



FLEXI SPEAKING AND PERFORMING SYLLABUS 2021

*Whāia te mātauranga bei oranga mō koutou.
Seek after learning for the sake of your wellbeing.*

Educational research is clear about the power of choice in ensuring ongoing engagement for students.

In many of their learning contexts today, students get the opportunity to choose the assessments and evaluations that authentically reflect their interests and learning goals.

Speech New Zealand wants to offer candidates the same opportunities.

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

Flexi Speaking and Performing Syllabus 2021

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Flexibility

This new syllabus is highly flexible.

It allows students to discover their strengths and develop new skills.

It allows more choice in what candidates and teachers wish to study and present for examination.

There are nine levels: Initial to Grade Eight.

Each grade is divided into two parts: TAHI is a list of prepared tasks, RUA is a list of impromptu tasks.

The number of tasks required and the time allowed differs with each grade.

This syllabus runs alongside the current Speech and Drama and the Public Speaking and Communication syllabi, it does not replace them.

Speech New Zealand encourages candidates to be examined in pairs or small groups (maximum of 4). Refer to Examination Procedures, p.62.

If candidates prefer to be examined in a one-to-one situation, this is also acceptable.

Exams can be conducted:

At the scheduled time in the candidates' local centre

<https://www.speechnz.co.nz/examinations/examination-schedules/>

Or online via Zoom

Enter at <https://online.speechnz.co.nz/entries>

For further information, please contact: info@speechnz.co.nz.

Aims and Objectives

- Self-manage their learning
- Exercise personal choice
- Develop clear, audible speech
- Use modulation to engage with the text and communicate with the audience
- Develop thinking skills in the use of language and text
- Develop creativity and imagination
- Develop confidence to discuss their performance reflectively
- Develop self-assurance
- Relate to others
- Participate and contribute

Key Skills

The objectives listed on the previous page are developed through working on chosen tasks in each grade.

Broadly, these fall into four categories:

Talking to People

Learning to communicate through personal and researched ideas; learning to express themselves with clarity, confidence and courtesy in interpersonal, social and formal situations.

Communication through Literature, Poetry and Drama

Learning to communicate and interpret ideas through poetry, storytelling, drama and reading.

Impromptu Skills

Learning to listen, think, and react, and to synthesise ideas through oral language and actions.

Reflective Skills

Learning to evaluate performance experiences and to apply this knowledge to practical situations.

Initial

Initial grade requires candidates to choose **THREE** tasks: at least **TWO** from Tahī and the **THIRD** from either Tahī or Rua.

Throughout the exam candidates should be prepared to reflect on the work prepared.

Total tasks: **THREE**

Total time: 10 mins

TAHI TASKS: Prepared (Choose AT LEAST TWO)

Time limit: approximately 2 minutes for each Tahī task

1. Bring along a personal possession
Talk about it in your own words
2. Bring along an object and explain how it works
Talk about it in your own words
3. Bring along a picture or photo and tell the examiner about it
4. Tell the examiner about an event you have taken part in recently
5. Speak a poem
Bring a copy of the poem to the exam
6. Act a character from a story from memory or in your own words
Bring a copy of the characterisation or an outline of the action to the exam
7. Tell a story from memory or in your own words
This may be based on a published story or the candidate's own original work

Continued...

RUA TASKS: Impromptu

Throughout the exam candidates should be prepared to reflect on the work prepared.

Time limit: approximately 2 minutes, including brief preparation time for each Rua task

1. Bring along a favourite book
Talk about it with the examiner
2. Perform an impromptu mime set by the examiner
3. Perform an improvisation set by the examiner

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

TAHI

1, 2, 3 & 4. Talks

- Have a simple order, with an opening and closing statement
- Share ideas in your own words (not read or memorised)
- Make any props or visuals clearly visible to the audience

5. Poem

- Memorise your poem
- Share your poem with enjoyment and confidence

6. Characterisation

- Memorise or share your characterisation in your own words
- Give your scene a simple shape
- In group work listen and react to the other characters in the scene

7. Storytelling

- Memorise or share your story in your own words
- Give your story a beginning and an end
- Use your voice, imagination and face to bring the words to life

Continued...

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

RUA

1. Talking about your book

Listen and respond to simple questions about the book from the examiner
Be willing to add your ideas about the book

2. Mime

Show the size, weight and shape of the objects “handled”
Give your mime a simple structure, including a way of starting and a way of ending

3. Improvisation

Use mime, voice and action to create a story
Give your improvisation a simple structure, including a way of starting and a way of ending

Grade One

Grade One requires candidates to choose **THREE** tasks: **TWO** from Tahī and the **THIRD** from Rua.

Throughout the exam candidates should be prepared to reflect on the work prepared.

Total tasks: **THREE**

Total time: 15 mins

TAHI TASKS: Prepared (Choose TWO)

Time limit: approximately 3 minutes for each Tahī task

1. Give a talk about a personal experience
Share your talk in your own words
Use of visual aids and/or props is encouraged
2. Give a talk explaining a skill/activity
Share your talk in your own words
Use of visual aids and/or props is encouraged
3. Give a talk about a film or book that you have enjoyed recently, which you think others of your age would also enjoy
Ideas should be presented in your own words
4. Speak a poem from memory
Bring a copy of the poem to the exam
5. Act a character from a play or story from memory or in your own words
Bring a copy of the characterisation or a plan of action to the exam
6. Speak a prepared prose extract from memory
Give a brief introduction
Bring a copy of the extract to the exam
7. Bring a book you have read and enjoyed and read a prepared extract
Give the title and author and a brief introduction to the book
Talk about the book with the examiner
8. Perform a prepared mime
Mime should have a simple storyline which is easy to follow

Continued...

RUA TASKS: Impromptu (Choose ONE)

Throughout the exam candidates should be prepared to reflect on the work prepared.

Time limit: approximately 2 minutes, including brief preparation time for each Rua task

1. Bring a book you have read and enjoyed to the exam and read an extract at sight
The extract will be chosen by the examiner
Talk about the book with the examiner
2. Perform an impromptu mime set by the examiner
3. Perform an improvisation set by the examiner
4. Tell a story on a subject chosen by the examiner

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

TAHI

1, 2 & 3. Talks

- Have a simple order with an opening and closing statement
- Share ideas in your own words (not read or memorised)
- Ensure visual aids support the topic and structure

4. Poem

- Memorise your poem
- Share your poem with confidence and enjoyment
- Use pauses to show the form of the poem
- Understand the words and the meaning of the poem

5. Characterisation

- Memorise or share your characterisation in your own words
- Give your scene a simple shape
- Create a believable character
- In group work listen and react to the other characters throughout the scene

6. Prepared Prose Extract

- Memorise your extract
- Before beginning, give the title and the author and a brief introduction
- Use different voices to show the different characters
- Share the extract with confidence and enjoyment

7. Prepared Reading

- Before beginning, give the title, author, and a brief introduction to the book
- Help your listeners to understand the extract by phrasing for meaning and using different voices for any characters in the story
- Share some words with meaningful eye contact
- Bring the extract to a clear ending
- Listen and respond to simple questions about the book from the examiner and be willing to add your own ideas about the book

8. Prepared Mime

- Show the size, weight and shape of the objects “handled”
- Show the effort required to “handle” or “move” objects
- Share your mime so that it has a beginning, middle and ending

Continued...

