



The Leinster School  
of Music and Drama

# Effective Communication Grade Syllabus







**THE LSMD**

Established 1904

**The Leinster School of Music & Drama**

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The Leinster School of Music & Drama  
Griffith College Dublin  
South Circular Road  
Dublin 8



# **The Leinster School of Music & Drama**

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## A Brief History

The Leinster School of Music and Drama was founded in September 1904 by Mr. Samuel Myerscough, Mus.B.Oxon., F.R.C.O. Miss May Cosgrave, her sister Joan Burke, and Miss May McCarron diligently carried on and expanded the school in Harcourt Street. They generously dedicated countless hours to advising and training teachers, setting high standards of quality. By the 1950s, thanks in large part to Secretary Joseph O'Neill (also a music critic for the Irish Independent), the school was conducting examinations for 3,000 candidates nationwide.

In 1984, the school relocated to new premises at 5 Upper Stephen Street and under the exceptional leadership of Director Miss Sheila Murphy, the number of centres expanded to over 300 nationwide.

In September 1998, as part of its growth and development, The Leinster School of Music and Drama formed a partnership with Griffith College Dublin. This collaboration brought together the expertise and resources of both institutions, allowing for further expansion and enhancement of the performing arts programmes. The school benefited from Griffith College's state-of-the-art facilities, including modern rehearsal spaces, performance venues, and recording studios.

In 2010, recognizing the growing demand The LSMD embarked on a new chapter by launching their QQI approved third-level Higher Diploma in Arts in Drama Education. This pioneering course focused exclusively on drama education and was the first of its kind in the country. The LSMD expanded its offerings further by introducing the Certificate in Drama Teaching (45 Credits) and Certificate in Drama Performance (20 Credits) courses. These programmes were designed to cater to both full-time and part-time students, accommodating the needs of serious drama enthusiasts who wished to pursue their studies alongside work or other commitments.

Today, The Leinster School of Music and Drama at Griffith College Dublin continues to provide comprehensive training in music and drama to students of all ages and abilities. The school offers a diverse range of programmes, including undergraduate and postgraduate degrees, diploma courses, and certificate programmes. Students receive rigorous training in their chosen disciplines, combined with practical performance opportunities and a strong focus on artistic development.

The Leinster School of Music and Drama maintains a strong connection with the professional performing arts community in Ireland and abroad. It frequently collaborates with renowned artists, guest lecturers, and industry experts, providing students with valuable networking opportunities and real-world insights. The school's graduates have gone on to establish successful careers in music, drama, teaching, and related fields, contributing to the vibrant cultural landscape of Ireland and beyond.

In conclusion, The Leinster School of Music and Drama, located within Griffith College Dublin, has a storied history spanning over a century. From its origins in 1904 to its partnership with Griffith College, the school has consistently upheld a tradition of excellence in performing arts education. Its commitment to nurturing talent and fostering artistic growth has made it a leading institution for aspiring musicians and actors in Ireland.

## **Ambassador of The Leinster School of Music & Drama**

### **Aoibhín Garrihy ALSMD, LLSMD**

Aoibhín Garrihy is a graduate of The Leinster School of Music and Drama Associate Diploma and the Licentiate Diploma and was awarded an Honorary Fellowship from The LSMD in 2023. Aoibhín is an actress, speech and drama teacher, entrepreneur, and social media influencer and having graduated with a BA in Acting Studies at Trinity College Dublin in 2009, she became well known from her work in TV dramas Fair City, The Fall and on stage at The Gate Theatre. In recent years she co-founded lifestyle and wellness brand Beo, published a best-selling poetry anthology "Every Day is a Fresh Beginning - Meaningful Poems for Life" with another book due for publication in September 2023. She lives in Co Clare with her husband John and three young daughters.

**Other notable Honorary Fellows of The Leinster School of Music and drama include: Anna Scher.**



## The Leinster School of Music & Drama – Tuition and Examinations

Established in 1904 The Leinster School of Music & Drama is now celebrating over 100 years. Its long-standing tradition both as a centre for learning and examining is stronger than ever.

