



Helping our Nation to communicate

Modification of Speech NZ Syllabi for Online Examinations

September 2021

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Flexi Speaking and Performing 2021 Syllabus:

Initial:	Tahi:	
	<u>Section 5</u>	Email copy of poem before the exam.
	<u>Section 6</u>	See characterisation/group drama notes.
	Rua:	
	<u>Section 3</u>	See improvisation notes.
Grade 1:	Tahi:	
	<u>Section 4</u>	Email copy of poem before the exam.
	<u>Section 5</u>	See characterisation/group drama notes. Email copy of script/plan of action before the exam
	<u>Section 6</u>	Email copy of memorised prose before the exam.
	Rua:	
	<u>Section 1</u>	The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
	<u>Section 3</u>	See improvisation notes.
	Grade 2:	Tahi:
<u>Section 5</u>		Email copy of poem before the exam.
<u>Section 6</u>		See characterisation/group drama notes. Email copy of script/plan of action before the exam.
<u>Section 7</u>		Email copy of memorised prose before the exam.
Rua:		
<u>Section 1</u>		The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
<u>Section 3</u>		See improvisation notes.
<u>Section 4</u>		Email copy of map, chart or diagram before the exam.
Grade 3:	Tahi:	
	<u>Section 4</u>	Email copy of poem before the exam.
	<u>Section 6</u>	See characterisation/group drama notes. Email copy of script before the exam.
	<u>Section 7</u>	Devised presentation. See characterisation/group drama notes. Email copy of script/plan of action before the exam.
	<u>Section 8</u>	Email copy of memorised prose before the exam.
	Rua:	

	<u>Section 1</u>	The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
	<u>Section 2</u>	See improvisation notes.
	<u>Section 4</u>	See role play notes.
Grade 4:	Tahi:	
	<u>Section 4</u>	Email copy of poem before the exam.
	<u>Section 5</u>	Email copy of original poem/story before the exam.
	<u>Section 6</u>	See characterisation/group drama notes. Email copy of script before the exam.
	<u>Section 7</u>	See characterisation/group drama notes. Email copy of script/plan of action before the exam.
	<u>Section 8</u>	Email copy of memorised prose before the exam.
	Rua:	
	<u>Section 1</u>	The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
	<u>Section 2</u>	See improvisation notes.
	<u>Section 4</u>	See role play notes.
Grade 5:	Tahi:	
	<u>Section 3</u>	Email article before the exam.
	<u>Section 6</u>	Email copy of poem before the exam.
	<u>Section 7</u>	Email copy of original poem/story before the exam.
	<u>Section 8</u>	See characterisation/group drama notes. Email copy of characterisation before the exam.
	<u>Section 9</u>	See characterisation/group drama notes. Email copy of script/outline before the exam.
	<u>Section 10</u>	Email copy of memorised prose before the exam.
	Rua:	
	<u>Section 1</u>	The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
	<u>Section 2</u>	See improvisation notes.
Grade 6:	Tahi:	
	<u>Section 6</u>	Email copy of the memorised poem before the exam.
	<u>Section 7</u>	See characterisation/group drama notes.

Section 9 See characterisation/group drama notes.
Email copy of script/outline before the exam.

Section 10 Email copy of memorised prose before the exam.

Rua:

Section 1 The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.

Section 2 See improvisation notes.

Grade 7:

Tahi:

Section 5 Email copies of the two poems before the exam.

Section 6 See characterisation/group drama notes.
Email script before the exam.

Section 8 See characterisation/group drama notes.
Email copy of script/outline before the exam.

Section 9 Email copy of memorised prose before the exam.

Section 10 See characterisation/group drama notes.
If this is not the original, email the script before the exam.

Rua:

Section 1 The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.

Section 2 See improvisation notes.

Grade 8:

Tahi:

Section 6 Email copies of the two poems before the exam.

Section 7 See characterisation/group drama notes.
Email script before the exam.

Section 8 See characterisation/group drama notes.
Email copy of script before the exam.

Section 9 See characterisation/group drama notes.

Section 10 See characterisation/group drama notes.

Rua:

Section 1 The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.

