

Irish Board of Speech & Drama



Syllabus
2026 - 2027



Irish Board of
Speech & Drama

Inspiring confidence & imagination

Introduction

The Irish Board of Speech and Drama is the fastest-growing, friendliest, most approachable, and most flexible speech, drama and communications examining body in Ireland. Our professional approach to exams, our encouraging and experienced examiners and our accessible and modern syllabus (catering for all age groups from age 4) have made us a firm favourite with speech, drama and communications teachers throughout Ireland.

Irish Board examinations are easy to organise. You and your students can choose your poems, prose and drama pieces. You can choose an examination date, time and location which suit you.

If you have never held speech and drama exams before, or if you aren't sure about how to go about it, just ring us, and we'll help you through the process. If you want, we can visit you and discuss the process.

In this booklet you'll find our exam syllabuses effective from 1 September 2022. Our Musical Theatre syllabus is contained in a separate booklet.

On our website – **irishboard.ie** – you'll find a range of useful items which will help you in your exam preparation. In addition to the essentials (entry forms, fees information, poetry suggestions, theory guides, diploma materials), you'll find information on

- How Irish Board exams work
- How we assess your candidates
- What our examiners need on exam day.

Remember, we want to make the exam process as pleasurable as possible for your candidates and you. No question is too small so please don't hesitate to contact us



Irish Board of
Speech & Drama



Find us on
facebook.com/IrishBoardofSpeechandDrama

Irish Board of Speech and Drama
Ballylawn
Manorcunningham
Co. Donegal
F92 P267

Phone: 087 366 7733
E-mail: mail@irishboard.ie
irishboard.ie

Contents

Irish Board of Speech and Drama Examinations

Acting Performance Examinations	06
Choral Verse Speaking Examinations	09
Communication Skills Examinations	10
English as a Second Language Examinations	13
Grade Examinations in Speech and Drama	14
Public Speaking and Presentation Examinations	18
Reading Examinations	20

(See our separate Musical Theatre syllabus booklet for all Musical Theatre examinations)

Diploma Examinations

Diploma of Associate in Acting Performance	25
Diploma of Associate (Teaching)	26
Diploma of Licentiate (Teaching Diploma)	28
Irish Board of Speech and Drama Fellowship	31

(See our separate Musical Theatre syllabus booklet for Diploma of Associate in Musical Theatre Performance)

Resources

Examination resources	33
Books	33
Teaching resources and ideas	33
Poems for examinations	33

Examination Regulations	34
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Publications

The Irish Board of Speech and Drama's large collection of publications is available to browse and order through **dramabooks.ie**

The Irish Board of Speech and Drama was established in 1965 as the Dún Laoghaire Academy of Speech and Drama, becoming the Irish Board of Speech and Drama in 1985. It is administered by a Central Council.



Irish Board
of
Speech
&
Drama

EXAMINATIONS

Acting Performance Examinations

Acting Performance Examinations provide an opportunity for candidates, either on their own (solo) or with a colleague (duologue), to display what they have learned in drama class, in a secure, encouraging and non-competitive atmosphere.

Please refer to the section 'How Irish Board Examiners Assess Candidates' on **irishboard.ie** for detailed guidelines on the criteria used by the Irish Board during the examinations. In general, however, our examiners will assess each candidate's ability to create a character in a dramatic context, and to convey the character and story of the selection in a convincing manner to an audience, using voice, movement, gesture and space. Pace variation and appropriate modulation should be used. Each candidate should choose a piece or pieces which are appropriate for his/her age. Simple costumes and props are permitted but will not be assessed or marked.

It is important in an acting performance examination for candidates to show that they can MOVE and GESTURE appropriately. A failure to do this may result in a significant reduction in marks awarded, so we advise teachers and candidates to choose pieces in which all of the skills of acting may be displayed.

You will find mime definitions in our Grade Theory Guide which you can download free of charge from www.irishboard.ie.

For unprepared improvisations, each candidate will be given a list of topics by the examiner in the examination room during the examination. The candidate(s) will be given approximately one minute to prepare the improvisation.

In the Acting Performance Examinations. All candidates achieving Pass or over will receive a Certificate. Candidates who receive Honours or more will receive a certificate and an Irish Board of Speech and Drama Acting Medal.

Entry Forms are available from the Irish Board's office or may be downloaded from **irishboard.ie**

Examination fees are printed on a separate sheet enclosed with this syllabus and are also available on **irishboard.ie**

SOLOS AND DUOLOGUES

JUNIOR ACTING PERFORMANCE EXAMINATIONS

Junior One *Suggested ages: 6 - 8 years*

- 1 Announce and perform a two minute dramatic selection
- 2 Announce and perform a one minute occupational mime

Junior Two *Suggested ages: 8 - 9 years*

- 1 Announce and perform a two minute dramatic selection
- 2 Announce and perform a one minute story mime

Junior Three *Suggested ages: 9 - 10 years*

- 1 Announce and perform a two minute dramatic selection
- 2 Announce and perform a one minute character mime

Junior Four Suggested ages: 10 - 12 years

- 1 Announce and perform a two minute dramatic selection
- 2 Announce and perform a one minute abstract mime

INTERMEDIATE ACTING PERFORMANCE EXAMINATIONS

Intermediate One Suggested ages: 10 - 12 years

- 1 Announce and perform a three minute dramatic selection from any period
- 2 Announce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

Intermediate Two Suggested ages: 12 - 14 years

- 1 Announce and perform a three minute dramatic selection written after 1900
- 2 Announce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

Intermediate Three Suggested ages: 14 - 16 years

- 1 Announce and perform a three minute dramatic selection written by or adapted from the work of an Irish author/ playwright
- 2 Announce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

Intermediate Four Suggested ages: 15 - 17 years

- 1 Announce and perform a three minute dramatic selection written before 1900
- 2 Announce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

SENIOR ACTING PERFORMANCE EXAMINATIONS

Senior One Ages 15 and over

- 1 Announce and perform a three minute dramatic selection taken/adapted from a play of literary merit
- 2 Announce and perform a short prepared story mime OR
Announce and perform a piece of movement to music, choreographed by the candidate(s)
- 3 Announce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*
- 4 Discuss with the examiner how you prepared for your performance of your selected pieces
- 5 Carry out simple stage directions

Senior Two Ages 16 and over

- 1 Announce and perform a three minute dramatic selection taken/adapted from a play of literary merit
- 2 Announce and perform a short prepared abstract mime OR
Announce and perform a piece of movement to music, choreographed by the candidate(s)
- 3 Announce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*
- 4 Discuss with the examiner how you prepared for your performance of your selected pieces
- 5 Discuss with the examiner the use of movement and gesture in your dramatic selection

Acting Proficiency Examination

The candidate must be at least 16 years of age and have been studying speech and drama for at least 3 years. A letter from a recognised teacher of Speech and Drama to this effect will be required.