### Tuition

Expert individual tuition is offered in a variety of subjects:

Speech & Drama	Singing and Voice
Effective Communication	Coaching Keyboard
Public Speaking	Woodwind
Solo Acting	Strings
Group Drama	

Experienced and dedicated teachers provide excellent tuition to pupils of all ages and levels. The emphasis is on learning through enjoyment, and while exams are encouraged, they are not compulsory.

### Examinations

As a national examining body, The LSMD offers grade and diploma examinations in both music and drama, as well as the Higher Diploma in Arts in Drama Education. Over 2000 music and drama teachers nationwide are teaching the school's various syllabuses and preparing students for Leinster School examinations throughout the year. Approximately 15,000 candidates are examined annually - thus the reputation of the School reaches far beyond the province in which it began almost a century ago.

### General Guidance and Examination Regulations

This syllabus has been framed on modern and educational lines, and on a systematic basis of progression through the grades from Introductory to Diploma level.

The publications listed in this syllabus are suggested editions. The Leinster School of Music & Drama (LSMD) has tried to source pieces from current publications, but some texts listed may no longer be in print. If you require assistance sourcing material, please contact the Griffith College Library at 01 415 0490 or email [library@griffith.ie](mailto:library@griffith.ie).

### Entry Forms

Entry forms, with particulars filled in and accompanied by fees, must reach The Leinster School of Music & Drama by 01 November for examinations to be held before the Christmas period; 01 February for examinations to be held before the Easter period, and 01 March for examinations to be held after the Easter period.

The right is reserved to refuse or cancel any entry in which case the examination fee will be refunded.

**Exam Schedule**

Examiners would like to talk to Teachers about the exam timetable etc. prior to exams. When The LSMD email your schedule, the examiner or teacher should contact each other to co-ordinate the timetable. E.g., if you have given candidate times – this is to ensure that the examinations run to the same timetable and candidates/parents times will not run behind and delays will be kept at a minimum.

A timetable must be provided by the teacher to the examiner at least two days before the exam date and should include the starting and finishing times, scheduled breaks, and lunch.

**Venue**

Examinations are held annually at local centres throughout Ireland. Fees are fixed on the assumption that the venue for examination will be provided by the school or teacher.

Any school or teacher presenting at least twenty candidates for examination in any one subject in any one subject may secure a local centre for that subject. Those presenting fewer than twenty candidates may obtain a centre by paying the equivalent to the fees of twenty candidates, or alternatively can send their candidates to the nearest existing centre.

Exam rooms should be clean, warm, and well lit. A table, chair and socket (for the examiner's laptop if required) should be provided in venues. Noise levels outside the exam room should be kept to a minimum.

**Visiting Other Centres**

When candidates are visiting another centre for exams it is requested that the candidate arrives fully prepared. The candidate's teacher should inform The LSMD of this change, and in turn they will contact the examiner.

**Illness**

If through illness a candidate is unable to attend the examination at the appointed time, re-entry will be allowed for the same grade on payment of a transfer fee of €5, or for a higher grade on payment of the difference in fees plus a transfer fee of €5.

Candidates who have been in contact with an infectious illness must not be presented for examination unless they are out of quarantine.

**Report Cards**

The examiners will make a report on work presented. This report will have the candidates' marks and a general assessment. This report will be sent to the candidate following the examination and should act as a guideline for both teachers and candidates.

Please allow 3 – 4 weeks for the processing of exam results, especially at busy times of the year. The LSMD will do their best to expediate all results on a first come, first served basis. Exams held after mid-May may not have results returned before the end of the school year.

Responsibility is not accepted for loss of report cards after dispatch by An Post. Where cards have been lost, the total marks obtained, but not their details, will be supplied on application. The candidates and the teacher must accept the examiner's decision regarding each candidate unconditionally.



**Marks**

Maximum marks awarded in all grades and subjects are 100. In Grade 3 and above, a medal will be awarded to candidates gaining 95 marks.

**Schedule of Maximum Marks**

First Class Honours	85 – 100 Marks
Honours	80 – 84 Marks
Pass with Merit	75 – 74 Marks
Pass	65 – 74 Marks

**Age Requirements**

Ages listed in the syllabus are a guide and should be seen as a minimum requirement. For older Grades (6 – 10), teachers should use their discretion when entering a new candidate for exams. They should look at previous experience/completed grades with other Speech & Drama boards, when choosing the starting grade. Teachers may choose appropriate selections for candidates who come to the exam system as mature candidates and entre for the junior Speech & Drama grades.

