

**London College of Music Examinations**

# Communication Syllabus

**Qualification specifications for:**

Group Performance, Oral Communication, Personal & Professional Communication, Spoken English in Religion

**Valid from:**

2018–2021

See separate syllabuses for:

Diploma requirements, Drama and Spoken English



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# London College of Music

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

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

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

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

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## London College of Music Examinations

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External examinations have been awarded by the London College of Music since the institution's founding in 1887. These were at first in Music, which broadened substantially the range of awards available. Examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations world in being awarded by a university.

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

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

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

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## Communication Examiners

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

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# 1. Syllabus introduction

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## 1.1 Changes to this syllabus

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

In Oral Communication Grades 1 to 4 only six pieces of work are required for the Folder of Work and it is no longer possible to use pieces from previous grades.

## 1.2 Coverage of this syllabus

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

Group Performance, Oral Communication, Personal & Professional Communication, and Spoken English in Religion

## 1.3 Rationale

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

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

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

## 1.4 Syllabus aims

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

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

## 1.5 Syllabus objectives

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

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

## 1.6 Availability of examinations and entry details

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Practical examinations take place throughout the year according to location.

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

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

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

## 1.7 Duration of examinations

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Steps 1, 2 & 3 Group Perf (Entry)	Grades 1, 2 & 3 PPC Preliminary Group Perf (Intro)	Grades 4 & 5 PPC Intermediate Group Perf (Inter)	Grade 6 Group Perf (Adv)	Grade 7	Grade 8
10 mins	15 mins	20 mins	25 mins	30 mins	35 mins

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

## 1.8 Target groups

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

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

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

## 1.9 Progression routes

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Progression from Communication grades:

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

## 1.10 Regulation

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

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

Qualification Number	Qualification Title	Guided Learning Hours	Credits	Total Qualification Time
501/2016/5	UWLQ Level 1 Award in Graded Examination in Oral Communication (Grade 1)	12	6	60
501/2019/0	UWLQ Level 1 Award in Graded Examination in Oral Communication (Grade 2)	18	8	80
501/2017/7	UWLQ Level 1 Award in Graded Examination in Oral Communication (Grade 3)	18	10	100
501/2030/X	UWLQ Level 2 Certificate in Graded Examination in Oral Communication (Grade 4)	24	13	130
501/2029/3	UWLQ Level 2 Certificate in Graded Examination in Oral Communication (Grade 5)	24	15	150
501/2094/3	UWLQ Level 3 Certificate in Graded Examination in Oral Communication (Grade 6)	30	17	170
501/2091/8	UWLQ Level 3 Certificate in Graded Examination in Oral Communication (Grade 7)	30	19	190
501/2092/X	UWLQ Level 3 Certificate in Graded Examination in Oral Communication (Grade 8)	48	25	250

## 1.11 UCAS tariff points

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The Universities and Colleges Admissions Service (UCAS) includes regulated graded examinations in its tariff. Holders of LCM Grade 6–8 Oral Communication qualifications applying for any course of study at a UK Higher Education institution are entitled to tariff points as detailed below.

UCAS Points	A Levels (Grades A–E)		LCM Oral Communication (Pass, Merit, Distinction)		
	AS Level	A2 Level	Grade 6	Grade 7	Grade 8
56		A*			
48		A			
40		B			
32		C			
30					D
27					M
24		D			P
20	A				
16	B	E		D	
14				M	
12	C		D	P	
10	D		M		
8			P		

## 1.12 Ethical and cultural issues

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

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

## 1.13 Candidates with particular needs

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

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# 2. Graded solo exams: syllabus content

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## 2.1 Syllabus overview

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

## 2.2 Summary of subject content and description of components

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

Further information for teachers and advice on syllabus requirements is available from the Chief Examiner, Nigel Ramage, at the LCM Examinations office.