Section 2 See improvisation notes.

Characterisation/Group Drama Notes:

It is up to the teacher to decide if the prepared characterisation will work on Zoom. It may require tweaking to suit a smaller space. The angle of the screen can be shifted to allow a greater range of movement.

Candidates in different bubbles

You could add a narrator to unify individual performances.
A group play could be turned into monologues with modified movement.
Candidates could tell their characters' story and incorporate many of their lines.
Movement could be modified.

Improvisation Notes:

One candidate can do an improvisation on Zoom.
In the case of a small group in different bubbles it can be quite challenging. One suggestion is that the Zoom examiner gives the scenario and then each candidate does a section (e.g. for three candidates, divide it into beginning, middle, and end).
This option brings in making/accepting offers and requires cooperation.

Role-Play Notes:

Zoom examiners will be able to give role play scenarios that work with two/three/four candidates in one bubble.

Speech and Drama 2019 Syllabus:

JUNIOR EXAMS

Initial:		Unchanged
Grade 1:		Unchanged
Grade 2:	<u>Section 2</u>	Group drama option – see notes at end.
	<u>Section 3b</u>	The examiner will ask the candidate to turn to a specific page and after brief discussion as to suitability, to read aloud from there.
Grade 3:	<u>Section 2</u>	Group drama option – see notes at end.
	<u>Section 3b</u>	The examiner will ask the candidate to turn to a specific page and after a brief discussion as to suitability, to read aloud from there.
	<u>Section 4</u>	A role play will not be selected for a solo candidate.
Grade 4:	<u>Section 2</u>	For group characterisation - see notes below. As an alternative candidate may choose a narrative or a dramatic poem.
	<u>Section 3</u>	The examiner will ask the candidate to turn to a specific page and after a brief discussion as to suitability, to read aloud from there.
	<u>Section 4</u>	A role play, or interviewing will not be selected for a solo candidate.

SENIOR EXAMS

Grade 5:	Module 1:	Unchanged
	Module 2:	
	<u>Section 1</u>	For a group characterisation – see notes below.
	<u>Section 2</u>	The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
Grade 6:	Module 1:	
	<u>Section 2</u>	The examiner will ask candidate to turn to a page from the book and after brief discussion as to suitability, to read aloud from there.
	Module 2:	
	<u>Section 1</u>	For group characterisation – see notes below.
	Module 3:	Communication: Unchanged
	Module 3:	Literature: Unchanged
Grade 7:	Module 1:	Unchanged

	Module 2: <u>Section 1</u>	For group characterisation – see notes below.
	Module 3:	Communication: Unchanged
	Module 3:	Literature: Unchanged
Grade 8:	Module 1:	Unchanged
	Module 2: <u>Section 1</u>	For group characterisation – see notes below.
	Module 3:	Communication: Unchanged
	Module 3:	Literature: Unchanged **

ASB Performance:

Module 1:	Unchanged **
Module 2:	Unchanged **
Module 3: <u>Section 2</u>	Following discussion the examiner will ask candidate to turn to a specific page and give details of an extract to be read aloud.

AASB Performance:

Modules 1, 2 and 3: Same as for ASB.

AASB Teaching:

Modules 1 and 3: Same as for ASB.

Module 2: This module is unavailable on Zoom examinations.

** These modules are rarely presented in groups, however if this has already been planned then follow advice for group characterisations. During Zoom examinations, if in doubt please contact National Office.

Group Characterisations:

These can be problematic during online examinations particularly as many teachers and students will already be embarked on group dramas.

The following are two acceptable alternatives, however, please be aware they are one off compromises for exceptional times:

- Where it is not feasible to present performances via a Zoom setting, candidates may sit the other sections of their exam via Zoom. Teachers then send a recording of the group drama to the Local Secretary who will email this to the examiner.
- Each candidate will present a dramatic storytelling based on the scene they were developing:
 - This will be told in the role of their character from the play and from their character's point of view.

- It will include some of their actual dialogue from the scene.
- The story should also be well shaped with a clear exposition, development and ending, as would the original drama.
- The story should be told to a specified person. It may be, say, for juniors, the examiner, or another person in their bubble, or for more senior grades, possibly another character in the play, who does not appear in the original scene. Be creative.
- As teachers this also creates the opportunity to explore the inner monologue of the character and the attitudes of each character towards others in the scene.