- 1 Introduce and perform a three minute drama selection taken or adapted from a play of literary merit
- 2 Speak a Shakespearean sonnet, OR
Introduce and perform approximately 16 lines from any play by Shakespeare, in dramatic form
- 3 Introduce and perform a short own choice mime OR
A short piece of movement to music, choreographed by the candidate
- 4 Introduce and perform a three minute dramatic selection, in a contrasting style from requirement 1 above. (This piece may take the form of a duologue to be presented with another candidate for the Acting Proficiency Certificate examination)
- 5 Submit a written portfolio containing the following:
 - a notes on the character chosen in requirement 1 of the examination
 - b an explanation of how the candidate studied his/her dramatic selections
 - c an explanation of how the use of pitch, pace, inflection and pause enhances a dramatic performance

The candidate will be expected to attain a high standard of performance in order to pass this examination. 70% will be required for a pass. A successful candidate will be awarded the Acting Proficiency Certificate from the Irish Board of Speech and Drama. Those obtaining 85% and over will also receive an Irish Board Proficiency Medal.



Choral Verse Speaking Examinations

Choral Verse Speaking provides the opportunity for a group of speakers to perform a selected piece co-operatively.

The purpose of Choral Verse Speaking is the effective communication of the selection using appropriate technical and interpretive skills. Choral Verse Speaking offers great scope for young people to learn and perform together, with a unity of purpose, and is ideal for class groups.

Choral Verse Speaking encourages the development of confidence in:

- *speaking clearly and fluently*
- *interpreting a text*
- *working with others*
- *following directions*

In Grades One and Two, we have provided for the group to perform an Action Poem. For the other Grades, the choir should perform without actions.

Please refer to 'How Irish Board Examiners Assess Candidates' on **irishboard.ie** for detailed guidelines on the criteria used by the Irish Board during the examinations.

Choral groups should contain between 10 and 40 candidates.

Entry Forms are available from the Irish Board's office or may be downloaded from **irishboard.ie**

Examination fees are printed on a separate sheet enclosed with this syllabus and are also available on **irishboard.ie**

Grade One *Suggested ages: 6 - 9 years*

Perform an Action Poem of your choice

Grade Two *Suggested ages: 7 - 10 years*

Present two short poems, one of which may be an Action Poem

Grade Three *Suggested ages: 9 - 11 years*

Present two poems of a contrasting nature

Grade Four *Suggested ages: 10 - 13 years*

Present a five minute programme, suitable for a School Concert

Senior Choir *Suggested ages: 14 - 16 years*

Present two short contrasting pieces

Final Choir *Suggested ages: over 16 years*

Present two contrasting pieces, one of which may be a prose selection

Communication Skills Examinations

Communication skills examinations encourage the development of confidence in:

- *speaking clearly and fluently*
- *interpreting a text (verse, prose or drama selection) with appropriate expression (and movement/ gesture, if the drama option is chosen)*
- *the use of practical conversation and speaking skills*
- *the use of imagination and confidence to explore a topic, either in speech or dramatic form*

Our Communication Skills examinations have been designed to facilitate class teachers in primary schools, English/ Drama teachers in post-primary schools and, of course, speech and drama teachers teaching in primary schools, post-primary schools, or their own schools and academies.

Age ranges/ class groups have been suggested for each grade, for your guidance. However, these are suggestions only, and teachers are free to make their own judgement in relation to the most appropriate grade for their candidates.

Movement and gesture are expected in the drama and improvisation options in Intermediate, TY and Senior examinations.

Please refer to the section 'How Irish Board Examiners Assess Candidates' on **irishboard.ie** for some detailed guidelines on the criteria used by the Irish Board during the examinations.

For children for whom English is a second language, please see English as a Second Language Examinations.

Entry Forms are available from the Irish Board's office or may be downloaded from **irishboard.ie**

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PRELIMINARY EXAMINATIONS

Preliminary One Junior Infants

- 1 Speak from memory a short poem
- 2 Answer simple questions about the poem

Preliminary Two Senior Infants

- 1 Speak from memory a short poem
- 2 Answer questions about the poem and the meaning of the words

JUNIOR EXAMINATIONS

Junior One First Class

- 1 Speak from memory a short poem
- 2 Announce and read a short extract (approximately 6 lines) from a book of your choice/ your school reader
- 3 Hold a short conversation with the examiner about the poem and yourself

Junior Two Second Class

- 1 Speak from memory a short poem
- 2 Announce and read a short extract (approximately 8 lines) from a book of your choice/ your school reader
- 3 Hold a short conversation with the examiner about the poem and your favourite sports/ hobbies/interests

Junior Three *Third Class*

- 1 Speak from memory a short poem
- 2 Announce and read a short extract (approximately 10 lines) from a book of your choice/ your school reader
- 3 Bring to the examination a toy, book or collection and use it to make a one-minute presentation to the examiner

Junior Four *Fourth Class*

- 1 Speak from memory a short poem
- 2 Announce and read a short extract (approximately 12 lines) from a book of your choice/ your school reader
- 3 Present a one-minute summary of the story from which your extract was taken and discuss the story with the examiner

INTERMEDIATE EXAMINATIONS

Intermediate One *Fifth Class*

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic selection
- 2 Present a one and a half-minute talk about a memorable holiday experience OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Two *Sixth Class*

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic selection
- 2 Present a one and a half-minute talk about a person from history you admire OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Three *First Year*

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic selection
- 2 In your own words tell the story of a book or film of your choice (approximately one minute) OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Four *Second Year*

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic selection
- 2 In your own words describe a notable historical event (approximately two minutes) OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Five *Third Year*

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic selection
- 2 In your own words describe a memorable place you have visited recently (approximately two minutes) OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

TRANSITION YEAR EXAMINATIONS

Transition Option A Transition Year

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic or Musical Theatre selection (this may be performed as a duologue with another candidate) OR
Announce and speak from memory a short prose extract (approximately 8 - 12 lines) from a book of your choice
- 2 Present a one minute informal talk on a topic provided by the examiner on the day of the examination OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Transition Option B Transition Year

To reflect the variety of Transition Year Programmes in communication, public speaking, debating and drama, the format and structure of Communication Skills exams for Transition Year can be arranged to suit the choices and needs of individual schools.

Options may include prepared talks on own-choice topics or topics provided by the Irish Board, unprepared talks or other elements suggested by the school. Examinations may be held on a one-to-one basis or in front of an audience which may include students and/or parents.