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

### Performance

*Assessed in Component 1*

Candidates need to be prepared to demonstrate:

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

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

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

## Sight Reading

*Assessed in Component 2*

Candidates need to be prepared to demonstrate:

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

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

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

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

*Assessed in Component 3*

Candidates need to be prepared to demonstrate:

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

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

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

## 2.3 Weightings for examination components

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

## 2.4 Grade descriptions

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

### **Grade 1**

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

### **Grades 2–3**

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

### **Grades 4–5**

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

### **Grades 6–8**

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

# 3. Graded solo exams: assessment

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## 3.1 Assessment domains

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

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

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

## 4. Attainment levels

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

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

#### **Distinction (85–100%)**

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

#### **Merit (75–84%)**

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

#### **Pass (65–74%)**

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

#### **Below pass (less than 65%)**

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

### **Below pass, lower level (0–54%)**

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

## **4.2 Attainment band descriptions**

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

### **Component 1: Performance**

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

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

## Component 2: Sight Reading

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

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

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

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

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# 5. Requirements: graded solo examinations

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## 5.1 The Folder of Work and Portfolios

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### Grades 1–5: The Folder of Work

**Required:**

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

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

### Grades 6–8: The Portfolio

**Required:**

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

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

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# 6. Examination requirements

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## 6.1 Group Performance

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The object of these examinations is to provide an opportunity for a group of candidates to work together to produce a polished end result that uses the skills of communication demonstrated by co-operation with their peers.

A group will number between three and fifteen members; teachers wishing to enter larger groups must obtain written permission from the Chief Examiner in advance of making an entry.

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

The examination is offered at four levels:

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

### 1. Performance

**80 marks (2 x 40)**

The group will normally perform TWO of the following, but should a group wish to perform only one element (usually drama) at greater length, written permission must be obtained as above.

#### a. Drama

A piece of scripted drama. When there is inequality in the number of spoken lines among the characters, the examiner will look for involvement, concentration and character expressed by each member of the group.

#### b. Improvisation

A scene developed from a subject given to the group thirty minutes before the examination. The examiner will look for a coherent structure, group co-operation and balanced responsibility from each member of the group.

#### c. Mime

A scene developed with or without background music.  
In Grades 1–3, occupational mime is acceptable, as are other ideas.  
In Grades 4–8, the mime must show narration and emotion.

#### d. Reading Aloud

A story or extract from a book. From Intermediate level, more than one extract may be used. The examiner will look for imaginative use of the material, which means exploiting the full resources of the group.

#### e. Verse Speaking

A poem or poems will be performed from memory. The examiner will look for varied use of the voices in the group and, possibly, different and relevant grouping.

#### f. Music Theatre

Any musical pieces that can be performed chorally and dramatically. The examiner will look for a sense of group involvement, both in vocal and dramatic combination.

## 2. Discussion

20 marks

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

## 6.2 Oral Communication

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LCM Examinations in Oral Communication are intended to assess and encourage a wide range of inter-personal skills which will be of value in personal and professional life. They will help all who have to communicate in industry, commerce, caring professions, education, performance (including musicians), or as part of their private lives to develop dynamic, effective and sensitive modes of conveying meaning, ideas, facts and empathy.

### Oral Communication: Step 1

1. The candidate will exchange names with the examiner and be invited to sit down. **40 marks**
2. The candidate will talk with the examiner about a picture or a model that the candidate has brought along. **40 marks**
3. During this conversation the examiner will move on to topics that can reasonably be expected to be within the candidate's experience. **20 marks**

### Oral Communication: Step 2

1. The candidate will exchange names with the examiner and be invited to sit down. **40 marks**
2. The candidate will talk with the examiner about a toy, a photograph, a book or any object that the candidate is confident to speak about. **40 marks**
3. The conversation will then move to a wider range of appropriate topics. **20 marks**

### Oral Communication: Step 3

1. The candidate will exchange names with the examiner and will be invited to sit down. **40 marks**
2. The candidate will read aloud a passage of prose (approximately 100 words) from a favourite book. **40 marks**
3. The candidate will talk about an interesting member of their family. (A photograph, or an item associated with the family member, can be brought in, if the candidate finds this helpful.)  
The conversation with the examiner will discuss why the candidate liked the passage that was read aloud, and will move on to other topics relevant to the candidate's experience. **20 marks**

# Oral Communication: Grade 1

## 1. Performance

60 marks (2 x 30)

- a) The candidate will introduce and read aloud a passage of prose (approximately 150 words) from a favourite book.
- b) The candidate will describe an interesting event they took part in (not to exceed 2 minutes).