Public Speaking 2020 Syllabus:

JUNIOR EXAMS

Initial:		Unchanged
Grade 1:		Unchanged
Grade 2:		Role play will not be selected.
Grade 3:		Interview or the role play will not be selected for a solo candidate.
Grade 4:	<u>Section 2</u>	The copy of the article will be emailed to the Local Secretary before the examination or it can be taken to the examination and explained.
	<u>Section 5</u>	An interview will not be selected for a solo candidate.

SENIOR EXAMS

Grade 5:	Module 1:	Unchanged
	Module 2: <u>Section 2</u>	The examiner will ask the candidate to turn to, say, page 22, and after a brief discussion as to suitability, to read aloud from there.
	<u>Section 3</u>	An interview will not be selected for a solo candidate.
Grade 6:	Module 1:	Unchanged
	Module 2: <u>Section 1</u>	i) and ii) The candidate will email a copy of the written statement to the Local Secretary who will send this on to the examiner. iii) the Story or Anecdote will be told as usual.
	<u>Section 2</u>	The examiner will ask the candidate to select an extract which justifies their choice of material and read this aloud.
	<u>Section 3</u>	Unchanged
	Module 3:	Unchanged
Grade 7:	Module 1:	Unchanged
	Module 2: <u>Section 3</u>	The candidate will choose and bring to the examination an informative article about a current issue. Discuss this briefly with the examiner, who will work with the candidate to choose a section to be read aloud. The candidate will then summarise the article.
	Module 3:	Unchanged
Grade 8:	Module 1:	Unchanged

Module 2:

Section 3

Provide an article on a current issue. (Possible online sources: Stuff, Newsroom, Spinoff, NZ Herald, Radio NZ articles). This should be of an informative, controversial, debatable, or persuasive nature. Copy of three possible articles from this publication to be emailed to the Local Secretary who will send this to the Examiner. The Examiner who will select an extract for the candidate to read aloud and to comment on.

Module 3: Unchanged

ASB Performance:

Module 1:

Section 1

Note the copy of the speech to be evaluated must be with the Local Secretary 1 week before the examination.

Module 2:

Section 2

The candidate will choose a current issue and bring two articles of a suitable reading level and literary or journalistic merit for the ASB examination. These could be an editorial, or article of an informative, controversial, debatable, or persuasive nature about the issue. Copy of the two articles to be emailed to the Local Secretary who will send them to the Examiner. The examiner will choose an extract from one of them to be read aloud. The candidate will then critically comment on the ideas expressed in the extract.

Module 3:

Section 2

The topic and explanatory notes must be submitted to the Local Secretary One week before the examination.

AASB Performance:

Modules 1, 2 and 3: Same as for ASB.

AASB Teaching:

Modules 1 and 3: Same as for ASB.

Module 2: This module is unavailable on Zoom examinations.

Communicating in Leadership Syllabus:

In conditions where the exam were to take place via Zoom, and the school were still closed, Section 3 would become a discussion with the examiner using the article that the candidate has chosen.

It will be important for the candidate to be prepared to LEAD the discussion with the examiner, in the absence of the group.

Oral Communication 2016 Syllabus:

Speech New Zealand invites teachers to decide how they could best adapt the syllabus to zoom assessments. Teachers know their class well and the technical facilities that are available to them. Once teachers have a plan, please contact Speech NZ and submit a programme. We look forward to seeing your creative solutions.

Points to Observe

Zoom groups can be no more than four.

Audiences are not required.

The group drama and group poetry may be filmed and this can be assessed.

In sight reading the assessor will ask the candidate to turn to a certain page.

A photo of their charts for talks can be emailed before the exam as sometimes charts are difficult to see.

Ideas

In group drama candidates may just tell their character's story.

The candidate may combine their group drama lines and link them with some narration

ESOL 2016 Syllabus:

Introductory Grade:

Section 2 Ensure camera angle encompasses both speakers in the dialogue (no backs to camera, or one speaker obscured).

