own choice.

**Duologue** Learners will perform from memory one duologue scene of their own choice.

**Combined** Learners will perform from memory **either** one own choice duologue scene together, **or** one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- how the characters are feeling in each scene
- the location of each scene
- what is happening in each scene

**GRADE 3****Scene 1 (Set Scene): Interpretation and Technique**

**Solo** Learners will perform from memory one set solo scene from the list provided below.

**Duologue** Learners will perform from memory one set duologue scene from the list provided below.

**Combined** Learners will perform from memory **either** two set solo scenes (one for each Learner) **or** one set duologue scene from the list provided below.

**Solo Scenes**

<i>Card Play</i>	David Foxton
<i>The Sand Dance</i>	Clare Price
<i>Mobile Madness</i>	Emma Gordon
<i>The Magician's Nephew</i>	C. S. Lewis, adapted by Glyn Robbins
<i>The Owl and the Pussycat Went to See</i>	S. Ruskin, D. Wood and E. Lear
<i>Talking to Jay</i>	Jeffrey Grenfell-Hill
<i>Blackberry Trout Face</i>	Laurence Wilson
<i>The Kite Runner</i>	Khaled Hosseini, adapted by Matthew Spangler
<i>The Falcon's Feather</i>	David Kenzie
<i>Rehearsal Notes</i>	Lynne C. Jones

**Duologue Scenes**

<i>The Case of Humpty Dumpty</i>	Simon Mawdsley
<i>Wuthering Heights</i>	Emily Brontë, adapted by Charles Vance
<i>The Firebird</i>	Neil Duffield
<i>Fomo</i>	Suhayla El-Bushra
<i>Remote</i>	Stef Smith
<i>James and the Giant Peach</i>	Roald Dahl, adapted by Richard George
<i>Kidnapped at Christmas</i>	Willis Hall
<i>The Initiation</i>	Jenny Thornton
<i>The Light Burns Blue</i>	Silva Semerciyan

*Madame Pamplemousse  
and Her Incredible Edibles*

Rupert Kingfisher, adapted  
by Lucy Burke

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 4*. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

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

**Solo** Learners will perform from memory one solo scene of their own choice.

**Duologue** Learners will perform from memory one duologue scene of their own choice.

**Combined** Learners will perform from memory **either** one own choice duologue scene together, **or** one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- the location of each scene
- what is happening in each scene
- how the characters are feeling in each scene
- the mood(s) of each scene

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Scene 1 (Set Scene)	Interpretation	20	40
	Technique	20	
Scene 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

### LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform two scenes from memory, demonstrating an understanding of the material</b>	1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character and situation 1.3 Perform from memory with fluency and focus
<b>LO2: use vocal skills in response to the text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text
<b>LO3: use the performance space in response to the text</b>	3.1 Perform with movement and facial expression appropriate to character and situation
<b>LO4: know and understand the characters and situations in the chosen scenes</b>	4.1 Give a description of the appearance of the characters in the chosen scenes 4.2 Give a description of the feelings of the characters in the chosen scenes 4.3 Give a description of the location of the chosen scenes

## Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

### LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform two scenes from memory, demonstrating an understanding of the material</b>	1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character and situation 1.3 Perform from memory with fluency and focus
<b>LO2: use vocal skills in response to the text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text
<b>LO3: use the performance space in response to the text</b>	3.1 Perform with movement and facial expression appropriate to character and situation
<b>LO4: know and understand the characters and situations in the chosen scenes</b>	4.1 Give a description of the feelings of the characters in the chosen scenes 4.2 Give a description of the location of the chosen scenes 4.3 Give a description of what is happening in the chosen scenes

## Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

### LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform two scenes from memory, demonstrating an understanding of the material</b>	1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the character and situation 1.3 Perform from memory with fluency and focus
<b>LO2: use vocal skills in response to the text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Use pace and pause appropriate to the text
<b>LO3: use the performance space in response to the text</b>	3.1 Perform with movement and facial expression appropriate to character and situation
<b>LO4: know and understand the characters and situations in the chosen scenes</b>	4.1 Give a description of the location of the chosen scenes 4.2 Give a description of what is happening in each of the chosen scenes 4.3 Give a description of how the characters are feeling and the mood(s) of each scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Acting Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have communicated the sense of their pieces throughout their performance, demonstrating a full understanding of the characters and situations. The performance will have been clear and audible, and pace and pause will have been used appropriately. The Learner will have used thoughtful, effective body language and facial expression to complement the content of the chosen material. Learners will have also given accurate and detailed answers to questions asked about their chosen pieces.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have communicated the sense of their pieces on the whole, but will not have done this throughout. The Learner will be mostly clear and audible in their performance, frequently using body and face appropriately in response to the text. Learners will have also given general, but accurate answers in response to questions asked about their chosen pieces.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have communicated a basic sense of their chosen material. They will have demonstrated basic performance skills and some imaginative interpretation of the texts through the body and face. Learners will have also given accurate but basic answers to questions asked about their chosen pieces.

### ***Fail (0–49 Marks)***

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there

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will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## Level 2

# Acting (Solo/ Duologue/ Combined)

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### RQF Level: 2

Grade 4	Guided Learning Hours:	40 (hours)
	Total Qualification Time:	100 (hours)
	Credit Value:	10
Grade 5	Guided Learning Hours:	50 (hours)
	Total Qualification Time:	120 (hours)
	Credit Value:	12

### Level Description

The LAMDA *Level 2 Award in Performance: Acting* is designed to enable Learners to develop a range of acting skills. Learners will perform two scenes from memory. The performance will be audible and intelligible with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a secure performance. Use of voice, body and space will be effectively combined to communicate the text and engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

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### LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

#### Interpretation

**LO1:** perform two scenes from memory, demonstrating an understanding of the material

#### Technique

**LO2:** use vocal skills to respond appropriately to the text

**LO3:** create a physical response to the text

#### Knowledge

**LO4:** know and understand the characters, situations and staging in the chosen scenes

### Total Time Allowance for Each Grade

Solo – 20 minutes

Duologue – 30 minutes

Combined – 35 minutes

## Examination Content

### GRADE 4

#### **Scene 1 (Set Scene): Interpretation and Technique**

**Solo** Learners will perform from memory one set solo scene from the list provided below.

**Duologue** Learners will perform from memory one set duologue scene from the list provided below.

**Combined** Learners will perform from memory **either** two set solo scenes (one for each Learner) **or** one set duologue scene from the list provided below.

#### **Solo Scenes**

<i>The Scarlet Pimpernel</i>	Baroness Orczy, adapted by Beverley Cross
<i>Daddy-Long-Legs</i>	Jean Webster
<i>The Power of the Dog</i>	Ellen Dryden
<i>The Burnhill Pit Disaster</i>	Deborah Meki
<i>Almost</i>	Gabriel Davis
<i>Blood, Sweat and Fears</i>	Maria Oshodi
<i>Journey to X</i>	Nancy Harris
<i>Rise Up</i>	Lisa Evans
<i>His Main Passion was Football</i>	Nicola Higgs
<i>Opening Night</i>	Caroline Petherbridge

#### **Duologue Scenes**

<i>Time and the Conways</i>	J. B. Priestley
<i>Pilgrims</i>	Elinor Cook
<i>The Beauty Manifesto</i>	Nell Leyshon
<i>The Gingerbread Man</i>	David Wood
<i>A Rock in Water</i>	Winsome Pinnock
<i>A Christmas Truce</i>	William Douglas-Home
<i>Merlin and the Woods of Time</i>	Glyn Maxwell
<i>The Play of the Royal Astrologers</i>	Willis Hall
<i>The Forgetful Chef</i>	Emma Louise Tinniswood
<i>Autumn of '39</i>	Nick Teed

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 4*. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

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

**Solo** Learners will perform from memory one solo scene of their own choice.

**Duologue** Learners will perform from memory one duologue scene of their own choice.

**Combined** Learners will perform from memory **either** one own choice duologue scene together, **or** one own choice solo scene each.

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene(s) must be a minimum of two minutes and no more than four minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- how the characters are feeling in each scene and what they are trying to achieve
- the reasons for the physical characterisation in response to each text and each of the character's situations
- the working stage areas

The Learner(s) must demonstrate four working stage areas selected by the Examiner at the time of the examination from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.

The Learner(s) must be able to demonstrate all the working stage areas listed above in preparation for the examination.

**GRADE 5****Scene 1 (Set Scene): Interpretation and Technique**

Solo Learners will perform from memory one set solo scene from the list provided below.

Duologue Learners will perform from memory one set duologue scene from the list provided below.

Combined Learners will perform from memory **either** two set solo scenes (one for each Learner) **or** one set duologue scene from the list provided below.

**Solo Scenes**

<i>A Few Good Men</i>	Aaron Sorkin
<i>Pygmalion</i>	George Bernard Shaw
<i>Private Peaceful</i>	Michael Morpurgo, adapted by Simon Reade
<i>Josephine and I</i>	Cush Jumbo
<i>Lost Crutch</i>	Tara Meddaugh
<i>Sucker Punch</i>	Roy Williams
<i>Blithe Spirit</i>	Noël Coward
<i>My Father's House</i>	Tony Breeze
<i>Bird</i>	Katherine Chandler
<i>Ballyturk</i>	Enda Walsh

**Duologue Scenes**

<i>The Apple</i>	Inez Bensusan
<i>The Lucky Ones</i>	Tony Marchant
<i>Photograph 51</i>	Anna Ziegler
<i>An Inspector Calls</i>	J. B. Priestley
<i>The Humans</i>	Stephen Karam
<i>Julius Caesar</i>	William Shakespeare
<i>An Ideal Husband</i>	Oscar Wilde
<i>Out on a Limb</i>	Emma Gordon
<i>Three Sisters</i>	Anton Chekhov, translated by Michael Frayn
<i>#Matter</i>	Idris Goodwin

The set scenes are printed in full in the *LAMDA Acting Anthology – Volume 4*. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

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

**Solo** Learners will perform from memory one solo scene of their own choice.

**Duologue** Learners will perform from memory one duologue scene of their own choice.

**Combined** Learners will perform from memory **either** one own choice duologue scene together, **or** one own choice solo scene each.