Please contact the Irish Board with your proposals and we will do our best to meet your needs.

Candidates delivering talks or speeches are encouraged not to read or memorise their pieces. If notes or aides mémoire are used, they should be used in such a way as to not cause distraction from the speaker.

SENIOR EXAMINATIONS

Senior One Fifth Year

- 1 Speak from memory a short poem OR
Announce and perform a two minute dramatic or Musical Theatre selection (this may be performed as a duologue with another candidate) OR
Announce and speak from memory a short prose extract (approximately 12 - 16 lines) from a book of your choice
- 2 Present a one minute informal talk on a topic provided by the examiner on the day of the examination OR
Announce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Final Sixth Year

- 1 Speak from memory a short poem OR
Announce and perform a two minute solo dramatic selection taken from a play of literary merit OR
Announce and speak from memory a short extract (approximately 12 - 16 lines) from a book of your choice
- 2 Present a two minute prepared talk on a moral/ ethical issue
- 3 Hold a discussion with the examiner about what you plan to do when you leave school, and why

English as a Second Language Examinations

These examinations encourage confidence in the use of English by those for whom it is not their first language. As with other Irish Board examinations, the emphasis will be on clear, fluent and expressive speech. However, in these examinations, the syllabus concentrates on functional language skills, rather than interpretive skills.

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Preliminary

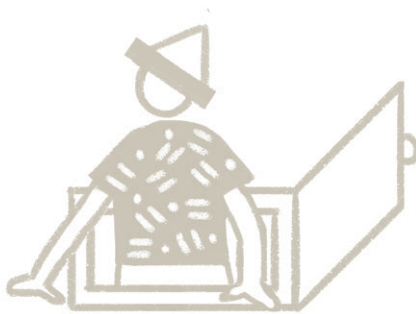
- 1 Present a one minute prepared talk about yourself
- 2 Read a short extract (approximately 12 - 15 lines) from a book of your choice
- 3 Carry on a short conversation with the examiner about living in Ireland

Intermediate

- 1 Present a one minute prepared talk about yourself
- 2 Read a short extract (approximately 12 - 15 lines) from a book of your choice
- 3 Read a passage from a newspaper on a topical news story selected by the examiner
- 4 Carry on a short conversation with the examiner about living in Ireland

Advanced

- 1 Present a prepared talk on any topic of your choice
- 2 Read a short extract (approximately 12 - 15 lines) from a book of your choice
- 3 Read a passage from a newspaper on a topical news story selected by the examiner
- 4 Present an unprepared talk on one of a selection of topics provided by the examiner prior to the examination (one minute)
- 5 Carry on a short conversation with the examiner about living in Ireland



Grade Examinations

The Irish Board of Speech and Drama Grade Examinations syllabus encourages a process of progressive learning from a early age, with each grade signifying an increase in skill and achievement. All aspects of speech and drama performance and theory are covered in the syllabus and the examinations represent a rigorous assessment of technique and interpretive skills.

We expect candidates in the Grade examinations to display a higher level of achievement than those in the Communication Skills examinations, and that the pieces chosen for performance will represent some challenge to the candidates, while being appropriate for their age and examination level. You will find poetry suggestions on **irishboard.ie**. These may be used if required but are supplied principally to give teachers an indication of the type and relative complexity of poems suitable for each grade.

Informal interaction with the examiner is introduced from Preliminary Grade One, in order to encourage candidates to respond to questions and explain aspects of their selected piece. This is developed in Grade One with an informal talk and in Grade Two with a presentation based on an illustration of the performed poem.

Theory is also introduced in Grade Two. The objective of the theory requirements in the Grade syllabus is to facilitate the candidate's understanding of techniques and skills relevant to their verse, prose and drama selections, and how these techniques and skills affect performance. Candidates will therefore be asked mostly to explain theory with reference to or by using examples from the pieces they perform. Examiners will not necessarily ask candidates to discuss all items of theory set for each grade.

Please refer to the section 'How Irish Board Examiners Assess Candidates' on **irishboard.ie** for detailed guidelines on the criteria used by the Irish Board during the examinations.

You may book exams online through **irishboard.ie**, where you will also find fees details.

Each candidate will be required to:

Preliminary Grade One Suggested ages: 4 – 6 years

- 1 Speak from memory a short poem
- 2 Answer simple questions about the poem and the meaning of the words

Preliminary Grade Two Suggested ages: 5 – 7 years

- 1 Speak from memory a short poem
- 2 Tell the examiner the story of the poem in your own words

Grade One Suggested ages: 6 – 8 years

- 1 Speak from memory a short poem
- 2 Tell the examiner the story of the poem in your own words
- 3 Give a one-minute informal talk about yourself OR a toy/book that you have brought to the examination (the talk should not be memorised)

Grade Two *Suggested ages: 6 – 9 years*

- 1 Speak from memory a short poem
- 2 Give a short (about one minute) presentation on the poem performed using an illustration (drawing, painting, model or collage) made by you on the story, character(s) and/or the theme of the poem, and be prepared to discuss the poem and illustration with the examiner
- 3 Theory: *List the organs of speech, identify their locations and be able to identify the organs of speech used to make common sounds (such as M, P, B, K, L and Th)*

Grade Three *Suggested ages: 7 – 10 years*

- 1 Speak from memory a short poem
- 2 Announce and read a short (approximately 10-12 lines) prepared extract from a book of your choice and be able to carry on a short conversation about the book with the examiner
- 3 Theory:
 - a *Give a simple definition of a vowel and a consonant*
 - b *Define a pause, and demonstrate your understanding of the breath pause and the sense pause by explaining where and why you took these pauses in either your poem or reading performance*

Grade Four *Suggested ages: 9 – 11 years*

- 1 Speak from memory a short poem
- 2 Announce and perform a one-minute story mime of your choice
- 3 Theory:
 - a *Explain to the examiner, using examples from your poem, what it means to speak expressively*
 - b *Define mime*
 - c *Be able to explain character mime and story mime*

Grade Five *Suggested ages: 10 – 12 years*

- 1 Speak from memory a short poem
- 2 Announce and perform a solo dramatic selection using appropriate characterisation and movement (maximum time permitted: two minutes)
- 3 Theory:
 - a *Bring to the exam a character chart or similar and, using it, describe and discuss the character you performed in your dramatic solo*
 - b *Follow simple stage directions given to you by the examiner*