**Duration of Recitals**

Candidates may combine shorter and longer pieces in their performance programmes to stay inside the allotted time. Candidates should make sure that their performances are long enough to provide them with the best chance to exhibit the necessary skills. To ensure that there is enough time to finish all remaining components of the exam, the examiner may urge a candidate to move on to their next task and shorten an extended performance piece.

**Prompting**

All pieces must be known off by heard unless otherwise stated. Examiners will prompt where necessary, if provided with a copy of the candidates' pieces. The mark awarded will reflect the extent to which prompting is required.

**Role Gender**

Candidates can perform male or female roles regardless of their gender identification.

**Staging and Costumes**

Costumes and props are not necessary for performance and candidates will not gain marks for these. If a candidate must set up and strike any furniture or props, this must be done within the allotted time for the exam grade. Although using costumes is not required, candidates who do so should take care to avoid having to change into them between portions of the exam.

**Notes**



## Effective Communication Grade Syllabus

### About

Effective speaking is a critical skill that can significantly impact a person's personal and professional life. Whether they are communicating in front of a large audience or having a one on one conversation, being able to express themselves clearly and confidently can make all the difference.

The Effective Communication Grade Syllabus is designed to provide candidates with the tools and techniques they need to become a more effective speaker. The LSMD syllabus covers a range of topics, including public speaking, communication skills, conversation skills and presentation skills, and it is suitable for anyone who wants to improve their ability to speak effectively.

Throughout this syllabus, candidates will learn about the key elements of effective speaking, such as voice control, body language, and audience engagement. They will also learn how to structure their presentations, develop persuasive arguments, and handle difficult questions from the listener.

The Effective Communication Grade Syllabus is designed to be both comprehensive and accessible, and it is suitable for anyone who wants to improve their speaking skills, regardless of their experience level. Whether they are a seasoned speaker looking to refine their skills or a beginner who's just starting out, our syllabus has something to offer.

The LSMD encourages candidates to dive into this syllabus and explore the various topics and techniques that it covers. By doing so, they will be well on their way to becoming a more confident and effective speaker, and they'll be able to communicate their ideas with greater clarity and impact.

**Notes for Teachers****1. Presentation**

Candidates will be marked on how they initially address the examiner and on written or visual work presented in the examination. It is expected that all work be legible. Neat hand written work will be accepted and candidates will not lose marks for this.

**2. Prepared Conversations**

The candidate should practice holding a conversation with their teacher. The candidate should introduce their topic first and then should expect the questions to follow e.g. What did you do for your last birthday? Tell me all about your siblings?

**3. Practical Speaking**

Practical speaking is a crucial aspect of effective communication. It involves using clear, concise, and straightforward language to convey your message in a way that is easy for the listener to understand. The examiner will be looking for candidates to use these key skills:-

- < Gentle Eye Contact
- < Open Facial Expression
- < Warm Tone
- < Suitable Rate
- < Relaxed Physicality

**4. Comprehension**

Reading comprehension refers to the ability to understand, analyse, and interpret written text accurately and effectively and deliver it aloud to the listener. The Q&A after involves the examiner asking the candidate a series of questions about a given text or passage to assess the candidate's understanding of it. The questions are asked to determine the reader's comprehension of specific details, main ideas, themes, or to promote critical thinking skills such as surmise, analysis, and evaluation.

**5. Persuasive Speech**

This type of speech is aimed at persuading the audience to adopt the speaker's point of view or take a specific action. The goal is to convince the audience that the speaker's opinion or recommendation is valid and beneficial. Persuasive speeches are often used in political campaigns, marketing, and advocacy.

**6. Procedural Speech**

This type of informative speech aims to teach the audience how to do something, step-by-step. The purpose of a procedural speech is to provide clear and concise instructions so that the audience can successfully complete a task or achieve a goal. Some common examples of procedural speeches include how to cook a meal, how to change a tire, or how to assemble a piece of furniture.