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene(s) must be a minimum of two minutes and no more than four minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- how the characters are feeling in each scene and how they react to the situations
- the reasons for the physical characterisation in response to each text and each of the character's situations
- the reasons for the chosen staging using the technical terminology of the working stage areas

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Scene 1 (Set Scene)	Interpretation	20	40
	Technique	20	
Scene 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

### LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform two scenes from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness
<b>LO2: use vocal skills to respond appropriately to the text</b>	2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction
<b>LO3: create a physical response to the text</b>	3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space
<b>LO4: know and understand the characters, situations and staging in the chosen scenes</b>	4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve 4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations 4.3 Demonstrate the positions of up to four of the working stage areas

## Assessment and Grading Criteria: Acting (Solo/Duologue/Combined)

### LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform two scenes from memory, demonstrating an understanding of the material</b>	<p>1.1 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.2 Demonstrate an understanding of the characters' moods and thoughts</p> <p>1.3 Perform from memory with fluency, focus and naturalness</p>
<b>LO2: use vocal skills to respond appropriately to the text</b>	<p>2.1 Sustain vocal control through to the end of phrases</p> <p>2.2 Use adequate modulation</p> <p>2.3 Speak with clarity of diction</p>
<b>LO3: create a physical response to the text</b>	<p>3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>3.2 Make appropriate use of the performance space</p>
<b>LO4: know and understand the characters, situations and staging in the chosen scenes</b>	<p>4.1 Describe how the characters are feeling in the chosen scenes and how they react to their situations</p> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p> <p>4.3 Give a description of the reasons for the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 Acting Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have demonstrated complete and thorough understanding of the chosen material throughout the examination and sustained an accurate response. The Learner will have created an appropriate and personal response to the text both vocally and physically. Knowledge of the material will have been wide-ranging and detailed. Learners will have also demonstrated four working stage areas correctly (Grade 4 only).

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the examination. They will have made good attempts to respond vocally and physically to the material. Knowledge of the material will have been fairly thorough and secure, and Learners will have correctly demonstrated three out of four working stage areas (Grade 4 only).

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills in a slightly personalised way. Knowledge of the material will have been accurate but will lack detail, and Learners will have correctly demonstrated two out of four working stage areas (Grade 4 only).

### ***Fail (0–49 Marks)***

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there

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will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# Level 3

## Acting (Solo/ Duologue)

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### RQF Level: 3

Grade 6	Guided Learning Hours: 60 (hours)
	Total Qualification Time: 140 (hours)
	Credit Value: 14
Grade 7	Guided Learning Hours: 80 (hours)
	Total Qualification Time: 180 (hours)
	Credit Value: 18
Grade 8	Guided Learning Hours: 90 (hours)
	Total Qualification Time: 240 (hours)
	Credit Value: 24

### Level Description

The LAMDA *Level 3 Certificate in Performance: Acting* is designed to enable Learners to develop a wide range of acting skills. Learners will perform their chosen scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to support and inform characterisation and engage the audience.

During their examination, Learners should present their pieces to a wider imagined audience, of which the Examiner is a part, and not solely to the Examiner.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** perform the chosen scenes from memory, demonstrating an understanding of the material

### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

### Knowledge

**LO4:** know and understand the content and context of the chosen scenes

**LO5:** know and understand the key principles and influences in the process of acting for **one** of the listed practitioners (Grade 8 only)

## Time Allowance for Each Grade

### Grade 6 – Bronze Medal

Solo – 25 minutes

Duologue – 35 minutes

### Grade 7 – Silver Medal

Solo – 30 minutes

Duologue – 40 minutes

### Grade 8 – Gold Medal

Solo – 30 minutes

Duologue – 45 minutes

## Examination Content

### GRADE 6 – BRONZE MEDAL

#### **Scene 1 (Own Choice): Interpretation and Technique**

Solo/Duologue Learners will perform from memory one solo/ duologue scene of their own choice which has been selected from a published play or television/film screenplay written during **one** of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration(1626–1799)
- 1800–2000

**If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) has chosen a non-English-language text, translations of the original play into English must be used – adaptations are not allowed.** Please see Glossary of Terms for further clarification.

**Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

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

Solo/Duologue Learners will perform from memory one solo/ duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

**Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner. It is advised that Learners have read and/or seen the play, television or film screenplay in which their scene is taken from.

### **Knowledge**

The Learner(s) will answer questions on the following:

- the breathing techniques used to support the voice in each scene performed
- the character's objective in each scene performed
- the character's role within the context of each play as a whole

## **GRADE 7 – SILVER MEDAL**

### **Scene 1 (Own Choice): Interpretation and Technique**

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play written during **one** of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

**If a non-English-language text is selected, translations of the original play into English must be used – adaptations are not permitted.** Please see Glossary of Terms for further clarification.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

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

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published during the period 1800 to 2000. **Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

### **Scene 3 (Own Choice): Interpretation and Technique**

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

**Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

### **Knowledge**

The Learner(s) will answer questions on the following:

- the character's objective in each scene performed
- the character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)
- the writing style, and period in which the author of one of the performed scenes was writing (one author will be selected by the Examiner at the time of the examination)

**GRADE 8 – GOLD MEDAL****Scene 1 (Own Choice): Interpretation and Technique**

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play written during **one** of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

**If a non-English-language text is selected, translations of the original play into English must be used – adaptations are not allowed.** Please see Glossary of Terms for further clarification.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

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

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published during the period 1800 to 2000.

**Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

**Scene 3 (Own Choice): Interpretation and Technique**

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

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**Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

**Knowledge**

The Learner(s) will answer questions on the following:

- the processes involved in developing the three characters for performance
- the character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)
- the key principles and influences in the process of acting for **one** of the following practitioners (chosen by the Learner): Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood

## Level 3 Marking Scheme

### Grade 6 – Bronze Medal

ASSESSMENT TASK		MARKS	TOTAL MARKS
Scene 1 (Own Choice)	Interpretation	20	40
	Technique	20	
Scene 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

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

### Grade 7 – Silver Medal / Grade 8 – Gold Medal

ASSESSMENT TASK		MARKS	TOTAL MARKS
Scene 1 (Own Choice)	Interpretation	15	25
	Technique	10	
Scene 2 (Own Choice)	Interpretation	15	25
	Technique	10	
Scene 3 (Own Choice)	Interpretation	15	25
	Technique	10	
Knowledge			25
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

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

## Assessment and Grading Criteria: Acting (Solo/Duologue)

### LEVEL 3: GRADE 6 – BRONZE MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform the chosen scenes from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of text and subtext 1.2 Communicate an understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the text</b>	2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the two characterisations
<b>LO3: create a physical response to the text</b>	3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Make effective use of the performance space
<b>LO4: know and understand the content and context of the chosen scenes</b>	4.1 Give a summary of the character's objective in each of the chosen scenes 4.2 Give an explanation of the role of each character portrayed, within the context of the play as a whole 4.3 Give an explanation of the breathing techniques used to support the voice in each scene performed

## Assessment and Grading Criteria: Acting (Solo/Duologue)

### LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform the chosen scenes from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of text and subtext 1.2 Communicate an understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the text</b>	2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the three characterisations
<b>LO3: create a physical response to the text</b>	3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Make effective use of the performance space
<b>LO4: know and understand the content and context of the chosen scenes</b>	4.1 Give a summary of the character's objective in each of the chosen scenes 4.2 Give an explanation of the role of one of the characters portrayed, within the context of the play as a whole 4.3 Give an explanation of the writing style, and the period in which the chosen author was writing

## Assessment and Grading Criteria: Acting (Solo/Duologue)

### LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: perform the chosen scenes from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of text and subtext 1.2 Communicate an understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the text</b>	2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction 2.4 Respond vocally to the demands of the three characterisations
<b>LO3: create a physical response to the text</b>	3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Make effective use of the performance space
<b>LO4: know and understand the content and context of the chosen scenes</b>	4.1 Give an explanation of the processes involved in developing the three characters for performance 4.2 Give an explanation of the role of one of the characters portrayed, within the context of the play as a whole
<b>LO5: know and understand the key principles and influences in the process of acting for one of the listed practitioners</b>	5.1 Give a summary of the selected practitioner's key principles in the process of acting 5.2 Give a summary of the selected practitioner's influence on the process of acting

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 Acting Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The performance will have been innovative and sophisticated, responding vocally and physically to the demands of the text throughout. Knowledge and understanding of material will have been comprehensive and in-depth, and discussed maturely.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have demonstrated sound understanding of the material through a mature and imaginative interpretation, responding with thoughtful physical and vocal techniques most of the time. Knowledge and understanding of the chosen material will have been well researched and presented.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text will have included some personalisation and self-assurance. Learners will have demonstrated some widespread knowledge and understanding of the chosen material.

### ***Fail (0–49 Marks)***

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners

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will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

**LAMDA**

**Graded Examinations  
in Performance:  
Devising Drama**

# Changes from the Previous Syllabus (September 2014)

## ALL EXAMINATIONS

New regulation for 2019: The Learner(s) must play only one character in their selected scenes

## ENTRY LEVEL

2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scene have changed and been updated
AC wording change:	
1.2 Demonstrate involvement with the place and situation some/most/all of the time	1.2 Demonstrate involvement with the theme, place and situation
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
Knowledge requirement changes:	
<ul style="list-style-type: none"> <li>the reasons for the choice of place</li> </ul> <p>Reflected in AC 4.1 Give a brief/secure/detailed description of the reasons for the choice of place</p>	<ul style="list-style-type: none"> <li>the reasons for the choice of theme</li> </ul> <p>Reflected in AC 4.1 Give an explanation of the reasons for the choice of theme</p>
<ul style="list-style-type: none"> <li>what the chosen place looks like</li> </ul> <p>Reflected in AC 4.2 Give a brief/secure/detailed description of what the place looks like</p>	<ul style="list-style-type: none"> <li>where the scene takes place</li> </ul> <p>Reflected in AC 4.2 Give a description of where the scene takes place</p>
<ul style="list-style-type: none"> <li>the situation in the devised scene</li> </ul> <p>Reflected in AC 4.3 Give a brief/secure/detailed description of the situation in the devised scene</p>	<ul style="list-style-type: none"> <li>the story of the devised scene</li> </ul> <p>Reflected in AC 4.3 Describe the story of the devised scene</p>