## 2. Sight Reading

10 marks

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

## 3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work containing six favourite readings OR background material used in the preparation of 1b.

The Folder will conclude with a Personal Reflection on EITHER (a) what content of the passages the candidate liked, and which piece they would find most interesting to communicate OR (b) what their own reactions were to the event.

The candidate will be asked questions on the following topics:

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

# Oral Communication: Grade 2

## 1. Performance

60 marks (2 x 30)

- a) The candidate will introduce and read aloud a passage of prose (approximately 200 words) from a favourite book.
- b) The candidate will relate a story; this may be a personal anecdote, or the retelling of a published story (not to exceed 2 minutes).

## 2. Sight Reading

10 marks

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

## 3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain EITHER (a) six pieces of work that the candidate has found interesting OR (b) background material to the story told.

The Folder will conclude with a Personal Reflection on EITHER (a) what the candidate found attractive in the pieces, and an assessment of which piece they would most like to deliver OR (b) why the story was of particular significance to them personally.

The candidate will be asked questions on the following topics:

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

## Oral Communication: Grade 3

### 1. Performance

60 marks (2 x 30)

- a) The candidate will bring to the examination an own choice prose work from which the examiner will select a passage to be read aloud.
- b) The candidate will give a talk on a subject which interests him/her. Visual aids may be used. (Not to exceed 2½ minutes.)

### 2. Sight Reading

10 marks

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

### 3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain EITHER (a) six pieces of work that the candidate has found interesting OR (b) an account of the background material used in preparing the talk.

The Folder will conclude with a Personal Reflection EITHER on which two pieces, OR which aspect of the talk, would most hold the attention of listeners.

The candidate will be asked questions on the following topics:

- a) The reading – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces OR the subject of the talk; the content of the Personal Reflection.

## Oral Communication: Grade 4

### 1. Performance

60 marks (2 x 30)

- a) The candidate will bring to the examination an own choice prose work from which the examiner will select a passage to be read aloud.
- b) The candidate will give a talk on a hobby or sport. Visual aids may be used. (Not to exceed 3 minutes.)

### 2. Sight Reading

10 marks

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

### 3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work. It will contain EITHER (a) six pieces of work on a linked theme OR (b) an account of the background material used in the preparation of 1b.

The Folder will conclude with a Personal Reflection on how the candidate chose the theme OR the talk topic. The candidate should also have in mind one piece OR extract from their talk for discussion of what features allow the speaker to give colour to the delivery.

The candidate will be asked questions on the following topics:

- a) The reading – the meaning, vocabulary and choice.
- b) Folder of Work – the reasons for the choice of pieces OR the subject of the talk; the content of the Personal Reflection.

## Oral Communication: Grade 5

### 1. Performance

60 marks (2 x 30)

- a) The candidate will bring to the examination an own choice prose work from which the examiner will select a passage to be read aloud.
- b) The candidate will give a talk, introducing the main speaker on a formal occasion (not to exceed 3 minutes).

### 2. Sight Reading

10 marks

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

### 3. Discussion and Folder of Work

30 marks

The candidate will bring to the examination a Folder of Work which will comprise a scrapbook about a visit to a place of interest. Supporting material could include items such as sketches, snapshots and memorabilia. Conclude with a Personal Reflection on the significance to you personally of the visit.

The candidate will be asked questions on the following topics:

- a) The reading and talk – the meaning and the variety of vocal styles required.
- b) Folder of Work – content, including the personal insights gained.

## Oral Communication: Grade 6

### 1. Performance

60 marks (2 x 30)

- a) The candidate will make a speech on one of the following subjects (not to exceed 3½ minutes):
  - (i) The motor car
  - (ii) All hell broke loose
  - (iii) Cheap holidays
  - (iv) Democracy
  - (v) Passing the time
- b) The candidate will make a presentation of a process or a product. Visual aids may be used (not to exceed 4 minutes).