**7. Pitch Speech**

A pitch speech for a student council position is a speech that outlines your qualifications, goals, and vision for the role you are running for. This speech is designed to persuade fellow students to vote for the candidate and elect them to the position.

**8. Special Occasion Speech**

A social speech is a type of speech that is given in a social setting, such as at a wedding, a graduation party, or a dinner. The purpose of a social speech is to entertain, inspire, or engage the audience in a light-hearted and informal manner.

**9. Impromptu Talk**

Candidates will be expected to deliver an impromptu talk on a topic given to the candidates at the examination. The examiner is looking for the candidates' ability to communicate on a subject they have not had time to prepare. The examiner will be examining the candidates on their spontaneity and their ability to respond to a title and develop a talk on the spot. 3 minutes preparation time will be given to candidates during the examination to gather their thoughts.

**10. Questions**

In grades in communication candidates will be expected to answer a variety of questions relating to any area covered in the examination.



## INTRODUCTORY GRADE

**Exam Duration: 7 Minutes**

Candidates must be 14 years of age.

Schedule of Maximum Marks	
Presentation	10
Prepared Conversation	40
Practical Speaking	40
Questions	10

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
Candidates will be expected to engage in a short conversation led by the examiner about a memorable event.	The candidate may choose to sit or stand.
Candidates can choose one of the following: <ol style="list-style-type: none"> <li>1. A Birthday Party</li> <li>2. A Sibling</li> <li>3. A Holiday</li> </ol> <p><i>The candidate should practice holding a conversation with their teacher. The candidate should introduce their topic first and then should expect the questions to follow. E.g. What was your last birthday? Tell me all about your siblings?</i></p>	Max Time: 1 Minute 30 Seconds
Practical Speaking	Notes
Candidates will be expected to give a speech about a <b><u>small object or picture</u></b> they bring into the exam room.	The candidate should stand.
The examiner will then engage the candidate in further conversation to gather more information.	Max Time: 2 Minutes
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

**GRADE 1****Exam Duration: 10 Minutes**Candidates must be 9 years of age.

Schedule of Maximum Marks	
Presentation	10
Prepared Conversation	20
Practical Speaking	30
Listening Comprehension	20
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to engage in a conversation led by the examiner.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> <li>1. School</li> <li>2. Friends</li> <li>3. Favorite Animal/Pet</li> </ol> <p><i>The candidate should practice holding a conversation with their teacher. The candidate should introduce their topic first and then should expect the questions to follow.</i></p>	<p>The candidate may choose to sit or stand.</p> <p>Max Time: 2 Minutes</p>
Practical Speaking	Notes
<p>Candidates will be expected to give a speech about their <b>favourite toy/game</b>. Candidates can bring the item into the exam room.</p> <p>The examiner will then engage the candidate in further conversation to gather more information.</p>	<p>The candidate should stand.</p> <p>Max Time: 3 Minutes</p>
Listening Comprehension	Notes
The examiner will read a short, age appropriate, comprehension/prose piece to the candidate. The examiner will then ask the candidate 3 questions regarding the comprehension.	
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

**GRADE 2****Exam Duration: 10 Minutes***Candidates must be 10 years of age.*

Schedule of Maximum Marks	
<b>Presentation</b>	10
<b>Prepared Conversation</b>	20
<b>Practical Speaking</b>	30
<b>Comprehension</b>	20
<b>Questions</b>	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to engage in a conversation led by the examiner.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> <li>1. Homework</li> <li>2. School Uniform</li> <li>3. Pocket Money</li> </ol> <p><i>The candidate should practice holding a conversation with their teacher. The candidate introduces their topic and then should expect the questions to follow.</i></p>	<p>The candidate may choose to sit or stand.</p> <p>Max Time: 2 Minutes</p>
Practical Speaking	Notes
<p>Candidates will be expected to give a speech about their <b>favourite book</b> and rate it out of 5. The candidate should bring the book into the exam room.</p> <p>The examiner will then engage the candidate in further conversation to gather more information.</p> <p><i>The examiner will be looking for candidates to use their key skills with effective communication: Gentle Eye Contact.</i></p>	<p>The candidate should stand.</p> <p>Max Time: 3 Minutes</p>
Comprehension	Notes
<p>Candidates will be expected to prepare 2 – 3 pages from a suitable novel. The examiner will choose a page for the candidate to read in the exam room.</p> <p>The examiner will then ask the candidate three questions about the extract.</p>	<p>Marks will be awarded for reading aloud techniques and ability to fluently answer questions.</p>
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