<b>LEVEL 1, GRADE 1</b>	
2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scenes 1 and 2 have changed and been updated
AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
Knowledge requirement change: <ul style="list-style-type: none"> <li>the reasons for the choice of event for Scene 1 and object for Scene 2</li> </ul> Reflected in AC 4.1 Give a brief/secure/detailed explanation of the reasons for the choice of event for Scene 1 and object for Scene 2	<ul style="list-style-type: none"> <li>the appearance of the characters</li> </ul> Reflected in AC 4.1 Give a description of the appearance of each character
<b>LEVEL 1, GRADE 2</b>	
2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scene 1 and 2 have changed and been updated
AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
Knowledge requirement change: <ul style="list-style-type: none"> <li>the reasons for the choice of event for Scene 1 and item of clothing / accessory for Scene 2</li> </ul> Reflected in AC 4.1 Give a brief/secure/detailed explanation of the reasons for the choice of event for Scene 1 and item of clothing / accessory for Scene 2	<ul style="list-style-type: none"> <li>how the character is feeling In each devised scene</li> </ul> Reflected in AC 4.1 Give a description of how each character is feeling in each devised scene

**LEVEL 1, GRADE 3**

2014 Syllabus	2019 Syllabus
	Some set stimuli for Devised Scenes 1 and 2 have changed and been updated
AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
Knowledge requirement changes: <ul style="list-style-type: none"> <li>the reasons for the choice of occupation and characteristic for Scene 1</li> </ul> Reflected in AC 4.1 Give a brief/secure/detailed explanation of the reasons for the choice of occupation and characteristic for Scene 1 <ul style="list-style-type: none"> <li>the reasons for the choice of title for Scene 2</li> </ul> Reflected in AC 4.2 Give a brief/secure/detailed description of the beginning, middle and end of each devised scene	<ul style="list-style-type: none"> <li>how the characters are feeling in each devised scene</li> </ul> Reflected in AC 4.1 Give a description of how each character is feeling in each devised scene <ul style="list-style-type: none"> <li>the location of each devised scene</li> </ul> Reflected in AC 4.2 Give a description of the location of each scene

**LEVEL 2, GRADE 4**

2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scene 1 have changed and been updated
Examination requirement change: Devised Scene 2: Learners will perform a prepared scene of their own devising based on the title 'an extraordinary occurrence'	Devised Scene 2: Learners will perform a prepared scene of their own devising based on a visual stimulus. The Learner(s) must bring the visual stimulus into the examination room and use it in the performance
AC separation: 2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
AC removal: 4.3 Give a brief/secure/detailed description of the reasons for the choice of staging in the chosen scenes	

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**LEVEL 2, GRADE 4** *(continued)*

	Knowledge requirement change and AC addition in place of previous 4.3
	Learners are now required to demonstrate four working stage areas selected by the Examiner at the time of the examination. This was previously a requirement for Level 2, Grade 5 Devising Drama Examinations  Reflected in AC 4.3 Demonstrate the positions of up to four of the working stage areas

**LEVEL 2, GRADE 5**

2014 Syllabus	2019 Syllabus
	All set stimuli for Devised Scenes 1 and 2 have changed and been updated
	Learners are no longer required to use sound effects in the examination. This therefore means that no third person or technician is allowed to enter the room if the Learner(s) does decide to use sound effects
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
<p>Knowledge requirement changes:</p> <ul style="list-style-type: none"> <li>the reasons for the choice of music and/or sound effects for Scene 2</li> </ul> <p>Reflected in AC 4.2 Give a brief/secure/detailed explanation of the reasons for the choice of music and/or sound effects for Scene 2</p> <ul style="list-style-type: none"> <li>the reasons for the choice of staging in each devised scene</li> </ul> <p>Reflected in AC 4.3 Give brief/secure/ detailed descriptions of the reasons for the choice of staging in each devised scene</p>	<ul style="list-style-type: none"> <li>the reasons for the choice of stimulus for Scene 2</li> </ul> <p>Reflected in AC 4.2 Give an explanation of the reasons for the choice of stimulus for Scene 2</p> <ul style="list-style-type: none"> <li>the reasons for each character's movements</li> </ul> <p>Reflected in AC 4.3 Give reasons for why the characters move as they do in each scene</p> <ul style="list-style-type: none"> <li>the reasons for the choice of staging in each devised scene using knowledge of the working stage areas</li> </ul>

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<b>LEVEL 2, GRADE 5</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>the working stage areas</li> </ul> <p>Reflected in AC 4.4 Demonstrate the positions of two/three/four out of four working stage areas</p>	<p>Reflected in AC 4.4 Give a description of the reasons behind the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p>
<b>LEVEL 3, GRADE 6</b>	
2014 Syllabus	2019 Syllabus
	Title/theme for Devised Scene 2 has changed and been updated
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
Knowledge requirement change:	
<ul style="list-style-type: none"> <li>the difference between improvisation and devising drama</li> </ul> <p>Reflected in AC 6.2 Give a brief/secure/detailed explanation of the difference between improvisation and devising drama</p>	<ul style="list-style-type: none"> <li>the challenges faced when devising each scene, and how these were overcome</li> </ul> <p>Reflected in AC 6.2 Give an explanation of what challenges were faced when devising the two scenes for performance, and how these were overcome</p>
<b>LEVEL 3, GRADE 7</b>	
2014 Syllabus	2019 Syllabus
	All set titles/themes have changed and been updated
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
<b>LEVEL 3, GRADE 8</b>	
2014 Syllabus	2019 Syllabus
	All set titles/themes have changed and been updated
AC separation:	
2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility 2.2 Speak with clarity of diction
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**LEVEL 3, GRADE 8** *(continued)*

Knowledge requirement changes:

- the reasons behind the choice of myth, legend or historical event for Scene 1

Reflected in AC 5.1 Give a brief/secure/detailed explanation

- the difference between improvisation and devising drama

Reflected in AC 6.2 Give a brief/secure/detailed explanation of the difference between improvisation and devising drama

- the research carried out in preparation for Scene 1

Reflected in AC 5.1 Give an explanation of the research carried out in preparation for Scene 1

- the benefits of improvisation when devising drama

Reflected in AC 6.2 Give an explanation of the benefits of improvisation when devising drama

# Devising Drama

## (August 2019)

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### Purpose of the Qualification

LAMDA *Graded Examinations in Performance: Devising Drama* are designed to develop the skills necessary to devise a dramatic performance and present it to an audience.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Knowledge of the devising process

### Broad Objectives of the Qualification

#### 1. Interpretative skills

The Learner(s) will be required to:

- devise a character and situation within a dramatic structure
- engage with character and situation in order to create a sense of reality

#### 2. Technical skills

The Learner(s) will be required to:

- develop skills in voice, diction and movement

#### 3. Knowledge of the devising process

The Learner(s) will be required to:

- know and understand how to devise scenes for performance

## Structure

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

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6
	Grade 7
	Grade 8

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

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

LAMDA Examinations in Devising Drama are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duologue (two Learners) where the Learners perform all scenes together

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## Examination Regulations

1. Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves or canes. Nudity is not permitted. Hand props are permitted but must be kept to a minimum.
2. Real knives or other weapons are not permitted.
3. The Learner(s) must play only one character in their selected scenes.
4. No unauthorised person will be allowed to be present during the examination.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects or as a prop. If an electronic device is required for the use of music and/or sound effects or as a prop this must be approved by the Examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.
6. Live animals are not permitted in the examination room.
7. Scenes must be performed in English.



# Entry Level

# Devising Drama (Solo/ Duologue)

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RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

## Level Description

The LAMDA *Entry Level Award in Performance: Devising Drama* is designed to introduce Learners to very simple devising skills. Learners will be able to devise and perform one scene that clarifies place and situation. They will perform audibly and clearly. Their use of space will complement their performance.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** devise and perform one scene

### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** use the performance space in response to the devised text

### Knowledge

**LO4:** know and understand the content of the devised scene

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## Total Time Allowance

Solo – 10 minutes

Duologue – 15 minutes

## Examination Content

### ***Devised Scene: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising using **one** of the following themes as a stimulus:

- a day out
- my favourite hobby
- animals

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

### ***Knowledge***

The Learner(s) will answer questions on the following:

- the reasons for the choice of theme
- where the scene takes place
- the story of the devised scene

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene	Interpretation	40	80
	Technique	40	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform one scene</b>	1.1 Devise and perform a scene with a clear structure that indicates place and situation 1.2 Demonstrate involvement with the theme, place and situation 1.3 Perform with fluency and focus
<b>LO2: use vocal skills in response to the devised text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction
<b>LO3: use the performance space in response to the devised text</b>	3.1 Perform with movement appropriate to the place and situation
<b>LO4: know and understand the content of the devised scene.</b>	4.1 Give an explanation of the reasons for the choice of theme 4.2 Give a description of where the scene takes place 4.3 Describe the story of the devised scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Devising Drama Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have performed a devised scene using a clear structure from start to finish, demonstrating total involvement with place and situation using appropriate movement. They will have remained focused throughout the scene and spoken audibly and with clear diction throughout. Explanations and descriptions of story, theme and place will have been detailed.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have performed their devised scene using a mostly clear structure, demonstrating an involvement with place and situation using appropriate movement for most of the scene. The Learner will be fluent and focused for most of the scene, but there may have been some lapses in memory. Explanations and descriptions of story, theme and place will have been well prepared, but lacking in further detail.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have performed a devised scene using a somewhat clear structure, but this may have become confusing at times. The Learner will have demonstrated some involvement with place and situation using appropriate movement for some of the scene. They will have been focused during parts of the scene and have spoken with some audibility and clarity of diction. Explanations and descriptions of story, theme and place will have been simple, and lacking in any detail.

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**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

## Level 1

# Devising Drama (Solo/Duologue)

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### RQF Level: 1

Grade 1	Guided Learning Hours: 20 (hours)
	Total Qualification Time: 60 (hours)
	Credit Value: 6
Grade 2	Guided Learning Hours: 25 (hours)
	Total Qualification Time: 70 (hours)
	Credit Value: 7
Grade 3	Guided Learning Hours: 30 (hours)
	Total Qualification Time: 80 (hours)
	Credit Value: 8

### Level Description

The LAMDA *Level 1 Award in Performance: Devising Drama* is designed to enable Learners to develop basic devising skills. Learners will be able to apply their knowledge, understanding and skills to devise and perform two scenes based on creative engagement with the stimulus and careful preparation. Scenes will possess a clear dramatic structure which will shape the performance. Learners will speak audibly and clearly. Their use of body and space will complement their performance.