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

RUA

1. Sight Reading

- Before beginning, give the title and author
- Look ahead and respond to clues in the text
- Share some words with meaningful eye contact
- Shape the extract to a clear ending
- Listen and respond to simple questions about the book from the examiner and be willing to add your own ideas about the book

2. Impromptu Mime

- Show the size, weight and shape of the objects “handled”
- Show the effort required to “handle” or “move” objects
- Have a simple structure including a way of starting and a way of ending

3. Improvisation

- Use mime, voice and action to create a simple story
- Show that you believe in the character(s) and the situation(s) that you create
- Be prepared to talk about the presentation of your tasks with the examiner

4. Impromptu Story

- Tell a simple story using narrative and dialogue
- Have a simple structure
- Involve yourself imaginatively in the storytelling

Grade Two

Grade Two requires candidates to choose **FOUR** tasks: **TWO** from Tahī, **ONE** from Rua and the **FOURTH** from either Tahī or Rua.

Throughout the exam candidates should be prepared to reflect on the work prepared.

Total tasks: **FOUR**

Total time: 15 mins

TAHI TASKS: Prepared (Choose TWO or THREE)

Time limit: approximately 3 minutes for each Tahī task

1. Give a talk explaining a skill or activity for a specified audience
Share your talk in your own words
The use of visual aids and/or props is encouraged
2. Give an informative talk for a specified audience
Share your talk in your own words
The use of visual aids and/or props is encouraged
3. Give a prepared announcement to a specified group about an event or activity that they may be interested in attending
Share the announcement in your own words
Visual aids or brief notes may be used
4. Bring a picture or an article from a magazine or newspaper
Talk about it to a specified audience
Include your own ideas and opinions
5. Speak a poem from memory
Bring a copy of the poem to the exam
6. Act a character from a play or story from memory or in your own words
Bring a copy of the characterisation or a plan of action to the exam
7. Speak a prepared prose extract from memory
Give a brief introduction to the extract
Bring a copy of the extract to the exam
8. Read a prepared prose extract
Give the title and author and a brief introduction to the book
Bring the book to the exam
Talk about the book with the examiner
9. Perform a prepared mime
Mime should have a simple storyline which is easy to follow

Continued...

RUA TASKS: Impromptu (Choose ONE or TWO)

Throughout the exam candidates should be prepared to reflect on the work prepared.

Time limit: approximately 2 minutes, including brief preparation time for each Rua task

1. Bring a book you have read and enjoyed to the exam and read an extract at sight
The extract will be chosen by the examiner
Talk about the book with the examiner
2. Perform an improvisation set by the examiner
3. Tell an impromptu story set by the examiner
4. Bring a simple map, chart or diagram and discuss it with the examiner

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

TAHI

1, 2, 3 & 4. Talks

- Share ideas in your own words (not read or memorised)
- Have a simple order with an opening and closing statement
- Find ways to link your main points
- Make your talk relevant to your stated audience
- When using visual aids, make sure these support the topic and structure

1. Skill or activity

- Explain logically, using appropriate terms

2. Informative

- Extend the knowledge of your stated audience on the subject

3. Announcement

- Include all relevant information your audience would need

4. Magazine or newspaper picture or article

- Explain the source of the picture or article
- Give the details
- Give reasons for your opinions

5. Poem

- Memorise your poem
- Share your poem with confidence and enjoyment
- Use pauses to show the form of the poem
- Understand the words and the meaning of the poem
- Share the mood and/or bring the story of the poem to life

6. Characterisation

- Memorise or share your characterisation in your own words
- Think, feel, move and speak to create a believable character
- Give your scene a simple shape
- Use the acting space in a way that suits the scene
- In group work listen, react and work with the other characters throughout the scene

7. Prepared Prose Extract

- Memorise your extract
- Before beginning, give the title and the author and a brief introduction
- Use different voices to show any different characters
- Use your voice and face to bring the extract to life
- Shape the extract to a clear ending
- Share the extract with confidence and enjoyment

Continued...

8. Prepared Reading

Before beginning, give the title and the author and a brief introduction
Help your listeners to understand the extract by phrasing for meaning and using different voices for any characters in the story
Share the story with meaningful eye contact
Shape the extract to a clear ending
Listen and respond to simple questions from the examiner about the book and be willing to add your own ideas

9. Prepared Mime

Show the size, weight and shape of the objects “handled”
Show the effort required to “handle” or “move” objects
Shape your mime so that it has a beginning, middle and ending
Imaginatively involve yourself with the character(s) and in the situation(s) you create

Continued...

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

RUA

1. Sight Reading

- Before beginning, give the title and author
- Look ahead and respond to clues in the text
- Share some words with meaningful eye contact
- Shape the extract to a clear ending
- Listen and respond to simple questions about the book from the examiner and be willing to add your own ideas about the book

2. Improvisation

- Use a structure that has a way of starting, an “event” or problem and a way of ending
- Use mime, voice and action to create a simple story
- Use space and levels
- Be imaginatively involved with the character(s) and in the situation(s) that you create
- In group work both accept and make offers to progress the scene

3. Impromptu Storytelling

- Use a simple story line with a clear beginning, a development and a clear ending
- Use both narrative and descriptive language
- If using direct speech, use different voices for the characters
- Be imaginatively involved in the storytelling
- Simple gestures and/or movement may be used to tell the story

4. Discuss map, chart or diagram

- Show awareness of the purpose of the map, chart or diagram
- Refer to map, chart or diagram in your explanation
- Point out relevant details in a logical manner
- Use appropriate vocabulary to convey the information

Notes:

Grade Three

Grade Three requires candidates to choose **FOUR** tasks: **TWO** from Tahī **ONE** from Rua and the **FOURTH** from either Tahī or Rua

Throughout the exam candidates should be prepared to reflect on the work prepared.

Total tasks: **FOUR**

Total time: 15 mins

TAHI TASKS: Prepared (Choose TWO or THREE)

Time limit: approximately 3 minutes for each Tahī task

1. Give a talk including a demonstration for a specified audience
The use of visual aids/actions/props is encouraged
2. Give an informative talk for a specified audience
The use of visual aids and/or props is encouraged
3. Give a prepared social speech to introduce an author to your class
Introduce and welcome the author by name
Include brief biographical details
Refer to the reason for the author's talk and invite them to speak
4. Speak a poem from memory
Bring a copy of the poem to the exam
5. Speak an original poem or story from memory
Bring a copy of your poem/story to the exam
6. Act a character from a play or book from memory
Bring a copy of the characterisation to the exam
7. Prepare and perform a devised presentation
Develop a clear, well-shaped storyline
Bring your script or plan of action to the exam
8. Speak a prepared prose extract from memory
Give a brief introduction to the extract and the book
Bring a copy of the extract to the exam
9. Read a prepared prose extract
Give the title and author and a brief introduction to the book
Bring the book to the exam
Discuss the book with the examiner

Continued...

RUA TASKS: Impromptu (Choose ONE or TWO)

Throughout the exam candidates should be prepared to reflect on the work prepared.

Time limit: approximately 3 minutes, including brief preparation time for each Rua task

1. Bring a book you have read to the exam and read an extract at sight
The extract will be chosen by the examiner
Discuss the book with the examiner
2. Perform an improvisation set by the examiner
3. Tell an impromptu story set by the examiner
4. Take part in a role-play set by the examiner
5. Bring three unrelated items which are of interest to you
The examiner will select one of these items and ask you to give an impromptu talk or story related to the item

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

In order to achieve well at this level you need to
apply all the skills developed for the previous exam AND...