Grade Six *Suggested ages: 11 – 13 years*

- 1 Speak from memory a short poem by an Irish poet
- 2 Announce and perform a solo dramatic selection using appropriate characterisation and movement (maximum time permitted: two minutes)
- 3 Read at sight a poem chosen by the examiner (one minute will be given for preparation)
- 4 Theory:
 - a *Discuss with the examiner the meaning and mood of your prepared poem*
 - b *Define and demonstrate pitch and vocal projection*
 - c *Explain to the examiner how you used the minute given to you to prepare your sight reading exercise, and how to sight read so that your audience can best appreciate the poem you read*

Grade Seven Suggested ages: 12 – 14 years

- 1 Speak from memory a poem of your choice
- 2 Announce and perform a solo dramatic selection taken, adapted or compiled from a play or book, using appropriate characterisation and movement (maximum time permitted: two minutes)
- 3 Announce and perform a two-minute mime, prepared by you OR a short piece of movement to music choreographed by you (you are responsible for supplying any equipment you require for your performance)
- 4 Theory:
 - a Describe in detail your understanding of the character you performed and how your chosen character fits into the plot of the play or book*
 - b Define inflection and explain the meaning and uses of a simple rising inflection and a simple falling inflection*
 - c Be able to explain character mime, story mime, occupational mime, abstract mime and pantomime blanche.*

Grade Eight Suggested ages: 13 – 15 years

- 1 Speak from memory a short lyric
- 2 Announce and perform a solo dramatic selection taken, adapted or compiled from a play of literary merit, using appropriate interpretation, characterisation and movement (maximum time permitted: two minutes)
- 3 Announce and perform a one-minute unprepared improvisation chosen from a list provided by the examiner in the examination room (one minute will be given for preparation)
- 4 Theory:
 - a Define a lyric and describe the mood and meaning of the lyric you performed*
 - b Define rate and pace and demonstrate, with reference to your solo dramatic selection, how you used pace and pace variation to enhance your performance*
 - c Define and demonstrate, using examples, the use of the following pauses: the suspensive pause, the emphatic pause and the Caesural pause*

Grade Nine Suggested ages: 14 – 16 years

- 1 Speak from memory a short selection of prose taken from a novel or short story written by an Irish author (maximum time permitted: two minutes)
- 2 Announce and perform a solo dramatic selection taken, adapted or compiled from a play of literary merit, using appropriate interpretation, characterisation and movement (maximum time permitted: two minutes)
- 3 Announce and perform a two-minute character or abstract mime
- 4 Theory:
 - a Explain why it is important for performers to have breath control and describe an exercise designed to enhance breath control*
 - b Describe your interpretation of your solo dramatic selection, including your use of movement, gesture and voice*
 - c Define and demonstrate your understanding of tone colour*

Grade Ten Suggested ages: 15 – 17 years

- 1 Announce and perform a ten-minute recital incorporating an introduction, verse, prose, drama, a script that links the selections and a conclusion, all to be chosen and compiled by the candidate. The recital may be on a theme or represent the works of one author. It should be presented as a continuous performance. (In order to help you to observe the time limits, you may perform suitable lines from poems rather than entire poems.)
- 2 Announce and present a one-minute informal talk on a subject chosen from a selection to be provided by the examiner in the examination room.
- 3 Theory:
 - a Discuss your recital with the examiner, including the theme/author, choice of pieces, interpretation, and techniques used*
 - b Define and demonstrate resonance and identify the main resonators*
 - c Discuss with the examiner techniques you could use to sustain your audience's interest in a talk or presentation*

Grade Eleven (Senior Advanced) *Suggested ages: 16 – 18 years*

- 1 Speak from memory a sonnet
- 2 Announce and perform a solo dramatic selection taken or adapted from a play written before 1800, with suitable interpretation, characterisation and movement (maximum time permitted: three minutes)
- 3 Announce and perform a short piece of movement to music choreographed by the candidate (you are responsible for supplying any equipment you require for your performance)
- 4 Theory:
 - a *Discuss the form and structure of the Petrarchan and Shakespearean sonnet with the examiner; and the mood, meaning and your interpretation of the sonnet you performed*
 - b *Understand and be able to discuss the use of visual, auditory, olfactory and tactile imagery in literature*
 - c *Be able to discuss how you prepared for performance your solo dramatic selection with particular reference to your use of movement and gesture*

Grade Twelve (Final Grade) *Suggested ages: 16 – 18 years*

- 1 Speak from memory a short poem written after 1960
- 2 Announce and perform a solo dramatic selection taken, adapted or compiled from a play of literary merit, written by an Irish author, using appropriate interpretation, characterisation and movement (maximum time permitted: two minutes)
- 3 Announce and speak from memory a short selection of prose taken from a novel or short story written by a non-Irish author
- 4 Announce and perform a two-minute mime OR a short piece of movement to music (you are responsible for supplying any equipment you require for your performance)
- 5 Theory:
 - a *Be able to answer questions on any aspect of your use of vocal modulation (pitch, rate and pace, pause, tone and tone colour, inflection, emphasis, power and intensity) in your programme*
 - b *Explain briefly how you compiled and prepared your mime OR movement to music performance*
 - c *Understand and be able to discuss rhyme in verse (including rhyme schemes, assonance, eye rhyme, consonance and alliteration)*

Proficiency Examination in Speech and Drama *Ages: 17+ years*

(The Candidate must be at least 17 years of age)

- 1 Announce and speak from memory a short poem
- 2 Announce and speak from memory a short prose selection
- 3 Announce and perform a solo dramatic selection taken or adapted from any play of literary merit (maximum time permitted: three minutes)
- 4 Announce and perform a short piece of movement to music choreographed by the candidate OR
Announce and perform a two minute abstract mime (you are responsible for supplying any equipment you require for your performance)
- 5 Theory:
 - a *Discuss with the examiner why you chose, and how you prepared, your pieces for the examination, placing particular emphasis on your interpretation of the pieces performed*
 - b *Be prepared to answer questions on an aspect of the theory required for Grade 1 - 12*

A high standard of performance is required for this examination. Candidates will be assessed on their communication skills, vocal technique, and interpretative skills, and will be expected to display a thorough knowledge of the theory of Speech and Drama.

85% is required for Honours. Candidates receiving 70% or more will receive an Irish Board of Speech and Drama Proficiency certificate. Candidates who obtain 85% or more will also receive an Irish Board of Speech and Drama Proficiency medal

Public Speaking and Presentation Examinations

Public speaking and presentation relates to the communication of information or ideas to a group or audience in such a way as to maintain their interest. Speaking to a group, in the context of a job interview, a presentation on a topic or issue, a sales pitch, or a formal speech or debate is increasingly common. Through our syllabus, we wish to encourage candidates to feel comfortable and confident in these situations. The purpose of these examinations is to encourage clear, fluent and expressive speaking on a variety of topics and in a variety of imagined settings.

