

**Speech New Zealand**  
Founded 1964  
as New Zealand Speech Board  
Incorporated as a Charitable Trust

# **Oral Communication Assessment**

## **Syllabus 2012**

**StudentSpeak Teachers' Resource supports this Syllabus**

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# Aims and Objectives

Speech New Zealand aims to develop versatility in the use of language, oral presentation and performance skills.

Students will ...:

- express themselves with clarity, confidence and courtesy in personal, social, work related and public situations
- listen with discernment and courtesy
- develop a varied vocabulary to express their thoughts with confidence and imagination
- develop speech that is readily understandable and appropriate to the situation

**The Assessments will be conducted in English, but brief introductions or phrases in other languages are acceptable.**

**Please direct enquiries to:**

**Speech New Zealand**

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**Website: [www.speechnz.co.nz](http://www.speechnz.co.nz)**

**The website provides details of all  
Speech NZ's syllabuses as well as  
learning resources.**

**To contact your Local Secretary for  
Speech NZ please phone  
0800 SPEECH (0800 773324).**

# Syllabus for Oral Communication Assessments

These Assessments are carried out in schools and recreation and community groups by Assessors appointed by Speech New Zealand. They may take place either in a classroom or a venue appropriate to the group concerned. The syllabus is designed to develop the following skills:

- |                       |   |
|-----------------------|---|
| 1. Speaking           | Sharing of ideas with enthusiasm, fluency and effectiveness   |
| 2. Listening          | Listening and responding courteously  |
| 3. Performing         | Presenting poetry, story, drama, role-play and improvisation with an audience focus                     |
| 4. Reading            | Reading aloud with clarity and vitality, appreciating an extensive variety of written language and text |
| 5. Viewing/Presenting | Interpersonal speaking and listening, both in front, and as part of an audience                         |
| 6. Processing         | Thinking critically, processing information and exploring language                                      |

## Group Work

This is encouraged throughout the syllabus.

Students may choose a group or class project on a theme or a topic as the basis for their selections.

Where suitable selections are presented as a group activity each student must be given an equal opportunity for their achievement to be assessed.

Times for group presentations are stated throughout the syllabus.

Students may perform sections in any order.

Assessors will encourage and help students to do their best in a friendly, relaxed atmosphere.

## Certificate of Attainment

Students with special needs are encouraged to sit examinations.

Speech New Zealand will award a Certificate of Attainment to students with any disability which may affect their communication if the Assessor is satisfied that they are doing the best work of which they are capable.

Certificate of Attainment will be assessed in the same way as other Oral Communication Assessments. Entry forms must have the words 'Certificate of Attainment' printed across the top.

The Local Secretary must be notified in writing of the nature of the student's disability and of any special requirements at the time of entry.

Special group examinations for Certificate of Attainment students may be arranged if there are sufficient numbers and enough time is available to make arrangements.

Please contact Speech New Zealand to make these arrangements.

## English for Speakers of Other Languages

Speakers for whom English is not their first language may choose 'Certificate of Attainment.'

Entry forms must have the words 'Certificate of Attainment' printed across the top. The Local Secretary must be notified in writing of the student's first language at the time of entry.

However, the preferred option may be the Speech New Zealand syllabus:

Oral Communication in English for Speakers of Other Languages (OCESOL).

## Levels.

There are 12 levels. The level at which students are entered is at the discretion of the teacher or organiser.

Suggested school levels are:

Preliminary/Advanced Preliminary	Years 1 and 2
Introductory/Advanced Introductory	Years 3 and 4
Elementary/Advanced Elementary	Years 5 and 6
Junior/Advanced Junior	Years 7 and 8
Intermediate/Advanced Intermediate	Years 9 and 10
Senior/Advanced Senior	Years 11 and over

In addition:

Introduction to Communicating in Leadership	Years 7 and 8
Communicating in Leadership	Years 12 and 13

## Categories of Pass for Oral Assessments

At each level **Distinction, Highly Commended, Commended, Pass** or **Not Achieved** may be given.

**Pass:** Most learning outcomes are met, at a basic level, but some require further development.

**Commended:** Most learning outcomes are met adequately.

**Highly Commended:** Most learning outcomes are met competently.

**Distinction:** Most learning outcomes are mastered.

Where a student's work is not up to the standard the Assessor will consult the teacher, or group organiser, before reaching a decision.

## Procedure for Entry

Schools and groups wishing to enter students for Assessment should contact their Local Secretary, or Speech New Zealand.

The entry form should be completed and the bottom (yellow) copy retained by the school or group.

It is the school's responsibility to print all names accurately and legibly.

Each separate level entered should be on a separate form.

Entries for Certificate of Attainment should be made on the same entry form as the other students with the abbreviation 'COA' printed next to the student's name and a letter included to tell the Assessor why the student is being assessed with this provision.

When the entry forms are completed they should be forwarded, with the appropriate fees, to the Local Secretary.

## The entry forms must reach the Local Secretary at least six weeks before the date of Assessment.

- Late entries may be accepted. There will be a charge for this.
- If a student is unable to take the Assessment a substitute may be entered.

*The Local Secretary will supply information about late entries.*

Preferred dates and time of the Assessment should be discussed with the Local Secretary at the time of entry.

The Local Secretary will supply report forms headed up with the candidate's name. National Office will send badges/bars to the school or group on the completion of the assessments.

The report forms should then be collated in the order *in which students will be assessed* and given to the Assessor.