TAHI

1, 2 & 3. Talks

Have an opening and closing statement and a logical progression of ideas
Present ideas in your own words (not read or memorised)
Find ways to link your main points
When using visual aids, make sure these are relevant to the topic, structure and specified audience

1. Demonstration

Clearly show objects and hand movements
Comment in an interesting and informative manner, relevant to your specified audience
Prepare back-up strategies to cope with the unexpected

2. Informative

Ensure content is relevant to your specified audience
Extend the audience's knowledge on the subject

3. Social

Ensure your introduction is informed and sincere
Introduce and welcome the author by name
Refer to the author's background
Give the reason for the author's talk and invite them to speak

4. Poem

Use pauses, including suspensory pauses, to develop the form of the poem
Use voice to share the mood and imagery of the poem and/or bring the story of the poem to life
Use imaginative involvement to shape the poem and bring it to a clear ending

5. Original Poem/Story

Use imaginative involvement to shape the poem/story and bring it to a clear ending

Poem

Use your voice to share the mood and imagery of the poem
Use pauses to develop the shape of the poem

Story

Structure the story with a clear beginning, a development and a clear ending
Use your voice to bring the story to life

Continued...

6. Characterisation

Think, feel, move and speak as your character to achieve their intention within the context of the scene

Give your scene a simple shape

Use the acting space in a way that suits the scene

In group work listen, react to and work with the other characters throughout the scene

7. Devised Drama

Develop a clearly structured storyline

Shape your piece for meaning

Use voice, speaking and movement to support your performance

8. Prepared Prose Extract

Memorise your extract

Before beginning, give the title and the author and a brief introduction

Use imaginative involvement to bring the story to life

Characterise the dialogue by changing your voice for different speakers

Shape the extract to a well-rounded ending

9. Prepared Reading

Before beginning, give the title and the author and a brief introduction

Share the story imaginatively, with fluency and meaningful eye contact

Characterise the dialogue by changing your voice for different speakers

Shape the extract to a well-rounded ending

Discuss and support your own opinions about the book with the examiner

Continued...

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

In order to achieve well at this level you need to
apply all the skills developed for the previous exam AND...

RUA

1. Sight Reading

- Before reading, give the title and the author
- Look ahead and respond to clues in the text
- Share the extract fluently with meaningful eye contact
- Shape the extract to a well-rounded ending
- Discuss and support your own opinions about the book with the examiner

2. Improvisation

- Clearly establish who you are, where you are and what you are doing
- Use a structure that has a way of starting, an “event” or problem, a climax and a way of ending
- In group work both accept and make offers working as a team to progress the scene

3. Impromptu Storytelling

- Use a simple story line with a clear beginning, a development and a clear ending
- Use both narrative and descriptive language
- Use both your voice and facial expression and involve yourself imaginatively in sharing the story with your audience
- If using direct speech, use different voices for the characters

4. Role-play

- Show a setting, character(s) and situation(s) that are “true to life”
- Find appropriate ways to resolve the problem or conflict
- Bring the role-play to a clear ending
- Where appropriate, show courtesy to others

5. Impromptu Talk

- Present your ideas in a simple order with an opening and closing statement
- Ensure your content is relevant to the given topic
- Support your opinions with reasons and/or personal experience

Notes:

Grade Four

Grade Four requires candidates to choose **FOUR** tasks: **TWO** from Tahī **ONE** from Rua and the **FOURTH** from either Tahī or Rua

Throughout the exam candidates should be prepared to reflect on the work prepared.

Total tasks: **FOUR**

Total time: 20 mins

TAHI TASKS: Prepared (Choose TWO or THREE)

Time limit: approximately 4 minutes for each Tahī task

1. Give an informative talk for a specified audience
The use of visual aids and/or props is encouraged
2. Give an instructive talk for a specified audience
The use of visual aids and/or props is encouraged
3. Give a prepared social speech to welcome a visitor or visiting group to your school or organisation
Include all relevant information
State the group and occasion for which your talk is prepared
4. Speak a poem from memory
Bring a copy of the poem to the exam
5. Speak an original poem or story from memory
Bring a copy of the poem/story to the exam
6. Act a character from a story or play from memory
Bring a copy of the characterisation to the exam
7. Prepare and perform a devised presentation for a specified audience and purpose
Develop a clear, well-shaped storyline
Bring a script or plan of action to the exam
8. Speak a prepared prose extract from memory
Give a brief introduction to the extract and the book
Bring a copy of the extract to the exam
Discuss the book with the examiner
9. Give a prepared reading designed to illustrate a message
Introduce the title, author and relevance of the message

Continued...

Bring a copy of the reading to the examination

RUA TASKS: Impromptu (Choose ONE or TWO)

Throughout the exam candidates should be prepared to reflect on the work prepared.

Time limit: approximately 3 minutes, including brief preparation time for each Rua task

1. Bring a book you have read to the exam and read an extract at sight
The extract will be chosen by the examiner
Discuss the book with the examiner
2. Perform an improvisation set by the examiner
3. Tell an impromptu story set by the examiner
4. Take part in a role-play set by the examiner
5. Take part in an interview set by the examiner (for groups of 2-4 only)
6. Give an impromptu talk set by the examiner

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

In order to achieve well at this level you need to
apply all the skills developed for the previous exam AND...

TAHI

1, 2 & 3. Talks

- Use content relevant to your stated audience
- Find ways to link your main points
- Integrate visual aids to clarify the content for your audience

1. Informative

Extend your audience's knowledge on the subject and show depth of enquiry into the topic

2. Instructive

Include at least three elements of instruction
Range: clearly stated objectives, repetition of key points, demonstration, logical progression of steps, use of verbs to indicate new steps, visual aid to support steps, summary of key points

3. Social

Ensure that your social speech has the clear purpose to welcome
Refer to the purpose of the visit
Outline key events and give any relevant background and health and safety information

4. Poem

Use voice and speaking skills to fully support your interpretation
Use pauses, including suspensory pauses, to develop the form of the poem
In free verse, use the line lengths to develop the rhythmic flow of the verse

5. Original Poem/Story

Use imaginative involvement to shape the poem/story and bring it to a clear ending
Discuss the choices you made in writing your poem or developing your story

Poem

Use your voice to share the mood and imagery of the poem
Use pauses to develop the shape of the poem

Story

Structure the story with a clear beginning, a development and a clear ending
Use your voice to bring the story to life

Continued...

6. Characterisation

Think, feel, move and speak as your character to show how your character changes or develops through the scene

In groups work together to shape the dialogue and achieve the objective of the scene

7. Devised Drama

Develop a clearly structured presentation, suited to the audience and purpose

Shape your piece for meaning

Use voice and speaking to support your performance

Sustain imaginative involvement throughout

8. Prepared Prose Extract

Before beginning, give the title and the author and a brief introduction to the extract and the book

Use imaginative involvement to bring the story or information to life

Characterise any dialogue by changing your voice for different speakers

Shape the extract to a well-rounded ending

Suit the presentation to the style of the book

9. Prepared reading

Ensure reading is relevant to audience and intention

Highlight the message in your delivery

Continued...

Learning Criteria

Be prepared to reflect on the presentation of your tasks with the examiner
(see Glossary, p.56)

In order to achieve well at this level you need to
apply all the skills developed for the previous exam AND...

RUA

1. Sight Reading

- Before reading, give the title and the author
- Look ahead and respond to clues in the text
- Share the extract fluently while turning to a new page
- Maintain meaningful eye contact
- Use imaginative involvement to bring the story to life
- Shape the extract to a well-rounded ending
- Discuss and support your own opinions about the book with the examiner

2. Improvisation

- Create believable characters
- Use a structure that has a way of starting, an “event” or problem, a climax and a way of ending
- In group work both accept and make offers to develop spontaneity

3. Impromptu Storytelling

- Use a storyline with a clear beginning, a dramatic development and a clear ending
- Use both narrative and descriptive language
- Use both your voice and facial expression and involve yourself imaginatively in sharing the story with your audience
- If using direct speech, use different voices for the characters

4. Role-play

- Show a setting, character(s) and situation(s) that are “true to life”
- Bring the role-play to a clear ending
- Where appropriate, show courtesy to others
- Use clear, positive language to find ways to resolve the problem or conflict

Continued...

