

**LAMDA**

**INTRODUCTORY  
GRADED EXAMINATION SYLLABUS**

**With effect from 1 August 2019**  
3rd 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.

## **About This Syllabus Specification**

This syllabus specification outlines the requirements for LAMDA Introductory Examinations. It is designed for use by centres, Teachers, Learners and parents.

LAMDA Introductory Examinations are designed to introduce Learners to the LAMDA suite of graded examinations in Communication and Performance. They offer Learners the opportunity to develop basic communication skills and to engage in creative expression within a supportive environment.

## Structure

LAMDA Introductory Examinations are offered in the following formats:

- Solo (one Learner): where the Learner performs alone
- Group (three to ten Learners): where the Learners perform together

Solo Introductory Examinations are available at three stages:

- Solo Introductory Stage One
- Solo Introductory Stage Two
- Solo Introductory Stage Three

Group Introductory Examinations are available at three stages:

- Group Introductory Stage One
- Group Introductory Stage Two
- Group Introductory Stage Three

LAMDA Introductory Examinations 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 communication or performance subjects before studying for a LAMDA Examination.

## **LAMDA Examination Titles Covered in This Syllabus Specification**

LAMDA Introductory Examination: Solo Introductory Stage One

LAMDA Introductory Examination: Solo Introductory Stage Two

LAMDA Introductory Examination: Solo Introductory Stage Three

LAMDA Introductory Examination: Group Introductory Stage One

LAMDA Introductory Examination: Group Introductory Stage Two

LAMDA Introductory Examination: Group Introductory Stage Three

## **Reasonable Adjustments and Special Considerations**

Reasonable Adjustments and Special Considerations are designed to facilitate access to examinations 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 an Examination.

All LAMDA Graded Examinations 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 use practical assessment as the method for external assessment.

## **Assessment Requirements**

Assessment for LAMDA Graded Group Examinations is criterion-referenced, based on the achievement of specified Learning Outcomes and Assessment Criteria. Each Examination has specified Assessment Criteria which are used for grading purposes. A 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.

## **Invalidation Policy**

LAMDA operates an Invalidation Policy for all its Examinations.

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 an 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.

## **Glossary of Terms**

A glossary of the terminology used in this syllabus specification is available at the back of this document.

## **Essential Resources**

The LAMDA Verse and Prose Anthology – Volume 19 is a collection of verse and prose pieces and is a required publication for Learners taking LAMDA Introductory Examinations (Solo and Group) at Stage One, Stage Two and Stage Three.

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)

## **Grade Band Descriptors**

The following information describes what skills Learners need to present in order to attain marks for Pass, Merit or Distinction for the Introductory Solo and Group Examinations listed in this syllabus. 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 mark will have communicated the meaning of their poem throughout the performance, speaking from memory with expression and confidence throughout. The poem will have been audible and spoken clearly all of the time. During the conversation element of Solo Examination, the Learner will have maintained concentration, whilst listening and responding appropriately to all questions. For Group Examinations, the group will have responded to the game completely, listening to and interacting with one another throughout.

## **Merit (65–79 Marks)**

A Learner who achieves a Merit mark will have communicated the meaning of their poem throughout most of the performance, speaking from memory most of the time, with some lapses in confidence and expression. The poem will have been mostly clear and audible. During the conversation element of Solo Examinations, the Learner will have been concentrating for the most part, whilst listening and responding appropriately to most questions. For Group Examinations, the group will have securely responded to the game, listening to and interacting with one another for the most part.

## **Pass (50–64 Marks)**

A Learner who achieves a Pass mark will have communicated the meaning of their poem for some of the time, speaking clearly and audibly some of the time, but will have lacked confidence and the ability to express throughout the performance. During the conversation element of Solo Examinations, the Learner will have concentrated some of the time, appropriately answering some of the questions from the Examiner. For Group Examinations, the group will have given a basic response to the game, listening to and interacting with one another for some of the time.

## **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).

# LAMDA

## Solo Introductory Examinations

### Changes from the Previous Syllabus (September 2014)

STAGE ONE	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
Changes to the Conversation, from: 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.	To: 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>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>
<p>STAGE TWO</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>Set poems have been changed and updated</p>
<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> <p>The Learner will engage in a short conversation with the Examiner. This will be initiated by the picture, photograph, drawing or postcard the</p>

	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.
<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 picture, photograph or postcard</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 picture, photograph, drawing or postcard</p> <p>3.4 Describe a favourite activity</p>
<b>STAGE THREE</b>	
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 book into the examination room. The Examiner will use this to</p>	<p>To:</p> <p>The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate</p>