The standard of presentation and communication skills expected from students taking examinations in Public Speaking and Presentation Skills is considerably higher than that expected in Communication Skills examinations.

Presentations should be well-structured and should be delivered with a full range of communication and vocal skills.

We do NOT expect candidates to read or to have memorised their presentations. If notes or aides mémoire are used, they should be used in such a way as to not cause distraction from the speaker.

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Preliminary Grade One Suggested ages (7-8)

1. Give a talk on your favourite food (1 minute)
2. Discuss with the examiner the content of the talk.

Preliminary Grade Two Suggested ages (8-9)

1. My friends
2. Discuss with the examiner the content of the talk.

Grade One Suggested ages: 10 - 12

- 1 Give a prepared talk about yourself (one minute)
- 2 Bring a book into the examination and describe the story to the examiner OR describe the story of a film you have seen to the examiner (two minutes)

Grade Two Suggested ages: 11 - 13

- 1 Give a prepared talk about a hobby or sport (one minute)
- 2 Tell the examiner about a person you admire (two minutes)

Grade Three Suggested ages: 12 - 14

- 1 Give a prepared talk about an event, visit or holiday (one minute)
- 2 Bring a small object or collection into the examination and talk about it to the examiner (two minutes)

Grade Four Suggested ages: 13 - 15

- 1 Give a prepared talk on any aspect of Ireland (two minutes)
- 2 Make a short presentation on your favourite television programme, computer/console game OR social media platform. The presentation should include background on the origin/production of the programme, game, platform, and some element of critical analysis. (three minutes)

Grade Five Suggested ages: 14 - 16

- 1 Give a prepared talk on any topic of your choice (two minutes)
- 2 Give a prepared eye-witness account of a famous historical event. This can be either from the point of view of you as a witness to/participant in the event OR from the point of view of a news reporter providing an account to camera (three minutes)
- 3 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation) followed by a short discussion with the examiner on the topic and/or on speaking in public

Grade Six Suggested ages: 15 - 17

- 1 Give a presentation about yourself and your key achievements to date (two minutes)
- 2 Present your view on a topic of current public interest (three minutes)
- 3 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation) followed by a short discussion with the examiner on the topic and/or on speaking in public

Grade Seven Suggested ages: 16 - 18

- 1 Give a presentation, as if to a prospective employer, outlining your most positive achievements, characteristics and attributes (two minutes)
- 2 Present your view on a moral/ ethical issue (three minutes)
- 3 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation) followed by a short discussion with the examiner on the topic and/or on speaking in public
- 4 Theory: Discuss with the examiner the use of emphasis, gesture and visual aids in public speaking

Public Speaking Proficiency Examination Ages: 17+ years

A high standard of presentation is required for this examination. Candidates will be assessed on their communication skills, vocal technique and use of visual aids. Please keep to the time limits.

70% is required to pass the examination. Candidates receiving 70% or more will receive an Irish Board of Speech and Drama Proficiency certificate. Candidates who obtain 85% or more will also receive an Irish Board of Speech and Drama Proficiency medal.

- 1 Imagine yourself at a job interview for a position of your choice. Give a three-minute presentation to the three-person interview panel on why you want the position and on the experience and personal qualities/attributes you have that make you the ideal candidate for the job
- 2 Give a prepared talk on any aspect of Ireland, as if to a group of 20 (three minutes)
- 3 Introduce an eminent keynote speaker to a large audience at an international conference (one minute)
- 4 Make a presentation on a topic of your choice, using appropriate visual aids (seven minutes, including setting up and striking the visual aids)
- 5 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation)
- 6 Theory:
 - a Identify and discuss with the examiner the different techniques used during the presentations
 - b Understand and be able to discuss your use of vocal modulation (pitch, rate and pace, tone and tone colour, inflection, emphasis, power and intensity, and pause)

Reading Examinations

Being able to read aloud in such a way as to convey effectively the content of a selection and to sustain an audience's interest is a valuable skill.

The purpose of these examinations is to provide candidates with the opportunity to become clear, fluent and confident readers who can convey story, character and mood to an audience. Using appropriate posture, holding the book in such a way as to allow the audience to see the candidate's face, and using eye contact will be important during the examination.

From Grade One, it is expected that candidates will be familiar with the book/ story from which the extract is taken.

Please refer to the section 'How Irish Board Examiners Assess Candidates' on **irishboard.ie** for detailed guidelines on the criteria used by the Irish Board during the examinations.

Entry Forms are available from the Irish Board's office or may be downloaded from **irishboard.ie**

Examination fees are printed on a separate sheet enclosed with this syllabus and are also available on **irishboard.ie**

Preliminary Grade One *Suggested ages: 6 - 7 years*

- 1 Announce and read aloud a prepared selection of approximately 100 words taken from a book of your choice
- 2 Answer questions on the meaning of the words in the prepared selection

Preliminary Grade Two *Suggested ages: 7 - 8 years*

- 1 Announce and read aloud a prepared selection of approximately 200 words taken from a book of your choice
- 2 Answer questions on the meaning of the words in the prepared selection

Grade One *Suggested ages: 9 - 10 years*

- 1 Announce and read aloud a prepared selection of approximately 300 words taken from a book of your choice
- 2 Discuss with the examiner the book from which the selection is taken
- 3 Answer questions on the meaning of the words in the prepared selection

Grade Two *Suggested ages: 11 - 12 years*

- 1 Announce and read aloud a prepared selection of approximately 350 words from a book of your choice
- 2 Discuss with the examiner the book from which the selection is taken
- 3 Answer questions on the technique of reading

Grade Three *Suggested ages: 12 - 13 years*

- 1 Announce and read aloud a prepared selection of approximately 2 pages from a chapter of a book by an Irish author
- 2 Discuss the book with the examiner
- 3 Announce and read at sight a selection provided by the examiner

Grade Four *Suggested ages: 13 - 14 years*

- 1 Prepare in advance a chapter from a book written before 1920 and bring the book to the examination
- 2 The examiner will select a passage from the chapter to be read aloud by you
- 3 Discuss the content of the chapter with the examiner

Grade Five *Suggested ages: 14 - 15 years*

- 1 Announce and read aloud three pages from a book of your choice
- 2 Announce and read aloud a poem of your choice
- 3 Discuss, with the examiner, the technique of speaking verse and prose

Grade Six *Suggested ages: 15 - 16 years*

- 1 Announce and read aloud a prepared extract (of your choice) from any version of the Bible
- 2 Announce and read at sight an extract from a book selected by the examiner
- 3 Announce and read a prepared extract of your choice from a national newspaper
- 4 Discuss your programme with the examiner

Final Grade *Suggested ages: 16 - 17 years*

- 1 Prepare in advance, and bring to the examination a book of your choice
- 2 The examiner will select a passage from the book to be read by you
- 3 Prepare and present to the examiner a short oral review of the book
- 4 Discuss both book and author with the examiner
- 5 Announce and read a prepared extract of your choice from any Shakespearean play





DIPLOMA EXAMINATIONS

Diploma Examinations

The Irish Board of Speech and Drama's highly regarded Diplomas provide candidates with the opportunity to develop their knowledge and skills in speech, drama and communication to the highest level.

