



The Leinster School
of Music and Drama

Public Speaking Grade Syllabus



THE LSMD



GRIFFITH COLLEGE



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

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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.

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

Public Speaking Grade Syllabus

About

Public speaking is an essential skill in today's world, whether you're a student, a professional, or a community leader. It allows you to effectively communicate your thoughts, ideas, and opinions to an audience in a persuasive and engaging manner.

This syllabus has been designed to help candidates develop and hone their public speaking skills. Throughout the course, they will learn the fundamentals of effective public speaking, including how to research and organize their ideas, how to create compelling and persuasive arguments, and how to engage and connect with their audience.

Candidates will also learn how to use their voice, body language, and visual aids to enhance their presentation and make a lasting impact on their audience. The LSMD syllabus covers different types of speeches, including persuasive, informative, and special occasion speeches, as well as theory relating to public speaking.

Teachers, parents and candidates will find that the early grades in our syllabus align effectively with the Junior Cycle Classroom Based Assessments (CBA).

Our syllabus aims to give candidates the confidence and skills to deliver a compelling and persuasive speech that captures their audience's attention and inspires action. The LSMD encourages candidates to embrace the challenges and opportunities that lie ahead, and remember that with practice and dedication, they can become and accomplished and confident public speaker.

Notes for Teachers

1. Selections should not exceed the maximum times stated and teachers must note that marks will be deducted for exceeding the time limit stated in the syllabus.
2. Candidates may bring cue cards with them to the examination.
3. Speeches should neither be written nor memorised.
4. Candidates who wish to proceed to the Certificate in Public Speaking must have completed grade 5 in Public Speaking and must be 17 years or older. The standard and quality of the candidate's speech will be assessed during the whole period of the examination.
5. Visual Aids may be used. Visual aids may come in the form of posters, graphs, pictures or even the object itself where appropriate.

6. Definition Speech

A definition speech is a type of speech that aims to explain the meaning of a specific term, concept, or idea. The purpose of a definition speech is to provide the audience with a clear and concise understanding of the topic being discussed. This type of speech typically starts with an introduction, where the speaker provides context for the term or concept they will be defining. The body of the speech usually includes examples, analogies, or illustrations to help the audience better understand the term or concept. A definition speech often ends with a summary or conclusion that restates the key points and emphasises the importance of the term or concept being defined.

7. Demonstrative Speech

This type of speech is aimed at demonstrating or explaining a particular process, product, or concept. It usually involves the use of visual aids, such as diagrams, charts, and props, to enhance the audience's understanding of the topic. Demonstrative speeches are often used in educational settings, workshops, and training sessions.

8. Descriptive Speech

A descriptive speech is used to describe a person, place, object, or event in vivid detail. The goal is to help the audience visualise the subject of the speech and form a mental image of it. Descriptive speeches are often used in creative writing, storytelling, and inspirational speeches.

9. 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.

10. Comparative Speech

A comparative speech compares and contrasts two or more subjects, highlighting their similarities and differences. The goal is to help the audience understand the relative strengths and weaknesses of the subjects and make an informed decision. Comparative speeches are often used in product reviews, academic debates, and business presentations.

INTRODUCTORY GRADE

Exam Duration: 8 Minutes

Candidates must be 10 years of age.

Schedule of Maximum Marks	
Presentation	10
Informal Speech	30
Formal Speech	40
Questions	10

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Informal Speech	Notes
<p>Candidates will be expected to give an informal speech on one of the following below. Candidates must share their talk in their own words. The examiner will engage the candidate in further conversation to gather more information.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> 1. The world would be a better place if... 2. How to deal with bullies. 3. My favourite era in history. 4. Candidates own choice. <p><i>The</i></p>	<i>Max Time 2 Minutes</i>
Formal Speech	Notes
<p>Candidates will be expected to give a speech to the examiner.</p> <p>< Topic of candidate's own choice.</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 is looking for the following: Eye Contact, Clarity, Audibility, Breath C</i></p>	<i>Max Time: 2 Minutes</i>
Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none"> 1. How the candidate went about preparing for their speech, gathering material and information. 2. What is a speech? 	

GRADE 1**Exam Duration: 10 Minutes**Candidates must be over 12 years of age.