<p>initiate a short conversation with the Learner.</p>	<p>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.</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 book</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Give reasons behind the choice of book</p> <p>3.4 Give an explanation of a favourite section of the book and a favourite character</p>

# **Solo Introductory Examinations (August 2019)**

## **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

## **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**

## **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

## **Examination Content**

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

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

Clouds	Valerie Bloom
My Hat!	Tony Mitton
Mix a Pancake	Christina Rossetti
The Red Boat	Wes Magee
Sounds Good!	Judith Nicholls
My Puppy	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
Total Marks			100

## 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 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
LO3 Know and understand the techniques required to maintain a conversation	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions

	<p>3.3 Explain the reasons for the choice of object/toy Describe how to play a game</p>
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# **Solo Introductory Stage Two**

## **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:

Did You Ever Play Tag with a Tiger?	Leroy F. Jackson
Hello! Hello!	Louisa M. Alcott
Down Behind the Dustbin To Catch a Fish	Michael Rosen Eloise Greenfield
The Folk Who Live in Backward Town	Mary Ann Hoberman
Hot Cross Buns	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
Total Marks			100

## 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 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
LO3 Know and understand the techniques required to maintain a conversation	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions

	<p>3.3 Explain the reasons for the choice of picture, photograph, drawing or postcard</p> <p>3.4 Describe a favourite activity</p>
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# **Solo Introductory Stage Three**

## **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:

Riddle	Colin West
Caterpillars	Brod Bagert
There Isn't Time	Eleanor Farjeon
Room with a View	Stephen Swinburne
The Backwards Bus	Martha Cheney
Discretion	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
Total Marks			100

## **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 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
LO3 Know and understand the techniques required to maintain and further a conversation	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions

	<p>3.3 Give reasons behind the choice of book</p> <p>3.4 Give an explanation of a favourite section of the book and a favourite character</p>
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# LAMDA

## Group Introductory Examinations

### Changes from the Previous Syllabus (September 2014)

STAGE ONE AND STAGE TWO	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
AC amendments and additions:  2.1 Speak the chosen poem with audibility and clarity some/ most/all of the time  2.2 Listen and respond to instructions in the drama game some/most/all of the time          3.1 Listen to each other and interact some/most/all of the time	  2.1 Speak the chosen poem with audibility appropriate to the performance space  2.2 Speak the poem clearly 2.3 Listen and respond to instructions in the drama game  3.1 Listen to each other and interact appropriately during the delivery of the poem  3.2 Listen to each other and interact appropriately during the game

STAGE THREE	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
<p>The Drama Game has changed from:</p> <p>The group will provide the Examiner with an empty cardboard box.</p> <p>The Examiner will say 'I am going to pass this box around. Each Learner will either turn the box into an object, or an object/creature may be found inside the box.' The box or its contents will change as it's passed from one Learner to another. The group will be assessed on their ability to react to their own and each other's object/ creature.</p>	<p>To:</p> <p>The Examiner will provide the group with the first line of a story. Each Learner will add a sentence to the story until the Examiner brings the story to an end.</p>
<p>AC amendments and additions:</p> <p>2.1 Speak the chosen poem with audibility and clarity some/ most/all of the time</p>	<p>2.1 Speak the chosen poem with audibility appropriate to the performance space</p> <p>2.2 Speak the poem clearly</p>

2.2 Listen and respond to instructions in the drama game some/most/all of the time

3.1 Listen to each other and interact some/most/all of the time

2.3 Listen and respond to instructions in the drama game

3.1 Listen to each other and interact appropriately during the delivery of the poem

3.2 Listen to each other and interact appropriately during the game

# **Group Introductory Examinations (August 2019)**

## **Purpose of the Examinations**

LAMDA Group Introductory Examinations are designed to develop confidence, and basic communication skills in a group setting.

Learners who prepare themselves appropriately will develop:

- Interpretative skills
- Technical skills
- Interactive skills

## **Broad Objectives of the Examinations**

### 1. Interpretative skills

The Learners will be required to:

- learn the words of a poem and recite them aloud as a group
- respond to a stimulus in a drama game

### 2. Technical skills

The Learners will be required to:

- develop skills in voice and diction
- respond to simple instructions in a drama game

### 3. Interactive skills

The Learners will be required to:

- interact as a group

## **Structure**

Group Introductory Examinations are available at three stages:

Group Introductory Stage One

Group Introductory Stage Two

Group Introductory Stage Three

Learners may enter for a Group 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. Groups must consist of a minimum of three Learners and a maximum of ten Learners.
4. No unauthorised person is allowed to be present during the examination.
5. Live animals are not permitted in the examination room.

6. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
7. The selected repertoire must be performed in English.