### 2. Sight Reading

10 marks

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

### 3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Theory – to explain the term ‘modulation’ in relation to the performance of the speeches.
- b) The construction and delivery of their first speech.
- c) To discuss a portfolio of about four pages on the preparation and presentation of your second speech. Describe the choice of background materials and the ideas used in constructing the talk.

## Oral Communication: Grade 7

### 1. Performance

60 marks (2 x 30)

- a) The candidate will make a speech on one of the following subjects (not to exceed 5 minutes):
- (i) Ambition
  - (ii) War
  - (iii) Why me?
  - (iv) My favourite city
  - (v) Enjoying life
  - (vi) Responsibility
- b) The candidate will make a persuasive speech on a topical subject (not to exceed 3 minutes).

### 2. Sight Reading

10 marks

The candidate will read aloud two passages provided by the examiner.

### 3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Theory – the candidate will discuss presentation and posture in public speaking in relation to the performance of the speeches.
- b) The construction and delivery of their first speech.
- c) To discuss a portfolio of about five pages on the preparation and presentation of your second speech. Describe how you came to choose the particular topic and how you researched sources and ideas for it.

## Oral Communication: Grade 8

### 1. Performance

60 marks (2 x 30)

- a) The candidate will make a speech on one of the following subjects (not to exceed 6 minutes):
- (i) Youth culture today
  - (ii) Environmental challenges
  - (iii) A historical figure I admire
  - (iv) Life, the universe and everything
  - (v) International co-operation
  - (vi) A review of a play, musical or film
- b) The candidate will give a talk on a subject given by the examiner 15 minutes before the examination (not to exceed 4 minutes).

### 2. Sight Reading

10 marks

The candidate will read aloud two passages provided by the examiner.

### 3. Discussion and Portfolio

30 marks

The candidate will be asked questions on the following topics:

- a) Theory – to discuss the elements of effective voice production, including projection and resonance, with particular reference to the set speech; to explain what exercises are personally beneficial to improve voice production.
- b) The construction and delivery of the set speech.
- c) To discuss a portfolio of about six pages on the elements that contribute to being a good public speaker. Show the research you have undertaken and give an account of your personal experience.

## 6.3 Personal & Professional Communication

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These examinations are suitable for all school leavers and those facing an interview. The higher stages of these examinations are aimed at those who are already in third level education or in the workplace and may be called to make presentations, or host conferences in the course of their work.

The examinations test the candidate's ability to convey information in a clear and pleasing manner and to display interpersonal and communication skills.

### Personal & Professional Communication: Preliminary Certificate

The interview has increased in importance. In this examination we seek to give an opportunity for interview skills to be tested in preparation for career development. The examination is in two parts:

#### 1. The Interview

60 marks

This will be a formal interview.

- The candidate will present a typed CV and a covering letter. The covering letter will state clearly the position or course for which the candidate is applying.
- Discuss the CV with the examiner and answer questions on its contents and on the position or course applied for in the covering letter.
- Be prepared to answer questions which are typical of a formal interview.

#### 2. Newspaper Article

40 marks

Candidates must bring to the examination a copy of a newspaper and read an article on social, political, cultural or economic affairs. The article should be between one and two minutes' reading time. Discuss with the examiner the content and direction of the article.

### Personal & Professional Communication: Intermediate Certificate

#### 1. Introductory Talk

30 marks

The candidate must deliver a talk of not more than three minutes to introduce himself/herself to the examiner. This talk should include: name, education, occupation, work experience and spare-time activities, followed by an account of their personal qualities as suited to the job and their particular interest in the employer's company.

#### 2. Presentation

40 marks

Make a presentation of a product or service. Visual aids should be used to enhance the presentation. (Not to exceed 5 minutes.)

#### 3. Sight Reading

10 marks

Read aloud a newspaper article provided by the examiner.

#### 4. Discussion

20 marks

This will include a discussion with the examiner on all aspects of the examination, including the direction and content of the newspaper article.

DipLCM in Personal & Professional Communication: see the separate Syllabus for Diplomas in Drama and Communication.

## 6.4 Spoken English in Religion

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*or* Spoken English in Worship  
*or* Spoken English in Church  
*or* Spoken English in the Synagogue

[Candidates may choose from the various wordings for their certificate.  
The preferred title should be noted on the entry form under 'Subject'.]