Schedule of Maximum Marks	
Presentation	10
Informal Speech	30
Formal Speech	40
Questions	10

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Informal Speech	Notes
<p>Candidates will be expected to give an informal speech on one of the following below. Candidates must share their talk in their own words. The examiner will engage the candidate in further conversation to gather more information.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> 1. The climate is changing so should we. 2. What makes a good teacher? 3. A place of interest to the candidate 4. Candidates own choice. 	<p>Max Time 2 Minutes 30 Seconds</p>
Formal Speech	Notes
<p>Candidates will be expected to give a <u>definition speech</u> to the examiner.</p> <p>The talk aims to give information or express ideas or feelings for e.g. what does it mean to be brave or what is the definition of a creative mind or what does it mean to be a team player.</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 is looking for the following: Eye Contact, Clarity, Audibility, Breath Control</i></p>	<p>Max Time: 3 Minutes</p>
Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none"> 1. How the candidate went about preparing for their speech, gathering material and information. 2. The difference between a formal and informal speech? 	

GRADE 2**Exam Duration: 12 Minutes**Candidates must be over 11 years of age.

Schedule of Maximum Marks	
Presentation	10
Informal Speech	30
Formal Speech	40
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Informal Speech	Notes
<p>Candidates will be expected to give an informal speech on one of the following below. Candidates must share their talk in their own words. The examiner will engage the candidate in further conversation to gather more information.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> 1. What is your proudest achievement? 2. The role of youth bringing about social change. 3. Exam results provide little insight into a student's skills. 4. Candidates own choice. <p>u ng.</p>	Max Time 3 Minutes
Formal Speech	Notes
<p>Candidates will be expected to give a demonstrative speech to the examiner.</p> <p>The talk must explain to the examiner how to do something e.g. how to play rugby or make jewelry. The instructions must be clear and logical. The candidate may bring items in to help with their instructions.</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 is looking for the following: Eye Contact, Clarity, Audibility, Breath C</i></p>	Max Time: 4 Minutes
Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none"> 1. How the candidate went about preparing for their speech, gathering material and information. 2. The importance of good projection and audibility in public speaking. 3. Personal presentation and postures. 	

GRADE 3**Exam Duration: 15 Minutes**Candidates must be over 11 years of age.

Schedule of Maximum Marks	
Presentation	10
Informal Speech	30
Formal Speech	40
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Informal Speech	Notes
<p>Candidates will be expected to give an informal speech on one of the following below. Candidates must share their talk in their own words. The examiner will engage the candidate in further conversation to gather more information.</p> <p>Candidates can choose one of the following:</p> <ol style="list-style-type: none"> 1. The role of social media in your life. 2. If it were up to me, how would I change the world? 3. Sustainable fashion is the way of the future. 4. Candidates own choice. 	Max Time: 4 Minutes
Formal Speech	Notes
<p>Candidates will be expected to give a descriptive speech to the examiner.</p> <p>The speech describes a person, place or thing. For example, the candidate may speak about a historical figure or may give a descriptive speech about the specifics of a product idea.</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 is looking for the following: Eye Contact, Clarity, Audibility, Breath Control</i></p>	Max Time: 5 Minutes
Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none"> 1. How the candidate went about preparing for their speech, gathering material and information. 2. The importance of rate and pace in public speaking. 3. How to structure an informal talk. 	

GRADE 4**Exam Duration: 20 Minutes**Candidates must be over 15 years of age.

Schedule of Maximum Marks	
Presentation	10
Debate	30
Formal Speech	40
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Debate	Notes
<p>Candidates will be expected to give an opening speech (opposition or proposition) in a debate. They may choose a title from below or use their own:</p> <ol style="list-style-type: none"> 1. In today's world of technology, books are redundant. 2. This house would ban single gender schools. 3. Academic pressure causes anxiety and mental health issues in students. 4. Does modern social media make people less socially active. 	<p><i>Max Time: 6 Minutes</i></p> <p>The candidate must:</p> <ol style="list-style-type: none"> 1. Clearly introduce the motion of the debate. 2. Define the argument in the body of the speech using supporting material and transitioning between points. 3. Conclude referencing back to the introduction and summarise the points. 4.
Formal Speech	Notes
<p>Candidates will be expected to give a <u>persuasive speech</u> to the examiner.</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"> 1. What part can society play in combating global warming? 2. The impact of technology on human interaction and the need for balance. 3. The importance of wellbeing for everyone. <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 is looking for the following: Eye Contact, Clarity, Audibility, Breath Control</i></p>	<p><i>Max Time: 5 Minutes</i></p>
Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none"> 1. How the candidate went about preparing for their speech, gathering material and information. 2. Debating techniques and procedures. 3. What are the different forms of speeches and explain. 	

GRADE 5**Exam Duration: 20 Minutes**Candidates must be over 15 years of age.