The Irish Board offers Diplomas of Associate in Acting Performance, Musical Theatre and Teaching; a Diploma of Licentiate in Teaching, and a Fellowship. The requirements for the Diploma of Associate in Musical Theatre Performance may be found in the Musical Theatre Syllabus booklet.

Our Diploma examinations provide a rigorous test of knowledge, technical expertise and interpretive skills, and are oriented to the needs of those who wish to become professional drama practitioners or who wish to teach speech, drama and communications as a career.

Entry Forms are available from the Irish Board's office or may be downloaded from **irishboard.ie**

Examination fees are printed on a separate sheet enclosed with this syllabus and are also available on **irishboard.ie**



Diploma of Associate in Acting Performance: AIBSD (Acting)

The Irish Board of Speech and Drama Diploma of Associate in Acting Performance provides an opportunity for candidates who have significant and varied drama experience to be assessed in a wide variety of drama forms.

The syllabus facilitates a candidate to develop his/ her skills, technique and talent in period and modern drama, verse speaking, prose speaking, mime/ movement to music, and sight reading.

Candidates will be expected to display a very high standard of technical, interpretive and stagecraft skills in order to pass the examination.

Eligibility:

The candidate must be at least 18 years of age on the date of the examination.

Requirements:

- 1 Perform from memory a five minute recital, compiled by the candidate, comprising prose, verse, drama and a linking script (25%)
- 2 Perform an own choice dramatic selection not to exceed 3 minutes duration from a recognised play written before 1900 (15%)
- 3 Perform either a character sketch or a dramatic selection from a recognised play written since 1900 (3 minutes) (15%)
- 4 Perform a mime OR short piece of movement to music choreographed by the candidate (15%)
- 5 Perform an impromptu improvisation. The subject will be given by the examiner at the examination (2 minutes) (10%)
- 6 Read at sight a short passage of Shakespeare (10%)
- 7 Discuss with the examiner(s) your drama experience and future plans (10%)

75% is the mark required to pass the Diploma of Associate in Acting Performance examination.

Diploma of Associate (Teaching): AIBSD (Teaching)

Many speech and drama students feel that they would like to teach the subject. With drama now included in the primary school curriculum, being provided for in an increasing number of post-primary schools, and with demands from parents for private tuition, opportunities for employment in the field are increasing.

Entry for the Diploma of Associate (Teaching) examination signifies the aspiration of a candidate to become a speech and drama teacher. While the Diploma of Associate (Teaching) is not itself a teaching qualification, it is expected that each candidate intends to gain a teaching qualification in the future, and will have gained some experience in the teaching of speech and drama under the supervision of a qualified teacher.

The Associate Diploma (Teaching) syllabus not only encourages candidates to demonstrate their skills in performance, but also encourages them to develop a thorough knowledge and understanding of key historical and theoretical aspects of speech and drama, providing a foundation for further study.

A high standard of technical ability will be required to pass the practical section of the examination.

Eligibility:

To be eligible for entry, a candidate must:

- be at least 19 years of age on the date he/she attempts their first section of the examination
- have obtained at least an H4 in Higher Level English in the Irish Leaving Certificate Examination, or equivalent
- have studied speech and drama for at least three years

Documentary evidence of eligibility **MUST** be submitted with a candidate's entry form.

Requirements:

SECTION ONE: Practical

- 1 Perform from memory a short own choice poem (25%)
- 2 Introduce and perform a solo dramatic selection from any play of literary merit, not to exceed three minutes (25%)
- 3 Speak from memory a prose selection not to exceed two minutes (25%)
- 4 Read at sight a selection chosen by the examiner (10%)
- 5 Hold a discussion with the examiner(s) about your speech and drama experience to date, and your future plans (15%)

SECTION TWO: PAPER (2.5 HOURS)

A written examination based on the following topics:

- **Theory of Speech and Drama**, including definitions, meaning and understanding of the importance of modulation (pitch, pause, pace, inflection, tone), diction, volume, phrasing, projection, resonance, vowels, and consonants. Candidates should be familiar with the use of exercises and techniques to enhance voice and speech. Speech faults and how to recognise them. Basic anatomy for voice production. Breathing. Movement (including fundamentals of period movement), gesture, stage directions, stagecraft.
- **Performance**, including how to prepare verse, prose and drama for performance. Character study and creation. Speaking Shakespeare.
- **Storytelling**, including the purpose and value of storytelling in drama class, different types of stories, methods of storytelling, encouraging and facilitating engagement and participation by pupils in stories, dramatising stories, including the use of tableaux vivantes.

- **Choral Verse Speaking**, including the difference between choral speaking and action poems, the purpose and value of choral speaking, benefits to students, choral speaking techniques and exercises, choice of material, effective choral poems, preparation, grouping, conducting, preparing a choir for competition and examination.
- **Mime**, including definition, the history and evolution of mime, outline of the work and influence of key Mimes such as Deburau, Decroux, Barrault and Marceau, mime conventions, techniques and exercises, types of mime (occupational, recreational, story, character, abstract, traditional and pantomime blanche), how mime may be introduced to students of different ages and experience.
- **Movement to Music**, including definition, choreographing movement to music, introducing it and choreographing it with students. Choice of suitable music.
- **Improvisation**, including definition, the history and development of improvisation from the Commedia Dell'Arte to the present day, the use and value of improvisation in working with text and character, how improvisation may be introduced in drama class and how the improvisational skills of students may be developed, themes and methods used in solo, duologue and group improvisations in class, féiseanna and examination work.
- **Public Speaking and Presentation**, including the skills and techniques required for effective public speaking, content and structure, oratorical techniques, appropriate styles of delivery for different purposes and sizes of groups and venues, how to introduce public speaking to students, exercises for fluency and confidence.
- **Puppets**, including a general knowledge of different types of puppet, how they are made, how they are manipulated, making simple puppets, their use in drama classes, devising and producing simple scenes and puppet plays.
- **Poetry**, including an outline knowledge of the main periods of English poetry (Chaucer, 16th and 17th Century, Shakespeare, metaphysical poets, nature poets, Victorian poets, pre-Raphaelites, 20th Century and Modern poetry). Outline knowledge of the history of poetry in Ireland. Candidates are advised to study at least one period of poetry in depth and have an in-depth knowledge of the life and work of at least one poet.