A timetable for the Assessor is required, listing names of students and the level of Assessment.

A 15 minute break for morning tea and a lunch break coinciding with the school's timetable should be included.

The school or group will provide a suitable venue for the Assessments.

It needs to be a space large enough for group work and well lit.

The Assessor requires a desk and a comfortable chair.

To assist the Assessor, students should wear clearly visible name tags.

It is the responsibility of the school or group to supervise the Assessment.

An audience, possibly of other students, is expected.

*No more than ...*

30 Preliminary or Introductory

25 Elementary or Junior

20 Intermediate or Senior students

can be assessed in five hours.

### **Time limits given in the syllabus must be observed.**

When Assessments are completed the Assessor will hand out the reports to the teacher or organiser.

A written report by the Assessor will be given to the school or group upon completion of the Assessments.

If certificates have been ordered these will be sent directly to the school from Speech New Zealand following the Assessment.

If both a badge and a certificate are required there will be an additional cost.

The request for a certificate must be made clearly on the entry form otherwise badges/bars only will be provided.

- Speech New Zealand will consider a minimum of one half-day's assessing. Assessments will take place during the school day.
- Videoing is not normally permitted during Assessments. When there is a specific need, application to video Assessments must be made with Speech New Zealand prior to the Assessments taking place.

- Complaints must be received within *14 days* of receipt of the Assessment results.  
All complaints must be in writing and addressed to the Manager,  
Speech New Zealand, PO Box 12-023, Wellington 6144.

### **Refunds**

Applications for refunds must be made in writing, with supporting documentation. A copy of Speech New Zealand's full policy on refunds is available on request and may be obtained from the Local Secretary or the National Office. Speech New Zealand Guidelines comply with the legal requirements of the various Consumer Protection Acts.

# General guide for teachers

It is recommended that schools and organisations purchase the STUDENTSPEAK TEACHERS' RESOURCE from Speech New Zealand.

It contains a detailed guide to teaching the Oral Communication Assessment Syllabus.

It includes Curriculum Links, Learning Outcomes, Teaching Points, Learning Activities to use in the classroom, Teachers Resource sheets and Student Handouts.

The following are general guidelines:

## Audience

Assessments must be conducted in the presence of an attentive, listening audience, usually another small group doing the Assessment.

From time to time a trainee Assessor will be present and under the direction of the Assessor may take part in the Assessment.

## Communication Skills

Communication skills will be tested throughout the Assessment and the Assessor will be looking for the ability to explain, to listen, to think and to respond with courtesy, clarity and an appropriate vocabulary.

Students will also be assessed on their participation as members of an audience.

## Talks

Talks should be extempore. This means the talk is structured and prepared, but not written out. *Cue cards or notes are not acceptable and speeches must not be read or memorised.*

Students are encouraged to use visual aids which will support key ideas and clarify these ideas for the audience.

The ideas will be delivered in a natural, spontaneous style, appropriate to the speaker and the purpose of the talk.

STUDENTSPEAK TEACHERS' RESOURCE contains further information about the preparation and presentation of all talks in the syllabus.

Topics may centre on a theme, class or group study, personal activity or interest. Students displaying enthusiasm, individuality, preparation, progressively developing language communication skills and the ability to relate to an audience will achieve well in this section.

## Drama

Some of the definitions within this syllabus have been developed for use with the current school drama curriculum (The Arts in the New Zealand Curriculum).

**Elements of drama** include role, time, space, action, tension, focus, mood and symbol. (These sometimes include contrast (movement and stillness, light and dark, sound and silence).

**Conventions** are established procedures in drama that use techniques or processes to represent, organise or interpret ideas:

- For dramatic effect to move the storyline forward within a presentation
- In preparation, exploration and rehearsal as tools to achieve or explore dramatic purpose

**Conventions** may include such strategies as: flashback, flash forward, freeze-frame, narration, spoken thoughts and so on.

**Techniques** include use of voice, facial expression, gesture and movement and the thoughts of the character that motivate the action.

Students are encouraged to devise their own dramas.

A legible copy of the script, if used, must be submitted to the Assessor.

Sufficient time must be allowed in group drama for each student to demonstrate their ability and to be fully assessed.

Each student should make an equal contribution in group work.

### Poetry

This should be read or spoken with understanding and the desire to engage the interest of the listening group.

Clarity, audibility and control of pace are important.

The selection chosen should be appropriate to the level being assessed.

Students may present their own work.

A legible copy of the poem being presented must be submitted to the Assessor.

*Group poetry speaking* encourages working as a group to interpret a poem for an audience.

### Storytelling

Stories should be spoken in the students' own words.

Students are encouraged to use a balance of description, narration and dialogue.

The presentation should be audience focused.

### Reading

Students should read in an appropriate style for the book and aim to capture the interest of the listeners.

Selections may be made from fiction or nonfiction.

### Improvisation and Role Play

In improvisation the *imaginative* response of students is looked for.

Role play approximates more to *real-life situations*, and uses good communication skills for problem solving.

## Social Speeches

Social speeches should have a sense of formality and audience.  
Presentation style should be appropriate to the occasion.

## Questions and Discussion

These will include exchanges between speaker, Assessor and listening group and will take place throughout the Assessment.

In all situations the Assessor will be looking for the courtesies necessary to facilitate satisfactory discussion and the ability to think, listen and respond appropriately.

## Visual Aids

These *must* be an integral part of the talk.

Visual aids can include models, equipment, charts, diagrams, graphs, illustrations, video, CD/DVD, computer generated displays and demonstrations.