5. Interview**As the 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 the interviewee

Listen and respond to questions

Extend ideas and offer further information

6. Impromptu Talk

Use a logical structure for your impromptu talk

Suit the content to the topic

Grade Five

Grade Five requires candidates to choose **FIVE** tasks: **THREE** from Tahī, **ONE** from Rua, and the **FIFTH** from either Tahī or Rua.

Throughout the exam candidates should be prepared to reflect on the work prepared, *including the use of modulation to enhance performance.*

Total tasks: **FIVE**

Total time: 25 mins

TAHI TASKS: Prepared (Choose THREE or FOUR)

Time limit: approximately 4 minutes for each Tahī task

1. Give a researched, informative talk for a specified audience
The use of visual aids and/or props is encouraged
2. Give **TWO** related social speeches
 - i) Introduce a speaker
 - ii) Thank a speaker
 These must refer to the same speaker and occasion
Before speaking, specify the speaker, the occasion, the purpose and the audience
3. Research the background of a newspaper, magazine or online article on a topic of personal interest for a specified audience
Bring a copy to the exam
Give a prepared talk that expresses your opinions on the topic
4. Script and deliver an objective report on a newsworthy event
Present as if for radio, television or online medium
Before speaking, specify the medium, the purpose and/or type of programme
This may be read
5. Give a talk about an author/editor or a book, and read a prepared extract
Bring a book you have read (may be fiction or non-fiction)
Speak about the author/editor and the book
Read an extract to illustrate a point you have made
6. Speak a poem from memory
Bring a copy of the poem to the exam
7. Speak an original poem or story from memory
Bring a copy of the poem/story to the exam

Continued...

8. Perform a character from a play or story from memory
Bring a copy of the characterisation to the exam
9. Prepare and perform a devised presentation for a specified audience and purpose
Develop a clear, well-shaped storyline
Bring a script or plan of action to the exam
10. Speak from memory a prepared prose extract which illustrates an important aspect of the book
Give a brief introduction to the extract and its relevance to the book
Bring a copy of the extract to the exam

Continued...

RUA TASKS: Impromptu (Choose ONE or TWO)

Throughout the exam candidates should be prepared to reflect on the work prepared, *including the use of modulation to enhance performance.*

Time limit: approximately 4 minutes, including preparation time for each Rua task

1. Bring a book you have read to the exam and read an extract at sight
The extract will be chosen by the examiner
Give the title and the author and a brief introduction to the book
Discuss with the examiner the book and another by the same author
2. Develop and perform an improvisation set by the examiner
3. Develop and present an impromptu story set by the examiner
4. Develop and present a running commentary set by the examiner
5. Prepare and deliver an impromptu talk on a topic given by the examiner for a specified audience and purpose
6. Make an announcement, which includes details and instructions
The examiner will give the key points and audience

Learning Criteria

Be prepared to reflect on aspects of your performance tasks with the examiner,
including the use of modulation to enhance performance
(see Glossary, p.56)

In order to achieve well at this level you need to
apply all the skills developed for the previous exam AND...

TAHI

1, 2, 3, 4 & 5. Talks

- Use content relevant to your stated audience
- Find ways to link your main points
- Integrate visual aids to clarify the content for your audience

1. Informative talk

- Use content that shows evidence of research and extends the knowledge of your stated audience
- Integrate your visual aids to clarify the content for your audience

2. Social Speeches

- Ensure your speeches are informed and sincere
- Use your own words and speak in a natural manner
- Reflect on the structure and content of your speeches and how these help to meet their purpose

Introduce speaker

- Welcome the speaker (the name may be used here or saved until the final invite)
- Refer to relevant aspects of their background which qualify them to speak
- Give the reason for the talk
- Invite the speaker to talk

Thank a speaker

- Have a clear purpose (to thank on behalf of the audience)
- Refer to relevant content in relation to the audience and the occasion
- State why it was of particular interest or relevance to you and/or the audience
- Have a sincere closing statement relevant to the situation

3. Opinion

- Introduce the subject of your news article, giving its source and the date of publication
- Show evidence of research in your content
- Support your ideas with reasons and/or examples

4. Radio or Television Report

- Write your script in objective, spoken language
- Adapt your delivery to suit the medium
- Meet the demands of the content and occasion
- Deliver using appropriate eye contact and tone

Continued...

5. Talk on Book and Author/Editor, including Prepared Reading

- Include brief biographical details
- Place book within literary or historical context
- Ensure extract supports a point in your talk
- Shape the extract to enhance the storytelling
- Use voice and speaking to complement the storytelling
- (Talk and reading are equally weighted)

6. Poem

- Use voice and speaking skills to fully support your interpretation
- Be true to the genre of the poem

7. Original Poem/Story

- Use imaginative involvement to shape the poem/story and bring it to a clear ending
- Make a connection with the audience

Poem

- Use your voice to share the mood and imagery of the poem
- Use pauses to develop the shape of the poem

Story

- Structure the story to shape its development to a clear ending
- Use voice, facial expression and gesture

8. Characterisation

- Think, feel, move and speak as your character to sustain a convincing performance
- In group work sustain the relationship(s) to achieve the objective of the scene

9. Devised Drama

- Develop a clearly structured and shaped presentation to bring out the meaning
- Use voice and speaking confidently to support your performance
- Sustain imaginative involvement throughout

10. Prepared Prose Extract

- Before beginning, give the title and the author and a brief introduction as to why this extract illustrates an important aspect of the book
- Use voice and speaking with imaginative involvement to enhance the storytelling and connect with your listeners
- Suit the performance to the style of the book
- Use voice and speaking to complement the storytelling
- Reflect on your extract and how it relates to the book as a whole, and on how you developed your performance

Continued...

Learning Criteria

Be prepared to reflect on aspects of your performance tasks with the examiner,
including the use of modulation to enhance performance
(see Glossary, p.56)

In order to achieve well at this level you need to
apply all the skills developed for the previous exam AND...

RUA

1. Sight Reading

- Give the title and the author and a brief introduction to the book
- Use imaginative involvement to integrate the narration, description and dialogue to produce a well-shaped text
- Sustain eye contact
- Discuss with the examiner the book and another by the same author supporting your own opinions about them

2. Improvisation

- Show an awareness of your audience and use the space confidently
- Show belief in your character and situation sustaining this throughout the scene
- In group work both accept and make offers to develop spontaneity

3. Impromptu Storytelling

- Use a structure with a clear beginning, a dramatic development and a clear ending
- Involve yourself imaginatively in developing and sharing the story with your audience

4. Running Commentary

- Visualise the event for the listener or the given audience
- Use language and description suited to the situation
- Structure ideas to set the scene; have a logical development appropriate to the event and bring to a firm ending

5. Impromptu Talk

- Structure the content of your talk to suit the topic given
- Express ideas fluently and in language appropriate to the audience and purpose
- Gain and maintain the interest of the audience

6. Announcement

- Greet audience and give the background for the announcement
- Suit your vocabulary to the circumstances
- Use all the relevant information and expand on the details
- Recap main points

Grade Six

Grade Six requires candidates to choose **FIVE** tasks: **THREE** from Tahī **ONE** from Rua and the **FIFTH** from either Tahī or Rua.

Throughout the exam candidates should be prepared to reflect on the work prepared, *including the use of voice*.