SECTION THREE: Lesson Demonstration /Live Lesson

1. Teach a group of up to 12 children for 20 to 30 minutes on any practical aspect of speech and drama.
2. The students will be from a Speech and Drama school.
3. The lesson should be a planned and structured learning experience for the children and should be interactive and participative.
4. Candidates should display sincerity, creativity, differentiation, focus, enthusiasm, and classroom management skills.
5. Lesson plan to be submitted two weeks prior to exam.

75% in each section of the Diploma examination will be required to pass.

Candidates may attempt each section a maximum of three times.

Candidates must complete all sections of the Diploma of Associate (Teaching) within three years of undertaking their first section.

Diploma of Licentiate (Teaching Diploma)

The Irish Board of Speech and Drama Diploma of Licentiate is a speech and drama teaching qualification.

The Licentiate syllabus encourages candidates to develop dramatic skills which will form the basis for their teaching of practical speech, drama and communication skills to their future students. The syllabus also encourages candidates to acquire a comprehensive practical knowledge and understanding of the field of speech and drama, which will provide a firm foundation for their teaching career.

Teaching Reflective Practice, in which a candidate will have the opportunity to reflect on the planning and execution of a series of lessons, in order to critique and improve their own teaching practice.

The Dissertation provides an opportunity to research and explore a particular aspect of speech and drama of interest to the candidate.

Eligibility:

To be eligible for entry, a candidate must:

- be at least 20 years of age
- have obtained at least an H4 in Higher Level English in the Irish Leaving Certificate Examination, or equivalent
- hold the Associate Diploma (Teaching) of the Irish Board of Speech and Drama (AIBSD (Teaching))
- submit with the entry form a letter from a recognised Speech and Drama teacher confirming that the candidate has been studying Speech and Drama for at least three years.

Documentary evidence of eligibility MUST be submitted with a candidate's entry form.

Requirements:

SECTION ONE: PRACTICAL PERFORMANCE

- 1 Introduce and perform from memory a 10-12 minute recital incorporating prose, verse, drama and a linking script. The recital may be on a theme, or it may contain the works of one author (50%)
- 2 Perform a short piece of movement to music, choreographed by the candidate, OR Perform a two minute abstract mime (35%)
- 3 A discussion with the examiner(s) on your experience in speech and drama, and how you aim to use your licentiate qualification (15%)

SECTION TWO: TEACHING REFLECTIVE PRACTICE

Submit a reflective practice journal detailing the preparation for, execution and evaluation of four distinct speech & drama classes taught, together with ideas about how your teaching practice might be made more effective, in each case.

SECTION THREE: WRITTEN EXAMINATIONS

PAPER ONE (2.5 HOURS)

A written examination based on the following topics:

- **Teaching and Learning**, including an understanding of current theories of teaching and learning and their application in the teaching of speech, drama and communication.
- **Participation and Engagement**, including effective methods for engaging students, encouraging participation, maintaining discipline and commitment, and maximizing learning in speech and drama classes.
- **Lesson Planning**, including devising and compiling a programme of work for a term/ year on any particular aspect of speech, drama and communication to a defined group of students. Formulation of aims, objectives and lesson plans. Forms of classroom-based assessment of progress and achievement.

- **Resources**, including sourcing, selecting, collating, grading and preparation of teaching resources and materials. Sourcing and storage of costumes, props, equipment, sets and so on, required for class work and for performance.
- **Establishing a School/Academy**, including market research, location, venue/premises/ facilities required, marketing and advertising, fees and fee collection, financial management, insurance, staffing, health and safety, child protection measures, equipment, relationship with parents and the community.
- **Festivals, féiseanna and examinations**, including their purpose, value, advantages and disadvantages, the organisation and administration of a private or local Féis, preparing students for competitions in general, preparing students for particular competitions and/or examinations in verse speaking, prose, drama (solo, duologue, group), reading, choral verse speaking, mime, movement to music, improvisation and public speaking.
- **Adjudicating and examining**, including the differences between adjudicating and examining, skills and qualities required in an adjudicator/ examiner, preparation for an adjudication/ examination assignment, criteria for assessment and marking, marking schemes, the purpose and value of verbal adjudications.
- **School Concert**, including the purpose and value of the School Concert, the advantages and disadvantages of the School Concert from the points of view of the school, teachers, parents and students, devising and compiling a concert programme, organising a school concert (venue, stages and staging, sets and scenery, costumes, lighting, stage management, make-up, prompting, props, music)

PAPER TWO (2.5 HOURS)

A written examination based on the following topics::

- **History of Western Theatre**, including an outline knowledge of the characteristics, themes and influences on modern theatre of Greek theatre, Roman theatre, Medieval European theatre, theatre of the Italian Renaissance, Elizabethan theatre, Restoration theatre, 18th and 19th Century theatre, 20th Century theatre and Contemporary theatre. The history of theatre in Ireland. Outline knowledge of key theatrical genres. Critical appreciation of current theatrical productions and issues.
- **Acting Theory and Methods**, including knowledge and understanding in particular of the work and influence of Aristotle, Brecht, Boal, Stanislavski, Artaud, Strasberg, Meisner and Brooke.
- **Acting Styles**, including the differences in acting style required for stage, film and television.
- **Costumes**, including an outline knowledge of costumes through the ages, ideas about costumes for children and the school play/concert, sourcing, designing and making simple costumes for children.
- **Play production with adults and children**, including the processes of producing and directing plays from initial reading to performance. Casting, staging, set design, sets and scenery, props, costumes and make-up, direction, and backstage organisation.
- **Stage lighting and sound**, including lighting equipment (floods, spots, follow spots, beamlights and gobos), lighting control systems, lighting design, the use of colour, devising a lighting plot/ marking a script, lighting effects, creating atmosphere with lighting. lighting a performance with limited or no professional lighting equipment. The design, selection and use of music and sound effects in theatrical productions; knowledge of basic sound equipment; the pros and cons of using microphones in young people's productions.
- **Stage Management**, including the role, responsibilities and functions of the stage manager throughout the production process.
- **Poetry**, knowledge and understanding of poetic forms and genres, rhythm and metre, metrical patterns, rhyme, rhyme schemes, alliteration, assonance and consonance.