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### LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

#### **Interpretation**

**LO1:** devise and perform two scenes

#### **Technique**

**LO2:** use vocal skills in response to the devised text

**LO3:** use the performance space in response to the devised text

#### **Knowledge**

**LO4:** know and understand the content and structure of the devised scenes

### Total Time Allowance for Each Grade

Solo – 15 minutes

Duologue – 20 minutes

## Examination Content

### GRADE 1

#### ***Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on **one** of the following objects as a stimulus:

- a letter
- a key
- a book

The Learner(s) must bring the object into the examination room and use it in the performance. The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

#### ***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising using **one** fairy tale, of their own choice, as a stimulus.

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

#### ***Knowledge***

The Learner(s) will answer questions on the following:

- the appearance of the characters
- the beginning, middle and end of each devised scene

### GRADE 2

#### ***Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on **one** of the following accessories as a stimulus:

- hat
- gloves
- umbrella

The Learner(s) must bring the item into the examination room and use it in the performance. The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

### ***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising using a story from the past (factual or fictional) as a stimulus.

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

### ***Knowledge***

The Learner(s) will answer questions on the following:

- how the character is feeling in each devised scene
- the beginning, middle and end of each devised scene
- the changes of mood in each devised scene

## **GRADE 3**

### ***Devised Scene 1: Interpretation and Technique***

Solo Learners will perform a prepared scene of their own devising based on **one** of the occupations from List A and **one** of the characteristics from List B.

Duologue Learners will perform a prepared scene of their own devising; each Learner must choose **one** occupation from List A and **one** characteristic from List B. The Learners may select the same occupation and characteristic from each list or different occupations and characteristics from each list.

<b>List A</b>	<b>List B</b>
the farmer	frightened
the student	confused
the zoo keeper	excited

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

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## ***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising using **one** of the following themes as a stimulus:

- magic
- mystery
- mayhem

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title prior to the performance.

### ***Knowledge***

The Learner(s) will answer questions on the following:

- how the characters are feeling in each devised scene
- the location of each devised scene
- the beginning, middle and end of each devised scene
- the changes of mood in each devised scene

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene 1	Interpretation	20	40
	Technique	20	
Devised Scene 2	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure that clarify character and situation 1.2 Demonstrate involvement with the character and situation 1.3 Perform with fluency and focus
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: use the performance space in response to the devised text	3.1 Perform with movement appropriate to character and situation
LO4: know and understand the content and structure of the devised scenes	4.1 Give a description of the appearance of each character 4.2 Give a description of the beginning, middle and end of each devised scene

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform two scenes</b>	1.1 Devise and perform two scenes with a clear structure that clarify character and situation 1.2 Demonstrate involvement with the character and situation 1.3 Perform with fluency and focus
<b>LO2: use vocal skills in response to the devised text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction
<b>LO3: use the performance space in response to the devised text</b>	3.1 Perform with movement appropriate to character and situation
<b>LO4: know and understand the content and structure of the devised scenes</b>	4.1 Give a description of how each character is feeling in each devised scene 4.2 Give a description of the beginning, middle and end of each devised scene 4.3 Give a description of the changes of mood in each devised scene

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: devise and perform two scenes	1.1 Devise and perform two scenes with a clear structure that clarify character and situation 1.2 Demonstrate involvement with the character and situation 1.3 Perform with fluency and focus
LO2: use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction
LO3: use the performance space in response to the devised text	3.1 Perform with movement appropriate to character and situation
LO4: know and understand the content and structure of the devised scenes	4.1 Give a description of how each character is feeling in each scene 4.2 Give a description of the location of each scene 4.3 Give a description of the beginning, middle and end of each devised scene 4.4 Give a description of the changes of mood in each devised scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Devising Drama Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have clarified their character and situation using a clear and detailed structure. They will have demonstrated involvement with their character and situation throughout the scene and performed fluently and with focus whilst also using the voice and body to respond appropriately to the character and situation. Learners will have also given accurate and detailed answers to questions asked.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have devised a scene using a mostly clear structure, and, therefore, character and situation will also be clear for most of the scene. Learners will have responded appropriately, both vocally and physically, throughout most of the scene. Learners will have also given accurate and secure responses to questions asked, but there will be some lack of detail.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have devised a scene with a clear, yet simple structure which enables them to communicate their character and situation for some of the time. They will have communicated through appropriate use of the body and face for some of the scene. Learners will have also given accurate but basic answers to questions asked.

### ***Fail (0–49 Marks)***

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in

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relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# Level 2

# Devising Drama (Solo/Duologue)

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## RQF Level: 2

Grade 4	Guided Learning Hours:	40 (hours)
	Total Qualification Time:	100 (hours)
	Credit Value:	10
Grade 5	Guided Learning Hours:	50 (hours)
	Total Qualification Time:	120 (hours)
	Credit Value:	12

## Level Description

LAMDA *Level 2 Award in Performance: Devising Drama* is designed to enable Learners to develop a range of devising skills. Learners will be able to demonstrate a sound understanding of how to plan and prepare two devised scenes. Effective preparation will be evident, leading to a secure performance. Use of voice, body and space will be effectively combined to communicate the scenes and engage the audience. The performance will be imaginative with consistent application of developing technical skills.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** devise and perform two scenes

### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

### Knowledge

**LO4:** know and understand the preparation and content of the devised scenes

## Total Time Allowance for Each Grade

Solo – 20 minutes

Duologue – 25 minutes

## Examination Content

### GRADE 4

#### ***Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on **one** of the following phrases:

- don't forget me
- it's great to hear from you
- it wasn't my fault

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

#### ***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on a visual stimulus.

The Learner(s) must bring the visual stimulus into the examination room and use it in the performance. The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

#### ***Knowledge***

The Learner(s) will answer questions on the following:

- the reasons for the choice of phrase for Scene 1
- the planning and preparation of each devised scene
- the working stage areas

The Learner(s) must demonstrate four working stage areas selected by the Examiner at the time of the examination from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.

The Learner(s) must be able to demonstrate all the working stage areas listed above in preparation for the examination.

**GRADE 5*****Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising using **one** of the following titles as a stimulus:

- the interview
- the wrong room
- the party

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising using **one** of the following as a stimulus:

- verse
- prose
- dramatic text
- song lyrics

The verse, prose, dramatic text, or song lyrics selected must be published, and a copy should be brought into the examination room. The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

***Knowledge***

The Learner(s) will answer questions on the following:

- the reasons for the choice of title for Scene 1
- the reasons for the choice of stimulus for Scene 2
- the reasons for each character's movements
- the reasons for the choice of staging in each devised scene using knowledge of the working stage areas

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene 1	Interpretation	20	40
	Technique	20	
Devised Scene 2	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform two scenes</b>	1.1 Devise and perform two scenes with a clear structure 1.2 Demonstrate an understanding of the situation and place in which the characters live 1.3 Demonstrate an understanding of the characters' moods and thoughts 1.4 Perform with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the devised text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction
<b>LO3: create a physical response to the devised text</b>	3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space
<b>LO4: know and understand the preparation and content of the devised scenes</b>	4.1 Give an explanation of the reasons for the choice of phrase for Scene 1 4.2 Give a description of the planning and preparation of each devised scene 4.3 Demonstrate the positions of up to four of the working stage areas

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform two scenes</b>	1.1 Devise and perform two scenes with a clear structure 1.2 Demonstrate an understanding of the situation and place in which the characters live 1.3 Demonstrate an understanding of the characters' moods and thoughts 1.4 Perform with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the devised text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction
<b>LO3: create a physical response to the devised text</b>	3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space
<b>LO4: know and understand the preparation and content of the devised scenes</b>	4.1 Give an explanation of the reasons for the choice of title for Scene 1 4.2 Give an explanation of the reasons for the choice of stimulus for Scene 2 4.3 Give reasons for why the characters move as they do in each scene 4.4 Give a description of the reasons behind the choice of staging in the chosen scenes using the technical terminology of the working stage areas

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 Devising Drama Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have devised and presented scenes with a clear and defined structure. The Learner will have demonstrated thorough understanding of their characters through appropriate stance, movement, gesture and facial expression, and demonstrated the place and period in which their scene has been devised. The performance will have been fluent and spontaneous, and the Learner will have remained focused throughout the scenes. Descriptions and explanations of the scenes will have been well prepared and detailed. Learners will have correctly demonstrated four working stage areas (Grade 4 only).

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have devised and presented scenes with a clear and secure structure. The Learner will have demonstrated an assured understanding of the characters' mood and thoughts throughout most of the performance and will have made good attempts to respond vocally and physically to the material. Descriptions and explanations of the scenes will have been fairly thorough and secure. Learners will have correctly demonstrated three out of four working stage areas (Grade 4 only).

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have devised and presented scenes with a clear, but simple structure. They will have demonstrated some understanding of the characters' moods and thoughts, and have made an attempt to engage the audience with basic physical and vocal skills in a slightly personalised way. Descriptions and explanations of the devised scenes will have been accurate but will have lacked any detail. Learners will have correctly demonstrated two out of four working stage areas (Grade 4 only).

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**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



## Level 3

# Devising Drama (Solo/Duologue)

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### RQF Level: 3

Grade 6	Guided Learning Hours:	60 (hours)
	Total Qualification Time:	140 (hours)
	Credit Value:	14
Grade 7	Guided Learning Hours:	80 (hours)
	Total Qualification Time:	180 (hours)
	Credit Value:	18
Grade 8	Guided Learning Hours:	90 (hours)
	Total Qualification Time:	240 (hours)
	Credit Value:	24

### Level Description

The LAMDA *Level 3 Certificate in Performance: Devising Drama* is designed to enable Learners to develop a wide range of devising skills. Learners will be able to devise and perform two scenes, integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will engage imaginatively with the devised material. They will combine physical and vocal flexibility to support and inform characterisation and engage the audience. Learners will also be able to perform an improvised scene built around a stimulus provided at the time of the examination.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** devise and perform two scenes

### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

### Improvisation

**LO4:** perform an improvised scene

### Knowledge

**LO5:** know and understand the content of the devised scenes

**LO6:** know and understand the devising process

## Time Allowance for Each Grade

### Grade 6 and Grade 7

Solo – 25 minutes

Duologue – 30 minutes

### Grade 8

Solo – 30 minutes

Duologue – 35 minutes

## Examination Content

### GRADE 6

#### ***Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based around **one** of the following senses:

- sight
- touch
- hearing
- taste
- smell

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

#### ***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on a contemporary issue.

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

#### ***Improvisation***

Solo/Duologue Learners will perform an improvised scene based on a stimulus provided by the Examiner at the time of the examination.

One minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of one minute and no more than two minutes.

#### ***Knowledge***

The Learner(s) will answer questions on the following:

- the character(s) portrayed in each devised scene (including character objectives, mood and reactions to other characters and/or events)
- the steps undertaken in the preparation of each devised scene
- the challenges faced when devising each scene, and how these were overcome

**GRADE 7*****Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based around **one** of the following themes as a stimulus:

- the unknown
- inspiration
- conflict
- envy
- power
- humour

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on a significant historical event of their own choice.

The performance time of the scene must be a minimum of three minutes and no more than four minutes. The Learner(s) must announce the title prior to the performance.

***Improvisation***

Solo/Duologue Learners will perform an improvised scene based on a stimulus provided by the Examiner at the time of the examination.

One minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of one minute and no more than two minutes.

***Knowledge***

The Learner(s) will answer questions on the following:

- the reasons for the choice of ending in each devised scene
- the characters portrayed in Scene 2 (including character objectives, mood and reactions to other characters and/or events)
- the steps undertaken in the preparation of each devised scene
- the differences between improvisation and devising drama

**GRADE 8*****Devised Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on **one** of the works of William Shakespeare.

The performance time of the scene must be a minimum of four minutes and no more than five minutes. The Learner(s) must announce the title prior to the performance.

***Devised Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared scene of their own devising based on a theme of their own choice.

The performance time of the scene must be a minimum of four minutes and no more than five minutes. The Learner(s) must announce the title prior to the performance.

***Improvisation***

Solo/Duologue Learners will perform an improvised scene based on a stimulus provided by the Examiner at the time of the examination.

One minute may be taken to prepare the scene prior to the performance. The performance time of the scene must be a minimum of one minute and no more than two minutes.

***Knowledge***

The Learner(s) will answer questions on the following:

- the research carried out in preparation for Scene 1
- how style and period were conveyed in Scene 1
- the character(s) portrayed in Scene 2 (including character objectives, mood and reactions to other characters and/or events)
- the steps undertaken in the preparation of each devised scene
- the benefits of improvisation when devising drama

## Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Devised Scene 1	Interpretation	15	30
	Technique	15	
Devised Scene 2	Interpretation	15	30
	Technique	15	
Improvisation			20
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 3: GRADE 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform two scenes</b>	1.1 Devise and perform two scenes with a clear structure 1.2 Demonstrate an understanding of the place and period in which the characters live 1.3 Communicate an understanding of the intentions and objectives of the characters 1.4 Perform with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the devised text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the two devised characterisations
<b>LO3: create a physical response to the devised text</b>	3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space
<b>LO4: perform an improvised scene</b>	4.1 Perform an improvised scene with a clear structure from a given stimulus
<b>LO5: know and understand the content of the devised pieces</b>	5.1 Give a summary of the character's objective and mood in each devised scene and their reactions to other characters and/or events
<b>LO6: know and understand the devising process</b>	6.1 Give an explanation of the steps undertaken in the preparation of each devised scene 6.2 Give an explanation of what challenges were faced when devising the two scenes for performance, and how these were overcome

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 3: GRADE 7

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform two scenes</b>	1.1 Devise and perform two scenes with a clear structure 1.2 Demonstrate an understanding of the place and period in which the characters live 1.3 Communicate an understanding of the intentions and objectives of the characters 1.4 Perform with fluency, focus and spontaneity
<b>LO2: use vocal skills in response to the devised text</b>	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the two devised characterisations
<b>LO3: create a physical response to the devised text</b>	3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space
<b>LO4: perform an improvised scene</b>	4.1 Perform an improvised scene with a clear structure from a given stimulus
<b>LO5: know and understand the content of the devised pieces</b>	5.1 Give an explanation of the reasons for the choice of ending in each devised scene 5.2 Give a summary of the character's objective and mood in Scene 2 and their reactions to other characters and/or events

*Continued on next page ▶*

LEARNING OUTCOMES <i>(continued)</i>	ASSESSMENT CRITERIA
<b>LO6: know and understand the devising process</b>	<p>6.1 Give an explanation of the steps undertaken in the preparation of each devised scene</p> <p>6.2 Give an explanation of the difference between improvisation and devising drama</p>

## Assessment and Grading Criteria: Devising Drama (Solo/Duologue)

### LEVEL 3: GRADE 8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: devise and perform two scenes</b>	<p>1.1 Devise and perform two scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of the place and period in which the characters live</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters</p> <p>1.4 Perform with fluency, focus and spontaneity</p>
<b>LO2: use vocal skills in response to the devised text</b>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Respond vocally to the demands of the two devised characterisations</p>
<b>LO3: create a physical response to the devised text</b>	<p>3.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>3.2 Make effective use of the performance space</p> <p style="text-align: right;"><i>Continued on next page ▶</i></p>

LEARNING OUTCOMES (continued)	ASSESSMENT CRITERIA
<b>LO4: perform an improvised scene</b>	4.1 Perform an improvised scene with a clear structure from a given stimulus
<b>LO5: know and understand the content of the devised pieces</b>	5.1 Give an explanation of the research carried out in preparation for Scene 1 5.2 Give an explanation of how style and period were conveyed in Scene 1 5.3 Give a summary of the character's objective and mood in Scene 2 and their reactions to other characters and/or events
<b>LO6: know and understand the devising process</b>	6.1 Give an explanation of the steps undertaken in the preparation of each devised scene 6.2 Give an explanation of the benefits of improvisation when devising drama

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 Devising Drama Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have devised scenes with an imaginative, clear and defined structure, and advanced understanding and awareness of the chosen material. The performance will have been innovative and sophisticated, responding vocally and physically to the demands of the text throughout. Knowledge and understanding of material will have been comprehensive and in-depth, and discussed maturely.

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**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have demonstrated sound understanding of the material through a mature and imaginative interpretation, responding with thoughtful physical and vocal techniques most of the time. Knowledge and understanding of the chosen material will have been well researched and presented.

**Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text will have included some personalisation and self-assurance. Learners will have demonstrated some widespread knowledge and understanding of the chosen material.

**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

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**LAMDA**

**Graded Examinations  
in Performance:  
Miming**

# Changes from the Previous Syllabus (September 2014)

## ALL EXAMINATIONS

New regulation for 2019: Learners must not use their voice in any part of the mimes/mime scenes

## ENTRY LEVEL

2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated

## LEVEL 1, GRADE 1

2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated

AC wording change:

1.1 Create and perform a mime with a basic/ secure/ clear and defined sequence of actions and reactions that focuses on the use of the hands and face	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on the use of the upper body and hands
1.2 Create and perform a mime scene with a basic/ secure/ clear and defined structure	1.2 Create and perform both pieces with a clear structure
1.3 Demonstrate involvement with the content of the mime scene some/ most/ all of the time	1.3 Demonstrate involvement with the content of both pieces
2.2 Perform the mime scene with expressive facial reaction some/ most/ all of the time	2.2 Perform both pieces with expressive facial reaction

Knowledge requirement amendment:

<ul style="list-style-type: none"> <li>the reasons for the choice of title for the mime and mime scene</li> </ul> <p>Reflected in AC 3.1 Give a brief/ secure/detailed explanation of the reasons for the choice of title for the mime and mime scene</p>	<ul style="list-style-type: none"> <li>how each character is feeling in the mime and the mime scene</li> </ul> <p>Reflected in AC 3.1 Give a description of the feelings of each character within the mime and mime scene</p>
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<b>LEVEL 1, GRADE 2</b>	
2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated
AC wording change:	
<p>1.1 Create and perform a mime with a basic/ secure/ clear and defined sequence of actions and reactions that focuses on the use of the feet and face</p> <p>1.2 Create and perform a mime scene with a basic/ secure/ clear and defined structure</p> <p>1.3 Demonstrate involvement with the content of the mime scene some/ most/ all of the time</p> <p>2.2 Perform the mime scene with expressive facial reaction some/ most/ all of the time</p>	<p>1.1 Create and perform a mime with a sequence of actions and reactions that focuses on moving in a certain style</p> <p>1.2 Create and perform both pieces with a clear structure</p> <p>1.3 Demonstrate involvement with the content of both pieces</p> <p>2.2 Perform both pieces with expressive facial reaction</p>
Knowledge requirement amendment:	
<ul style="list-style-type: none"> <li>the reasons for the choice of title for the mime and mime scene</li> </ul> <p>Reflected in AC 3.1 Give a brief/ secure/detailed explanation of the reasons for the choice of title for the mime and mime scene</p>	<ul style="list-style-type: none"> <li>how each character is feeling in the mime and the mime scene</li> </ul> <p>Reflected in AC 3.1 Give a description of the feelings of each character within the mime and mime scene</p>
<b>LEVEL 1, GRADE 3</b>	
2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated
AC wording change:	
<p>1.1 Create and perform a mime with a basic/ secure/ clear and defined sequence of actions and reactions that focuses on the use of the hands, feet and face</p>	<p>1.1 Create and perform a mime with a sequence of actions and reactions that focuses on using the whole body</p> <p><i>Continued on next page ▶</i></p>