*It is the student's responsibility to provide the equipment, including leads, and ensure it is operated safely.*

## Preliminary Level [Light Blue Badge]

*Time: Approximately 5-7 minutes per student.*

### 1. Individual:

**Talk** with the Assessor for about 1½ – 2 minutes. Bring to the assessment, and talk about, something you have created yourself e.g. puppet, painting, clay item, hat, booklet. Show and tell how you made it, why you made it...

### 2. Group presentation:

**Participate in group drama.** Act out a nursery rhyme or fairy story (or part of one)

*Or*

**Devise a performance** around a school event such as an outing, preparing for a concert, sports day, a fair, own drama

*Or*

**Group poetry speaking** with actions.

(Choose one)

Suggested time:	Two or three students:	2 - 3 minutes total
	Four to six students:	3 - 5 minutes total

Groups may be of any size, but the suggested maximum time for this section should be 5 minutes.

# Advanced Preliminary Level [Light Blue Bar]

*Time: Approximately 7-8 minutes per student.*

## 1. Individual:

**Talk** (2 minutes). Tell and show the story of a book, or a picture or a photograph that you have brought along – what happens, who it happens to, where it happens, why it happens. .... and answer questions arising.

## 2. Group presentation:

**Group performance involving speaking and acting** based on something you have learnt at school recently e.g. road safety, the zoo, fire safety, healthy eating, helping others. ....

*OR*

**Group poetry speaking** with actions/movement.

(Choose one)

Suggested time:	Two or three students:	2 - 3 minutes total
	Four to six students:	3 - 5 minutes total

Groups may be any size, but an overall maximum time for this section should be 5 minutes.

## Learning Outcomes

Students will ...

- Attempt audible, clear speech
- Attempt eye contact with the listener(s)
- Hold and show the object so that it can be seen
- Listen carefully to questions asked
- Attempt to create a structured scene with a beginning, middle and end
- Create characters using costume, props, sound effects
- Memorise the words in the poem
- Understand the poem and the words used in it
- Share enjoyment while speaking the poem
- Work as a group, where required

## Introductory Level [White Badge]

*Time: Ten minutes per student.*

1. Present a simple show and tell talk.

*Limit: 2 -3 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

2. Participate in a **group drama**  
or **group poetry speaking**.

(Choose one)

Suggested time: Two or three students: 2 - 3 minutes total

Four to six students: 3 - 5 minutes total

Groups may be of any size, but the overall maximum time for this section should be 5 minutes.

### Learning Outcomes

Students will ...

#### Talk

- use audible clear speech
- establish eye contact with the audience
- use a simple structure, which will include an opening and closing statement
- hold and show the object so it can be seen by the audience

#### Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

#### Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters, using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc. to support the scene

*continued ...*

**Group Poetry Speaking**

- memorise the words
- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood
- speak clearly and audibly
- work as a group to present the poetry

# Advanced Introductory Level [White Bar]

*Time: Ten minutes per student.*

1. Present a talk based on a personal experience, skill or activity. *Limit: 2-3 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

2. Participate in a **group drama**

or **group poetry speaking**

or **group storytelling.**

(Choose one)

Suggested time: Two or three students: 2 - 3 minutes total

Four to six students: 3 - 5 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 5 minutes.

## Learning Outcomes

Students will ...

### Talk

- present a simple talk based on a personal experience, skill or activity
- establish a connection with the audience, using eye contact and clear, audible speech
- use the talk to reflect genuine interest in what is being shared or explained
- observe the time frame

### Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

### Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story such as a fairy story, myth, reality or script
- create characters, using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused

*continued ...*

- use costumes, props, sound effects etc. to support the scene
- explore devices and conventions to shape the scene

**Group Poetry Speaking**

- memorise the words
- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood
- speak clearly and audibly
- work as a group to present the poetry

**Group Storytelling**

- work in groups to plan and prepare a story for an audience
- identify and use some structures and devices for developing stories
- demonstrate performance skills to present a story to an audience

# Elementary Level [Green Badge]

*Time: Ten minutes per student.*

**1. Explain an activity you have been involved in or share and give opinions about an experience or event.**

(Choose one)

*Limit: 3 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

**2. Participate in a group drama or group poetry speaking or group storytelling.**

(Choose one)

Suggested time: Two or three students: 3 - 4 minutes total

Four to six students: 4 - 6 minutes total

Groups may be of any size, but an overall maximum time for this section should not exceed 6 minutes.

**3. Bring to the Assessment a book you have read and be prepared to discuss it with the Assessor.**

## Learning Outcomes

Students will ...

### Talk

#### When explaining an activity you have been involved in

- describe the activity clearly
- arrange the ideas in a logical order
- include reference to their personal involvement

#### When sharing and giving opinions about an experience or event

- select and organise key points about an experience or event
- base opinions on the facts presented

#### For either talk, students will also:

- develop a creative approach to the delivery of the talk, e.g. opening, choice of vocabulary, language, firm ending

*continued ...*

- integrate visual aids throughout the talk
- deliver an audience-focused talk that is clear and audible
- observe the time limit

### **Discussion Skills**

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering
- begin to show an understanding of the elements, techniques and conventions of drama

### **Group Drama**

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc., to support the scene
- begin to show an understanding of the elements, techniques and conventions of drama

### **Group Poetry Speaking**

- memorise the words
- understand the poem and the words used in it
- show sensitivity to poem's shape, message and mood
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- work as a group to present the poetry
- explore aspects of performance such as music, movement, dance or art