Total tasks: **FIVE**

Total time: 30 mins

TAHI TASKS: Prepared (Choose THREE or FOUR)

Time limit: approximately 4 minutes for each Tahī task

1. Give an informative talk for a specified audience
Include content that shows depth of enquiry or research
2. Choose a current issue that affects you
 - i) Give a prepared talk to support your point of view on that issue
 - ii) Be prepared to discuss your point of view with the examiner
(The purpose of this exercise is to encourage candidates to begin to form and express a concise opinion on a topic of current interest which may or may not be controversial)
State the occasion and the audience
3. Give a report to help a group make a decision or adopt a course of action
State the audience, the venue and the occasion
4. Give a talk that pays tribute to a person
State the occasion and the audience
5. Give an anecdote designed to illustrate a point in a talk you are giving
Before delivering the anecdote outline the topic, audience, purpose, key points and venue for the talk
6. Speak a poem from memory
Be prepared to discuss the form of the poem and your interpretation
7. Present a characterisation from a play from memory
Be prepared to discuss the character's motivation in the scene and the play
8. Tell an imaginative story, or adaptation of a myth or legend, for a specified audience

Continued...

9. Devise and present a performance piece based on a specified novel for a specified audience and purpose
Bring a copy of your devised script
Be prepared to discuss the purpose and process of developing the piece
10. Present an extract of memorised prose
Give the title and author and a brief introduction to the extract
Be prepared to discuss the extract and its relationship to the book

Continued...

RUA TASKS: Impromptu (Choose ONE or TWO)

Throughout the exam candidates should be prepared to reflect on the work prepared, *including the use of voice*.

Time limit: approximately 4 minutes, including preparation time for each Rua task

1. Bring a book to the exam and read an extract at sight
The extract will be chosen by the examiner
Introduce this with the title and the author
Reflect on the extract in relation to the book and themes in the book
2. Develop and perform an improvisation
This will be set by the examiner, after brief discussion
Include a change of mood/emotion
3. Develop and present an impromptu storytelling
This will be set by the examiner, after brief discussion
Include a change of mood/emotion
4. Prepare and deliver an impromptu talk
The topic, audience and purpose will be set by the examiner, after brief discussion
5. Give a speech to introduce a speaker
The speaker, audience and occasion will be set by the examiner, after brief discussion
6. Give a speech to thank a speaker
The speaker, audience and occasion will be set by the examiner, after brief discussion

Learning Criteria

Be prepared to reflect on aspects of your performance tasks with the examiner, *including the use of voice* (see Glossary, p.56)

In order to achieve well at this level you need to apply all the skills developed for the previous exam AND...

TAHI

1, 2, 3, 4 & 5. Talks

- Relate content to the stated audience
- Structure your talk to guide your audience through the content
- Include content that shows clear thinking and depth of enquiry or research
- Present aspects supported by relevant explanations and/or examples
- Use voice and speaking to support the presentation and share ideas in a natural manner
- Make visual aids neat and clear and prepare these for the audience's benefit and as an integral part of the talk
- Reflect on aspects of research, structure and content of your talk

1. Informative talk

- Choose content to extend the audience's knowledge

2. Current Issue

- Introduce and explain the issue
- Use a natural style of speaking
- Express your point of view clearly and logically and support this clearly with reasons and examples

3. Report to help a group make a decision

- Relate the report to the stated audience
- Structure the report to meet the stated purpose
- Include your research methods and scope of enquiry
- Show clear thinking and depth of research
- Present material logically with relevant supporting data
- Draw a clearly stated conclusion and recommendation from your research

4. Tribute

- Refer to the achievements or qualities of the recipient
- Illustrate aspects or points with appropriate anecdote/s
- Use voice and speaking to support the tribute

5. Anecdote

- State the purpose and position of the anecdote within the talk
- Ensure the content of the anecdote illustrates the point specified
- Suit the structure, language and style to the purpose
- Be involved as a storyteller to connect with the audience

Continued...

6. Poem

Reflect the maturity of the grade in your choice
Use voice and speaking to support the poem's form, style, message and mood
Sustain imaginative involvement throughout as you share the poem
Reflect on the form of the poem and your interpretation

7. Characterisation

Use voice, body, movement and space to be convincing within the context of the scene and the play
Use voice to support the integrity of the piece
Sustain involvement to engage the imagination of the audience
Develop the scene towards achieving its dramatic shape
Reflect on your character's motivation in the context of the scene and the play

8. Storytelling

Suit the content, structure, and style to your specified audience
Sustain imaginative involvement throughout to connect with your audience
Use voice and speaking to complement the storytelling
If you use visual aids, integrate them into the story
Reflect on content, structure, and style of the story in relation to its purpose

9. Devised Drama

Develop the piece to support the specified purpose
Memorise your work
Structure and shape the piece for meaning and development
Use voice and speaking to support the integrity of the piece
Sustain imaginative involvement throughout to connect with your audience
Reflect on the purpose and process of your presentation

10. Prepared Prose Extract

Shape the extract to enhance the storytelling
Sustain imaginative involvement throughout to connect with your audience
Use voice and speaking to complement the storytelling
Reflect on your extract and how it relates to the book as a whole, and on how you developed your performance

Continued...

Learning Criteria

Be prepared to reflect on aspects of your performance tasks with the examiner, *including the use of voice* (see Glossary, p.56)

In order to achieve well at this level you need to apply all the skills developed for the previous exam AND...

RUA

1. Sight Reading

- Give the title and the author and a brief introduction to the book
- Read fluently to engage and hold the attention of the audience
- Use voice and speaking with imaginative involvement to support the content and style of the extract
- Reflect on the extract in relation to the book and on the themes in the book.

2. Improvisation

- Use the criteria given
- Develop a storyline and shape to a definite conclusion
- Structure to ensure change of mood/emotion within the improvisation
- Sustain imaginative involvement throughout
- In group work both accept and make offers to develop spontaneity and advance the storyline

3. Impromptu Storytelling

- Use the criteria given
- Structure to ensure change of mood/emotion within the story
- Involve yourself imaginatively in developing and sharing the story with your audience

4. Impromptu Talk

- Structure the content to suit the topic, audience and purpose given
- Show awareness of your audience in content and delivery
- Express ideas fluently and in language appropriate to the topic, audience and purpose

5. Introduce a speaker

- Greet the audience and state the occasion
- Announce the title of the speaker's talk
- Tell audience why the speech will be of benefit to them
- Refer to the background of the speaker
- Invite the speaker to speak

6. Thank a speaker

- Compliment the speaker
- Enlarge favourably on a point that the speaker made
- Tell audience why speech has been of benefit to them and give a relevant example
- Invite the audience to show their appreciation

Grade Seven

Grade Seven requires candidates to choose **FIVE** tasks: **THREE** from Tahī **ONE** from Rua with the **FIFTH** from either Tahī or Rua

Throughout the exam candidates should be prepared to reflect on the work prepared, *including the importance of articulation and clarity of speech.*

Total tasks: **FIVE**

Total time: 30 mins

TAHI TASKS: Prepared (Choose THREE or FOUR)

Time limit: approximately 5 minutes for each Tahī task

1. Give an informative talk for a specified audience and purpose
Be prepared to discuss aspects of your research, and ideas and opinions arising from your talk
2. Give a talk on a controversial issue in New Zealand for a specified audience
State why the issue is controversial and include your opinion(s)
Be prepared to justify your opinions in discussion
3. Prepare and deliver a plea for a good cause for a specified audience
Include background information on this cause and give ways it could be supported
Be prepared to discuss the persuasive techniques used
4. Give an entertaining speech for a specified audience and occasion
Use stories and language to engage your audience
Be prepared to discuss the techniques used in an entertaining speech
5. Speak two poems of contrasting style from memory
Be prepared to discuss your choice and interpretation of poems and how they contrast
6. Present a characterisation from a play from memory
Be prepared to discuss the play as a whole and your interpretation of the character
7. Create and tell an original story for a specified audience
Be prepared to discuss your purpose in creating and telling your story
8. Devise and present a performance piece based on a poem for a specified audience and purpose
Bring the poem to the exam
Bring a copy of your devised script
Be prepared to discuss your purpose in developing the piece

Continued...