Foundation Grade:

Section 2 Email the story or legend to the examiner (title, brief summary of story). If presenting the story or legend as a drama, ensure camera angle captures any movement.

Section 3 The candidate can bring 3 items to the examination, and the examiner will choose 1 item to be described as per pg 20.

Bridging Grade:

Section 1 Email title and brief summary of key points to the Zoom examiner.

Section 2 Email topic of drama to examiner. Ensure camera angle encompasses all speakers in the short drama.

Section 3 As per syllabus pg 22/23.

Section 4 As per syllabus pg 22.

Intermediate Grade:

Section 1 Email talk title to Zoom examiner.

Section 2 If drama chosen, ensure all participants are captured on Zoom.

Section 3 The candidate has up to 3 minutes to prepare topic chosen by Zoom examiner.

Section 4 As per syllabus pg 24.

Senior Grade:

Section 1 Email talk title to Zoom examiner.

Section 2 Email title of evaluation to Zoom examiner.

Section 3 As per syllabus pg 30.

Section 4 Email title of poem or prose to Zoom examiner.

Advanced Grade:

Section 1 Email talk of seminar to Zoom examiner.

Section 2 Email title of national/international interest to Zoom examiner.

Section 3 As per syllabus pg 34.

Section 4 As per syllabus pg 34.

Professional Speaking 2015 Syllabus:

Certificate in Professional Speaking:

The written statement given should include any identified demands that may occur in an on-line situation that could relate to Task 5.

- Task 1: Present a speech: Candidates may choose to present their speech to an on-line audience such as a Zoom meeting
- Task 2: Prepared reading: No change
- Task 3: Discussion: The examiner or the other candidates (if any) in the Zoom meeting can ask questions of the candidate
- Task 4: Social speech: Candidates may choose to present their social speech to an on-line audience such as a Zoom meeting.
- Task 5: Role play: A telephoning or interviewing role play may still be given. However, the examiner will take into account the circumstances of Zoom meetings and the communicative demands of the occupation of the candidate and discuss possibilities with the teacher, candidate, or candidates, as appropriate.

Advanced Certificate of Professional Speaking:

The written statement given should include any identified demands that may occur in an on-line situation.

- Task 1: Present a speech: Candidates may choose to present their speech to an on-line audience such as a Zoom meeting.
- Task 2: Social speech: Candidates may choose to present their social speech to an on-line audience such as a Zoom meeting.
- Task 3: No change
- Task 4: As it is not expected that there will be an audience, the conversation will be between the candidate, the examiner and, if present, any other candidate who may be part of the examination.
- Task 5: The candidate will choose and bring to the examination book, journal, or news periodical. Discuss this briefly with the examiner, who will work with the candidate to find an appropriate section to be read aloud. The candidate will then critically comment on the ideas expressed in the extract.
- Task 6: No change.

Diploma in Professional Speaking:

Please contact Speech NZ if there are entries for this Diploma.

Theatre in Action 2010 Syllabus:

Speech NZ is in the process of updating the Theatre in Action syllabus for 2022. We want to encourage teachers to use or to continue to use the syllabus.

Recordings

If Covid-19 prevents you working normally with your group, Speech NZ will accept recorded performance material for a specified grade, using material that suits the students and the teaching available to them.

It would be expected that recorded material is close to the minimum performance time for that particular grade, and meets some of the learning outcomes.

Teachers would send the recorded material to SNZ at a time to be arranged with SNZ.

Teachers would email a programme with the recorded material describing their adaptations and outlining 3 key learning criteria they would like assessed.

The teacher will also record a group discussion as a reflection on the performance, and send this with the recorded performance to SNZ.

The group will receive a graded report based on the performance and the discussion and focused on the 3 learning criteria described by the teacher.

A Theatre in Action Certificate will be awarded.

Zoom

Zoom presents challenges to group drama and we look forward to your creative solutions.

Modifications could include ideas such as:

- Filming inter-connected monologues
- The addition of music
- Using stories to tell the characters stories and perhaps including a narrator.

We leave it up to the teachers to adapt the syllabus level to Zoom conditions.