**GRADE 3****Exam Duration: 12 Minutes***Candidates must be ~~div~~ 10 years of age.*

Schedule of Maximum Marks	
Presentation	10
Prepared Conversation	20
Practical Speaking	30
Comprehension	20
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to engage in a conversation led by the examiner.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> <li>1. If I had any superpower, what would it be?</li> <li>2. If I had one wish, what would it be?</li> <li>3. What would I take to a desert island?</li> </ol> <p><i>The candidate should practice holding a conversation with their teacher. The candidate introduce their topic first and then should expect the questions to follow.</i></p>	<p>The candidate may choose to sit or stand.</p> <p>Max Time: 3 Minutes</p>
Practical Speaking	Notes
<p>Candidates will be expected to give a speech about their <b>favourite movie</b> and rate it out of 5. The candidate should bring a picture of the movie into the exam room.</p> <p>The examiner will then engage the candidate in further conversation to gather more information.</p> <p>Cue cards are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p><i>The examiner will be looking for candidates to use their key skills associated with communication: Gentle Eye Contact; Open Facial Expression.</i></p>	<p>The candidate should stand.</p> <p>Max Time: 3 Minutes 30 Seconds</p>
Comprehension	Notes
<p>Candidates will be expected to prepare 3 – 4 pages from a suitable novel. The examiner will choose a page for the candidate to read in the exam room.</p> <p>The examiner will then ask the candidate four questions about the extract.</p>	<p>Marks will be awarded for reading aloud techniques and ability to fluently answer questions.</p>
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	



**GRADE 4****Exam Duration: 15 Minutes***Candidates must be 12 years of age.*

Schedule of Maximum Marks	
<b>Presentation</b>	10
<b>Prepared Conversation</b>	20
<b>Practical Speaking</b>	30
<b>Comprehension</b>	20
<b>Questions</b>	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to engage in a conversation led by the examiner.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> <li>1. Making a restaurant reservation.</li> <li>2. Making a dental appointment.</li> <li>3. Canceling an activity for e.g. unable to make sports training or speech &amp; drama lessons.</li> </ol> <p><i>The candidate should practice holding a conversation with their teacher. They should introduce their topic first and then should expect the questions to follow.</i></p>	<p>The candidate may choose to sit or stand.</p> <p>Max Time: 3 Minutes</p>
Practical Speaking	Notes
<p>Candidates will be expected to give a speech about their <b>'someone I admire'</b>. The candidate can bring a picture of the person into the exam room.</p> <p>The examiner will then engage the candidate in further conversation to gather more information.</p> <p>Cue cards are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p><i>The examiner will be looking for candidates to use their key skills associated with communication: Gentle Eye Contact; Open Facial Expression, Warm Tone.</i></p>	<p>The candidate should stand.</p> <p>Max Time: 4 Minutes 30 Seconds</p>
Comprehension	Notes
<p>Candidates will be expected to prepare 4 – 6 pages from a suitable novel. The examiner will choose a page for the candidate to read in the exam room.</p> <p>The examiner will then ask the candidate four questions about the extract.</p>	<p>Marks will be awarded for reading aloud techniques and ability to fluently answer questions.</p>
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