### Syllabus One: Judaism and Christianity

This series of grade examinations is provided in order to encourage those who wish to take part in the worship of their synagogue, church or chapel to do so with confidence and efficiency. It is likely that candidates will have some level of commitment to their faith. The religious opinions of the examiner will be irrelevant; marks will reflect the ability to communicate sacred texts with clarity and sensitivity, and an understanding of their meaning and background.

The use of a lectern is optional, but the responsibility for providing one rests with the candidate, not the centre.

## Spoken English in Religion: Grade 1

### 1. Performance

**60 marks (2 x 30)**

The candidate will introduce and read aloud:

- a) either Acts I 15–26 or Psalm 92
- b) one of the following:
  - (i) Genesis II 1–9
  - (ii) I Samuel 22 1–8
  - (iii) I Corinthians 13

### 2. Folder of Work

**15 marks**

The candidate will bring to the examination a Folder of Work of at least eight pages containing favourite readings, Biblical or other, or some work in reference to reading in worship. The selections must be hand-written, typed or word-processed by the candidate. They must not be photocopied. The folder may be illustrated or decorated by the candidate. The objective is to stimulate an interest in reading in public, and the material chosen is also to provide a stimulus for discussion with the examiner. Marks will be awarded for content, presentation and discussion.

### 3. Sight Reading

**10 marks**

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

### 4. Discussion

**15 marks**

The candidate will be asked questions on the meaning, vocabulary and choice of the pieces.

## Spoken English in Religion: Grade 2

### 1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud:

- a) I Chronicles 20
- b) any scripture passage which recounts a miracle

### 2. Folder of Work

15 marks

The candidate will bring to the examination a Folder of Work of at least 12 pages containing favourite readings, Biblical or other, or some work in reference to reading in worship. See Grade 1 for details of presentation. Marks will be awarded for content, presentation and discussion.

### 3. Sight Reading

10 marks

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

### 4. Discussion

15 marks

The candidate will be asked to define 'miracle' and discuss the meaning, vocabulary and choice of the pieces presented

## Spoken English in Religion: Grade 3

### 1. Performance

60 marks (2 x 30)

The candidate will introduce and read aloud:

- a) Ecclesiastes 3 1–15
- b) any scripture passage which recounts a parable

### 2. Folder of Work

15 marks

The candidate will bring to the examination a Folder of Work of at least 14 pages containing favourite readings, Biblical or other, or some work in reference to reading in worship. See Grade 1 for details of presentation. Marks will be awarded for content, presentation and discussion.

### 3. Sight Reading

10 marks

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

### 4. Discussion

15 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the candidate will define 'parable' and discuss the meaning, vocabulary and choice of the pieces.
- b) Theory – the main differences between the spoken and the written word.

## Spoken English in Religion: Grade 4

### 1. Performance

60 marks (2 x 30)

- a) The candidate will prepare two consecutive chapters from either I Samuel or Ezekiel. The examiner will select a passage to be read aloud.
- b) The candidate will read aloud a passage of no fewer than 15 verses from either Mark or Micah.

### 2. Folder of Work

15 marks

The candidate will bring to the examination a Folder of Work of at least 16 pages containing favourite readings, Biblical or other, or some work which refers to reading in worship. See Grade 1 for details of presentation. Marks will be awarded for content, presentation and discussion.

### 3. Sight Reading

10 marks

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

### 4. Discussion

15 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the meaning, vocabulary and context of the pieces.
- b) Theory – to discuss those elements which give colour to speech, to make it interesting to the listener.

## Spoken English in Religion: Grade 5

### 1. Performance

60 marks (2 x 30)

- a) The candidate will prepare two consecutive chapters from The Song of Solomon. The examiner will select a passage to be read aloud.
- b) The candidate will read aloud a passage of no fewer than 20 verses from either Jonah or 2 Timothy.

### 2. Folder of Work

15 marks

For this grade the Folder will take the form of a full description of a religious ceremony. It may be illustrated and may use any appropriate material, e.g. order of service. Marks will be awarded for content, presentation and discussion.