### **Group Storytelling**

- work in groups to plan and prepare a story for an audience
- identify and use some structures and devices for developing stories
- demonstrate performance skills to present a story to an audience

### **Book Discussion**

- be familiar with the entire book
  - fiction*: understand the plot and characters
  - non fiction*: show an understanding of the information
- share ideas about the book clearly using full sentences and eye contact with the Assessor

# Advanced Elementary Level [Green Bar]

*Time: Twelve minutes per student.*

**1. A talk to inform** (demonstration may be included)  
**or share and give opinions about an experience, event or idea.**

(Choose one)

*Limit: 3 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

**2. Participate in a group drama**  
**or speak or read a poem** (group or individual)  
**or tell a story** in your own words (group or individual).

(Choose one)

Suggested time:	One student:	2 minute limit
	Two or three students:	3 - 4 minutes total
	Four to six students:	4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes.

**3. Bring to the Assessment a book that you have read.**  
From it you will *either*  
**read aloud a short prepared passage** (approximately 100 words)

*or*

**show and explain** about a favourite page from the book.

(Choose one)

In either option you should be prepared to discuss the book with the Assessor.

# Learning Outcomes

Students will ...

## Talks

### When giving a talk to inform

- present appropriate information as the basis for the talk
- select and organise the information into a logical structure
- include facts relevant to the topic
- summarise information at the end

### When sharing and giving opinions about an experience, event, or idea

- select and organise key points about the experience, event, or idea
- base opinions on the facts presented

### For either talk, students will also:

- develop a creative approach to the delivery of the talk, e.g. opening, choice of vocabulary, language, firm ending
- integrate visual aids throughout the talk
- deliver an audience-focused talk that is clear and audible
- observe the time limit

## Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering

## Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- memorise your words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc., to support the scene
- begin to show an understanding of the elements, techniques and conventions of drama

*continued ...*

**Poetry Speaking: Group or Individual**

- memorise the words
- understand the poem and the words in it
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- work as a group or individual to present the poetry
- show a developing sensitivity to the poem's shape, message and mood

**Group Storytelling: Group or Individual**

- work individually or in groups to plan and prepare a story to be told to an audience
- identify and use some structures and devices to develop the story
- explore performance skills to present a story to an audience

**Reading Aloud**

- be familiar with the entire book
- read with clarity and vitality. Show an understanding of the context
- share ideas about the book clearly, using full sentences and eye contact with the Assessor

# Junior Level [Yellow Badge]

*Time: 12 minutes per student.*

**1. An informative talk showing evidence of research  
or an explanation of an object, skill, activity, process or diagram.**

(Choose one)

*Limit: 3 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

**2. Participate in a group drama  
or speak or read a poem** (individual only)

**or tell a story, myth, or legend in your own words** (individual or group).

(Choose one)

Suggested time:	One student:	2 minute limit
	Two or three students:	3 - 4 minutes total
	Four to six students:	4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes.

**3. Bring to the Assessment a book you have read.**

From it you will **read aloud a short prepared passage** of approximately 150 words.

Discussion may follow.

**4. Convey a message or take part in a simple role play using a telephone**

## Learning Outcomes

Students will ...

### Talks

#### When giving a talk to inform

- show evidence of research in the presentation
- use visual aids or demonstration to extend the understanding of the audience
- in discussion, extend answers by referring to their research

*continued ...*

**An explanation of an object, process, or diagram**

- have a clear and logical order to the explanation
- use visual aids to support the explanation
- use technical terms with confidence

**For either talk, students will also:**

- develop the ideas logically
- speak confidently and be audience-focused in delivery
- include their own opinions, if appropriate, supported by the facts presented
- integrate visual aids throughout the talk
- observe the time limit

**Discussion Skills**

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering

**Group Drama**

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused and audible
- use costumes, props, sound effects etc., to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene

**Poetry Speaking**

- memorise the words
- understand the poem and the words used in it
- share clearly and audibly
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood

**Group or Individual Storytelling**

- work as an individual or in groups to plan and prepare a story for an audience
- identify and use some structures and devices to develop the story
- demonstrate performance skills to present the story to an audience

*continued ...*

**Reading Aloud**

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience while sharing the story
- be able to discuss the book and share opinions

**Telephoning**

- identify themselves appropriately
- listen carefully and explain and convey messages accurately
- be able to leave a message on an answer phone
- complete the call with courtesy

# Advanced Junior Level [Yellow Bar]

*Time: Twelve minutes per student.*

1. An **informative talk** showing evidence of research  
or a **talk which includes a demonstration**

(Choose one)

*Limit: 3 minutes*

State the audience for whom your talk is prepared.

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised*

2. Participate in a **group drama**

or **speak or read a poem** (individual only)

or **tell a story, myth or legend** in your own words (individual or group).

(Choose one)

Suggested time:	One student:	3 minute limit
	Two or three students:	3 - 4 minutes total
	Four to six students:	4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes

3. Bring to the Assessment a book you have read.

From it you will **read aloud a short prepared passage** of approximately 150 words.

Discussion may follow.

4. An impromptu **social speech** as may occur in class or school, such as a welcome, thank you or an announcement.

This exercise will be set after discussion with the Assessor.

## Learning Outcomes

Students will ...