9. Present an extract of memorised prose for a specified audience
Give the title and author and a brief introduction to the extract and the book
Be prepared to discuss the extract and its relationship to the book
Bring a copy of the memorised reading
10. Give a comic performance for a specified audience and purpose
This may be of any genre, or your own material
If this is original work, an outline/script should be provided
If this is not original work, a script must be provided and it must be memorised

Continued...

RUA TASKS: Impromptu (Choose ONE or TWO)

Throughout the exam candidates should be prepared to reflect on the work prepared, *including the importance of articulation and clarity of speech.*

Time limit: approximately 4 minutes, including preparation time for each Rua task

1. Bring a non-fiction book to the exam and read an extract at sight
The extract will be chosen by the examiner
Give the title and author
Introduce the extract and the book
Be prepared to discuss ideas and themes in the book
2. Prepare and perform an improvisation
The topic and audience will be set by the examiner, after brief discussion
Include elements of conflict and/or tension
3. Prepare and present an impromptu story
The topic and audience will be set by the examiner, after brief discussion
Include elements of conflict and/or tension
4. Prepare and deliver an impromptu talk
The topic, audience and purpose will be set by the examiner, after brief discussion
5. Talk about a researched leader or writer
Research three leaders or three writers
After brief discussion, the examiner will select a leader/writer, specify an audience and occasion, and ask you to give an impromptu talk
6. Give a speech to welcome a group of visitors
The situation and group will be outlined by the examiner, after brief discussion

Learning Criteria

Be prepared to reflect on aspects of the development and performance of your tasks with the examiner, *including the importance of articulation and clarity of speech* (see Glossary, p.56)

In order to achieve well at this level you need to apply all the skills developed for the previous examinations AND...

TAHI

1, 2, 3 & 4. Talks

- Relate content to the stated audience
- Structure your talk to suit the stated purpose
- Present aspects supported by relevant explanations and/or examples
- Use voice and speaking to support the presentation and share ideas in a natural manner
- Make any visual aids used neat and clear and prepare these for the audience's benefit and use as an integral part of the talk
- Reflect on aspects of research, structure and content of your talk

1. Informative talk

- Choose content to extend the audience's knowledge

2. Talk on a controversial issue

- Introduce and explain the issue
- Express your point of view clearly and logically, support this clearly with reasons/examples
- Be prepared to justify your opinions in discussion

3. Plea for a good cause

- Use a logical persuasive structure and clear, persuasive language
- Plan content for audience acceptance
- Make your audience aware of the circumstances and the requirements
- Use a natural speaking style
- Reflect on the persuasive techniques used

4. Entertaining speech for a social occasion

- State the occasion and the audience
- Illustrate aspects or points with appropriate anecdote(s)
- Meet the needs of the specified occasion
- Choose material that will suit your purpose of entertaining
- Use voice and speaking to support your words

Continued...

5. Poems

Choose poems that show contrast in style

Use voice and speaking to support the demands of the contrasting styles

Sustain imaginative involvement in each poem to make an impact on your listeners

In reflection, share understanding of choices you made in interpreting each style

6. Characterisation

Use voice, body, movement and space to create a character that is convincing within the scene and the play

Develop your scene to have impact

Reflect on the relevance of your extract to the play as a whole, along with choices made in interpreting your character and developing the scene

7. Storytelling

Suit the content, structure, and style to your specified audience

Sustain imaginative involvement throughout to make an impact on your audience

Use voice and speaking to complement the storytelling

If you use visual aids, integrate them into the story

Reflect on your storytelling and processes used to engage your audience

8. Devised Drama

Memorise your work and provide the script of your devised piece

Structure and shape your presentation for meaning and development

Use voice, speaking and/or movement to support the integrity of the work

Sustain imaginative involvement throughout to make an impact on your audience

Reflect on the choices made and processes used in developing your performance for its audience and purpose

9. Prepared Prose Extract

Shape the extract to enhance the storytelling

Sustain imaginative involvement throughout to make an impact on your audience

Use voice and speaking to complement the storytelling

Reflect on how and why your extract relates to the book

10. Comic Performance

Performance must be appropriate and relevant to the specified audience

Delivery must contribute to the comic effect through use of voice, movement and timing

Reflect on the processes used to develop your performance and achieve impact on the audience

Continued...

Learning Criteria

Be prepared to reflect on aspects of the development and performance of your tasks with the examiner, *including the importance of articulation and clarity of speech* (see Glossary, p.56)

In order to achieve well at this level you need to apply all the skills developed for the previous examinations AND...

RUA

1. Sight Reading

Give the title and the author

Give an accurate and concise introduction to the extract and the book

Read fluently to engage and hold the attention of the audience

Use voice and speaking with imaginative involvement to support the content and style of the extract

Reflect on the theme(s) of the book and support your opinions with reference to the extract and its relationship to the book as a whole

2. Improvisation

Use the criteria given

Structure to ensure development of conflict and/or tension within the scene

Sustain imaginative involvement throughout to make an impact on your audience

3. Impromptu Storytelling

Use the criteria given

Structure to ensure development of conflict and/or tension within the story

Involve yourself imaginatively in developing and sharing the story to make an impact on your audience

4. Impromptu Talk

Structure the content to suit the topic, audience and purpose given

Show awareness of your audience in content and delivery to make an impact

Express ideas fluently and in language appropriate to the topic, audience and purpose

5. Talk on Leader/Writer

Research your three leaders/writers

Give your talk a structure

Talk about their achievements

Include brief biographical details

Offer personal opinion on what makes them successful

6. Welcome

Warmly address the audience and acknowledge connections

Make announcements, give background and health and safety details

Give an outline of the event(s)

Bring to a conclusion

Grade Eight

Grade Eight requires candidates to choose **FIVE** tasks: **THREE** from Tahī and **ONE** from Rua and the **FIFTH** from either Tahī or Rua.

Throughout the exam candidates should be prepared to reflect on the work prepared, *including vocal techniques and delivery*.

Total tasks: **FIVE**

Total time: 35 mins

TAHI TASKS: Prepared (Choose THREE or FOUR)

Time limit: approximately 5 min for each Tahī task

1. Give a critical appreciation of a play or film you have seen recently
Specify the audience and purpose
Be prepared to discuss aspects of your structure and content
2. Give a persuasive speech
Specify the audience and purpose
Be prepared to discuss aspects of content and persuasive structure
3. Give an entertaining speech
Specify the audience and purpose
Be prepared to discuss aspects of the structure and content
4. Give a speech in support of a senior student, colleague or teammate to a position of leadership
Before you speak, outline the circumstances of their nomination
5. Prepare and frame a motion and speak to it
In a brief introduction, outline the circumstances of the meeting
6. Speak two memorised contrasting poems from different literary periods
Bring a copy of the poems to the examination
Be prepared to discuss the works of both writers
7. Present a memorised characterisation from a play
Bring a copy of the characterisation to the examination
Be prepared to discuss the works of the playwright and your interpretation of the play

Continued...