### 3. Sight Reading

10 marks

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

### 4. Discussion

15 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the meaning, vocabulary and context of the pieces.
- b) Theory – the mechanics and importance of breathing in reading aloud.

## Spoken English in Religion: Grade 6

### 1. Performance

60 marks (3 x 20)

- a) The candidate will prepare two consecutive chapters from Joshua. The examiner will select a passage to be read aloud.
- b) The candidate will read aloud a chapter from either 2 Corinthians or Esther.
- c) The candidate will announce and read the first verse of a hymn, as preparation to its singing by a congregation.

### 2. Sight Reading

10 marks

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

### 3. Discussion

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the meaning and significance of the pieces.
- b) Theory – to explain the terms ‘modulation’ and ‘verbal dynamics’ in relation to the reading of the pieces.
- c) Background – to discuss a portfolio the candidate has produced on the presentational aspects of reading aloud.

## Spoken English in Religion: Grade 7

### 1. Performance

60 marks (4 x 15)

- a) The candidate will prepare two consecutive chapters from Numbers. The examiner will select a passage to be read aloud.
- b) The candidate will read aloud a chapter from a letter of St Paul.
- c) The candidate will use an excerpt from one of the chosen passages as inspiration for a prayer, which may be read aloud or spoken extemporaneously.
- b) The candidate will give a prepared homily on a text from one of the Gospels (not to exceed 3 minutes)

### 2. Sight Reading

10 marks

The candidate will read aloud two passages provided by the examiner.

### 3. Discussion

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the meaning and significance of the pieces and to explain the choice of the passage chosen for the prayer.
- b) Theory – to explain the importance of rhythm and articulation, and to talk about the posture taken for services and meetings.
- c) Background – to discuss a portfolio the candidate has produced on the importance of the reading in a service.

# Spoken English in Religion: Grade 8

## 1. Performance

60 marks (4 x 15)

- a) The candidate will prepare three separate psalms. The examiner will select one psalm to be read aloud.
- b) The candidate will read aloud an extract from the Gospel of St John or the book of the prophet Hosea.
- c) The candidate will deliver a short address on one of the following subjects:
  - (i) The value of hymn singing
  - (ii) The value of worship
  - (iii) A significant episode in Jewish or Christian history
- d) The candidate will give a short homily on some verses from the Gospels, chosen from the list below and given by the examiner 15 minutes before the examination (not to exceed 3 minutes).
  - i. Matthew ch.3 vv 1-12 John the Baptist
  - ii. Matthew ch.22 vv 34 -40 The Great Commandment
  - iii. Mark ch.9 vv 2-13 The Transfiguration
  - iv. Mark ch.11 vv 1-11 Jesus enters Jerusalem
  - v. Luke ch.17 vv 20-35 The Kingdom of God
  - vi. Luke ch.20 vv 20-26 Paying Taxes
  - vii. John ch.15 vv 1-17 I am the true Vine
  - viii. John ch.18 vv 15-18 & vv 25-27 Peter's Denial

## 2. Sight Reading

10 marks

The candidate will read aloud two passages provided by the examiner.

## 3. Discussion

30 marks

The candidate will be asked questions on the following topics:

- a) Pieces – the meaning and significance of the pieces and explain the choice of subject for the address.
- b) Theory – to discuss the elements of voice production, including projection and resonance, with particular reference to one of the chosen pieces; to explain what exercises are personally beneficial to improve voice production.
- c) Background – to discuss a portfolio the candidate has produced on the way a building affects voice production and also showing research into the psalms, Hosea or gospel extracts that have been read in the performance.

# 7. Assessing, awarding and reporting

## 7.1 Assessment objectives: detailed notes

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

### 7.1.1 Assessment domains

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

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

### 7.1.2 Coverage of the assessment domains

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

### 7.1.3 Approximate weightings for assessment domains

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

## 7.1.3 How marks are awarded during the examination

### Performance (Component 1)

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

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

### Sight Reading (Component 2)

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

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

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

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

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

## **7.2 Issue of results**

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

## **7.3 Repeats of examinations**

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

## **7.4 Regulations and information**

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See the website for a full list of regulations.