### Talks

#### An informative talk showing evidence of research

- show evidence of research in the presentation
- use visual aids or demonstration to extend the understanding of the audience

*continued ...*

- in discussion, extend answers by referring to their research
- talk relates to stated audience

### **A demonstration**

- use demonstration to extend the understanding of the audience
- build a step-by-step logic into the presentation
- maintain commentary while demonstrating

### **For either talk, students will also:**

- develop ideas logically
- speak confidently and be audience-focused in delivery
- use technical terms with confidence
- integrate visual aids throughout the talk
- specify the audience
- observe the time limits

### **Discussion Skills**

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- when asking questions:  
use open ended questions  
follow through with further questions as appropriate

### **Group Drama**

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- memorise the words
- use costumes, props, sound effects etc., to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene

### **Speak or Read a Poem**

- memorise the words
- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- show a developing sensitivity to the poem's shape, message and mood

*continued ...*

**Group or Individual Storytelling**

- work as an individual or in groups to plan and prepare a story for an audience
- identify and use some structures and devices to develop the story
- use own words
- demonstrate performance skills to present the story to an audience
- use performance skills to ensure the scene is audience-focused

**Reading Aloud**

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience while sharing the story
- have an effective change of voice to mark direct speech
- be able to discuss the book and share opinions about it

**Social Speech**

- gain the audience's attention appropriately
- use names clearly and correctly
- offer further relevant background information
- speak sincerely and with courtesy
- conclude appropriately, which may include leading the applause

**Welcome**

- indicate the reason for the visit
- create a sense of welcome
- lead applause for the guest, if appropriate

**Thank you**

- be specific about what the thanks are for

**Announcement**

- give information in a clear, logical way
- recap main points

# Intermediate Level [Blue Badge]

*Time: 15 minutes per student.*

## 1. A talk presenting a point of view or a talk which includes a demonstration.

(Choose one)

State the audience for whom your talk is prepared.

*Limit: 3 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

## 2. Participate in a **group drama** or **tell a story, myth or legend** in your own words (individual or group) or **research a topic of current local interest and discuss it with the Assessor** (individual).

(Choose one)

Suggested time:	One student	3 minute limit
	Two or three students:	4 - 5 minutes total
	Four to six students:	6 - 8 minutes total

Groups may be any size but overall maximum time for this section should not exceed 8 minutes.

The Assessor may invite questions from the audience.

## 3. Bring to the Assessment a book you have read. From it you will **read aloud** a short passage chosen by the Assessor. Discussion may follow.

## 4. **Create a role play** in a real life situation set by the Assessor.

# Learning Outcomes

Students will ...

## Talks

### A talk presenting a point of view

- give a clear outline of the topic
- support opinions (for example: research, analogies, comparisons, warnings or extended examples)
- use both informative and emotive language
- present opinions confidently and appropriately for the intended audience

### A demonstration

- use demonstration to extend the understanding of the audience
- structure the demonstration in a logical step-by-step order
- maintain commentary while demonstrating

### For either talk, students will also:

- speak confidently and be audience-focused in the delivery
- show awareness of the needs of the audience
- listen and respond to questions and give answers which extend the information or ideas already given
- integrate visual aids throughout the talk
- specify the audience
- observe the time limits

## Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- when asking questions:  
use open ended questions  
follow through, with further questions as appropriate

## Group Drama

- create a structured scene from a myth, legend, reality, an issue or script
- create characters using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused and audible

*continued ...*

- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

### **Tell a Story, Myth or Legend**

- work as an individual, or in groups, to plan and prepare a story for an audience
- identify and use some structures and devices to develop the story
- demonstrate performance skills to present the story to an audience
- create a structured scene from an established story, such as a fairy story, myth, legend or reality.
- use performance skills to ensure the scene is audience-focused
- use own words to tell the story, myth or legend
- use correct pronunciation
- include recognised elements of the story

### **Research a topic of current local interest and discuss it with the Assessor**

- have a depth of knowledge about the chosen topic
- offer opinions based on facts presented
- listen to questions and respond with extended answers

### **Reading Aloud**

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience while sharing the story
- have an effective change of voice to mark direct speech
- read with an appropriate voice for the genre of the book
- be able to discuss the book and share opinions about it

### **Role Play**

- create a real life situation, using appropriate setting
- find appropriate ways to resolve the problem or conflict

# Advanced Intermediate Level [Blue Bar]

*Time: 15 minutes per student.*

**1. A talk to persuade** an audience  
**or a talk which includes instruction.**

(Choose one)

*Limit: 3 minutes*

State the audience for whom your talk is prepared.

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

**2. Participate in a group drama**  
**or discuss and give opinions on a magazine or newspaper article**  
**or a recent 'Letter to the Editor' with the Assessor** (individual)  
**or evaluate a poem** (individual).

(Choose one)

Suggested time:	One student:	3 minute limit
	Two or three students:	4 - 5 minutes total
	Four to six students:	6 - 8 minutes total

Groups may be any size, but overall maximum time for this section should not exceed 8 minutes.

**3. Bring to the Assessment a book which you have read.**  
From it you will **read aloud a short passage chosen by the Assessor.**  
Discussion of the book may follow.

**4. An improvisation**  
**or an interview** (2 students).

Students may nominate their preferred option, but the exercise will be set by the Assessor after discussion.

# Learning Outcomes

Students will ...

