

**LAMDA**

**Solo Introductory  
Examinations**

# Changes from the Previous Syllabus (September 2014)

STAGE ONE	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
<p>Changes to the Conversation, from:</p> <p>The Learner will bring a favourite toy or object into the examination room. The Examiner will use this to initiate a short conversation with the Learner.</p>	<p>To:</p> <p>The Learner will engage in a short conversation with the Examiner. This will be initiated by the favourite toy or object the Learner brings into the examination room. The Learner should be able to explain why they chose to bring this toy or object in with them, and will also be expected to describe how to play a game of their choice.</p>
<p>AC amendments and additions:</p> <p>3.1 Maintain concentration in the conversation some/most/all of the time</p> <p>3.2 Respond to some/most/all questions about the chosen toy or object</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Explain the reasons for the choice of object/toy</p> <p>3.4 Describe how to play a game</p>
STAGE TWO	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
<p>Changes to the Conversation, from:</p> <p>The Learner will bring in a picture, photograph or postcard, with which they are familiar, into the examination room. The Examiner will use this to initiate a short conversation with the Learner.</p>	<p>To:</p> <p>The Learner will bring a picture, photograph, drawing or postcard into the examination room of one of the following:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Favourite place</li> <li>• Memorable event</li> <li>• Favourite animal</li> </ul>
	<i>Continued on next page ▶</i>

**STAGE TWO** *(continued)*

	The Learner will engage in a short conversation with the Examiner. This will be initiated by the picture, photograph, drawing or postcard the Learner brings into the examination room. The Learner should be able to explain why they chose to bring this with them, and will also be expected to describe their favourite activity. The conversation may move naturally onto other topics.
AC amendments and additions:	
3.1 Maintain concentration in the conversation some/most/all of the time	3.1 Maintain concentration in the conversation
3.2 Respond to some/most/all questions about the picture, photograph or postcard	3.2 Listen and respond appropriately to questions
	3.3 Explain the reasons for the choice of picture, photograph, drawing or postcard
	3.4 Describe a favourite activity

**STAGE THREE**

2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
Changes to the Conversation, from:  The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate a short conversation with the Learner.	To:  The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate a short conversation with the Learner. In this conversation, the Learner should be able to explain their reasons for their choice of book, and describe their favourite section and character in the book. The conversation may move naturally onto other topics.

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**STAGE THREE** *(continued)*

AC amendments and additions:

- |  |  |
|--|--|
| 3.1 Maintain concentration in the conversation some/most/all of the time | 3.1 Maintain concentration in the conversation                                       |
| 3.2 Respond to some/most/all questions about the chosen book             | 3.2 Listen and respond appropriately to questions                                    |
|  | 3.3 Give reasons behind the choice of book   |
|  | 3.4 Give an explanation of a favourite section of the book and a favourite character |



# Solo Introductory Examinations (August 2019)

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## **Purpose of the Examinations**

LAMDA *Solo Introductory Examinations* are designed to develop confidence and basic communication skills, and to introduce the Learner to the LAMDA suite of graded examinations in Communication and Performance.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Communication skills

## **Broad Objectives of the Examinations**

### **1. Interpretative skills**

The Learner will be required to:

- learn the words of a poem and recite them aloud

### **2. Technical skills**

The Learner will be required to:

- develop skills in voice and diction

### **3. Communication skills**

The Learner will be required to:

- respond to simple questions in a conversation

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## Structure

Solo Introductory Examinations are available at three stages:

Solo Introductory Stage One

Solo Introductory Stage Two

Solo Introductory Stage Three

Learners may enter for a Solo Introductory Examination at any stage. Each stage is independently assessed.

## Examination Regulations

1. The set poems for each stage are printed in full in the *LAMDA Verse and Prose Anthology – Volume 19*.
2. The Learners will speak the set poems as they are presented in the *LAMDA Verse and Prose Anthology – Volume 19*.
3. No unauthorised person is allowed to be present during the examination.
4. Live animals are not permitted in the examination room.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
6. The selected repertoire must be performed in English.

# Solo Introductory Stage One

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## Examination Description

The LAMDA *Solo Introductory Stage One Examination* is designed to introduce Learners to basic communication skills. Learners will speak one poem from memory, audibly and clearly, with some appreciation of meaning, and maintain a short conversation with the Examiner about a favourite toy or object. Learners will also be asked to describe how to play a game of their choice.

### LEARNING OUTCOMES

On completion of this examination the Learner will be able to:

#### **Interpretation**

**LO1:** perform one poem from memory

#### **Technique**

**LO2:** use vocal skills to engage the listener

#### **Conversation**

**LO3:** know and understand the techniques required to maintain a conversation

## Total Time Allowance

10 minutes



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## Examination Content

### ***Poem (Set Piece): Interpretation and Technique***

The Learner will speak from memory one of the following set poems:

<i>Clouds</i>	Valerie Bloom
<i>My Hat!</i>	Tony Mitton
<i>Mix a Pancake</i>	Christina Rossetti
<i>The Red Boat</i>	Wes Magee
<i>Sounds Good!</i>	Judith Nicholls
<i>My Puppy</i>	Debra Bertulis

The set poems are printed in full in the *LAMDA Verse and Prose Anthology – Volume 19*. The Learner must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

### ***Conversation***

The Learner will engage in a short conversation with the Examiner which will be initiated by the favourite toy or object the Learner brings into the examination room. The Learner should be able to explain why they chose to bring this toy or object. They will also be expected to describe how to play a game of their choice (Learners do not need to bring a game in with them). The conversation may move naturally onto other topics.