**GRADE 5****Exam Duration: 15 Minutes***Candidates must be 12 years of age.*

Schedule of Maximum Marks	
<b>Presentation</b>	10
<b>Prepared Conversation</b>	20
<b>Persuasive Speech</b>	30
<b>Comprehension</b>	20
<b>Questions</b>	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to bring an object or item (this could also be a memory) into the exam room and detail to the examiner why this is of great importance to them. This should not be a device.</p> <p>The examiner will engage the candidate in a discussion to gather further information.</p> <p><i>The candidate should practice holding a conversation with their teacher. The candidate should introduce their topic first and then should expect the questions to follow.</i></p>	<p>The candidate may choose to sit or stand.</p> <p><i>Max Time: 3 Minutes 30 Seconds</i></p>
Persuasive Speech	Notes
<p>Candidates will be expected to give a Persuasive Speech to the examiner from the list below:</p> <p>This type of speech is aimed at persuading the listener to adopt the speaker's point of view or take a specific action. The goal is to convince the listener that the speaker's opinion or recommendation is valid and beneficial.</p> <ol style="list-style-type: none"> <li>1. Animals do not belong in the zoo.</li> <li>2. The environment is in real danger.</li> <li>3. Homework should be optional for students.</li> </ol> <p>The examiner will then engage the candidate in further conversation to gather more information.</p> <p>Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p><i>The examiner will be looking for candidates to use their key skills associated with communication: Gentle Eye Contact; Facial Expression; Warm Tone, Suitable Rate.</i></p>	<p>The candidate should stand.</p> <p><i>Max Time: 4 Minutes 30 Seconds</i></p>
Comprehension	Notes
Candidates will be expected to bring a suitable novel or prescribed school novel into the exam room. The examiner will choose a page for the candidate to read in the exam room. The examiner will then ask the candidate a series of questions about the extract.	Marks will be awarded for reading aloud techniques and ability to fluently answer questions.
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

**GRADE 6****Exam Duration: 15 Minutes***Candidates must be 12 years of age.*

Schedule of Maximum Marks	
Presentation	10
Prepared Conversation	20
Procedural Speech	30
Comprehension	20
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
Candidates will be expected to deliver a current news story or historical event as if for radio, TV, or podcast to the examiner.	The candidate may choose to sit or stand.
Cue cards are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.	<i>Max Time: 4 Minutes</i>
The examiner will engage the candidate in a discussion to gather further information.	
Procedural Speech	Notes
Candidates will be expected to teach the examiner <b>a new skill</b> .	The candidate should stand.
The candidate must explain to the examiner how to do something. E.g. a hobby they engage in themselves.	<i>Max Time: 5 Minutes</i>
<ul style="list-style-type: none"> <li>◁ The instructions must be clear and logical.</li> <li>◁ The candidate may bring items in to help with their instructions.</li> </ul>	
The examiner will then engage the candidate in further conversation to gather more information.	
Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.	
<i>The examiner will be looking for candidates to use skills associated with effective communication: Gentle Eye Contact; Open Facial Expression, Warm Tone, Soft Relaxed Physicality.</i>	
Comprehension	Notes
Candidates will be expected to bring a suitable novel or prescribed school novel into the exam room. The examiner will choose a page for the candidate to read in the exam room.	Marks will be awarded for reading aloud techniques and ability to fluently answer questions.
The examiner will then ask the candidate a series of questions about the extract.	
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

## GRADE 7

**Exam Duration: 17 Minutes**

*Candidates must be 12 years of age.*

Schedule of Maximum Marks	
Presentation	10
Prepared Conversation	20
Pitch Speech	30
Comprehension	20
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to engage in a conversation led by the examiner. Candidates can choose one of the following topics:</p> <ul style="list-style-type: none"> <li>◁ How would you make this world a better place?</li> <li>◁ What will life be like in 2050?</li> <li>◁ The place of creativity in education.</li> </ul> <p>The examiner will engage the candidate in a discussion to gather further information.</p>	<p>The candidate may choose to sit or stand.</p> <p><i>Max Time 5 Minutes</i></p>
Pitch Speech	Notes
<p>Candidates will be expected to give a <b>pitch speech</b> for a Student Council position. They must demonstrate to the examiner the following:</p> <ul style="list-style-type: none"> <li>◁ What qualities they would bring to the position.</li> <li>◁ Why other students should vote for them.</li> <li>◁ What campaign promises they would make.</li> </ul> <p>The examiner will then engage the candidate in further conversation to gather more information.</p> <p>Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p><i>The examiner will be looking for candidates to use their key skills associated with communication: Gentle Eye Contact; Open Facial Expression, Warm Tone of Voice, Relaxed Physicality, Expressive Hands.</i></p>	<p>The candidate should stand.</p> <p><i>Max Time 6 Minutes</i></p>
Comprehension	Notes
<p>Candidates will be expected to bring a suitable novel or prescribed school novel into the exam room. The examiner will choose a page for the candidate to read in the exam room.</p> <p>The examiner will then ask the candidate a series of questions about the extract.</p>	<p>Marks will be awarded for reading aloud techniques and ability to fluently answer questions.</p>
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	