## Talks

### A talk to persuade an audience

- put a case to an audience which encourages them to think in a particular way
- support points of view with facts, reasons and examples
- use both informative and emotive language
- present opinions confidently and appropriately for the intended audience
- end the talk with a call to action

### A talk which includes instruction

- tell how, why and what needs to be done to achieve the goal of the instruction
- include advice, suggestions and warnings throughout the talk
- present the steps in a logical order
- recap the main points in the conclusion

### For either talk, students will also:

- speak confidently and be audience-focused in the delivery
- show awareness of the needs of the audience
- listen and respond to questions and give answers which extend the information or ideas already given
- integrate visual aids throughout the talk
- specify the audience
- observe the time limits

## Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- when asking questions:  
use open ended questions  
follow through, with further questions as appropriate

## Group Drama

- create a structured scene from a myth, legend, reality, an issue or script
- create characters using movement and speech
- memorise the words

*continued ...*

- use performance skills to ensure the scene is audience-focused and audible
- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

**Give opinions and discuss with the Assessor a magazine or newspaper article or a recent Letter to the Editor**

- bring to the Assessment a copy of the text to be discussed
- give a brief introduction of the text, including its source and content
- show evidence of further research about the topic in discussion
- have a depth of knowledge about the chosen topic
- offer opinions based on facts
- listen to the questions and respond with extended answers

**Research a topic of current local interest and discuss it with the Assessor**

- have a depth of knowledge about the chosen topic
- offer opinions based on facts presented
- listen to questions and respond with extended answers

**Evaluate a poem**

- show an understanding of the theme, text and the poet's intention
- be able to identify the poem's style
- identify language features and structure and how they support the poet's intention
- include opinions about the poem and its value The student may:
- quote from the poem
- use a simple visual to support the talk

**Reading Aloud**

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience while sharing the story
- have an effective change of voice to mark direct speech
- read with an appropriate voice for the genre of the book
- be able to discuss the book and share opinions

*continued ...*

**Improvisation**

- create characters and situations through action, language and use of space
- achieve a dramatic development
- create a scene with a beginning, climax and firm ending
- be seen and heard clearly

**Interview**

- use credible role play for interviewer and interviewee  
*interviewer:* controls the shape of the interview and asks mostly open-ended questions  
*interviewee:* expands on ideas and offers further information
- show good listening skills
- show appropriate courtesies

*Notes*

# Senior Level [Red Badge]

*Time: 18 minutes per student.*

**1. Explain a practical skill or concept** associated with an aspect of your present or intended work or study

**or a prepared talk on an issue of current local or national interest.**

(Choose one)

State the audience for whom your talk is prepared.

*Limit: 4 minutes*

Questions and discussion with the Assessor and/or the audience may follow.

*Talks must not be read, over learnt or memorised.*

**2. Participate in a group drama**

*or*

give a **prepared evaluation of a short story, film or scientific process** (individual)

*or*

give a **prepared social speech** *either* introducing a speaker *or* presenting a gift.

(individual).

(Choose one)

Suggested time:	One student:	3 minute limit
	Two or three students:	4 - 5 minutes total
	Four to six students:	6 - 8 minutes total

Groups may be any size, but overall maximum time for this section should not exceed 8 minutes.

**3. Bring to the Assessment a selection of material related to your present or intended work, or course of study, from which the Assessor will select a short passage to be read aloud.**

**4. Formal or business telephone exercises**

*or*

**an announcement.**

This exercise is set by the Assessor.

# Learning Outcomes

Students will ...

## Talks

**Explain a practical skill or concept associated with an aspect of their present, or intended work, or study**

- use a clear logical order for ideas
- have a succinct use of language
- explain technical terms with confidence
- include advice, warnings and suggestions
- integrate demonstration into the talk, if required
- show audience awareness

**A prepared talk on a topic of current local or national interest**

- provide a clear outline of the pros and cons of the issue
- support opinions with reasons and examples
- use content that is relevant to the local or national issue
- use visual aids, if appropriate, to support the information and add to audience understanding

**For either talk, students will also:**

- specify the audience
- speak confidently and be audience-focused in the delivery
- show awareness of the needs of the audience
- listen and respond to questions and give answers which extend the information or ideas already given
- integrate visual aids throughout the talk
- observe the time limit

## Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- aim to provide extended answers
- use logic and reason to support the answer
- when asking questions:  
use open ended questions  
follow through, with further questions as appropriate

*continued ...*

**Group Drama**

- create a structured scene from a myth, legend, reality, an issue or script
- create characters using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused and audible
- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

**A Prepared Evaluation of a short story, film or scientific process**

- provide the criteria of the chosen genre
- include a clear outline of the aspects to be included in the talk
- support opinions with reasons and examples
- make a logical evaluation
- *scientific process*: clearly outline the concept and its process so that it is relevant to the specified audience

**A Prepared Social Speech: introducing a speaker or presenting a gift**

- show some evidence of research into the audience and occasion
- use language and style suitable for both the audience and occasion
- speak sincerely

**Reading Aloud**

- show an understanding of the theme, text and the poet's intention
- use a style of reading appropriate for the text
- aim for fluency by use of phrasing and pausing
- involve the audience by meaningful eye contact

**Formal Business or Telephone Exercises**

- use appropriate identification
- use clarity and courtesy throughout the call
- complete the call in an appropriate manner
- achieve the purpose of the call

**Announcement**

- attract and sustain the audience's attention
- give clear and complete information
- reinforce the message
- use a style appropriate for the occasion and purpose

# Advanced Senior Level [Red Bar]

*Time: 18 minutes per student.*

## 1. A plea for a good cause

State the audience for whom your talk is prepared

*or*

**An impromptu talk** for which the student will offer three topics.

The Assessor will frame one of the topics for a specified audience.