8. Present a memorised characterisation from a second, contrasting play (to that in Section 7)
Bring a copy of the characterisation to the examination
Be prepared to discuss the works of the playwright and your interpretation of the play
9. Devise a performance piece for a specified audience and purpose based on the work of a dramatist or drama theorist
Be prepared to discuss the purpose of the piece
10. Devise a performance piece on a theme for a specified purpose and audience
Be prepared to discuss the purpose of the piece

Learning Criteria

Be prepared to reflect on aspects of the development and interpretation of your performance tasks with the examiner, *including vocal techniques and delivery* (see Glossary, p.56)

In order to achieve well at this level you need to apply all the skills developed for the previous exam AND...

TAHI

1, 2, 3, 4 & 5. Talks

- Relate content to the stated audience and purpose
- Include content that shows clear thinking and depth of enquiry or research
- Use voice and speaking to support the presentation to connect and make an impact on your audience
- Reflect on aspects of research, structure and content in relation to the purpose of your talk

1. Critical appreciation

- Set the parameters of your critique within your introduction
- State personal opinions supported by reasons
- Take into account the nature of the medium (play/film)

2. Persuasive

- Use a persuasive speech structure
- Use persuasive language
- Reflect on aspects of content and persuasive structure

3. Entertaining

- Use voice, speaking, facial expression and gesture to connect with and make an impact on your audience
- Structure and content should uphold the purpose of your talk

4. Speak in Support of a Nomination

- Briefly state the circumstances for the nomination to a position of leadership
- Include the position and the name of the nominee
- Include information and reasons to support the suitability of your nominee

5. Frame and Speak to a Motion

- State the circumstances of the meeting for which you have prepared your motion
- Present a motion that is unambiguous, affirmative and begins with "That"
- Ensure supporting material is well reasoned
- Reiterate your position on this motion in your conclusion

Continued...

6. Poems

Choose poems that show contrast in style of presentation and literary period
 Use voice and speaking to support the demands of the contrasting styles
 Sustain imaginative involvement in each poem to make an impact on your listeners
 Reflect on choices you made in interpreting and performing each style in relation to its literary context

7 & 8. Characterisations

Use voice, body, movement and space to create a character that is convincing within the scene and the play and to make an impact
 Reflect on your understanding of the works of the playwright(s) along with processes used and choices made in interpreting your character(s)
 N.B. If both characterisation options are chosen, the second must contrast

9. Devised Drama (Dramatist or Theorist)

Memorise your work and provide the script of your devised piece
 Structure and shape your presentation for meaning and development to achieve your purpose
 Use voice, speaking and movement to support the integrity of the work
 Sustain imaginative involvement throughout to make an impact on your audience
 Reflect on the reasons for choices made and processes used in evolving your performance

10. Devised performance on a theme

State your theme, purpose and audience
 Memorise the work
 Structure and shape the piece for meaning and to develop the stated theme
 Sustain imaginative involvement throughout to connect with your audience
 Use voice, face and movement creatively
 Reflect on the reasons for choices made and processes used in evolving your performance

Continued...

Learning Criteria

Be prepared to reflect on aspects of the development and interpretation of your performance tasks with the examiner, *including vocal techniques and delivery* (see Glossary, p.56)

In order to achieve well at this level you need to apply all the skills developed for the previous exam AND...

RUA

1. Sight Reading

Give the title and the author

Give an accurate and concise introduction to the extract(s) and the book

Engage, sustain the attention of, and make an impact on the audience

Use voice and speaking to reflect the style of the extract

Reflect on extract in relation to the book and on the themes and characters in the book

2. Improvisation

Use the criteria given

Structure to ensure use of status within the shape of the scene

Sustain imaginative involvement throughout to make an impact on your audience

3. Impromptu Storytelling

Use the criteria given

Structure to ensure use of status within the story

Involve yourself imaginatively in developing and sharing the story to make an impact on your audience

4. Impromptu Talk

Structure the content to suit the topic, audience and purpose given

Express ideas fluently and in language appropriate to the topic, audience and purpose

Support your points with specific examples to meet the given purpose

Show awareness of your audience in content and delivery to make an impact

5. Impromptu Social Speech

Understand the function of selected social speech

Follow the appropriate structure as outlined in previous grades

6. Talk on International Issue

Ensure topics are suited to the maturity of the grade

Structure and present your impromptu talk to meet the given criteria

Ensure talk is audience centred

Express ideas fluently in language appropriate to the topic

Glossary

Articulation

In this syllabus, the way speech sounds (vowels and consonants) are formed to provide clarity in speaking.

Characterisation

A role from a drama.

(Usually scripted from a play or novel – please note specific criteria for senior levels).

Comic Performance

A performance of either scripted or original material, suited to a specified audience. May be of any genre (including stand-up, mime...)

Delivery

The manner in which material and/or ideas are presented to an audience.

Range: Vocal techniques, gesture, movement, body language...

Devise

Work to develop a performance; this should include a text or a plan of action.

This may develop from an idea, a theme, or other stimulus.

It may incorporate story, text, verse, music, movement, mime etc.

In this syllabus a script or plan of action must be provided.

Drama theorist

Someone who is concerned with:

- a) methods of voice, movement, acting, dramatic composition and production;
- b) the value and social function of drama; and/or,
- c) the relationship between these.

Elements of Drama

The components of drama: role and situation, time, place, mood, symbol, conflict, tension, status, focus of attention, contrast (movement and stillness, light and dark, sound and silence).

Entertaining Speech

In this syllabus, this refers to a speech given at an occasion such as a birthday, wedding, anniversary, reunion etc., where the primary purpose is to entertain.

Form

In this syllabus, 'form' in poetry is defined as the way the poet uses patterns of metre, lines and rhyme.

Genre

A broad category or type that has a tradition or history and is identifiable by specific characteristics, social functions and cultural contexts.

In theatre: mime, comedy, farce, comedy of manners, black comedy, tragedy, physical theatre, epic, absurdist, melodrama etc.

In a novel: epistolary, historical, gothic, romance, mystery, etc.

In poetry: lyric, sonnet, ballad, narrative, light verse etc.

Impromptu Talks

While the topic may be familiar, or researched, impromptu talks have little or no preparation time.

They should be broadly planned, but are not practised; they are delivered in the candidate's own words and in a conversational manner.

Improvisation

A story or event developed from a given title or elements and performed with a combination of physical action, dialogue and mime.

Mime

Actions without words that tell a story or part of a story.

It is expected that the size, shape and weight of objects handled in mime will be shown.

Modulation

An understanding of technical terms such as pitch, pace, pause, inflection and volume; their relationship to the thoughts and feelings of the speaker; their importance in the interest of the listener.

Persuasive Speech Structure

Organisation of material logically planned to persuade the audience to take a specific action.

Plan of Action

An outline of the order of actions/events within a performance. This may be used in devised work or, in junior grades, where a characterisation has been developed using the candidates' own words.

Plea

A planned, organised appeal using persuasive techniques.

Range

The various aspects that may be included in performance and/or discussion.

Reflect/Reflection

An integral part of the learning process.

In this syllabus: Looking back on tasks performed to gain insights into the process; thinking on material/texts used in order to develop understanding.

Candidates should be prepared to offer reflective ideas on their work according to the grade level.

Research

The line of investigation followed on a specified topic.

The scope of any research will be relevant to the age of the candidate and the grade.

Running Commentary

Visualising and describing an event or situation for the benefit of a listening audience.

Social and Historical Context

The period in which a text was written.

This includes the significant historical events and the major social influences of the period on the style, content and ideas of the writer.

An awareness of other writers of the period and their significance may also become part of the social influences on a specific writer or text.

Speech

Where 'voice' and 'speech' are differentiated, the term speech refers to the acquired habit of speaking.

In general terms, the vowels and consonants which form the words and the manner in which those words are spoken.

Staging

The acting space and how it will be used for a specific performance.

Stimulus

Starting point.

Structure

The framework, or arrangement of ideas, that underpins a performance.

In a play: the acts, scenes and sections of scenes.

In a talk: the introduction, signposting, main ideas (including the manner in which these are arranged and linked), summary and conclusion.

See also 'persuasive speech structure'.

Talks

Talks should be in the candidate's own words and delivered in a natural speaking manner, avoiding a written style of language.

It is expected that visual aids used will guide the speaker (and the audience) through the planned ideas/structure.

Talks should not be read or memorised.

Visual Aids

Objects, pictures and charts which aid and enhance the spoken word.

The use of these is encouraged throughout the syllabus.

Electronic aids (provided and arranged by the candidate) may be used.

Vocal Techniques

Understanding of adjustments that can be made to meet the needs of presenting and performing to an audience. Range: articulation, modulation, vocal energy, resonance, breathing and projection . . .

Voice

Where 'voice' and 'speech' are differentiated, the term voice refers to the instinctive use and the sound of the 'voice'.

In general terms this involves the breath, the note and the resonators which form the sound: the quality of tone by which we identify a speaker.

In this syllabus, at Grade 6 where candidates are asked to reflect on 'the work prepared, including the use of voice', there will be at least one reflection within the examination based on the use of voice. Candidates will be expected to show a general understanding of the role that relaxation, breath and projection play in a presentation or performance.

General Information

Assessments

Speech New Zealand grade examinations are assessments of candidates' progress and not an end in themselves.

Marks are not awarded, but successful candidates will be assessed as follows:

- PASS:** Most learning criteria are met at a basic level, but some require further development
- CREDIT:** Most learning criteria met adequately
- MERIT:** Most learning criteria are met competently
- HONOURS:** Most learning criteria are mastered

Where some work is particularly commendable in any of these categories examiners may award a 'plus' on the candidate's report.

The 'plus' will also appear on the certificate.

Age of Entry

There is no age restriction for candidates entering grade examinations.

The following list is a guide to teachers in placing candidates in grades:

Initial	7 years and over
Grade 1	8 years and over
Grade 2	9 years and over
Grade 3	10 years and over
Grade 4	12 years and over
Grade 5	13 years and over
Grade 6	15 years and over
Grade 7	16 years and over
Grade 8	17 years and over

Examinations are conducted in English, but brief introductions or phrases in other languages are acceptable.

Certificate of Attainment

Speech New Zealand will award a 'Certificate of Attainment' to candidates with any disability that may affect their performance, if the examiner is satisfied that they are doing the best work they are capable of. Certificates of Attainment will be assessed in the same way as grade examinations. The entry form must have the 'Certificate of Attainment' box checked and be accompanied by the form detailing the specific nature of the candidate's disability. This form is available from the Local Secretary.

Complaints Procedure

Complaints must be received within 14 days of the receipt of results of the examination. All complaints must be in writing and addressed to info@speechnz.co.nz.

English for Speakers of Other Languages

Some speakers for whom English is not the first language, who have reached competency, enter and attain Speech New Zealand grade examinations.

However, the preferred option may be the Speech New Zealand syllabus 'English for Speakers of Other Languages (ESOL)'.

Examination Reports and Certificates

Examination reports will be distributed to teachers by Local Secretaries.

Certificates will be awarded to successful candidates; when certificates are received from National Office the Local Secretary will notify teachers.

Reports and certificates are the property of the candidate.

The examiner's decision is final.

Observers/Audience

Speech New Zealand reserves the right to invite or exclude observers at any examination. From time to time a trainee examiner will be in the examination room and, under the direction of the examiner, may take part in the examination.

Resources

The website www.speechnz.co.nz contains articles relating to specific teaching points, examinations, Speech New Zealand policies and articles of general interest to teachers.

Specific requests for information regarding clarification of the syllabus content or management of the examinations are welcome and should be addressed to info@speechnz.co.nz.

Videoing

Videoing is NOT permitted during examinations unless it is for NCEA purposes and prior arrangements have been made with Speech New Zealand.

National Office must be notified at time of entry.

Examination Procedures

Examinations are conducted in English, but brief introductions or phrases in other languages are acceptable.

Group Work

Learning criteria are best developed and assessed in group situations.

Candidates are encouraged to enter in groups, although individual entries are accepted.

Groups should not exceed four candidates as examiners must be able to assess the work of each individual candidate within the group.

- Each candidate must present all the work prescribed.
- Each candidate must be given equal opportunity.
- Group presentations may be less than, but should not exceed, the total of individual times for that section.

Programmes

In order to assist in the smooth running of the examination, groups **must** provide the examiner with a **combined** copy of the programme for their work, set out in the order in which the candidates wish to present it.

Where applicable, this programme must include the intended audience for the exercise.

Candidates may present their work in any order within an examination.

Programmes are required to reflect this order and assist candidates and the examiner in ensuring all work is covered in a timely manner.

Candidates also feel secure when they know the order of their work.

Readings

Unless specified in the syllabus, books may be fiction or non-fiction.

Sight reading may be selected from any part of the book.

Electronic books are not permitted unless necessary for candidates with specific learning requirements.

The Local Secretary is to be notified of the nature of any such specific learning requirement at least two weeks prior to the examination.

Talks

Talks should be in the candidate's own words and delivered in a natural speaking manner, avoiding a written style of language.

It is expected that visual aids used will guide the speaker (and the audience) through the planned ideas/structure.

Talks should not be read or memorised.

Texts

Candidates must supply examiners with legible copies of poems, prose, dramatic extracts and any devised work. In some circumstances a plan of action or outline of key sections may be supplied.

Time limits

Time limits for each task are approximate; however, the total time of Tahi (prepared) tasks should not exceed the overall limit of the tasks (e.g. – Grade Three up to three Tahi tasks equals nine minutes, maximum).

Candidates may be disadvantaged in discussion or impromptu sections if prepared work exceeds time limits.

Visual Aids

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

These should be the candidate's own work.

Visual Aids – Equipment

It is the responsibility of the candidate to provide any equipment necessary for the presentation of work in the examination.

Candidates who intend to use electronic equipment should advise accordingly at time of entry.

Speech New Zealand offers the following syllabi *ngā maruatanga*

**Oral Communication and Language Literacy Syllabus |
Aromatawai-ā-waha me te Maruatanga Reo
Communicating in Leadership
English Language Learners
Flexi Speaking and Performing
Professional Speaking
Public Speaking and Communication
Speech and Drama
Theatre in Action**

Aromatawai-ā-waha are carried out in schools *kura*, homeschools, recreation and community groups *roopu*.

There are seven learning progressions which support the **oral communication** curriculum in Aotearoa New Zealand schools *kura*.

Communicating in Leadership is designed for young leaders *rangitahi*, or can be readily adapted to suit adult situations.

English Language Learners syllabus *maruatanga* allows for the different needs of students *ngā ākongā* for whom English is not their first language.

Professional Speaking is directed to those in the workplace, in business, a profession, or wanting to develop speaking skills to a professional level.

Theatre in Action supports the drama curriculum in schools *kura*.

The **Public Speaking and Communication, Flexi Speaking and Performing** and **Speech and Drama** syllabi *maruatanga* have eight grades. From there, candidates *ngā kaitono* can complete a Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB) in *Public Speaking and Communication or Speech and Drama*

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