<b>LEVEL 1, GRADE 3</b> <i>(continued)</i>	
1.2 Create and perform a mime scene with a basic/ secure/ clear and defined structure	1.2 Create and perform both pieces with a clear structure
1.3 Demonstrate involvement with the content of the mime scene some/ most/ all of the time	1.3 Demonstrate involvement with the content of both pieces
2.2 Perform the mime scene with expressive facial reaction some/ most/ all of the time	2.2 Perform both pieces with expressive facial reaction
<p>Knowledge requirement amendment:</p> <ul style="list-style-type: none"> <li>the reasons for the choice of title for the mime and mime scene</li> </ul> <p>Reflected in AC 3.1 Give a brief/ secure/detailed explanation of the reasons for the choice of title for the mime and mime scene</p>	<ul style="list-style-type: none"> <li>how each character is feeling in the mime and the mime scene</li> </ul> <p>Reflected in AC 3.1 Give a description of the feelings of each character within the mime and mime scene</p>
<b>LEVEL 2, GRADE 4 AND 5</b>	
No changes	
<b>LEVEL 3, GRADE 6</b>	
No changes	
<b>LEVEL 3, GRADE 7</b>	
2014 Syllabus	2019 Syllabus
<p>Mime Scene 1 commedia dell'arte mime characters:</p> <ul style="list-style-type: none"> <li>Harlequin</li> <li>Columbine</li> <li>Pantaloon</li> <li>Pierrot</li> <li>Pulcinella</li> </ul>	<p>These have changed for the new syllabus to:</p> <ul style="list-style-type: none"> <li>Arlecchino (Harlequin)</li> <li>Colombina (Columbine)</li> <li>Pantalone (Pantaloon)</li> <li>Pierrot</li> <li>Pulcinella</li> <li>Il Capitano</li> <li>Zanni</li> </ul>
	Mime Scene 2 stimuli have changed and been updated
<b>LEVEL 3, GRADE 8</b>	
No changes	



# Miming (August 2019)

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## Purpose of the Qualification

LAMDA *Graded Examinations in Performance: Miming* are designed to develop the skills necessary to create a performance using mime.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Knowledge of the performance process

## Broad Objectives of the Qualification

### 1. Interpretative skills

The Learner(s) will be required to:

- communicate an activity, situation and/or character through mime
- engage with an activity, situation and/or character in order to create a sense of reality

### 2. Technical skills

The Learner(s) will be required to:

- develop skills in physical awareness, control, precision and coordination

### 3. Knowledge of the performance process

The Learner(s) will be required to:

- know and understand how to create and structure mimes and mime scenes for performance
- know and understand the influences on the development and presentation of mime for one of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq (Grade 8 only)

## Structure

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

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6
	Grade 7
	Grade 8

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

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

LAMDA Examinations in Miming are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duologue (two Learners) where the Learners perform mimes individually and mime scenes together

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## Examination Regulations

1. Nudity is not permitted
2. Learners must not use their voice in any part of the mimes/ mime scenes
3. Words must not be mouthed by the Learner(s) in their mimes/ mime scenes.
4. No unauthorised person will be allowed to be present during the examination.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects. If an electronic device is required for the use of music and/or sound effects, this must be approved by the Examiner at the beginning of the examination.
6. Props are not permitted for use in Miming examinations. Tables and chairs are permitted in the examination room for the purposes of staging a mimes/mime scenes.
7. Live animals are not permitted in the examination room.



# Entry Level

# Miming

## (Solo/Duologue)

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RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

### Level Description

The LAMDA *Entry Level Award in Performance: Miming* is designed to introduce Learners to very simple miming skills. Learners will be able to create and perform a mime scene that consists of a sequence of activities. Movement will be clear and confident. The use of space will complement the performance.

### LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

#### Interpretation

**LO1:** create and perform one mime scene

#### Technique

**LO2:** know and apply the techniques required to perform a mime scene

#### Knowledge

**LO3:** know and understand the content of the mime scene

### Total Time Allowance

Solo – 10 minutes

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Duologue – 15 minutes

## Examination Content

### ***Mime Scene: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene that consists of a sequence of activities. The Learner(s) must use **one** of the following titles:

- the seaside
- the classroom
- the cave of treasure

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

### ***Knowledge***

The Learner(s) will answer questions on the following:

- the reasons for the choice of title
- the sequence of activities within the mime scene

## Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime scene	Interpretation	40	80
	Technique	40	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime scene</b>	1.1 Create and perform a mime scene with a structure that includes a sequence of activities 1.2 Demonstrate involvement with the content
<b>LO2: know and apply the techniques required to perform a mime scene</b>	2.1 Communicate the sequence of activities with clarity 2.2 Perform with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime scene</b>	3.1 Give an explanation of the reasons for the choice of title for the mime scene 3.2 Give a description of the sequence of activities in the mime scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

#### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have created and performed a mime scene with a clear and defined structure that includes a sequence of activities. They will have been involved with the content throughout the performance, and movement will have been appropriate and clear throughout. They will have also given detailed answers to questions asked about the choice of title and the sequence of activities within the scene.

**Merit (65–79 Marks)**

A Learner who achieves a Merit grade will have created and performed a mime scene with a secure structure that includes a sequence of activities. They will have been involved with the content for the majority of the performance, and movement will have been appropriate and clear for most of the scene. They will have also given secure answers to questions asked about the choice of title and the sequence of activities within the scene.

**Pass (50–64 Marks)**

A Learner who achieves a Pass grade will have created and performed a mime scene with a basic structure that includes a sequence of activities. They will have been involved with the content for some of the performance, and movement will have been appropriate and clear for some parts of the scene. They will have also given basic answers to questions asked about the choice of title and the sequence of activities within the scene.

**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# Level 1

# Miming

## (Solo/Duologue)

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### RQF Level: 1

Grade 1	Guided Learning Hours: 20 (hours)
	Total Qualification Time: 60 (hours)
	Credit Value: 6
Grade 2	Guided Learning Hours: 25 (hours)
	Total Qualification Time: 70 (hours)
	Credit Value: 7
Grade 3	Guided Learning Hours: 30 (hours)
	Total Qualification Time: 80 (hours)
	Credit Value: 8

### Level Description

The LAMDA *Level 1 Award in Performance: Miming* is designed to enable Learners to develop basic miming skills. Learners will be able to apply their knowledge, understanding and skills to create and perform one mime and one mime scene. Movement of the hands, feet and face will be precise. Mime scenes will possess a clear and organised dramatic structure. The use of the space will complement the performance.

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### LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

#### **Interpretation**

**LO1:** create and perform one mime and one mime scene

#### **Technique**

**LO2:** know and apply the techniques required to perform a mime and a mime scene

#### **Knowledge**

**LO3:** know and understand the content of the mime and the mime scene

### Total Time Allowance for Each Grade

Solo – 10 minutes

Duologue – 15 minutes

## Examination Content

### GRADE 1

#### ***Mime: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime focusing on the use of the upper body, hands and face. The Learner(s) must use **one** of the following titles:

- blowing up a balloon
- brushing your teeth
- eating spaghetti

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of 30 seconds and no more than one minute. The Learner(s) must announce the title prior to the performance.

#### ***Mime Scene: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene using **one** of the following titles:

- the sporting event
- the cookery show
- the fairground

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

#### ***Knowledge***

The Learner(s) will answer questions on the following:

- how each character is feeling in the mime and the mime scene
- the sequence of events in the mime scene

**GRADE 2*****Mime: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime focusing on moving in a certain style. The Learner(s) must use **one** of the following options:

- an animal
- a robot
- a giant

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of 30 seconds and no more than one minute. The Learner(s) must announce the title prior to the performance.

***Mime Scene: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene using **one** of the following titles:

- the library
- the market
- the farm

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

***Knowledge***

The Learner(s) will answer questions on the following:

- how each character is feeling in the mime and the mime scene
- the use of movement and facial expression in the mime
- the sequence of events in the mime scene

**GRADE 3*****Mime: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime focusing on the use of the whole body. The Learner(s) must use **one** of the following titles:

- getting dressed
- putting up a shelf
- getting into cold water

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of 30 seconds and no more than one minute. The Learner(s) must announce the title prior to the performance.

***Mime Scene: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene using **one** of the following titles:

- the funfair
- the sleepover
- trapped in a lift

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

***Knowledge***

The Learner(s) will answer questions on the following:

- how the characters are feeling in the mime and the mime scene
- the use of movement and facial expression in the mime
- the place and situation in the mime scene

## Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime	Interpretation	15	30
	Technique	15	
Mime Scene	Interpretation	25	50
	Technique	25	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on the use of the upper body and hands 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform the mime with clear and accurate hand movements 2.2 Perform both pieces with expressive facial reaction 2.3 Perform the mime scene with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime and the mime scene</b>	3.1 Give a description of the feelings of each character within the mime and mime scene 3.2 Give a description of the sequence of events in the mime scene

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on moving in a certain style 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform the mime with clear and accurate foot movements 2.2 Perform both pieces with expressive facial reaction 2.3 Perform the mime scene with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime and the mime scene</b>	3.1 Give a description of the feelings of each character within the mime and mime scene 3.2 Give a description of the movement and facial expression used in the mime 3.3 Give a description of the sequence of events in the mime scene

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on using the whole body 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform the mime with clear and accurate hand and foot movements 2.2 Perform both pieces with expressive facial reaction 2.3 Perform the mime scene with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime and the mime scene</b>	3.1 Give a description of the feelings of each character within the mime and mime scene 3.2 Give a description of the movement and facial expression used in the mime 3.3 Give a description of the place and situation in the mime scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have performed their pieces with accuracy, communicating a clear and defined structure, focusing on the specific parts of the body throughout. The Learner will have remained focused and involved with their scene and mimed action throughout, using appropriate facial expression and reaction. Learners will have given detailed descriptions and explanations to questions asked about the Mime and the Mime Scene.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have performed their pieces with accuracy, communicating a clear structure, focusing on the required parts of the body, for most of the performance. For the most part, the Learner will have remained focused and involved in their performances, using appropriate facial expression, but with some lapses of concentration. Learners will have given general but sometimes in-depth descriptions and explanations to questions asked about the Mime and the Mime Scene.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have performed a Mime and Mime Scene using a simple sequence of events that focuses on the required parts of the body. Learners will have used appropriate facial expressions in parts of the scene, but there will have been some lapses in concentration and focus. Learners will have also given basic, but accurate, answers to questions asked about their chosen pieces.

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**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# Level 2

# Miming

# (Solo/Duologue)

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## RQF Level: 2

Grade 4	Guided Learning Hours:	40 (hours)
	Total Qualification Time:	100 (hours)
	Credit Value:	10
Grade 5	Guided Learning Hours:	50 (hours)
	Total Qualification Time:	120 (hours)
	Credit Value:	12

## Level Description

The LAMDA *Level 2 Award in Performance: Miming* is designed to enable Learners to develop a range of miming skills. Learners will be able to demonstrate a sound understanding of how to create and perform one mime and one mime scene. Effective preparation will be evident, leading to a secure performance. The performance will be imaginative with consistent application of developing technical skills. Movement will be clear and coordinated to communicate the mime and mime scene and to engage the audience.