(Choose one)

*Limit:*

Plea for good cause: *Four minutes*

Impromptu: *One minute preparation, 2-3 minutes talk*

Questions and discussion with the Assessor and/or audience may follow.

*Talks must not be read, over learnt or memorised.*

## 2. Participate in a **group drama**

*or a prepared evaluation of a short story, film*

*or scientific process* (individual)

*or a prepared speech* to welcome or deliver a tribute (individual).

(Choose one)

Suggested time:	One student:	3 minute limit
	Two or three students:	4 - 5 minutes total
	Four to six students:	6 - 8 minutes total

Groups may be any size, but overall time for this section should not exceed 8 minutes.

3. Bring to the Assessment a selection of material related to your present or intended work, or course of study, from which the Assessor will select a passage **to be read aloud**.

Following the reading, **comment on the information or ideas expressed**.

4. **A role play**. This will be set by the Assessor and related to your present or intended work or course of study.

# Learning Outcomes

Students will ...

## Talks

### Plea for a good cause

- outline the topic as part of the talk
- have a clear purpose and aim for audience acceptance
- use persuasive techniques
- use both informative and emotive language
- visual aids, if used, should support the information given

### Impromptu

- use content and structure suited to the audience and topic
- use logical development of ideas
- use language appropriate to audience and purpose

### For either talk, students will also:

- specify the audience
- speak confidently and be audience-focused in the delivery
- show awareness of the needs of the audience
- observe the time limit

## Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- aim to provide extended answers
- use logic and reason to support the answer
- when asking questions:
  - use open ended questions
  - follow through, with further questions as appropriate

## Group Drama

- create a structured scene from a myth, legend, reality, an issue or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused and audible

*continued ...*

- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

#### **Prepared Evaluation of a short story, film or scientific process**

- provide the criteria of the chosen genre
- include a clear outline of the aspects to be included in the talk
- support opinions with reasons and examples
- make a logical evaluation
- specify the intended audience
- *scientific process*: clearly outline the concept and its process so that it is relevant to the specified audience

#### **Prepared Social Speech: to welcome, make a presentation or deliver a tribute**

- show some evidence of research into the audience and occasion
- use language and style suitable for both the audience and occasion
- speak sincerely

#### **Reading Aloud**

- offer a range of appropriate material providing challenging text
- use a style of reading appropriate for the text
- aim for fluency by use of phrasing and pausing
- involve the audience by meaningful eye contact

#### **Role Play**

- create a real life situation using appropriate setting and characters
- find appropriate ways to resolve the problem or conflict with courtesy
- use appropriate language and word choice for the situation
- show awareness of nonverbal communication

## Where your students can go next ...

Communicating in Leadership is designed for senior students or young leaders. This is a logical next step after completing Advanced Senior Oral Assessment.

The examinations offered are:

- \* Introduction to Communicating in Leadership
- \* Communicating in Leadership

These qualifications are designed for school-age students although students of any age may find them a useful part of their training in leadership.

The **Introduction to Communicating in Leadership** examination is designed for Intermediate students of Year 7 or 8 who are considering or prepared to accept leadership at Year 8 level. It should be conducted in front of an audience of at least three people.

The **Communicating in Leadership** examination is designed for Year 12 or Year 13 students (6th or 7th formers) or those in tertiary study and caters specifically for students preparing for leadership responsibilities. This examination must be conducted in the presence of an audience of at least six people.

Assessments are as for the grade examinations: Pass, Credit, Merit, Honours.

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**To contact your Local Secretary**  
**Phone 0800 SPEECH (0800 773324).**

# Introduction to Communicating in Leadership

Total time: 20 minutes

*This examination is designed for Intermediate students of Year 7 or 8 who are considering or prepared to accept leadership at Year 8 level. However, students of any age may find it a useful part of their training for leadership.*

The examination should be conducted in front of an audience of at least three.

The use of visual aids, where appropriate, is encouraged.

**1.** Research a local or national leader of your choice.

Give an informative talk on this person.

The talk may include: the leader's attributes; background, influence on others, key events, their life and how they are viewed by others. *(Limit 4 minutes)*

Specify the audience for whom your talk is intended.

Be prepared to discuss your idea of leadership and the reasons for your choice of leader.

The examiner may invite questions from the audience.

**2.** Give a prepared social speech appropriate to your situation and/or area of leadership.

Specify the occasion. *(Limit 2 minutes)*

**3.** Read aloud a prepared passage of an inspirational nature suitable for a school assembly, chapel service or other gathering.

Begin with a simple introduction, suited to the occasion, which will include the title and author. *(Limit 3 minutes)*

Specify your audience and the occasion.

Discuss with the examiner how the passage could inspire your specified audience.

**4.** Take part in an impromptu exercise related to leadership and set by the examiner.

Range: announcement, team talk, role play, interview, explanation.

*(Limit 2 minutes)*

# Learning Outcomes

In order to achieve well at this level. ....

## In all sections you should:

- be audible and intelligible
- use appropriate vocabulary to support ideas
- specify the audience
- observe the time limits
- speak confidently and be audience focused in delivery.

## Item One

- Select content for your talk that is suited to the specified audience.
- Present ideas in an extempore style.
- Develop ideas logically.
- Link the main points.
- Integrate visual aids throughout the talk.
- Extend the audience's awareness and knowledge of leadership.
- In discussion, listen, respond and give reasons and/or supporting examples.