SECTION FOUR: DISSERTATION

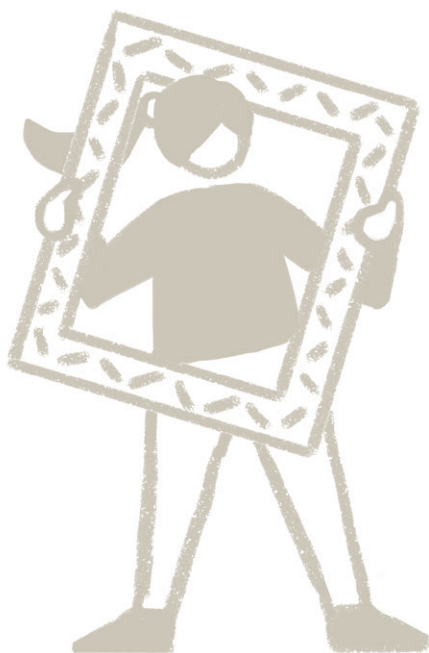
Write and submit a dissertation of not less than 5000 words on any aspect of Speech and Drama, bringing in your own experiences as a teacher. The thesis must be the candidate's own work. The dissertation should contain an introduction outlining the aim of the dissertation and should be laid out in logical fashion. Any quotations must be referenced with the name of the author, the date and, if appropriate, the publication from which it is taken. A bibliography of sources (including internet-based sources) must be included.

Dissertations should be typed/word processed, printed clearly in black ink on one side of white A4 paper, should be covered, titled and soft-bound. Submitted dissertations will be retained by the Irish Board of Speech and Drama.

75% in each section of the Diploma examination is the mark required to pass.

Candidates may attempt each section a maximum of three times.

Candidates must complete all sections of the Diploma of Licentiate (Teaching) within three years of undertaking their first section.



Irish Board of Speech and Drama Fellowship

Eligibility:

To be eligible for consideration for a Fellowship award, a candidate must:

- hold the Irish Board of Speech and Drama Licentiate Diploma
- have a minimum of ten years Speech and Drama teaching experience
- have a current examination centre with the Irish Board of Speech and Drama
- submit a resume of their work in speech and drama during the past five years.

Entry Procedure:

Candidates wishing to enter for the Fellowship examination should submit evidence of their eligibility, together with the examination fee by 1 May or 1 November. Candidates meeting the eligibility requirements will receive written confirmation that they have been accepted for examination within twenty-one days.

Requirements:

SECTION ONE: PRACTICAL PERFORMANCE

Prepare and deliver from memory:

- 1 A six minute recital on a single theme or author, to incorporate verse, prose and drama, with a linking script written by the candidate (50%)
- 2 a three minute abstract mime (15%)
- 3 a short piece of movement to music choreographed and performed by the candidate (15%)
- 4 a performance, not to exceed three minutes, of one of the following:
 - a. a scene from a contemporary comedy
 - b. a scene from a period play written before 1800
 - c. a scene from any play by William Shakespeare (20%)

SECTION TWO: VIVA VOCE

To discuss with representatives of the Irish Board of Speech and Drama your contribution to Speech and Drama over the past five years, and to discuss any aspects of Speech and Drama chosen at the discretion of the representatives. Marks will be awarded for the demeanour, fluency, enthusiasm, originality and personality of the candidate. The duration of the discussion will not exceed 20 minutes.

SECTION THREE: THESIS

To write and submit a thesis (minimum 10,000 words) on any original aspect of Speech, Drama or the Allied Arts. The thesis must be the candidate's own work, and will be retained by the Irish Board of Speech and Drama.

A minimum of 75% in each section is the mark required in order to qualify for the award of a Fellowship of the Irish Board of Speech and Drama. The award will be made at the sole discretion of the Central Council of the Board.



Irish Board of Speech & Drama Examination Regulations

- 1 Applications for examinations are accepted on the condition that candidates will be examined in accordance with the requirements of the current syllabus.
- 2 All entries must be made through the online booking system. Each entry must be accompanied by the correct entry fee. Entries and fees must reach the Irish Board of Speech and Drama at least six weeks before the proposed date of the examination. The Irish Board reserves the right to refuse entries which do not comply with these conditions.
- 3 The person submitting the entry must complete an agreement to abide by the regulations of the Irish Board.
- 4 The minimum number of candidates for the recognition of an examination centre is 20. By agreement and arrangement, an examination centre may comprise more than one physical location.
- 5 Examination fees will not be refunded.
- 6 A candidate who has been entered for an examination in one centre may not be examined in a different centre.
- 7 A list of candidates' names with the type and grade of their examinations must be provided at least two weeks prior to the date of the examination.
- 8 Each candidate is responsible for the supply of all equipment, props, costumes and so on required for his/ her examination.
- 9 Results will be awarded in Grading Bands. 70% - 79% will be awarded Pass; 80% -83% will be awarded Merit; 84% - 86% will be awarded Honours; 87%-89% will be awarded First Class Honours; 90% -91% will be awarded a Distinction; 92% -100% will be awarded a Distinction with Medal. The pass mark for all Diploma examinations is 75%.
- 10 A certificate will be awarded to each candidate achieving a pass mark or over in an examination.
- 11 A maximum of one Irish Board Centre medal will be awarded per ten students who participate in grade exams in each examination centre, at the examiners discretion, as defined in Regulation 4, above, save for the exceptions below
- 12 In the Acting Performance and Musical Theatre examinations, a certificate will be awarded to each candidate achieving Pass or over. Each candidate in the Acting Performance and Musical Theatre solo and duologue examinations achieving a Honours or above will receive a certificate and an Irish Board Performance Medal. Acting Performance and Musical Theatre candidates are not eligible to receive an Irish Board Centre Medal in respect of their Acting Performance and Musical Theatre examinations.
- 13 In the Grade Proficiency, Public Speaking Proficiency, Acting Proficiency and Musical Theatre Proficiency examinations, a medal will be awarded to each candidate achieving Honours or above.
- 14 The Irish Board of Speech and Drama welcomes candidates with particular needs. Candidates requiring particular provision, for example, sight reading in a large format or on a coloured background must notify the Irish Board at the time of entry.

MONOLOGUES

DRAMA EXERCISES

improvisation

SCHOOL CONCERTS

TEACHERS
HANDBOOKS

MIME

DUOLOGUES

MOVEMENT
TO MUSIC

SHORT
PLAYS

DRAMABOOKS.ie





Irish Board of Speech and Drama
Ballylawn
Manorcunningham
Co. Donegal
F92 P267

Phone: 087 366 7733
E-mail: mail@irishboard.ie
irishboard.ie