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### LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

#### **Interpretation**

**LO1:** create and perform one mime and one mime scene

#### **Technique**

**LO2:** know and apply the techniques required to perform a mime and a mime scene

#### **Knowledge**

**LO3:** know and understand the content of the mime and the mime scene

### Total Time Allowance for Each Grade

Solo – 20 minutes

Duologue – 25 minutes

## Examination Content

### GRADE 4

#### ***Mime: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime depicting a character involved in a specific occupation.

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of one minute and no more than two minutes. The Learner(s) must announce the title prior to the performance.

#### ***Mime Scene: Interpretation and Technique***

Solo Learners will perform a prepared mime scene depicting a character and situation from the story of a book, film or play.

Duologue Learners will perform a prepared mime scene depicting a situation involving two characters from the story of a book, film or play.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

#### ***Knowledge***

The Learner(s) will answer questions on the following:

- the movements required to depict the character and occupation presented in the mime
- the reasons behind the choice of character and situation in the mime scene
- how the mime scene was developed
- the feelings of the character in the mime scene and how they react to the situation
- the use of the performance space in the mime and mime scene

**GRADE 5*****Mime: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime depicting a mammal, bird or reptile.

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of one minute and no more than two minutes. The Learner(s) must announce the title prior to the performance.

***Mime Scene: Interpretation and Technique***

Solo Learners will perform a prepared mime scene depicting a character of their own choice who interacts with one or more imagined character(s).

Duologue Learners will perform a prepared mime scene; each Learner will depict a character of their own choice who interacts with one or more imagined character(s).

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

***Knowledge***

The Learner(s) will answer questions on the following:

- how the physical characteristics of the mammal, bird or reptile in the mime affected their movement
- the behaviour of the imagined character(s) in the mime scene and the reaction of the mimed character(s) to this behaviour
- how the interaction was created and developed between the characters in the mime scene
- the use of the performance space in the mime and mime scene

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime	Interpretation	15	30
	Technique	15	
Mime Scene	Interpretation	25	50
	Technique	25	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	<p>1.1 Create and perform a mime with a clear sequence of actions and reactions, depicting a character involved in a specific occupation</p> <p>1.2 Create and perform a mime scene with a clear structure</p> <p>1.3 Demonstrate involvement with the character and situation in the mime scene</p> <p>1.4 Perform with concentration and focus</p>
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	<p>2.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>2.2 Demonstrate controlled and coordinated movement</p> <p>2.3 Perform the mime scene with movement appropriate to the performance space</p>
<b>LO3: know and understand the content of the mime and the mime scene</b>	<p>3.1 Give a description of the movements required to depict the character and occupation presented in the mime</p> <p>3.2 Give an explanation of the reasons for the choice of character and situation in the mime scene and how the scene was developed</p> <p>3.3 Give a description of how the character is feeling in the mime scene and how they react to the situation</p> <p>3.4 Give an explanation of the use of the performance space in the mime and mime scene</p>

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	<p>1.1 Create and perform a mime with a clear sequence of actions and reactions, depicting a mammal, bird or reptile</p> <p>1.2 Create and perform a mime scene with a clear structure</p> <p>1.3 Demonstrate involvement with the character and situation in the mime scene</p> <p>1.4 Perform with concentration and focus</p>
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	<p>2.1 Communicate the personal characteristics of the mammal, bird or reptile in the mime and the character in the mime scene through appropriate stance, movement, gesture(s) and facial expression</p> <p>2.2 Demonstrate controlled and coordinated movement</p> <p>2.3 Perform the mime scene with movement appropriate to the performance space</p>
<b>LO3: know and understand the content of the mime and the mime scene</b>	<p>3.1 Give a description of the physical characteristics of the mammal, bird or reptile in the mime and how these affected movement</p> <p>3.2 Give a description of the behaviour of the imagined character in the mime scene and the reaction of the mimed character to this behaviour</p> <p>3.3 Give a description of how the interaction between the characters in the mime scene was created and developed</p> <p>3.4 Give an explanation of the use of the performance space in the mime and mime scene</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have created and performed a Mime and a Mime Scene with a clear and defined structure. The Learner will have demonstrated thorough involvement with their characters through appropriate stance, movement, gesture and facial expression, and demonstrated controlled and coordinated movement throughout, whilst also maintaining concentration and focus. Descriptions and explanations of the pieces performed will have been well prepared and detailed.

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have created and performed a Mime and a Mime Scene with a clear and secure structure. The Learner will have demonstrated assured involvement with the characters throughout most of the performance and will have made good attempts to respond with appropriate facial expression, body language and use of the space. Descriptions and explanations of the scenes will have been fairly thorough and secure.

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have created and performed a Mime and a Mime Scene with a clear, but simple structure. Through simple facial expression and body language, the Learner will have demonstrated some involvement within the world of their characters. Descriptions and explanations will have been accurate but will have lacked detail.

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**Fail (0–49 Marks)**

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# Level 3

## Miming: (Solo/Duologue)

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### RQF Level: 3

Grade 6	Guided Learning Hours: 60 (hours)
	Total Qualification Time: 140 (hours)
	Credit Value: 14
Grade 7	Guided Learning Hours: 80 (hours)
	Total Qualification Time: 180 (hours)
	Credit Value: 18
Grade 8	Guided Learning Hours: 90 (hours)
	Total Qualification Time: 240 (hours)
	Credit Value: 24

### Level Description

The LAMDA *Level 3 Certificate in Performance: Miming* is designed to enable Learners to develop a wide range of miming skills. Learners will be able to create and perform two mime scenes (at Grades 6 and 7) and three mime scenes (at Grade 8), integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will demonstrate imaginative engagement and physical control, precision and coordination in order to engage the audience.

## LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

### Interpretation

**LO1:** create and perform two mime scenes (Grades 6 and 7) and three mime scenes (Grade 8)

### Technique

**LO2:** know and apply the techniques required to perform mime scenes

### Knowledge

**LO3:** know and understand the content and context of the mime scenes

**LO4:** know and understand the influences on the development and presentation of mime for **one** of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq (Grade 8 only)

## Time Allowance for Each Grade

### Grade 6 and Grade 7

Solo – 25 minutes

Duologue – 35 minutes

### Grade 8

Solo – 30 minutes

Duologue – 40 minutes

## Examination Content

### GRADE 6

#### ***Mime Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene of their own choice which incorporates the use of slow motion for at least 30 seconds.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

#### ***Mime Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene of their own choice using a cultural or historical context.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

#### ***Knowledge***

The Learner(s) will answer questions on the following:

- the techniques required to move in slow motion
- where the slow motion sequence was used in Mime Scene 1 and why it was incorporated at this particular point
- the changes of mood in Mime Scene 2
- how the cultural or historical context of Mime Scene 2 affected the way the character(s) moved

**GRADE 7*****Mime Scene 1: Interpretation and Technique***

Solo Learners will perform a prepared mime scene based on **one** commedia dell'arte mime character selected from the list below.

Duologue Learners will perform a prepared mime scene based on **two** commedia dell'arte mime characters selected from the list below. Duologue Learners may select the same character or different characters from the list.

- Arlecchino (Harlequin)
- Colombina (Columbine)
- Pantalone (Pantaloon)
- Pierrot
- Pulcinella
- Il Capitano
- Zanni

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

***Mime Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene using **one** of the following words as a stimulus:

- red
- sorrow
- greed
- strength
- joy
- belief

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

### **Knowledge**

The Learner(s) will answer questions on the following:

- commedia dell'arte and the reasons for the choice of character in Mime Scene 1
- the character's feelings and actions in Mime Scene 1
- the interpretation of the chosen word stimulus in Mime Scene 2
- how Mime Scene 2 was developed from the chosen word stimulus
- the changes of mood in Mime Scene 2

## **GRADE 8**

### ***Mime Scene 1: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene of their own choice using a full face mask. The Learner(s) must keep the mask on for the duration of the scene.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

### ***Mime Scene 2: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene exploring a humorous situation.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

### ***Mime Scene 3: Interpretation and Technique***

Solo/Duologue Learners will perform a prepared mime scene using **one** of the following items as a stimulus:

- a photograph
- a newspaper article
- a poem

The Learner(s) must bring the stimulus into the examination room with them.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

### ***Knowledge***

The Learner(s) will answer questions on the following:

- the techniques required to mime in a full face mask
- the processes involved in developing the three mime characters for performance
- how technique was balanced with emotional truth in the three mime scenes presented
- the influences on the development and presentation of mime for **one** of the following practitioners (chosen by the Learner): Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq

## Level 3 Marking Scheme

### Grade 6 / Grade 7

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime Scene 1	Interpretation	20	40
	Technique	20	
Mime Scene 2	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

### Attainment Bands

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

**Grade 8**

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime Scene 1	Interpretation	15	25
	Technique	10	
Mime Scene 2	Interpretation	15	25
	Technique	10	
Mime Scene 3	Interpretation	15	25
	Technique	10	
Knowledge			25
<b>Total Marks</b>			<b>100</b>

**Attainment Bands**

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

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 3: GRADE 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform two mime scenes</b>	<p>1.1 Create and perform two mime scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of place, period and situation</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.4 Perform with concentration, focus and spontaneity</p>
<b>LO2: know and apply the techniques required to perform mime scenes</b>	<p>2.1 Communicate the personal characteristics of all characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>2.2 Demonstrate precise, controlled and coordinated movement</p> <p>2.3 Perform with movement appropriate to the performance space</p>
<b>LO3: know and understand the content and context of the mime scenes</b>	<p>3.1 Give an explanation of the techniques required to move in slow motion</p> <p>3.2 Give an explanation of where the slow motion sequence was used in Mime Scene 1 and why it was incorporated at this particular point</p> <p>3.3 Give a description of any changes of mood in Mime Scene 2</p> <p>3.4 Give an explanation of how the cultural or historical context of Mime Scene 2 affected the way the character(s) moved</p>