# **Group Introductory Stage One**

## **Examination Description**

The LAMDA Group Introductory Stage One Examination is designed to develop confidence, and introduce Learners to basic communication skills in a group setting. Learners will speak one poem from memory, audibly and clearly, demonstrating an appreciation of meaning, and play a drama game with the Examiner.

## **LEARNING OUTCOMES**

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

Interpretation

LO1: speak one poem from memory and play one drama game as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

## **Total Time Allowance**

15 minutes

# Examination Content

## Poem (Set Poem): Interpretation and Technique

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

Two or Three Posies	John Keats
Ladybug, Ladybug	John Himmelman
If I Were King	A. A. Milne

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Learners must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

## Drama Game: Interaction

The group will play a drama game with the Examiner. The Examiner will say ‘I am a magician and I am going to turn you into...’ and then identify a character, an animal and an object for each member of the group to become. The Learners will be asked to do this individually or as a group.

The group will be assessed on their ability to act out the roles/characters given to them.

## **Group Introductory Stage One Marking Scheme**

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

## **Attainment Bands**

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

# Assessment and Grading Criteria: Group Introductory Examinations

## GROUP 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 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate a response to the given stimulus in the drama game 1.4 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space 2.2 Speak the poem clearly

	2.3 Listen and respond to instructions in the drama game
LO3 Interact as a group	3.1 Listen to each other and interact appropriately during the delivery of the poem 3.2 Listen to each other and interact appropriately during the game

# **Group Introductory Stage Two**

## **Examination Description**

The LAMDA Group Introductory Stage Two Examination is designed to introduce Learners to basic communication skills in a group setting. Learners will speak one poem from memory, audibly and clearly, demonstrating an appreciation of meaning, and play a drama game with the Examiner.

## **LEARNING OUTCOMES**

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

Interpretation

LO1: speak one poem from memory and play one drama game as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

## **Total Time Allowance**

15 minutes

# Examination Content

## Poem (Set Poem): Interpretation and Technique

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

Is a Bee a Good Thing to Be?	Ellen Weeks
Our Club	Carolyn Wells
Diplodocus	Jack Prelutsky

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Learners must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

## Drama Game: Interaction

The group will play a drama game with the Examiner. The Examiner will say a word – for example, ‘school’ – and ask the group to repeat it in the following ways: happily, sadly, quietly, loudly, quickly and slowly. The Learners may be asked to do this individually or as a group.

## Group Introductory Stage Two Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Group Introductory Examinations

## GROUP 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 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate an awareness of the rhythm and shape of the chosen poem 1.4 Demonstrate a response to the given stimulus in the drama game 1.5 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space

	<p>2.2 Speak the poem clearly</p> <p>2.3 Listen and respond to instructions in the drama game</p>
LO3 Interact as a group	<p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>

# **Group Introductory Stage Three**

## **Examination Description**

The LAMDA Group Introductory Stage Three Examination is designed to introduce Learners to basic communication skills in a group setting. Learners will speak one poem from memory, audibly and clearly, demonstrating an appreciation of meaning, and play a drama game with the Examiner.

## **LEARNING OUTCOMES**

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

Interpretation

LO1: speak one poem from memory and play one drama game as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

## **Total Time Allowance**

15 minutes

# **Examination Content**

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

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

Good Morning, Mr Croco-doco-dile	Charles Causley
Schoolspeak	Ray Mather
Brian's Picnic	Judith Nicholls

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Learners must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

## **Drama Game: Interaction**

The group will play a drama game with the Examiner.

The Examiner will provide the group with the first line of a story. Each Learner will add a sentence to the story until the Examiner brings the story to an end.

## Group Introductory Stage Three Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Group Introductory Examinations

## GROUP 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 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate an awareness of the rhythm and shape of the chosen poem 1.4 Demonstrate a response to the given stimulus in the drama game 1.5 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space

	<p>2.2 Speak the poem clearly</p> <p>2.3 Listen and respond to instructions in the drama game</p>
LO3 Interact as a group	<p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>

## **Glossary of Terms: Syllabus Content**

audibility – using sufficient breath and resonance for the sound to be heard by the Examiner

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

conversation – a two-way exchange of ideas between the Learner and the Examiner

drama game – an activity or exercise which is used to introduce the Learners to drama and communication skills

expression – to speak a text with feeling and an understanding of the meaning behind the words

focus – maintaining concentration and involvement with the text

interaction – the way members of a group react to each other in a performance

performance space – the area in which the Learner or group performs

rhythm – the recurring movement (often referred to as a beat) of sound or speech within a text

stimulus – an object, a word, a title, a piece of music or a text from which a drama game is developed

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.

vocal skills – using sufficient audibility, tone, colour and clarity of diction when performing a text