## GRADE 8

**Exam Duration: 20 Minutes**

*Candidates must be ~~over~~ 14 years of age.*

Schedule of Maximum Marks	
Presentation	10
Prepared Conversation	20
Special Occasion Speech	30
Impromptu Talk	20
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to engage in a conversation with the examiner about an issue or topic of concern/interest that the candidate feels strongly. Areas of discussion can include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>◁ Environmental</li> <li>◁ Education</li> <li>◁ Arts</li> <li>◁ Sports</li> </ul> <p>The examiner will engage the candidate in a discussion to gather further information.</p>	<p>The candidate may choose to sit or stand.</p> <p><i>Max Time 5 Minutes</i></p>
Special Occasion Speech	Notes
<p>Candidates will be expected to give a <b>special occasion speech</b> for a personal event. Candidates must indicate the nature of the occasion and who their intended listeners are.</p> <p>The examiner will then engage the candidate in further conversation to gather more information.</p> <p>Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p><i>The examiner will be looking for candidates to use their key skills associated with communication: Gentle Eye Contact; Open Facial Expression, Suitable Relationship, Relaxed Physicality, Expressive Hands.</i></p>	<p>The candidate should stand.</p> <p><i>Max Time: 6 Minutes</i></p>
Impromptu Talk	Notes
<p>Candidates will be expected to deliver a short impromptu talk. The examiner will choose one of the following titles in the exam room. The candidate will be given time to prepare.</p> <ul style="list-style-type: none"> <li>◁ My greatest achievement.</li> <li>◁ Who has been the most influential person in my life and why?</li> <li>◁ Social media friend or foe.</li> </ul> <p>Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p>	<p><i>Preparation Time: 2 Minutes</i></p> <p><i>Max Delivery Time: 3 Minutes</i></p>
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

## CERTIFICATE GRADE

**Exam Duration: 30 Minutes**

Candidates must be ~~16~~ 17 years of age.

Schedule of Maximum Marks	
Presentation	10
Practical Speaking	40
Impromptu Talk	20
Comprehension	20
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Prepared Conversation	Notes
<p>Candidates will be expected to devise and present a programme consisting of <b>two prepared talks</b>.</p> <ol style="list-style-type: none"> <li>1. A practical talk for e.g. a procedural speech.</li> <li>2. Conversation based for e.g. social issue.</li> </ol> <p>Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p>The examiner will engage the candidate in a discussion to gather further information.</p>	<p>The candidate may choose to sit or stand.</p> <p><i>Max Time 10 Minutes</i></p>
Impromptu Talk	Notes
<p>Candidates will be expected to deliver a short talk based on a topical news item. Candidates may choose a topic from below. The candidate will be given time to prepare.</p> <ul style="list-style-type: none"> <li>&lt; Environmental</li> <li>&lt; Education</li> <li>&lt; Arts</li> <li>&lt; Sports</li> </ul> <p>Cue cards/visual aids are permitted but are only to be used for reference and not to be read from. Overuse of cards will incur a penalty.</p> <p>The examiner will engage the candidate in a discussion to gather further information.</p>	<p><i>Prep Time: 3 Minutes</i></p> <p><i>Max Speaking Time: 2 Minutes</i></p>
Comprehension	Notes
<p>Candidates will be given a recent broadsheet newspaper. They will be asked to read aloud a selection from the chosen page to the examiner. Time will be given in the exam room to prepare.</p> <p>The examiner will then ask the candidate a series of questions about the extract.</p>	<p><i>Preparation Time: 2 Minutes</i></p> <p><i>Max Delivery Time: 3 Minutes</i></p>
Questions	Notes
Candidates should be prepared to hold a short conversation with the examiner about the selections chosen for their examination. A thorough knowledge of their selections is expected.	