Schedule of Maximum Marks	
Presentation	10
Social Speech	30
Formal Speech	40
Questions	20

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.	
Social Speech	Notes
<p>Candidates can choose here from either option A or option B:</p> <p>Option A: Candidates will be expected to give a social speech. Candidates may choose from one of the following:</p> <ul style="list-style-type: none"> ◁ Introduce and welcome an author to an event. ◁ Introduce and welcome a visitor or visiting group to your school or organization. ◁ Give a toast speech at a social event. E.g. graduation. <p>Option B: Candidates will be required to take their position as the speaker following the chairperson's introduction.</p> <ul style="list-style-type: none"> ◁ The motion of the talk can be the candidates own choice. 	<p><i>Max Time: 6 Minutes</i></p> <p><i>The examiner is looking for following: Eye Contact, Clarity, Audibility, Breath Control, Stance</i></p>
Formal Speech	Notes
<p>Candidates will be expected to give a comparative speech to the examiner.</p> <p>This talk compares or contrasts two alternative things or helps the audience understand the similarities or differences between two topics. For example, a comparative speech may weigh the pros and cons of private versus public schools.</p> <ol style="list-style-type: none"> 1. Arts e.g. Broadcast television and streaming platforms 2. Sports e.g. Soccer vs Gaelic Football 3. Education e.g. Secondary school education and college life 4. Technology e.g. Buying things online vs buying things at a shopping centre 5. Science and Environment e.g. The difference between the sun and moon <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 is looking for the following: Eye Contact, Clarity, Audibility, Breath Control, Stance</i></p>	<p><i>Max Time: 8 Minutes</i></p>

Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none">1. How the candidate went about preparing for their talk, gathering material and information.2. How to structure a formal talk3. How to engage with your audience.4. How to introduce a speaker.	

CERTIFICATE GRADE

Exam Duration: 30 Minutes

Candidates must be over 17 years of age.

Schedule of Maximum Marks	
Presentation	10
Impromptu Speech	20
Formal Speech 1	30
Formal Speech 2	30
Questions	20

Presentation	Notes
<p>Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to their grade.</p>	
Impromptu Speech	Notes
<p>Candidates will be expected to deliver a short talk based on a topic below. Before entering the exam room the candidate will indicate their chosen topic and the examiner will give them a title:</p> <p>Candidates may choose from the following:</p> <ul style="list-style-type: none"> < Environmental < Arts and Culture < Current Affairs < Technology < Education < Sport 	<p><i>Preparation Time: 2 Minutes</i></p> <p><i>Max Speaking Time: 3 Minutes</i></p>
Formal Speech 1	Notes
<p>Candidates will be expected to give a talk based on one of the topics from the list below.</p> <ol style="list-style-type: none"> 1. Education 2. Politics 3. The Arts: Literature, Theatre, Visual Arts, Dance. 4. Science and Technology 5. Environment and Nature <p>Visual aids or brief notes may be used.</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 is looking for the following: Eye Contact, Clarity, Audibility, Breath Control</i></p>	<p><i>Max Time: 10 Minutes</i></p>

Formal Speech 2	Notes
<p>Candidates will be expected to repeat one of the forms of speech from any of the previous grades.</p> <ul style="list-style-type: none"> < Comparative Speech < Persuasive Speech < Descriptive Speech < Demonstrative Speech < Definition Speech <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 is looking for the following: Eye Contact, Clarity, Breath Control, Stance, Posture, Volume, and Fluency.</i></p>	<p><i>Max Time: 8 Minutes</i></p>
Questions	Notes
<p>The examiner will ask the candidate a series of questions relating to their prepared work to include:</p> <ol style="list-style-type: none"> 1. How the candidate went about preparing for their talk, gathering material and information. 2. Any of the previous grade theory questions. 	

Notes

Recommended Reading List

Subject	Book Title	Author
Poetry/Literature	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
Theory	Effective Speech	Graham Marash
	Speech Training	Greta Coulson
	Clear Speech	Malcolm Morrisson
	The Practical Guide to Speech Training	Gordon Luck
Subject	Book Title	Author
The Voice	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
The Body	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
Mime	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
Improvisation	The Improvisation Game	Chris Johnston
	Improvisation for the Theater, 3rd Edition	Viola Spolin
	Impro: Improvisation and the Theatre	Keith Johnstone intro by Irving Wardle
Educational Drama	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
General Theatre and Drama Studies		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
Associated with Irish Theatre		Playing Shakespeare	Simon Callow The Applause Acting Series
		Acting in Restoration Comedy	Bill Bryson
		Shakespeare	Jan Kott
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