## Solo Introductory Stage One Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Solo Introductory Examinations

### SOLO INTRODUCTORY STAGE ONE

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the **Grade Band Descriptors** on pages 9–10 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1 Perform one poem from memory</b>	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
<b>LO2 Use vocal skills to engage the listener</b>	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
<b>LO3 Know and understand the techniques required to maintain a conversation</b>	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions 3.3 Explain the reasons for the choice of object/toy 3.4 Describe how to play a game

# Solo Introductory Stage Two

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## Examination Description

The LAMDA *Solo Introductory Stage Two Examination* is designed to introduce Learners to basic communication skills. Learners will speak one poem from memory, audibly and clearly, with some appreciation of meaning, and maintain a short conversation with the Examiner about a picture, photograph or postcard. Learners will also be asked to describe their favourite activity.

### LEARNING OUTCOMES

On completion of this examination the Learner will be able to:

#### Interpretation

**LO1:** perform one poem from memory

#### Technique

**LO2:** use vocal skills to engage the listener

#### Conversation

**LO3:** know and understand the techniques required to maintain a conversation

## Total Time Allowance

10 minutes

## Examination Content

### **Poem (Set Piece): Interpretation and Technique**

The Learner will speak from memory one of the following set poems:

<i>Did You Ever Play Tag with a Tiger?</i>	Leroy F. Jackson
<i>Hello! Hello!</i>	Louisa M. Alcott
<i>Down Behind the Dustbin</i>	Michael Rosen
<i>To Catch a Fish</i>	Eloise Greenfield
<i>The Folk Who Live in Backward Town</i>	Mary Ann Hoberman
<i>Hot Cross Buns</i>	Eleanor McLeod

The set poems are printed in full in the *LAMDA Verse and Prose Anthology – Volume 19*. The Learner must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

### **Conversation**

The Learner will bring a picture, photograph, drawing or postcard of one of the following into the examination room:

- Family
- Favourite place
- Memorable event
- Favourite animal

The Learner will engage in a short conversation with the Examiner. This will be initiated by the picture, photograph, drawing or postcard the Learner brings into the examination room. The Learner should be able to explain why they chose to bring this with them, and will also be expected to describe their favourite activity. The conversation may move naturally onto other topics.

## Solo Introductory Stage Two Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Solo Introductory Examinations

### SOLO INTRODUCTORY STAGE TWO

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the **Grade Band Descriptors** on pages 9–10 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1 Perform one poem from memory</b>	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
<b>LO2 Use vocal skills to engage the listener</b>	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
<b>LO3 Know and understand the techniques required to maintain a conversation</b>	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions 3.3 Explain the reasons for the choice of picture, photograph, drawing or postcard 3.4 Describe a favourite activity

# Solo Introductory Stage Three

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## Examination Description

The LAMDA *Solo Introductory Stage Three Examination* is designed to introduce Learners to basic communication skills. Learners will speak one poem from memory, audibly and clearly, with some appreciation of meaning, and maintain a short conversation with the Examiner about a favourite book, explaining the reasons for their choice, their favourite section and who their favourite character is within the book.

### LEARNING OUTCOMES

On completion of this examination the Learner will be able to:

#### Interpretation

**LO1:** perform one poem from memory

#### Technique

**LO2:** use vocal skills to engage the listener

#### Conversation

**LO3:** know and understand the techniques required to maintain and further a conversation

## Total Time Allowance

10 minutes



## Examination Content

### **Poem (Set Poem): Interpretation and Technique**

The Learner will speak from memory one of the following set poems:

<i>Riddle</i>	Colin West
<i>Caterpillars</i>	Brod Bagert
<i>There Isn't Time</i>	Eleanor Farjeon
<i>Room with a View</i>	Stephen Swinburne
<i>The Backwards Bus</i>	Martha Cheney
<i>Discretion</i>	Leroy F. Jackson

The set poems are printed in full in the *LAMDA Verse and Prose Anthology – Volume 19*. The Learner must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

### **Conversation**

The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate a short conversation with the Learner. In this conversation, the Learner should be able to explain their reasons for their choice of book, and explain their favourite section and character in the book. The conversation may move naturally onto other topics.

## Solo Introductory Stage Three Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
<b>Total Marks</b>			<b>100</b>

## Attainment Bands

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

## Assessment and Grading Criteria: Solo Introductory Examinations

### SOLO INTRODUCTORY STAGE THREE

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the **Grade Band Descriptors** on pages 9–10 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1 Perform one poem from memory</b>	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
<b>LO2 Use vocal skills to engage the listener</b>	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
<b>LO3 Know and understand the techniques required to maintain and further a conversation</b>	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions 3.3 Give reasons behind the choice of book 3.4 Give an explanation of a favourite section of the book and a favourite character