**Notes**

**Notes**



## Recommended Reading List

Subject	Book Title	Author
<b>Poetry/Literature</b>	The Making of a Poem	A Norton
	How to Read and Why	Harold Bloom
	The Secret Life of Poems : A Poetry Primer	Tom Paulin
	Reading Poetry : An Introduction	Tom Furniss & Michael Bath
	Understanding Poetry	James Read
	The Rise of the Novel	Ian Watt
Subject	Book Title	Author
<b>Theory</b>	Effective Speech	Graham Marash
	Speech Training	Greta Coulson
	Clear Speech	Malcolm Morrisson
	The Practical Guide to Speech Training	Gordon Luck
Subject	Book Title	Author
<b>The Voice</b>	Voice and the Actor	Cicely Berry & Peter Brook
	The Actor and the Text	Cicely Berry
	The Right to Speak	Patsy Rodenburg
	The Need for Words	Patsy Rodenburg
	The Actor Speaks	Patsy Rodenburg
	Speaking Shakespeare	Patsy Rodenburg
	Speech & Communication in the Primary School	Clive Sanson
	Freeing Shakespeare's Voice	Kristin Linklater
	The Voice Book	Michael Mc Callion
Subject	Book Title	Author
<b>The Body</b>	Movement and the Body	M. Evans
	The Empty Space	Peter Brook
	The Actor and His Body	Litz Pisk:Foreword by Michael Elliott
Subject	Book Title	Author
<b>Mime</b>	Movement and the Body	M. Evans
	The Empty Space	Peter Brook
	The Actor and His Body	Litz Pisk:Foreword by Michael Elliott

Subject	Book Title	Author
<b>Improvisation</b>	The Improvisation Game	Chris Johnston
	Improvisation for the Theater, 3rd Edition	Viola Spolin
	Impro: Improvisation and the Theatre	Keith Johnstone intro by Irving Wardle
<b>Educational Drama</b>	Towards a Theory in Drama in Education	Gavin Bolton
	Starting Drama Teaching	Michael Fleming
	Drama Worlds	Cecily O'Neill
	Drama Structures	Cecily O'Neill
	Developing Drama Skills 11-14	Joss Bennathan
	Drama as a Learning Medium	Betty Jane Wagner
	The Teaching of Drama in the Primary School	Brian Wooland
	Structuring Drama Work	Jonathon Neelands
	Theatre Games	Clive Barker
	An Actor Prepares	Stanislavsky
	Creating a Role	Stanislavsky
	Building a Character	Stanislavsky
	The Art of the Stage	Stanislavsky
	Playing the Game	Chrissy Poulter
	Using Drama with Children on the Autism Spectrum	C. Conn

Subject	Book Title	Author
<b>General Theatre and Drama Studies</b>	Theatre of the Oppressed	Augusto Boal
	Brecht on Theatre	Bertolt Brecht trans. John Willett
	The Field of Drama	Martin Esslin
	Towards a Poor Theatre	Jerzy Grotowski trans. Engenio Bartov
	There are no Secrets	Peter Brook
	20th Century Actor Training	Alison Hodge
	Creating a Role	Stanis Lavski
	Starting Drama	Eric Boagey
	Theatre Directions	Jonathan Neelands & Warwick Dobson
	The Semiotics of Theatre and Drama	Keir Elam
	Theatre as Sign System.	Elaine Aston & George Savona
	A Semiotics of Text & Performance	Carl Allensworth
	The Complete Play Production Handbook	Peter Barkworth
	About Acting	Peter Hall
	Shakespeare's Advice to the Players	Peter Brook
	The Shifting Point	Philip Auslander
	Theory for Performance Studies, A Student's Guide	Cicely Berry
	Text in Action	Colin Counsell & Laurie Wolf
	Performance Analysis	David Wiles
	Greek Theatre Performance, An Introduction	John Barton
<b>Associated with Irish Theatre</b>	Playing Shakespeare	Simon Callow The Applause Acting Series
	Acting in Restoration Comedy	Bill Bryson
	Shakespeare	Jan Kott
	Theatre Talk.	Edited by Lilian Chambers,
	Voices of Irish Theatre Practitioners	Ger Fitzgibbon & Eamonn Jordan
	Critical Moments	Fintan O' Toole
	A History of Irish Theatre 1601-2000	Christopher Morash
	Devised Performance in Irish Theatre	Siobhan O'Gorman & Charlotte McIvor



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