## Item Two

- In your **social speech** meet the criteria and purpose of the particular occasion.
- Select a style appropriate for the audience, speaker and message.
- Structure the speech
- Share sense of occasion with the audience
- Speak sincerely and with courtesy.

## Item Three

- For your **reading** select a passage that is appropriate to the specified audience.
- Select a passage that does inspire.
- Show an awareness of the audience.
- Shape the extract for meaning.
- Change the voice effectively to mark direct speech.
- In **discussion**, share opinions on the passage and its suitability for the occasion and the audience.

*continued ...*

**Item Four**

- In all impromptu exercises use content and structure suited to the audience, topic and situation.
- Use a logical development of ideas.
- Use language appropriate to the audience and occasion.

**Role play**

- Create a real life situation, using appropriate setting and characters.
- Find appropriate ways to resolve problems and/or conflict.

**Announcement**

- Gain attention of the given audience.
- Give specified information logically and simply and repeat key details.
- Give additional information that will encourage your listeners to listen and remember the details.

**Team talk**

- Support the team.
- Focus on the key points of the talk.
- Inspire the team to higher levels of achievement.

**Interview**

- Use a manner appropriate to the given circumstances.
- As **interviewer** make appropriate introductions, control the shape of the exercise and bring the interview to a logical conclusion.
- Ask open ended questions, listen to the answers and probe for further information.
- As **interviewee** listen and respond to the questions.
- Work to extend ideas and offer further information.

**Explanation**

- Clearly state and interpret the relevant details of a subject.
- Extend the information already given.  
Add further examples of that information.

# Communicating in Leadership

*This exam is targeted at Year 12 students (6th formers) and Year 13 students or those in tertiary study catering specifically for leadership training.*

The examination must be conducted in the presence of an audience.

(Minimum: 6 people) Total time 30 minutes

General communication skills will be assessed throughout the examination.

The use of visual aids, where appropriate, is encouraged.

**1. Give a persuasive speech** to establish a point of view on a civic or school community issue and substantiate it with supporting research. You must specify the audience and situation for which the talk is intended. *(Limit 6 minutes)*

**2. Give a social speech** appropriate to your area of leadership responsibility or intended leadership situation. Examples are a welcome, vote of thanks, tribute, introduction of a speaker, presentation of a gift or a farewell. You must specify the audience and situation for which the talk is intended. *(Limit 4 minutes)*

- 3. i) a)** Bring to the examination an article about any current New Zealand leader. Research the leadership qualities of the person selected. Briefly outline the leadership role of this person to your audience.  
*Or*
- b)** Bring to the examination an article which discusses any aspect of leadership. Research the aspect. Summarise the article for your audience.
- ii)** Lead a discussion with attending audience on the significance of the skills demonstrated a) by this leader, or b) in this article, with reference to the leadership roles of members of your audience. Be prepared to include any negative aspects that may arise.
- iii)** Bring the discussion to a definite conclusion within the given time frame. *(Limit 10 minutes)*

The article must be in the hands of the Local Secretary no later than 72 hours before the examination.

**4.** Candidates will prepare background information on a field of their choice, e.g. sport, academic, arts, community. After discussion with the candidate the examiner will select a person from this field.

**The candidate will give an impromptu talk** to the attending audience on why this person could be regarded as a role model. Two minutes preparation time.

*(Limit 3 minutes)*

# Learning Outcomes

In order to achieve well at this level . . .

## **In all sections you should:**

- demonstrate voice and speaking that is clear and appropriate to support the work presented
- develop command of discussion skills
- manage time effectively

## **Item One**

- Select a relevant topic with opportunity for in-depth research.
- Relate content to the audience.
- Develop a logical argument with persuasive elements.
- Draw statements and opinions from the research and state these clearly with credibility and integrity.
- Demonstrate an extempore style of delivery.

## **Item Two**

- Meet the purpose of the social speech.
- Use style appropriate to audience, speaker and message.
- Use a structure suited to the purpose.
- Share sense of occasion with the audience

## **Item Three**

- Justify the selection of the person and/or the particular article.
- Show knowledge of leadership skills.
- Range: styles of leadership; communication; ability to inspire; problem solving; conflict resolution . . . .
- Use strategies to facilitate discussion between all members of the group.
- Sum up points briefly, accurately and objectively leading to a concluding statement.

## **Item Four**

- Demonstrate an understanding of at least three components of leadership, e.g. shares knowledge, is inspiring, is courageous.
- Relate your understanding of leadership to the role model.
- Structure the talk logically.
- Connect with the audience present.

In addition Speech New Zealand offers other syllabuses

Speech and Drama  
Public Speaking and Communication  
Oral Communication Assessments  
Professional Speaking  
Theatre in Action  
Oral Communication in English for Speakers of Other Languages  
Introduction to Communicating in Leadership  
Communicating in Leadership

The Speech and Drama and Public Speaking and Communication syllabuses have eight grades, followed by diploma (ASB), Licentiate (LSB) and Fellowship (FSB).

Professional Speaking is directed to those in the workplace.

Oral communication assessments are carried out in schools, recreational and community groups. There are 12 levels which support the oral communication curriculum in schools.

Theatre in Action supports the drama curriculum in schools.

The Oral Communication in English for Speakers of Other Languages (OCESOL) syllabus allows for the different needs of students and is examined by specialists in English as a second language.

Communication in Leadership is designed for young leaders or senior students.

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