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 3: GRADE 7

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform two mime scenes</b>	1.1 Create and perform two mime scenes with a clear structure 1.2 Demonstrate an understanding of place, period and situation 1.3 Communicate an understanding of the intentions and objectives of the characters portrayed 1.4 Perform with concentration, focus and spontaneity
<b>LO2: know and apply the techniques required to perform mime scenes</b>	2.1 Communicate the personal characteristics of all characters through appropriate stance, movement, gesture(s) and facial expression 2.2 Demonstrate precise, controlled and coordinated movement 2.3 Perform with movement appropriate to the performance space
<b>LO3: know and understand the content and context of the mime scenes</b>	3.1 Give an explanation of what is meant by commedia dell'arte and give reasons for the choice of character in Mime Scene 1 3.2 Give a description of the feelings and actions of the chosen character in Mime Scene 1 3.3 Give an explanation of the interpretation of the chosen word stimulus in Mime Scene 2 and how the scene was developed from this stimulus 3.4 Give a description of any changes of mood in Mime Scene 2

## Assessment and Grading Criteria: Miming (Solo/Duologue)

### LEVEL 3: GRADE 8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform three mime scenes</b>	<p>1.1 Create and perform three mime scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of place, period and situation</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.4 Perform with concentration, focus and spontaneity</p>
<b>LO2: know and apply the techniques required to perform mime scenes</b>	<p>2.1 Communicate the personal characteristics of each character through appropriate stance, movement and gesture(s)</p> <p>2.2 Communicate the personal characteristics of each character through appropriate facial expression in Mime Scenes 2 and 3</p> <p>2.3 Demonstrate precise, controlled and coordinated movement</p> <p>2.4 Perform with movement appropriate to the performance space</p>
<b>LO3: know and understand the content and context of the mime scenes</b>	<p>3.1 Give a description of the techniques required to mime in a full face mask</p> <p>3.2 Give an explanation of the processes involved in developing the three mime characters for performance</p> <p>3.3 Give a description of how technique was balanced with emotional truth in the three mime scenes presented</p> <p style="text-align: right;"><i>Continued on next page ▶</i></p>

LEARNING OUTCOMES (continued)	ASSESSMENT CRITERIA
<b>LO4: know and understand the influences on the development and presentation of mime for one of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq</b>	4.1 Give a summary of the selected practitioner's influences on the development and presentation of mime

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have created and performed sophisticated mime scenes with clear and defined structure throughout. They will have understood place, period and situation and demonstrated this throughout the scene, all the while communicating the intentions and objectives of the characters being portrayed. This will have been achieved through the Learner's stance, movement, gesture, facial expression and precision of movement. Knowledge and understanding of material will have been comprehensive and in-depth. Detail of the selected practitioner's influences on the development and presentation of mime will have been clear and comprehensive and discussed with maturity (Grade 8 only).

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have created and performed well-structured mime scenes demonstrating an understanding of place, period and situation most of the time. Intentions and objectives of the characters being portrayed will have been achieved on the whole through the Learner's stance, movement, gesture, facial expression and precision of movement. Knowledge and understanding of material will have been well considered but will have lacked detail in justification. The selected practitioner's influences on the development and presentation

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of mime will be securely explained, but will have lacked wider research (Grade 8 only).

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have created and performed mime scenes with basic, but clear structures. An understanding of place, period and situation will be portrayed through simple stance, movement, gesture and facial expression. Movement will be precise in some moments, but generally underdeveloped. Learners will have demonstrated some widespread knowledge and understanding of the chosen material. Explanations of the selected practitioner's influences on the development and presentation of mime will be brief and will be lacking in detail (Grade 8 only).

### ***Fail (0–49 Marks)***

A Learner whose examination is graded as a Fail for any Subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).



# Glossary of Terms: Syllabus Terminology

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**assessment** – the process of making judgments about the extent to which a Learner’s work meets the Assessment Criteria of a unit, or any additional assessment requirements of a qualification

**Assessment Criteria** – descriptions of the requirements a Learner is expected to meet to demonstrate that a learning outcome has been achieved

**Award** – a qualification with a credit value between 1 and 12

**Certificate** – a qualification with a credit value between 13 and 36

**certificate (for a unit or qualification)** – a record of attainment of credit or a qualification issued by an awarding organisation

**credit** – an award made to a Learner in recognition of the achievement of the designated learning outcomes / Assessment Criteria of a unit

**Guided Learning Hours (GLH)** – the number of hours of Teacher-supervised or Teacher-directed study time required to teach a qualification or the unit of a qualification

**Learning Outcome (LO)** – a statement of what a Learner can be expected to know, understand or do as a result of a process of learning

**level** – an indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the Learner in demonstrating that achievement

**Qualification** – an award made to a Learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award

**qualification syllabus specification** – a detailed statement defining the purpose, content, structure and assessment arrangements for a qualification

**qualification title** – a short description of the level, size and content of a qualification

**Total Qualification Time (TQT)** – Total Qualification Time is split into three components: guided learning, directed study and dedicated assessment. It includes Learner initiated study

**Total Time Allowance** – refers to the length of the Examination for which the Learner has been entered. It is the amount of time in which the Learner has to present all required elements of the Examination.

**unit** – a coherent and explicit set of Learning Outcomes and Assessment Criteria, with a title, credit value and level

# Glossary of Terms: Syllabus Content

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**adaptation (Level 3 Acting)** – a play, television screenplay or film screenplay that has been based on or devised from an earlier or pre-existing text, usually retaining some element of the original (for example, Jean Anouilh's version of *Antigone*)

**audibility** – using the level of breath and resonance appropriate to the size of the performance space and for the needs of the character

**body language** – communicating the thought and feeling of a text non-verbally

**character intentions and objectives** – clarifying what the character wants, desires or needs through each action and spoken line, and the spaces between the words

**clarity of diction** – articulating sufficiently to be understood by the Examiner without losing the sense or flow of the text

**clarity (in Miming)** – making movements sufficiently clear so that they can be understood by the Examiner

**commedia dell'arte** – a form of Italian theatre containing stock characters, masks, farcical action, and scenes full of beatings, acrobatics and comic stage business. Commedia dell'arte characters include Arlecchino (Harlequin), Colombina (Columbine), Pantalone (Pantaloon), Pierrot, Pulcinella, Il Capitano, Zanni. For more information on commedia dell'arte please refer to *Mime Matters* (an online LAMDA resource)

**context** – the situation and world of the play

**controlled and coordinated movement** – clear and accurate movement that is well balanced throughout the body and communicates the activity or scene effectively

**creating and inhabiting character** – transforming into another person; creating the illusion of spontaneity as if the character's thoughts and emotions are being expressed for the very first time

- devising drama** – planning and preparing an original scene for performance based on a given stimulus
- emotional truth** – the Learner's complete engagement and involvement with the scene they are performing which they share with their imagined audience
- engaging with the imaginary** – involvement with the character, situation and world of the scene, focusing on each moment
- facial expression** – using the face to express the character's emotions
- focus** – maintaining concentration and involvement with the character being portrayed
- full face mask** – a mask which covers the whole face. Masks either provide a fixed facial expression or neutrality so that the performer's emotions do not influence the mime. For more information on full face masks please refer to *Mime Matters* (an online LAMDA resource)
- gesture** – movement of the hands, arms and/or head to convey an idea or meaning
- improvisation / improvised scene** – the performance of an original scene developed in the moment from a given stimulus without prior planning or preparation
- meaning** – clarifying what the character is thinking and the sense behind their words and/or actions
- mime** – performing actions/reactions non-verbally using mime, without a context. For more information on the definition of mime please refer to *Mime Matters* (an online LAMDA resource)
- mime scene** – performing a scene non-verbally using mime, with a line of development from beginning to end. For more information on the definition of mime scene please refer to *Mime Matters* (an online LAMDA resource)
- modulation** – variations in pitch, intonation, pace, volume, tone colour, use of pause and stress
- mood** – this is determined by how an audience is made to feel by the performer. This would be a combination of the writer's intention and the performer's interpretation
- performance space** – the area in which the Learner performs

- period** – the time or style in which the scene is set. This will affect the Learner's use of accent, movement, posture, stance, gesture, etc.
- personal/physical characteristics** – what a character looks like, noting any distinguishing features. This will affect the Learner's use of movement, stance, posture, gesture, facial expression, etc.
- physical flexibility** – transforming physically according to the period, style and form of the scene
- physical response** – responding to the imagery of the scene non-verbally
- place** – the physical aspects of where the scene takes place
- place and period** – creating a sense of the world in which the character lives
- precise** – clear and accurate
- process of acting** – the steps undertaken to develop a character or text for performance
- published** – a text which is available to the public either in a printed book, e-book, or online
- reactions to other characters and/or events** – responding to another character's words or actions, whether real or imaginary
- sequence of actions** – a series of individual actions linked together by a place and/or situation
- sequence of activities** – a series of individual activities linked together by a place and/or situation
- sequence of reactions** – a series of individual reactions linked together by a place and/or situation
- situation** – what is happening in the scene
- slow motion** – performing a sequence of well-balanced and controlled actions in no more than half the normal rate of speed. For more information on slow motion please refer to *Mime Matters* (an online LAMDA resource)
- spontaneity** – as if the scene is being performed for the very first time

- staging** – positioning a performance within the space provided
- stance** – the manner and position in which a character stands
- stimulus** – an object, word, title, piece of music or text from which a devised or improvised scene is developed
- structure** – using a beginning, a middle and an end
- style** – how thoughts are expressed in literary composition; the specific characteristics of the scene, including choice of words, syntax and genre
- subtext** – the hidden meaning or underlying message behind the scene
- translation** – the original text of a non-English-language play that has been translated into English
- understanding of character** – revealing what the character is thinking, how the character is feeling and any changes in the character's mood throughout the scene
- understanding of situation** – revealing the world in which the character lives and the physical aspects of where the scene takes place
- vocal contrast** – varying pitch, intonation, pace, volume, tone colour and intensity
- vocal control** – keeping sound and thought focused until the end of the phrase so that the voice does not fade away
- vocal flexibility** – transforming vocally according to the period, style and form of the text
- vocal power** – producing and controlling sound until the end of the phrase so that the voice does not fade away
- working stage areas** – the different areas of the stage used in rehearsal and performance. These include centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings