



PUBLIC SPEAKING AND COMMUNICATION SYLLABUS 2020

the 1980s, the 1990s and the 2000s. The 1980s were dominated by the impact of the 1982 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 1990s were dominated by the impact of the 1991 moratorium on whaling, which had a profound effect on the population dynamics of the fishery. The 2000s were dominated by the impact of the 2002 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2010s were dominated by the impact of the 2011 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2020s were dominated by the impact of the 2021 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2030s were dominated by the impact of the 2032 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2040s were dominated by the impact of the 2043 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2050s were dominated by the impact of the 2054 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2060s were dominated by the impact of the 2065 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2070s were dominated by the impact of the 2076 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2080s were dominated by the impact of the 2087 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2090s were dominated by the impact of the 2098 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2100s were dominated by the impact of the 2109 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2110s were dominated by the impact of the 2120 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2120s were dominated by the impact of the 2131 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2130s were dominated by the impact of the 2142 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2140s were dominated by the impact of the 2153 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

The 2150s were dominated by the impact of the 2164 moratorium on whaling, which had a profound effect on the population dynamics of the fishery.

Ma te whanaungatanga, ka whai mātauranga te akonga, ka tu rangatira.
Through developing and maintaining strong relationships, knowledge can be found which
will allow the learner to stand with confidence.

Ko te manu e kai ana i te miro, nōna te ngahere.

Ko te manu e kai ana i te mātauranga, nōna te ao.

The bird that partakes of the miro berry has reign of the forest.

The bird that partakes of education has reign of the world.

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

Public Speaking and Communication Syllabus 2020

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Aims and Objectives

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

Speech New Zealand examinations help students to:

- Express themselves with clarity, confidence and courtesy in personal, social, business and professional situations, speaking in public and (where this is the aim) in the theatre
- Enjoy what they read, develop an appreciation of literature and have the ability not only to read silently with perception, but also to read aloud with a sensitivity for content and style which will hold the attention of listeners
- Develop the ability to listen with discernment and courtesy
- Develop a vocabulary rich enough to express thoughts and ideas with clarity and imagination
- Develop a resonant, flexible and appropriately projected voice
- Develop speech that is readily understandable and free from affectation or habits which may cause ambiguity or embarrassment
- Develop an awareness of the bicultural foundations of Aotearoa New Zealand
- Develop the confidence to pronounce Māori vocabulary correctly.

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Our website provides information including details of our syllabuses.

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Speech New Zealand Examinations in Public Speaking and Communication

Initial and Grades 1 to 8

Diplomas:

- Associate of Speech New Zealand in Public Speaking and Communication Performance (ASB Perf)
- Advanced Associate of Speech New Zealand in Public Speaking and Communication Performance (Adv ASB Perf)
- Advanced Associate of Speech New Zealand in Teaching Public Speaking and Communication (Adv ASB Tchg)
- Licentiate of Speech New Zealand in Public Speaking and Communication Performance (LSB Perf)
- Licentiate of Speech New Zealand in Teaching Public Speaking and Communication (LSB Tchg)
- Fellow of Speech New Zealand in Public Speaking and Communication Performance (Fellow NZSB Perf)
- Fellow of Speech New Zealand in Teaching Public Speaking and Communication (Fellow NZSB Tchg)

Leadership Communication Examinations:

- Introduction to Communicating in Leadership
- Communicating in Leadership

Scholarships in Public Speaking and Communication:

- Grade 6 Public Speaking and Communication
- Grade 7 Public Speaking and Communication
- Grade 8 Public Speaking and Communication
- *Founders' Scholarship* ASB Public Speaking and Communication
- Excellence in the use of Language and Expression in Public Speaking and Communication
- Professional Speaking

The Scholarships for Excellence in the use of Language and Expression in Public Speaking, and Professional Speaking are nominated by the examiner. All other scholarships are by application. Full details are available on our website.

Grade Assessment

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 achievement criteria are met at a basic level, but some require further development.
- Credit:** Most achievement criteria are met adequately.
- Merit:** Most achievement criteria are met competently.
- Honours:** Most achievement 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.

Certificates for Modular Examinations will not be issued until all modules are completed.

Diploma Assessment

Candidates will be assessed either as 'Pass', 'Merit' or 'Not Achieved'. Where work is of an exceptionally high standard 'Pass with Distinction' will be awarded.

To achieve a 'Pass' in practical modules:

- **Competence** in all learning criteria is expected at **Associate** level, where some sections are of a higher standard a 'Merit' may be awarded.
- **Mastery** in all learning criteria is expected at **Licentiate** level, where some sections are of a higher standard a 'Merit' may be awarded.
- **Professional excellence** in all learning criteria is required at **Fellowship** level.

Certificates will not be issued until all modules and theory components have been completed.

Leadership Communication Assessment

This will be assessed as for grade examinations.

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 words 'Certificate of Attainment' clearly noted on it and be accompanied by the form detailing the specific nature of the candidate's disability and any special requirements. This form is available on our website.

Special group examinations for certificate of attainment candidates may be arranged if there are sufficient numbers and sufficient lead-in time is available to make arrangements.

Speech New Zealand may also provide special examination prescriptions for individual certificate of attainment students whose needs cannot be adequately met by the standard syllabus.

Please contact the national office directly **well before** the entry due date, for guidance and assistance in this instance.

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).

Syllabus Variations

Under certain circumstances Speech New Zealand may allow a syllabus variation. For further information please contact the National Office well before the examination entry date for guidance and assistance.

A syllabus variation fee may apply.

Age 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

Introduction to Grade Examinations

Notes:

Learning Criteria

The learning objectives for candidates using this syllabus are:

- Learning to communicate through:
 - personal and researched ideas
 - reading
 - formal and informal speaking
- Understanding how voice and speaking are used in various contexts.

As a guide to candidates and teachers, specific learning criteria for each activity are listed after each syllabus prescription. This is to assist in understanding syllabus requirements and to recognise the elements inherent within each section.

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 in number as examiners must be able to assess the work of each individual candidate.

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

It is helpful to the smooth running of the examination if groups provide the examiner with a copy of the programme for their work and the order in which candidates wish to present it. Where applicable, this programme should also include the intended audience for an exercise.

Junior Grade Examinations

Grades Initial to Four are designed to assess basic oral communication and public speaking skills.

Initial introduces candidates to examination procedures and basic skills in a friendly manner.

Grades 1 – 3 develop basic skills.

Grade 4 consolidates these skills ready for senior grades.

Junior Syllabus Overview

	<p>Section 1 Learning to communicate through personal and researched ideas.</p> <p>Bring an object that you have found or made yourself or that is important to you. Tell the examiner about it. (2 mins)</p>	<p>Section 2 Learning to communicate and interpret ideas through formal and informal speaking situations.</p> <p>Tell the examiner about an event you have taken part in recently. (2 mins)</p>	<p>Section 3 Learning to communicate and interpret ideas in a range of contexts.</p> <p>Bring a picture or photo and discuss it with the examiner.</p>	<p>Section 4 Learning to listen, think and use appropriate language in a range of impromptu situations.</p> <p>General conversation, answering questions, listening exercises.</p>
<p>Initial</p>	<p>Speak about a personal experience and why it is important to you <i>or</i> explain a skill or an activity. (3 mins)</p>	<p>Speak about a film or book that you have enjoyed recently. (3 mins)</p>	<p>Bring a picture or an article from a newspaper or magazine and have a conversation about it with the examiner.</p>	<p>Courtesy exercises, explaining and/or demonstrating.</p>
<p>Grade 1</p>	<p>Speak about a topic or an invention that is important to you <i>or</i> explain a skill or activity and persuade your audience to participate <i>or</i> talk about preparing for and taking part in an event. State the audience for whom your talk is prepared. (3 mins)</p>	<p>Bring a simple road map, chart or diagram and discuss it with the examiner.</p>	<p>Make an announcement to a specified group about an event or activity that they may be interested in attending. (2 mins)</p>	<p>Role-play, telephoning, explaining and/or demonstrating aspects related to your presentations.</p>
<p>Grade 2</p>				

Grade 3	<p>Give an informative talk that extends the knowledge of your audience <i>or</i> give a talk that includes a demonstration which relates to the needs of your audience.</p> <p>State the audience for whom your talk is prepared. (3 mins)</p>	<p>Bring three unrelated items of interest to you. The examiner will select one of these items as the basis for either an impromptu talk or an impromptu storytelling. (3 mins)</p>	<p>Bring a book and discuss it with the examiner <i>and</i> give a prepared social speech to introduce your author as a speaker to your class. (1 min 30 secs)</p>	Interview, announcement, role play.
Grade 4	<p>Give a talk to instruct a peer group <i>or</i> give an informative talk to a peer group on some aspect of New Zealand or your country of birth.</p> <p>State the audience for whom your talk is prepared. (4 mins)</p>	<p>Research the background of an article from a newspaper or magazine. Give a prepared talk that expresses your opinion on the topic. (3 mins)</p>	<p>Give a prepared social speech to welcome a visiting group to your school or organisation. (2 mins)</p> <p>Bring a book which you have read. Introduce and read aloud a prepared passage and discuss the importance of the passage to the book as a whole.</p>	Impromptu talk, introduction of a speaker, interview, announcement.

Junior Syllabus and Learning Criteria — Initial

Time: 10 minutes

1. Bring an object that you have found or made yourself or that is important to you.
Tell the examiner about it. *(Time limit: 1 - 2 minutes)*
2. Tell the examiner about an event you have taken part in recently.
(Time limit: 1 - 2 minutes)
3. Bring a picture or photo that the examiner will discuss with you.
4. Take part in general conversation, answering questions about your presentations or explaining a particular aspect, or take part in listening exercises such as giving and receiving a simple message.

Learning Criteria

In order to achieve well at this level . . .

1. Use a simple order for your **talk** which should have an opening and closing statement.
Present ideas in your own words – not read or memorised.
Keep object or personal possession clearly visible to the audience.
2. Use a simple introduction which explains the **event** and when it occurred.
Present information in a logical order.
Include your personal ideas about the event.
Use a simple closing statement to end.
Ensure visual aids used are clearly visible to the audience.
3. Talk to the examiner and any other people present, when discussing the **picture or photo**.
Discuss details in a logical manner.
Use a range of describing words.
4. When **answering questions and explaining**: Listen carefully and give thoughtful answers.
In **giving and receiving a message**: Listen to the instruction and ask for more information if you are not sure what is meant.
Show you can give or receive the message accurately.

Grade 1

Time: 15 minutes

1. Speak about a personal experience and why it is important to you
or
Explain a skill or an activity. *(Time limit: 2 - 3 minutes)*
2. Speak about a film, or book that you have enjoyed recently that you think others of your age would also enjoy. *(Time limit: 2 - 3 minutes)*
3. Bring a picture or an article from a newspaper or magazine and have a conversation about it with the examiner.
4. Take part in an impromptu exercise set by the examiner.
Range: courtesy exercises, explaining and/or demonstrating aspects related to your presentations.

Learning Criteria

In order to achieve well at this level you need to apply all the skills learned for the Initial examination AND ...

1. Plan and use a simple order for your **talk** with an opening and closing statement.
Present ideas in your own words – not read or memorised.
Use visual aids to support the topic and structure.
Share your **personal experience** with enthusiasm.
Explain your **skill or activity** in appropriate terms.
2. Have a simple introduction to **the film or book**.
Present your information in a logical order.
Add your personal ideas about the film, or book, and give reasons why others might enjoy it.
Have a simple closing statement to end.
Ensure visual aids used are clearly visible to the audience.
3. Listen and state your ideas clearly.
Speak in a voice that can be heard by the examiner and any other people present.
Offer and develop your own ideas.
Give clear reasons for choosing this **picture or article**.
4. In **courtesy exercises**: Show awareness of the needs of others.
Use please, thank you, excuse me etc. appropriately.
Range: simple – introductions (e.g. friend to relative); apologies (e.g. lateness to coach or tutor); thanking someone; invitations (e.g. friend to picnic).
In **explaining and/or demonstrating** aspects related to your presentations:
Listen carefully to give more information or show how something is done.

Grade 2

Time: 15 minutes

1. Speak about a topic or an invention that is important to you
or
Explain a skill or activity and persuade your audience to participate
or
Talk about preparing for and taking part in an event. *(Time limit: 2 - 3 minutes)*
In each option **state the audience for whom your talk is prepared.**
2. Bring a simple road map, chart or diagram and discuss it with the examiner.
3. Give a prepared announcement to a specified group about an event or activity that they may be interested in attending. *(Time limit: 1 - 2 minutes)*
4. Take part in an impromptu exercise set by the examiner.
Range: role-play, telephoning, explaining or demonstrating aspects related to your presentations.

Learning Criteria

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

1. Find ways to link your main points in your **talk**.
Share your **topic or invention** with enthusiasm so you connect with your audience.
Explain your **skill or activity** in terms your audience will understand.
Use persuasive language to encourage your audience to participate.
Explain your **preparation for an event** logically, and in terms your audience will understand.
2. Show awareness of the purpose in **discussing a map, chart or diagram**.
Explain details in a logical order.
Use an appropriate vocabulary to convey the information.
3. Gain the attention of your audience in making an **announcement**.
Give information logically and simply and repeat key details.
Speak clearly.
4. In a **role-play**: Show who you are, where you are and what you are doing in a real-life way.
Create a scene that solves a problem or conflict.
In **telephoning**: Give and/or repeat key information, where appropriate.
In **explaining and/or demonstrating** aspects related to your presentations:
Give reasons for things you have talked about and/or show how something is done.

Grade 3

Time: 15 minutes

1. Give an informative talk that extends the knowledge of your audience

or

Give a talk which includes a demonstration which relates to the needs of your audience.

In either option **state the audience for whom your talk is prepared.**

(Time limit: 2 - 3 minutes)

2. Bring three unrelated items of interest to you.

The examiner will select one of these items and ask you to:

- i) give an impromptu talk related to the item

or

- ii) tell an impromptu story related to the item.

One minute preparation.

(Time limit 2 - 3 minutes)

3. Bring a book which you have read and enjoyed. The book may be fiction or non-fiction and the author living or dead.

(Electronic books are not permitted.)

- i) Discuss the book with the examiner.

- ii) Give a prepared social speech to introduce your author as a speaker to your class.

(Limit 1.5 minutes)

4. Take part in an impromptu exercise set by the examiner.

Range: interview, announcement, role-play.

Learning Criteria

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

1. Have an opening and closing statement for your **talk**.
 Ensure main points are logically arranged and clearly linked.
 Present your ideas in your own words – not read or memorised.
 Aim to involve your audience throughout.
 Ensure your **informative talk** is relevant to the stated audience and extends their knowledge on the subject.
 Show objects and hand movements clearly in your **demonstration**.
 Maintain a commentary that is interesting, informative and relevant to the needs of your stated audience.
 Be prepared with back-up strategies to cope with the unexpected.
2. Present your ideas in a simple order with an opening and closing statement in an **impromptu talk**.
 Ensure your content is relevant to the given topic.
 Support your opinions with reasons and/or personal experiences.
 Use a simple shape with a balance between narrative, description and direct speech in an **impromptu story**.
 Ensure your content is relevant to the given subject.
 Be imaginatively involved in telling the story.
3. Ensure you have read the whole book.
 Show an enthusiasm for the book and an understanding of its contents in **discussion**.
 Support your ideas and opinions with reasons and/or examples.
 Ensure your **social speech** 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.
 Invite the author to speak.
4. 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 the questions.
 Extend ideas and offer further information.
 In an **announcement**: Suit your vocabulary to the given circumstances.
 Use all the relevant information.
 In a **role-play**: Show a setting, a situation and characters that are true to life.
 Find appropriate ways to resolve the problem or conflict.
 Show courtesy to others where appropriate.

Grade 4

Time: 20 minutes

1. Give a talk to instruct a peer group on any subject.

Include at least three elements of instruction.

or

Give an informative talk to a peer group on some aspect of New Zealand or your country of birth.

In either option **state the audience for whom your talk is prepared.**

(Time limit: 3 - 4 minutes)

2. Research the background of a newspaper or magazine article on a topic of personal interest.

i) Bring a copy with you to the examination.

ii) Give a prepared talk that expresses your opinions on the topic.

(Time limit: 2 - 3 minutes)

3. Give a prepared social speech to welcome a visitor or visiting group to your school or organisation.

State the group and occasion for which your talk is prepared.

(Time limit: 1 - 2 minutes)

4. Take part in an impromptu exercise set by the examiner.

Range: impromptu talk, introduction of a speaker, interview, announcement.

Learning Criteria

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

1. Integrate your visual aids in your **talk** and ensure they clarify the content for your audience.
 Ensure content is relevant to your stated audience.
 Present your ideas in your own words – not read or memorised.
 In a **talk to instruct**: 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.
 Where appropriate, include safety information.
 In an **informative talk**: Extend your audience's knowledge on the subject and show depth of inquiry into the topic.
2. Introduce the subject of your **news article** giving its source and date of publication.
 Show evidence of research in your content.
 Support your opinions with reasons and/or examples.
3. Ensure your **social speech** has a clear purpose to welcome.
 Refer to the purpose of the visit.
 Outline key events and give any relevant housekeeping information.
4. Give the title and author of your book and a short introduction before the **reading**.
 Look ahead for text clues and phrase for meaning.
 Contrast any direct speech with the narrative.
 Share some words and/or phrases with meaningful eye contact.
 Bring the extract to a clear ending.
 Show, in **discussion**, that you can listen and respond to questions about the importance of the extract.
 Give your own opinions and support these with reasons and/or examples.
5. Use a logical structure for your **impromptu talk**.
 Suit the content to the topic.
 Express ideas fluently, supported with ideas and examples from your own experience and/or knowledge.
 Suit vocabulary, in an **introduction to a speaker**, to the given circumstances.
 Use all the relevant information.
 Adapt your vocabulary and manner, in an **interview**, to suit the given circumstances.
 Suit your vocabulary, in an **announcement**, to the circumstances.
 Use all the relevant information.

Notes:

Senior Grade Examinations

Grade 5 introduces candidates to the senior level and modular examinations.

Grade 6 develops the skills of research and presentation learnt at Grade 5.

Grade 7 extends these skills to a greater depth.

Grade 8 consolidates these skills in preparation for study at Diploma level.

Modules

Modules may be taken individually and in any order.

There is no time limit for the completion of modules.

Grade 5 consists of two modules.

Grades 6 – 8 each consist of three modules.

Learning Criteria for Senior Grades

These learning criteria are developed through all modules:

- Learning to communicate, analyse and synthesise through:
 - Personal and researched ideas
 - Reading
 - Formal and informal situations
- Learning to use voice and speaking in a range of contexts.

As a guide to candidates and teachers, specific learning criteria for each activity are listed after each syllabus prescription.

This is to assist understanding of syllabus prescriptions and recognition of the elements inherent in each section.

Scholarships

There are several scholarships offered for senior grades. (See page 4)

Senior Syllabus Overview

	Module 1	Module 2	Module 3
Grade 5	<p>Give a researched informative talk. (4 mins)</p> <p>Give a speech to thank a speaker who has addressed your class, school, sports club or organisation. (2 mins)</p> <p>Discuss:</p> <ul style="list-style-type: none"> • modulation • aspects of social speeches 	<p>Give a talk to support your point of view on a current issue. (3 mins)</p> <p>Sight read from a prepared fiction or non-fiction book and discuss the purpose or theme of the book and your opinion of it.</p> <p>Running commentary, impromptu talk, interview.</p>	
Grade 6	<p>Give a report: To help a group make a decision <i>Or</i> To report on a research topic. (5 mins)</p> <p>Extend on information in your presentation by answering questions as if from your stated audience.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • the research involved in your report • organisation and delivery of your report • the difference between spoken and written language 	<p>Outline a talk and tell a story to illustrate a point. (Total time 4 mins)</p> <p>Bring a book related to public speaking theory or to a public speaker. Sight read from this and justify your choice of material.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • storytelling in public speaking • techniques of delivery for narrative or informative reading 	<p>Give a talk that pays tribute to a person (3 mins)</p> <p>State the audience and occasion.</p> <p>Give an impromptu talk. (3 mins)</p> <p>Discuss:</p> <ul style="list-style-type: none"> • modulation, relaxation, breathing, voice production • structures for impromptu speaking

	Module 1	Module 2	Module 3
Grade 7	<p>Give an informative talk on an aspect of New Zealand <i>or</i> a public speaker who has influenced the course of history. (6 mins)</p> <p>Discuss your presentation.</p> <p>Give an impromptu talk related to an aspect of your presentation chosen by the examiner. (2 mins)</p> <p>Discuss:</p> <ul style="list-style-type: none"> extempore and impromptu speaking the choice and use of visual aids in public speaking 	<p>Present a plea for a good cause. (3 mins)</p> <p>Make a recommendation for a new or improved course of action. (3 mins)</p> <p>Read aloud and summarise informative prose from a publication provided by the examiner.</p> <p>Discuss:</p> <ul style="list-style-type: none"> audience analysis informative and persuasive speaking 	<p>Give an informative talk about the role of a specific speaker in a debate (4 mins)</p> <p>Give an impromptu talk on a topic of local or national interest. (3 mins)</p> <p>Discuss:</p> <ul style="list-style-type: none"> the importance of articulation in public speaking the roles of each speaker in a debate
Grade 8	<p>Give a persuasive or entertaining talk. (7 mins)</p> <p>Give a statement of opinion on a controversial issue. (3 mins)</p> <p>Discuss:</p> <ul style="list-style-type: none"> public speaking techniques related to your presentations types of talks setting up a speaking space 	<p>Prepare, frame and speak to a motion. (3 mins)</p> <p>Give a speech in support of a senior student, colleague or teammate to a position of leadership. (2 mins)</p> <p>Read aloud and comment on an extract from a current affairs publication that you provide.</p> <p>Discuss:</p> <ul style="list-style-type: none"> chairmanship and meeting procedure techniques of speaking to a written report 	<p>Give a talk on an aspect of debating. (4 mins)</p> <p>Give an impromptu talk on a topic of international interest. (3 mins)</p> <p>Discuss:</p> <ul style="list-style-type: none"> voice and speaking in everyday use and in public speaking the use of non-verbal communication and body-language in public speaking aspects of debating arising from Section 1

Senior Syllabus and Learning Criteria — Grade 5 Module 1

Time: 12 minutes

1. Research a topic relevant to your interests.
Give an informative talk on this topic. *(Time limit: 3 - 4 minutes)*
Be prepared to discuss the selection of your material in relation to its purpose.
State the audience for whom your talk is prepared.

2. Give a social speech to thank a visitor who has spoken to your class, school, sports club or organisation. *(Time limit: 1 - 2 minutes)*
State the occasion and the audience for whom your talk is prepared.

3. Be prepared to discuss
 - i) the way modulation is connected with thoughts and used to make our speaking interesting and effective
 - ii) aspects of social speeches e.g. structure, style of delivery and connecting with the audience.

Learning Criteria

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

1. Choose content for your **informative talk** to extend the knowledge of the audience.
Show evidence of research in your content.
Use an extempore style of speaking.
In **discussion**: Explain a range of sources for research.
Explain and justify the selection of material for this talk and how it relates to your stated audience.
2. Have a clear purpose in your **social speech** to thank on behalf of the audience.
Refer to relevant content in relation to the audience and the occasion and state why it was of particular interest or relevance to you and/or the group.
Speak with sincerity.
3. i) Show understanding of the elements of **modulation** and how it is used to make our speaking interesting and effective.
Range: pitch, pace, pause, inflection, volume.
Recognise these elements and be able to explain their connection with our thoughts.
Give examples to illustrate this from the work presented.
ii) Explain the purpose of social speeches and suggest ways of ensuring connection with your audience.
Give a possible structure for an announcement, a welcome, an introduction of a speaker, thanking a speaker.
Show understanding of the need for a delivery style that matches the formality/informality of the occasion.

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 5 Module 2

Time: 12 minutes

1. Choose a current issue
 - i) Give a prepared talk to support your point of view on this issue.
 - ii) Be prepared to discuss your point of view with the examiner.

(Time limit: 2 - 3 minutes)

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.

2. Bring a fiction or non-fiction book which you have read.

The examiner will select an extract for you to read aloud.
Be prepared to discuss your book, its purpose or theme and at least one other book by the same author or on the same topic.
(Electronic books are not permitted.)
3. Take part in an impromptu exercise set by the examiner.

Range: running commentary, impromptu talk, interview.

Learning Criteria

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

1. Introduce and explain the issue.
Use an extempore style of speaking.
Express your point of view clearly and logically and support this with reasons and/or examples.
Extend or justify your point of view if required.
2. Use a style for your **reading** that is suited to the material.
Read at an appropriate pace and use pausing to allow the audience time to absorb the detail.
Emphasise key words and phrases.
Reinforce the reading with meaningful eye-contact throughout.
In **discussion**: Give your own opinions supported by reasons and examples from your chosen book and at least one other by the same author or on the same topic.
3. In all **impromptu exercises** you should ensure the topic and relevant information are used.
In a **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 commentary to a firm ending.
For the following, you should also refer to the *Learning Criteria* for Grade 4.
Interview: Show awareness of the type of interview and degree of formality required.
Impromptu talk: Gain and maintain the interest of the audience.

Grade 6 Module 1

Time: 12 minutes

1. Give a report

To help a group to make a decision or adopt a course of action

or

To report on a topic you have researched.

(Time limit: 4 - 5 minutes)

State the specific audience for whom your talk is prepared and the purpose of your report.

2. Answer questions that might arise from your presentation as if from your stated audience.

3. Be prepared to discuss:

- i) the research involved in your report, the organisation of your presentation and the delivery to meet the purpose for your specified audience
- ii) the difference between spoken and written language.

Learning Criteria

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

1. **In your report:** Relate the report to the stated audience.
 Structure the report to suit the stated purpose.
 Include your research methods and scope of enquiry.
 Show clear thinking and depth of research.
 Present the material logically with relevant supporting data.
 Prepare visual aids for the audience's benefit and use these as an integral part of the report.
 Use an extempore style of speaking.
 Draw a clearly stated conclusion and/or recommendation from the research.
2. Listen carefully to **questions** and readily give further relevant information or examples drawn from your research.
3. i) Explain the **research** undertaken for your report.
 Explain the structure and **organisation** of your report.
 Explain how the research and structure helped you achieve the **purpose** of the report for your specified audience.
- ii) Show knowledge of **elements of written and spoken language**.
 Explain how these elements affect the speaker and the audience.
 Draw on examples from your own experience of extemporaneous speaking, written and memorised speeches, writing, texting and everyday conversation.
 Range: feedback, vocabulary, grammatical features, modulation, purpose...

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 6 Module 2

Time: 12 minutes

1. Choose a brief story or anecdote to illustrate a point within a talk.
 - i) Give the title and very briefly, outline the key points of the talk. **Do not** give the whole talk.
 - ii) **Tell the anecdote** to illustrate **one** of the key points.

(Time limit: 3 - 4 minutes)

2. Bring a book related to public speaking theory or to a public speaker.

The examiner will give you an extract to read aloud.

Discuss and justify your choice of material.

(Electronic books are not permitted.)

3. Be prepared to discuss:

- i) the use of storytelling in public speaking

- ii) storytelling techniques in relation to the work presented

- iii) the different techniques of delivery required for narrative and informative reading.

Learning Criteria

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

1. Provide a written statement of the title, purpose, topic, intended audience and venue for the talk.
Give a brief **outline** of the key points of the talk and position of the story within the talk.
Ensure the content of the story illustrates the point specified in the outline.
Suit the structure, language and style of the **story** to the purpose.
Be involved as a storyteller in the action of the moment to connect with the audience.
Complement the story telling with effective use of voice and speaking.
2. Engage and hold the attention of the audience in your **reading**.
Point the key words and phrases to convey the information.
Use voice and speaking to support the content and style of the extract.
In **discussion**: Justify your ideas and give clear reasons why your chosen book supports your public speaking studies.
3. i) Show knowledge of a range of uses for **storytelling** within public speaking.
Range: to personalise the message, to entertain, to involve audience's emotions, to provide contrast, to give evidence ...
ii) Discuss **storytelling techniques** in relation to the work presented.
Range: structure, language, voice, tension, gesture.
iii) Show understanding of the differing techniques used for **narrative and informative reading**.
Show understanding of aspects of modulation in delivery style for each.

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 6 Module 3

Time: 12 minutes

1. Give a talk that pays tribute to a person. (Refer to glossary for definition of 'tribute').
State the occasion and the audience for whom it is prepared.
(Time limit: 2 - 3 minutes)
2. Give an impromptu talk on some aspect of your interests or experience.
The examiner will select the topic after discussion with you.
Two minutes' preparation time.
(Time limit: 2 - 3 minutes)
3. Be prepared to discuss:
 - i) the connection between relaxation, breathing, voice production and modulation
 - ii) possible structures for impromptu speaking.

Learning Criteria

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

1. **For a tribute:** State the occasion and the audience for whom it is prepared.
Refer to the achievements and/or qualities of the recipient.
Illustrate aspects or points with appropriate anecdote(s).
Meet the needs of the specified occasion.
Use voice and speaking to support the tribute.
2. Structure the content of your **impromptu talk** to suit the topic given.
Ensure your talk is audience centred.
Express ideas fluently and in language appropriate to the topic, audience and occasion.
3. i) Show understanding of the terminology and be able to explain the processes used in each element of **voice and speaking** and the connections between them.
ii) Explain at least three possible structures for **impromptu speaking**.

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Notes:

Grade 7 Module 1

Time: 15 minutes

1. Give an informative talk on any aspect of New Zealand
or
Give an informative talk on a public speaker who has influenced the course of history.
Include specific reference to the speaker's oratory skills.

2. Give an impromptu talk related to your presentation.
The examiner will select the aspect after your discussion.
One minute preparation time. *(Time limit: 1 - 2 minutes)*

3. Be prepared to discuss:
 - i) the difference between extempore and impromptu speaking
 - ii) the choice and use of visual aids in public speaking.

Learning Criteria

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

1. In your **talk**: Include content that shows clear thinking and depth of enquiry or research.
 Use content to extend the knowledge of your audience.
 Support the purpose of the talk with your content and structure.
 Use an extempore style of speaking.
 Your visual aids should support the content.
 In the **talk on a public speaker**: Highlight, clearly and logically, how this speaker has influenced the course of history.
 Refer to the role oratory played in the speaker's influence on the course of history.
 In **discussion of either talk**: Justify aspects of your talk and extend information.
2. Structure the content of your **impromptu talk** to suit the aspect given.
 Ensure your talk is audience centred.
 Express ideas fluently and in language appropriate to the aspect, audience and occasion.
3. i) Explain the different elements involved in **extempore and impromptu speaking** and their practical uses in public speaking.
 Range: preparation, planning, length, language, research, structure, audience acceptance ...
 ii) Show knowledge of different types of **electronic and non-electronic visual aids**.
 Explain the advantages and/or limitations of their use in different circumstances.
 Explain their use as a balanced and integral part of public speaking.
 Range: charts, posters, flip-charts, objects, whiteboard, hand-outs, laser pointer, DVD, audio, power-point ...

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 7 Module 2

Time: 15 minutes

1. Prepare and deliver a plea for a good cause. *(Time limit: 2 - 3 minutes)*

2. Recommend a new or improved course of action to an organisation, society or club. *(Time limit: 2 - 3 minutes)*
State the audiences for whom exercises 1 and 2 are prepared.

3. Read aloud and summarise a passage of informative prose selected from a publication provided by the examiner.
One minute preparation time.

4. Be prepared to discuss:
 - i) audience analysis
 - ii) the difference between informative and persuasive speaking.

Learning Criteria

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

1. Use a structure and language that is clearly and logically persuasive for your **plea for a good cause**.
Plan content for audience acceptance.
Make your audience aware of the circumstances and the requirements.
Use an extempore style of speaking.
2. Ensure your **recommendation for a new or improved course of action** is appropriate to you and your situation.
Plan your recommendation for audience acceptance.
Use a structure that clearly shows the need for change, what change is required and how this might be achieved.
3. Engage and hold the attention of your audience in your **reading**.
Show your intention to inform with clear pointing of key words and the development of ideas.
State the key points logically in your summary without additional explanation or comment.
You may retain the extract during your summary.
4. i) Explain the importance of **audience analysis** in understanding the characteristics of different groups.
Range: gender, ethnicity, age, common interest . . .
ii) Show understanding of the different elements of **informative and persuasive speaking**.
Range: purpose, structure, language, logic, emotional responses, credibility of the speaker, delivery . . .

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 7 Module 3

Time: 15 minutes

1. Give an informative talk about the role of a specific speaker in a debate.
State the topic and occasion for your speech.

or

Give an informative talk on delivering a presentaiton online.

(Time limit: 3 - 4 minutes)

2. Give an impromptu talk. *(Time limit: 2 - 3 minutes)*
Research three topics of current local or national interest.
After discussion, the examiner will select a specific aspect and the audience for your talk.
Two minutes' preparation time.
3. Be prepared to discuss:
 - i) the formation of vowel and consonant sounds and the importance of clear articulation in public speaking
 - ii) the role of each speaker in a debate.

Learning Criteria

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

1. State the topic and occasion for your speech.
Deliver your speech in an extempore manner.
Show knowledge of the elements involved in being a specific speaker for your team.
2. Ensure your chosen topics suit the maturity of the grade.
Structure your **impromptu talk** to suit the aspect given.
Ensure your talk is audience centred.
Express ideas fluently and in language appropriate to the topic.
3. i) Explain the formation of both **vowel and consonant sounds** in general terms and what each contributes to the language.
Explain the importance of these sounds in public speaking and how they influence the speaker's credibility.
ii) Explain the roles of each speaker in a debate.
Range: defining topic, aspects of matter, manner and rebuttal.

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Notes:

Grade 8 Module 1

Time: 15 minutes

1. Give a persuasive talk

or

Give an entertaining talk.

(Time limit: 6 - 7 minutes)

For your option, specify the occasion and give a brief analysis of the audience for whom your talk is prepared.

2. Give a statement of opinion on a controversial issue, without the use of props or visuals.

State the audience and the occasion.

(Time limit: 2 - 3 minutes)

3. Be prepared to discuss:

- i) public speaking techniques in relation to your presentations
- ii) types of talks, possible structures and delivery styles for each
- iii) setting up a speaking space in different venues.

Learning Criteria

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

1. Give a brief analysis of the group as you state your audience.
 Support your content in all talks with voice and speaking to create a delivery that has impact on your stated audience.
 In a **persuasive talk**: Show ethical responsibility to your stated audience.
 Use an extempore style of speaking.
 Use a persuasive structure.
 Ensure emotional appeal is balanced by logical argument.
 Use persuasive language.
 Use a persuasive style of delivery.
 In an **entertaining talk**: Suit your content to the stated occasion and audience.
 Use subtle pointing and timing to develop your content.
 Use stories and language to engage your audience appropriately.

2. Ensure content in your **statement of opinion on a controversial issue** is planned for audience acceptance.
 Use an extempore style, delivered without notes, props or visuals.
 State content factually and objectively.
 Support opinions with reasons and examples.

3. i) Identify and explain **public speaking techniques used in your presentations**.
 Range: the relationship between audience, occasion, content and delivery; research . . .
 ii) Identify different **types of talks** and some specific techniques used in speaking them.
 Range: talks to inform, demonstrate, persuade, entertain; structures and aspects of delivery for each style.
 iii) Identify a range of requirements in **setting up speaking spaces**.
 Apply these to both formal and informal occasions.
 Range: classrooms, conference rooms, halls, theatres . . . ; seating, lighting, sound, equipment . . .

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 8 Module 2

Time: 15 minutes

1. Prepare and frame a motion and speak to it. *(Time limit: 2 - 3 minutes)*
In a brief introduction, outline the circumstances of the meeting.
2. Give a speech in support of a senior student, colleague or teammate to a position of leadership. *(Time limit: 1 - 2 minutes)*
Before you speak, briefly outline the circumstances of their nomination.
3. Provide a publication, no more than two months old. This should contain at least two or three articles of an informative, controversial, debatable or persuasive nature.
The articles should be clearly marked.
Read aloud and comment on an extract from one of these selected by the examiner.

NOTE: Five business days prior to the first day of tour a copy of the exam material must be submitted to National Office. Please refer to our website for details.

4. Be prepared to discuss:
 - i) chairmanship and meeting procedure
 - ii) techniques of speaking to a written report.

Learning Criteria

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

1. 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.
2. 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.
3. Ensure chosen publication is no more than two months old.
Engage and hold the attention of your audience in your **sight reading**.
Support the style of the extract with clear exposition and development of ideas.
Give the key points in your **comment** on the extract.
Offer personal opinions on the content and support these with reason and examples.
4. i) Explain the tasks of office bearers in a meeting in discussion on **chairmanship and meeting procedure**.
Show understanding of preparation of agendas for meetings.
Show understanding of the chairing of meetings in formal and informal situations.
Show understanding of preparing, seconding and amending motions.
ii) Show understanding of elements of **speaking to a written report**.
Range: needs of the audience and their prior understanding of the topic; selection of key points rephrased into spoken language; structure, choice of references and/or visual aids.

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Grade 8 Module 3

Time: 15 minutes

1. Give a talk on key techniques that can be used in developing an aspect of debating.
Range: defining and analysing a topic; manner versus matter; developing a line of argument; rebuttal; . . .

or

Give an informative talk on the use of body language and non-verbal communication in public speaking

State the audience for whom this talk is prepared.

(Time limit: 3 - 4 minutes)

2. Give an impromptu talk.

Research three topics of current international interest. After discussion, the examiner will select a specific aspect and the audience for your talk.

Two minutes' preparation time.

(Time limit: 2 - 3 minutes)

3. Be prepared to discuss:

- i) voice and speaking in everyday use and in public speaking
- ii) the use of non-verbal communication and body language in public speaking
- iii) aspects of debating arising from Section 1.

Learning Criteria

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

1. Ensure your voice and speaking support the content of your **talk** to create a delivery that has impact.
 - Use an extempore style of speaking.
 - Relate content to the needs of the specified audience.
 - Show understanding of the chosen elements of debating.

2. Ensure chosen topics suit the maturity of the grade.
 - Structure and present your **impromptu talk** to meet the given criteria.
 - Ensure talk is audience centred.
 - Express ideas fluently and in language appropriate to the topic.
 - Use voice, speaking and body language to support the delivery.

3. i) Explain the difference between **everyday speaking and delivery in public speaking**.
 - Use accurate technical terms.
 - Explain how thoughts and feelings are connected to both everyday speaking and the demands of delivery in public speaking.
- ii) Describe aspects of **body language and non-verbal communication**.
 - Explain the impact of their use in public speaking.
 - Range: gestures, facial expressions, physical appearance, vocal use, social awareness . . .
- iii) Justify and/or extend **aspects of Section 1**.

NOTE:

In discussion sections, both knowledge and the ability to discuss that knowledge are of equal value.

Syllabus for Diploma Examinations in Public Speaking and Communication

The examinations offered are:

- Associate of Speech New Zealand in Public Speaking and Communication Performance (ASB Perf)
- **Advanced** Associate Diploma of Speech New Zealand in Public Speaking and Communication Performance (Adv ASB Perf)
- **Advanced** Associate of Speech New Zealand in Teaching Public Speaking and Communication (Adv ASB Tchg)
- Licentiate of Speech New Zealand in Public Speaking and Communication Performance (LSB Perf)
- Licentiate of Speech New Zealand in Teaching Public Speaking and Communication (LSB Tchg)
- Fellow of Speech New Zealand in Public Speaking and Communication Performance (Fellow NZSB Perf)
- Fellow of Speech New Zealand in Teaching Public Speaking and Communication (Fellow NZSB Tchg)

These qualifications require a high standard of study, presentation and communication, ethical responsibility and enthusiasm for the work involved.

Competence is expected at Associate and Advanced Associate level.

Mastery is expected at Licentiate level.

Professional excellence is required at Fellowship level.

All candidates should:

- demonstrate consistent understanding and practice of objectives listed in the Grade syllabus
- demonstrate resonant, flexible and appropriately projected voice
- demonstrate speech that is consistently clear and free of habits which may adversely affect communication
- present work which shows depth of research and knowledge of current theories
- prepare and present work of a professional standard
- demonstrate mature discussion skills
- demonstrate a high standard of presentation and awareness of the needs of the stated audience and occasion
- demonstrate mature and ethical teaching practices
- ensure that written material handed in prior to the examination is of a professional standard.

Advanced Associate and Licentiate Diplomas require candidates to pass both practical and theory examinations.

Fellowship Diploma requires candidates to complete all three modules.

Associate, Advanced Associate and Licentiate candidates working towards these qualifications are advised to work under the guidance of a registered teacher.

Associate of Speech New Zealand in Public Speaking and Communication Performance

This diploma examination consists of three practical modules: Time: 60 minutes.
The candidate may choose to sit this as a one hour examination, or as separate modules.

This examination is available in Performance only.

Successful candidates may later apply to cross credit this Diploma towards the Advanced Associate Diploma in Public Speaking and Communication Performance.

In order to gain the Advanced Diploma candidates must also complete the four Performance Theory Papers.

Associate Diploma – Performance Module 1

Total time: 20 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Give a lecture on a famous speech complete transcript, critically evaluating the speaker's intention, content, arrangement and style. Include the historical significance of the speech and quote brief extracts from the speech to support your opinions.

Specify the audience and give the lecture a title. *(Time limit: 9 - 10 minutes)*

NOTE: Five business days prior to the first day of tour a copy of the exam material must be submitted to National Office. Please refer to our website for details.

2. Be prepared to discuss:
 - i) voice, speaking and oral communication
 - ii) care and maintenance of the voice
 - iii) public speaking techniques and style.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. Select a speech of historical significance.
 Present a competent and confident **critical evaluation** of the speech.
 State the criteria for evaluation.
 Cover a range of elements in speech content, structure and presentation.
 Give opinions supported with reason and example.
 Integrate visual aids into the talk to support key points.
 Suit content to specified audience and to the title.

2. In **discussion** share understanding of:
 - i) The use of correct terminology to describe and explain voice production and speaking.
 Expression of informed opinions on the use of voice and speaking in a range of performance and oral communication situations.
 - ii) Key factors in developing and maintaining a healthy voice in day to day usage and in the public arena.
 Factors that may be potentially damaging to the voice.
 - iii) The connection between elements of audience analysis, occasion, content and purpose in developing speeches.
 The classical principles of content, arrangement and delivery.
 Style in terms of choice of language, structure and degree of formality.
 Style in terms of the speaker's own style.

Performance Module 2

Total time: 20 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Give an informative, instructive or persuasive talk on any topic.

Include a story or anecdote as an element within your talk.

Specify the audience and purpose and give the talk a title. *(Time limit: 9 - 10 minutes)*

2. Provide a publication no older than two months which contains three or four articles, or editorials, of an informative, controversial, debatable or persuasive nature. The articles should be clearly marked, and of a suitable reading level and literary or journalistic merit for the ASB examination. Read aloud an extract selected from these by the examiner and critically comment on the ideas expressed in the extract. *(Total time 5 minutes)*

NOTE: Five business days prior to the first day of tour a copy of the exam material must be submitted to National Office. Please refer to our website for details.

3. Be prepared to discuss:

- i) the techniques and ethics of persuasive speaking
- ii) establishing and maintaining audience rapport
- iii) the value of storytelling in public speaking.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. In **the talk** use voice and speaking to support your content and deliver it with impact.
 - Select a mature subject with opportunity for in-depth research.
 - Show evidence of audience research.
 - Relate content to the occasion, purpose and title.
 - Use an extempore style of speaking.
 - Establish a rapport with the specified audience.
 - Show evidence of well planned, logical structure.
 - Use a well positioned story or anecdote to support a point and to add impact.
 - Use clear transitions between ideas.
 - Use a range of rhetorical elements.
 - Integrate well-planned visual aids.
 - In an **informative talk** include information that extends the knowledge of the audience.
 - In an **instructive talk** use an authoritative manner, use demonstration if required.
 - In a **persuasive talk** use persuasive structure and language.
 - Show understanding of ethics of persuasive speaking.
2. In **sight reading** emphasise key points in content and link these together to shape the extract to a well-defined ending.
 - Use a style of delivery appropriate to the text.
 - Involve the listeners in the reading.
 - In **critically commenting** on the content remain objective and support comments with reasons.
 - Shape your comments to a conclusion.
3. In **discussion** share understanding of
 - i) The principles of structure in persuasive speaking.
 - The elements of persuasive language.
 - The application of ethics in presenting logical argument.
 - ii) The reasons for audience analysis.
 - The use of an extempore style of delivery.
 - A range of strategies that may be used in content, structure and delivery.
 - iii) The connection between audience, content and delivery in effective storytelling within a speech.
 - How well-used story telling techniques can enhance the impact of the speech.
 - Range: structure, language, voice, tension, gesture, mood and metaphor.

Performance Module 3

Total time: 20 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Give a talk to a group of young people on an aspect of speaking with the media.

Range: agreeing to be interviewed; preparation; press interview; radio interview; television interviews, in the studio, on location; . . .

State the purpose of the talk and the specific audience for whom your talk is prepared.

(Time limit: 3 - 4 minutes)

2. Select and study any controversial topic of general interest in New Zealand which could be discussed at a public meeting.

Specify the circumstances of **two** possible public meetings at which you might speak to a motion on this issue.

- The examiner will frame **one** motion suitable for discussion at one of these public meetings and define the occasion.
- You must speak either for or against the motion.

Two minutes' preparation time.

(Time limit: 2 - 3 minutes)

NOTE: Five business days prior to the first day of tour the topic with BRIEF explanatory notes and the circumstances of two possible public meetings must be submitted to National Office. Please refer to our website for details.

3. Be prepared to discuss:

- i) meeting procedure
- ii) aspects related to talking with the media
- iii) aspects of heckling and dealing with a hostile audience.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. Use voice and speaking to support your content and deliver a **talk** with impact.
 Suit the content to your purpose and specified audience.
 Show evidence of in-depth research.
 Use an extempore style of speaking.

2. Provide a controversial issue that is relevant to you.
 Provide **two** relevant public meeting situations in which you might realistically speak to this issue.
 Speak persuasively to **support or negate the motion** to the given audience.
 Share understanding of the issue.
 Ensure content is objective and designed for audience acceptance.
 Structure content and use logical argument.
 Deliver your message in a clear, assured and persuasive manner.
 Maintain an awareness of a potentially hostile audience.

3. In **discussion** share understanding of:
 - i) Chaired and consensus meeting styles including the specific styles of leadership required.
 Constitutions and how they affect meetings of societies.
 The differences between substantive and procedural motions and why they are used.
 Examples of some procedural motions.
 - ii) A range of aspects of speaking with the media.
 Range: agreeing to be interviewed; preparation; press interview; radio interview; television interviews, in the studio, on location; . . .
 - iii) Strategies to handle heckling and/or a hostile audience.

Notes:

Advanced Associate of Speech New Zealand in Public Speaking and Communication Performance

and

Advanced Associate of Speech New Zealand in Teaching Public Speaking and Communication

These examinations consist of three practical modules plus THREE viva voce theory papers.

Total time for practical modules: *60 minutes*

The candidate may choose to sit the practical sections as a one hour examination or as separate modules.

Advanced Performance Diploma

Module 1

Module 2 (Performance)

Module 3

Theory papers 1, 2 & 3

Advanced Teaching Diploma

Module 1

Module 2 (Teaching)

Module 3

Theory papers 1, 2, & 5

(Please note: Paper Four from the 2020 syllabus has been discontinued)

Candidates who have gained Associate Diploma in Public Speaking and Communication Performance may apply to cross credit relevant practical modules towards the Advanced Associate Diploma in either Performance or Teaching.

A fee for cross crediting applies.

Performance and Teaching Module 1

Total time: 20 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Give a lecture on a famous speech complete transcript, critically evaluating the speaker's intention, content, arrangement and style. Include the historical significance of the speech and quote brief extracts from the speech to support your opinions.

Specify the audience and give the lecture a title. *(Time limit: 9 - 10 minutes)*

NOTE: Five business days prior to the first day of tour a copy of the exam material must be submitted to National Office. Please refer to our website for details.

2. Be prepared to discuss:
 - i) voice, speaking and oral communication
 - ii) care and maintenance of the voice
 - iii) public speaking techniques and style.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. Select a speech of historical significance.
 Present a competent and confident **critical evaluation** of the speech.
 State the criteria for evaluation.
 Cover a range of elements in speech content, structure and presentation.
 Give opinions supported with reason and example.
 Integrate visual aids into the talk to support key points.
 Suit content to specified audience and to the title.

2. In **discussion** share understanding of:
 - i) The use of correct terminology to describe and explain voice production and speaking.
 Expression of informed opinions on the use of voice and speaking in a range of performance and oral communication situations.
 - ii) Key factors in developing and maintaining a healthy voice in day to day usage and in the public arena.
 Factors that may be potentially damaging to the voice.
 - iii) The connection between elements of audience analysis, occasion, content and purpose in developing speeches.
 The classical principles of content, arrangement and delivery.
 Style in terms of choice of language, structure and degree of formality.
 Style in terms of the speaker's own style.

Performance Only Module 2

Total time: 20 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Give an informative, instructive or persuasive talk on any topic; include a story or anecdote as an element within your talk.

Specify the audience and purpose and give the talk a title.

(Time limit: 9 - 10 minutes)

2. Provide a publication no older than two months which contains three or four articles, or editorial, of an informative, controversial, debatable or persuasive nature. The articles should be clearly marked, and of a suitable reading level and literary or journalistic merit for the ASB examination. Read aloud an extract selected from these by the examiner and critically comment on the ideas expressed in the extract. *(Total time 5 minutes)*

NOTE: Five business days prior to the first day of tour a copy of the exam material must be submitted to National Office. Please refer to our website for details.

3. Be prepared to discuss:
 - i) the techniques and ethics of persuasive speaking
 - ii) establishing and maintaining audience rapport
 - iii) the value of storytelling in public speaking.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. In **the talk** use voice and speaking to support your content and deliver it with impact.
 - Select a mature subject with opportunity for in-depth research.
 - Show evidence of audience research.
 - Relate content to the occasion, purpose and title.
 - Establish a rapport with the specified audience.
 - Use an extempore style of speaking.
 - Show evidence of well planned, logical structure.
 - Use a well positioned story or anecdote to support a point and to add impact.
 - Use clear transitions between ideas.
 - Use a range of rhetorical elements.
 - Integrate well planned visual aids.
 - In an **informative talk** include information that extends the knowledge of the audience.
 - In an **instructive talk** use an authoritative manner using demonstration as required.
 - In a **persuasive talk** use persuasive structure and language to motivate your specified audience to action.
 - Show understanding of ethics of persuasive speaking.

2. In **sight reading** emphasise key points in content and link these together to shape the extract to a well defined ending.
 - Use a style of delivery appropriate to the text. Involve the listeners in the reading.
 - In **critically commenting** on the content remain objective and support comments with reasons.
 - Shape your comments to a conclusion.

3. In **discussion** share understanding of:
 - i) The principles of structure in persuasive speaking.
 - The elements of persuasive language.
 - The application of ethics in presenting logical argument.
 - ii) The reasons for audience analysis.
 - The use of an extempore style of delivery.
 - A range of strategies that may be used in content, structure and delivery.
 - iii) The connection between audience, content and delivery in effective storytelling within a speech.
 - How well-used story telling techniques can enhance the impact of the speech.
 - Range: structure, language, voice, tension, gesture, mood, metaphor . . .

Teaching Only Module 2

Total time: 20 minutes

1. Take a section of a prepared lesson with a group.

(We recommend at least three students.)

The students must be age appropriate for the planned lesson.

The lesson may be on any aspect of the teaching of public speaking and communication.

(Time limit: 9 - 10 minutes)

NOTE: Five business days prior to the first day of tour a copy of the exam material must be submitted to National Office, which must include:

- i) age, number and experience of students
 - ii) a one-hour lesson plan with the 10-minute lesson section clearly identified
 - iii) a statement of specific objectives
 - iv) the teaching methods to be used
 - v) the methods of evaluating the outcomes
 - vi) an outline of the preceding and following lesson.
2. Be prepared to discuss:
 - i) the lesson given and your lesson plans
 - ii) the principles and practice of teaching techniques
 - iii) resource material for teaching public speaking skills – you may bring a varied selection of no more than six teaching resources.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. Suit lesson plans, methods and material to the students chosen.
Establish rapport with the students.
Use strategies to maintain the flow of the lesson towards the stated objectives or adjust these as necessary.
Ensure your voice and manner provide an appropriate role model for students.
2. In discussion share understanding of:
 - i) Evaluating the lesson given.
Justify, and/or elaborate on, elements within your lesson and lesson plan.
 - ii) Your principles and practice of teaching techniques.
Range: Your use of voice, appearance and manner, lesson structure, evaluation and recap methods, styles of questioning . . .
Reference your ideas to your own teaching practice and experience.
 - iii) A range of resources and materials for teaching.
Explain how these might be used creatively within your own teaching practice.

Performance and Teaching Module 3

Total time: 20 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Give a talk to a group of young people on an aspect of speaking with the media.

Range: agreeing to be interviewed; preparation; press interview; radio interview; television interviews, in the studio, on location; . . .

State the purpose of the talk and the specific audience for whom your talk is prepared.

(Time limit: 3 - 4 minutes)

2. Select and study any controversial topic of general interest in New Zealand which could be discussed at a public meeting.

Specify the circumstances of two possible public meetings at which you might speak to a motion on this issue.

- The examiner will frame **one** motion suitable for discussion at one of these public meetings and define the occasion.
- You must speak either for or against the motion.

Two minutes' preparation time.

(Time limit: 2 - 3 minutes)

NOTE: Five business days prior to the first day of tour the topic with BRIEF explanatory notes and the circumstances of two possible public meetings must be submitted to National Office. Please refer to our website for details.

3. Be prepared to discuss:

- i) meeting procedure
- ii) a range of aspects related to talking with the media
- iii) aspects of heckling and dealing with a hostile audience.

Learning Criteria

In order to achieve at this level you need to apply all the skills developed for grade examinations AND –

1. Use voice and speaking to support your content and deliver a **talk** with impact.
 Suit the content to your purpose and specified audience.
 Use an extempore style of speaking.
 Show evidence of in-depth research.

2. Provide a controversial issue that is relevant to you.
 Provide **two** possible meeting situations at which you might realistically speak to this issue.
 Speak persuasively to **support or negate the motion** to the given audience.
 Share understanding of the issue.
 Ensure content is objective and designed for audience acceptance.
 Structure content and use logical argument.
 Deliver your message in a clear, assured and persuasive manner and maintain an awareness of a potentially hostile audience.

3. In **discussion** share understanding of:
 - i) Both chaired and consensus meeting styles including the specific styles of leadership required.
 Constitutions and how they affect meetings of societies.
 The difference between substantive and procedural motions and why they are used.
 Give examples of some procedural motions.
 - ii) A range of aspects of speaking with the media.
 Range: agreeing to be interviewed; preparation; press interview; radio interview; television interviews, in the studio, on location . . .
 - iii) Strategies to handle heckling and/or a hostile audience.

THEORY PAPERS

Advanced Associate Diploma of Speech New Zealand in Public Speaking and Communication Teaching and Performance (2023)

Candidates are required to complete THREE viva voce theory papers.

Candidates are not required to sit all three papers at one time. Papers may be sat in any order. Entries and closing dates can be found at www.speechnz.co.nz.

The requirements may be met in the following ways:

- viva voce examination
- cross crediting

Viva Voce

All papers are available for viva voce examination (20 minutes) as part of examination tours or via Zoom.

Cross Crediting

Candidates may apply to cross-credit practical modules and theory papers against external qualifications or study (above NZQA level 3) or relevant experience. Please refer to the website for further details. Cross credit application fees may apply.

Paper 1	Voice and Speaking in Public Speaking	(Teaching or Performance)
Paper 2	Preparation and Structure of Speeches	(Teaching or Performance)
Paper 3	Communication Barriers and Non-Verbal Influences	(Performance only)
Paper 5	Teaching Materials and Methods	(Teaching only)

Learning Criteria

All sections build on skills and knowledge developed in Grade examinations.

In *Viva Voce* examinations you should:

- be familiar with general source material
- communicate ideas logically and clearly
- be comfortable in using discussion skills
- make connections between knowledge and teaching/performance, including relevant methods, exercises and materials

Paper One

Voice and Speaking in Public Speaking (Teaching and Performance)

- elements of voice and speech
- correct terminology
- adjusting the voice and speaking for different media and venues
- analysis and identification of vocal requirements.

Paper Two

Preparation and Structure of Speeches (Teaching and Performance)

- researching the audience, occasion, venue and content
- defining the topic and the purpose statement
- a range of structures for speeches to inform, to persuade and to entertain
- developing introductions, transitions and conclusions.

Paper Three:

Communication Barriers and Non Verbal Influences (Performance only)

- a range of aspects of body language
- social awareness and considerations in the use of body language in a range of situations
- a range of aspects of non-verbal communication
- understanding and interpreting the use of non-verbal communication in a range of situations
- understanding and overcoming barriers to communication.

Paper Five:

Teaching Materials and Methods (Teaching only)

- a range of teaching methods
- methods suited to specified student/s and subject/s
- a range of resource material
- resource materials that are appropriate for specified student/s and subject/s.

Licentiate of Speech New Zealand in Public Speaking and Communication Performance — Practical Examination

Three modules: *Total time: 75 minutes*

Module 1

Total time: 25 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. *Either*

Give an academic dissertation on a leader who has had a major impact in his/her time.

Discuss the style of leadership and analyse the effect this has had on his/her community or society.

or

Evaluate a significant speech delivered in the last two decades. Take into account the effect the channels of delivery may have had on its construction and delivery. You may choose to include the playing of brief extracts to support your evaluation. State the purpose of the evaluation and the specific audience for whom it is prepared.

(Time limit: 14 - 15 minutes)

2. Provide the examiner with a text related to your presentation in Section 1. Read aloud an extract selected by the examiner. Summarise and critically comment on the extract (both the style and the content) for an audience specified by the examiner.

(Total time 4 minutes)

NOTE: Five business days prior to the first day of tour a copy of the following must be submitted to National Office:

- i) either, the name of the leader and brief background notes for the dissertation or a copy of the text of the speech to be evaluated
- ii) copy of the text for Section 2.

3. Be prepared to discuss

- i) aspects arising from Sections 1 and 2
- ii) voice and speaking in different media.

Learning Criteria

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

1. In your **talk** display maturity of vocal and delivery skills to make a presentation with impact and power.

In the **academic dissertation**:

- select a leader widely recognised for his/her influence
- identify his/her style of leadership
- analyse the ways in which this leader has affected his/her community or society.

In the **speech evaluation**:

- select a speech recognised for its influence
- cover a range of elements used in speech content, construction and/or presentation
- analyse the opportunities and limitations of the channels through which the speech was broadcast
- justify the choice of the brief extracts included.

2. In **sight reading** demonstrate competence by reading accurately, interpreting the text and engaging and maintaining the interest of your audience.

In your **summary** reflect the major issues of the article.

Comment thoughtfully, analytically and fluently on both the writing style and the content.

3. In **discussion** share understanding of:

- i) Points of view arising from the content of your presentations and/or research for Sections 1 and 2.
- ii) The demands made on voice and speaking when presenting in different media.
Examples of voice and speaking techniques used in different media.

Licentiate Performance — Module 2

Total limit: 25 minutes

An audience is optional for this examination

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. *Either*

Present a proposal or plea to a significant organisation, e.g. a Board of Directors or a national organisation.

or

Present an oral report to a specified audience.

Speak as a representative of a group of people who are jointly responsible for some research project or business operation.

Prepare your proposal, plea or report for a listening group of between 10 and 15 in number. *(Time limit: 9 - 10 minutes)*

2. Select and study a topic of world concern suitable for discussion at a public forum.

The examiner will frame **one** motion and define the occasion. You must speak for or against the motion.

Two minutes' preparation time. *(Time limit: 3 - 4 minutes)*

NOTE: Five business days prior to the first day of tour the topic of world concern together with brief background notes must be submitted to National Office.

3. Be prepared to discuss:

- i) communication skills in the business world
- ii) dealing with controversy and a hostile audience.

Learning Criteria

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

1. Present a **proposal, plea or report** which is appropriate for the specified listening group.
 - Show evidence of in-depth research that is relevant to the specified audience group.
 - Design content for audience acceptance.
 - Structure content to suit the time limit and achieve the purpose.
 - Present material logically, and lead to a clear conclusion and/or recommendation.
 - Ensure clear, assured and persuasive delivery.
 - Use visual aids, where appropriate, to enhance the spoken word.
 - In a proposal or plea** use elements of persuasive speaking in the structure and language.
 - In an oral report** acknowledge the group who have been responsible for work on this report.
 - Define the criteria for the project or operation.

2. Speak persuasively to **support or negate the motion** to the specified audience.
 - Keep knowledge of the issue foremost.
 - Ensure relevance to the audience and situation.
 - Structure your ideas in a convincing and persuasive manner.
 - Conclude within the given time frame.

3. In **discussion** share understanding of:
 - i) A range of communication skills required in the business world and their practical application.
 - Range: speaking to a report or proposals, interviews, questioning skills, listening skills, cross cultural communication, presenting information and ideas in a meeting situation . . .
 - ii) Strategies that may be used in dealing with controversy and a hostile audience.
 - Range: control and management of those presenting opposing ideas, the value of another viewpoint, the rights of audience members, the need for interpersonal skills and dealing with possible problems/reactions that may arise . . .

Licentiate Performance — Module 3

Total time: 25 minutes

This examination **must** be conducted in the presence of an audience who will become your discussion group (Minimum: four people)

You are expected to:

- arrange the seating to suit your requirements
- inform your audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. Introduce a group of four to six people to a work-related topic that requires a decision.
Using discussion techniques assist the group to reach that decision.

(Time limit: 11 - 12 minutes)

2. Give a summary of the discussion to the group.

(Time limit: 1 - 2 minutes)

3. Be prepared to discuss:

- i) group dynamics
- ii) the ethics of leadership.

Learning Criteria

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

1. Demonstrate **leadership skills** in putting a proposition and facilitating a small group discussion to reach a decision.
State the topic clearly and outline the desired approaches.
Use a range of strategies to ensure all group members are involved.
Use a range of strategies to maintain group focus.
Bring the discussion to a conclusion within the time limit.
2. Demonstrate the ability to **summarise the discussion**.
State the major issues of the discussion.
Place key issues in logical order.
State the decision of the group.
3. In **discussion** share understanding of:
 - i) Roles within groups.
Strategies for interaction and consensus within groups.
 - ii) Functions of leadership.
Responsibilities of leadership.
Characteristics of good leadership.
Key ethical considerations.

Licentiate of Speech New Zealand in Public Speaking and Communication Performance — Theory (2023)

Candidates are required to complete FOUR papers:

The requirements may be met in the following ways:

- viva voce examination
- cross crediting

Candidates are not required to sit all three papers at one time. Papers may be sat in any order. Entries, closing dates, and writing guides can be found on our website.

Viva Voce

All papers are available for viva voce examination (25 minutes) and will be conducted via Zoom by a specialist examiner.

Cross Crediting

Candidates may apply to cross-credit practical modules and theory papers against external qualifications or study (above NZQA level 3) or relevant experience. Please refer to the website for further details. Cross credit application fees may apply.

Licentiate Performance

Compulsory core papers

1. Voice and speech
2. History of rhetoric
3. Leadership
4. Ethics in public speaking

Learning Criteria

In *Viva Voce* examinations you should:

- be familiar with general source material
- communicate ideas logically and clearly
- be comfortable in using discussion skills

In all papers you should:

- make connections between knowledge and teaching/performance, including relevant methods, exercises and materials

To achieve in the following papers you should demonstrate competency in knowledge of:

Paper One Voice and Speech

- anatomy and physiology of voice
- correct technical terminology
- analysis and identification of vocal requirements
- methods to develop and maintain vocal fitness and voice management
- current philosophies on the use of good voice and speech in performance.

Paper Two History of Rhetoric

- the development of rhetoric
 - i* in classical Greek and Roman times
 - and*
 - ii* in one other significant period of your choice
- representative speakers and speeches from each period
- social and historical influences on those speakers
- distinctive features of style in each period
- important trends and influences
- elements of rhetorical devices that give rise to effective speeches.

Paper Three Leadership

- characteristics of leaders
- leadership development
- styles of leadership; suitability for different occasions and situations
- leadership in a multi-cultural environment
- ethical responsibilities in leadership.

Paper

Four Ethics in Public Speaking

- responsibilities of speakers to audience, subject and occasion
- a range of persuasive strategies
- the difference between persuasive and manipulative strategies
- examples of these from a range of speeches.

Notes:

Licentiate of Speech New Zealand in Teaching Public Speaking and Communication — Practical Examination

Three modules: *Total time: 75 minutes*

Module 1

Total time: 25 minutes

An audience is optional for this examination.

When an audience is present you are expected to:

- arrange the seating to suit your requirements
- inform the audience of the listening role they are to play.

Throughout the examination you will be expected to discuss relevant matters arising.

1. *Either*

Give an academic dissertation on a leader who has had a major impact in his/her time. Discuss the style of leadership and analyse the effect this has had on his/her community or society.

or

Evaluate a significant speech delivered in the last two decades. Take into account the effect television, video or radio may have had on its construction and delivery. You may choose to include the playing of brief extracts to support your evaluation. State the purpose of the evaluation and the specific audience for whom it is prepared.

(Time limit: 14 - 15 minutes)

2. Provide the examiner with a text related to your presentation in Section 1. Read aloud an extract selected by the examiner. Summarise and critically comment on the extract (both the style and the content) for an audience specified by the examiner.

(Total time 4 minutes)

NOTE: Five business days prior to the first day of tour you must submit the following exam material to National Office:

- i) either, the name of the leader and brief background notes for the dissertation, or, a copy of the text of the speech to be evaluated
- ii) a copy of the text for Section 2.

- ii) the teaching of voice and speaking in different media.

3. Be prepared to discuss:
- i) aspects arising from Sections 1 and 2
 - ii) the teaching of voice and speaking in different media.

Learning Criteria

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

1. In your **talk** display maturity of vocal and delivery skills to make a presentation with impact and power.
 In the **academic dissertation**:
 - select a leader widely recognised for his/her influence
 - identify his/her style of leadership
 - analyse the ways in which this leader has affected his/her community or society.
 In the **speech evaluation**:
 - select a speech recognised for its influence
 - cover a range of elements used in speech content, construction and/or presentation
 - analyse the opportunities and limitations of the channel through which the speech was broadcast
 - justify the choice of the brief extracts included.

2. In **sight reading** demonstrate competence by reading accurately, interpreting the text and engaging and maintaining the interest of your audience.
 In your **summary** reflect the major issues of the article.
Comment thoughtfully, analytically and fluently on both the writing style and the content.

3. In **discussion** share understanding of:
 - i) Points of view arising from the content of your presentations and/or research for Sections 1 and 2.
 - ii) The demands made on voice and speaking when presenting in different media.
 Methods used with students to develop voice and speaking techniques that may be used when working in different media.

Licentiate Teaching — Module 2

Total time: 25 minutes

No audience is required for this module.

1. Plan a series of lessons to meet the needs of a group in an aspect of teaching public speaking and communication.

These plans will form the basis for discussion with the examiner.

NOTE: Five business days prior to the first day of tour you must submit copies of the lesson plans to National Office, which include:

- i) an analysis of student needs
 - ii) the overall aims of the series
 - iii) specific objectives for each lesson
 - iv) learning outcomes
 - v) specific methods of assessment and evaluation for each lesson
 - vi) a range of teaching methods to cater for different learning styles
 - vii) resources and materials to be used.
2. Bring a varied selection of no more than six teaching resources.
Give an impromptu talk on teaching materials and resources.
The examiner will select the topic and audience after discussion with you.
Two minutes' preparation time. *(Time limit: 2 - 3 mins)*
3. Be prepared to discuss:
 - i) the professional responsibilities of the teacher of public speaking and communication
 - ii) your philosophy of teaching voice and speaking.

Learning Criteria

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

1. Demonstrate the ability to **plan a series of lessons** for specified students in an aspect of teaching public speaking and communication.
Ensure your plans are clear, easy to follow and include all the listed requirements.
Use current teaching terminology.
Suit the content to student needs, the time, resources and space available.
In discussion justify and/or extend the theory behind your plans.
2. In your **impromptu talk** use an extempore style and logical organisation.
Ensure content is relevant to the aspect and audience given.
Show an understanding of a wide range of resources and materials and their creative application.
Use the time appropriately.
3. In discussion show understanding of:
 - i) The ethical responsibilities of the teacher of public speaking.
The different responsibilities when working in a solo teaching situation or within an educational or business situation.
The importance and requirements of keeping records of students and finances.
 - ii) Developing your own philosophy of teaching voice and speaking.
Formulating your philosophy in relation to accepted current writings and practices.
Supporting ideas with sound reasoning and/or examples from your own teaching.

Licentiate Teaching — Module 3

Total time: 25 minutes

Bring a group of students to the examination.

Students should be age appropriate for the planned lessons.

(Minimum three students)

1. Conduct a lesson with your students or class.
 - i) Select four subject areas from the list below:
 - voice and/or speech
 - conversation and/or group discussion
 - speech preparation
 - extempore speaking
 - debating
 - meeting procedure
 - use of visual aids
 - working with the media
 - storytelling in public speaking.

(Time limit: 14 - 15 minutes)

- ii) Prepare a lesson for each of the four topics chosen.
 - iii) After discussion, the examiner will select the lesson to be given.
2. Be prepared to discuss:
 - i) the lesson given
 - ii) the work of a teacher of public speaking and communication.

Learning Criteria

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

1. Suit your lesson plan, methods and material to the student/s chosen.
Fit the lesson within the time limit.
Establish rapport with the students.
Use strategies that maintain the flow of the lesson towards the stated objectives and adjust these as necessary.
Ensure your voice and manner provide an appropriate role model for students.
Show evidence of good time management.

2. In discussion show understanding of:
 - i) Evaluating and justifying elements within your lesson and lesson plan.
 - ii) The range of work possible for the teacher of public speaking and communication.
The challenges involved in the various fields of work.
The need to be innovative in developing that work.
Aspects of these based on your own teaching practice and experience.

Licentiate of Speech New Zealand in Teaching Public Speaking and Communication — Theory (2023)

Candidates are required to complete FOUR viva voce papers:

The requirements may be met in the following ways:

- viva voce examination
- cross crediting

Candidates are not required to sit all three papers at one time. Papers may be sat in any order. Entries, closing dates, and writing guides can be found on our website.

Viva Voce

All papers are available for viva voce examination (25 minutes) and will be conducted via Zoom with a specialist examiner.

Cross Crediting

Candidates may apply to cross-credit practical modules and theory papers against external qualifications or study (above NZQA level 3) or relevant experience. Please refer to the website for further details. Cross credit application fees may apply.

Licentiate Teaching

Compulsory core papers

1. Teaching of voice and speech
2. History of rhetoric
3. Leadership
4. Teaching practice and ethical responsibilities of the teacher to students and the profession

Learning Criteria

In *Viva Voce* examinations you should:

- be familiar with general source material
- communicate ideas logically and clearly
- be comfortable in using discussion skills

In all papers you should:

- make connections between knowledge and teaching/performance, including relevant methods, exercises and materials

To achieve in the following papers you should demonstrate competency in knowledge of:

Paper One Teaching of Voice and Speech

- anatomy and physiology of voice
- correct technical terminology
- analysis and identification of vocal requirements
- methods to develop and maintain vocal fitness and voice management for a range of students
- current philosophies on the use of good voice and speech in performance and communication in relation to own teaching practices.

Paper Two History of Rhetoric

- the development of rhetoric
 - i* in classical Greek and Roman times
 - and*
 - ii* in one other significant period of your choice
- representative speakers and speeches from each period
- social and historical influences on those speakers
- distinctive features of style in each period
- important trends and influences
- elements of rhetorical devices that give rise to effective speeches.

Paper Three Leadership

- characteristics of leaders
- leadership development
- styles of leadership; suitability for different occasions and situations
- leadership in a multi-cultural environment

- ethical responsibilities in leadership.

Paper Four Teaching Practice and the Ethical Responsibilities of the Teacher to Students and the Profession

- current learning theories
- principles and practice of teaching
- analysis of student needs
- setting teaching objectives and lesson planning
- assessment and evaluation
- ethical and professional responsibilities of teachers

Fellow of Speech New Zealand in Public Speaking and Communication Performance (2021)

Full guidelines on definitions and preparation for Fellowship examinations are available from Speech New Zealand, or can be found on our website.

Prerequisite: Licentiate of Speech New Zealand or equivalent qualification approved by the Board.

The examination consists of two modules, one practical and one theoretical.

Module 1 Practical

Total time: 1 hour and 10 minutes

1. Facilitate a discussion group to reach a resolution on an issue of regional or national importance.

	<i>Total time: 40 minutes</i>
i Summarise the issue for the discussion	<i>Limit 5-10 minutes</i>
ii Lead a discussion to reach a resolution	<i>Limit 30-35 minutes</i>

2. Give a speech to entertain a national or international audience on an occasion of significance.

Include element(s) of storytelling.
Specify the audience and occasion and give your speech a title.
The discussion group members from Section 1 may represent the audience for this Section.

Limit 10 minutes

3. In discussion with the Examiner, evaluate:
 - the effectiveness of your summary in establishing the issue in Section 1 (i)
 - your management of Section 1 (ii)
 - the resolution achieved by the discussion group in Section 1 (ii)
 - the techniques used to develop and deliver your speech in Section 2.
 - lead a discussion to reach a resolution.

Limit 20 minutes

NOTE:

- i* At the time of entry, the candidate is required to submit a proposal for approval to National Office about the issue to be the subject of discussion.

Continued ...

- ii* Five days prior to the first day of tour, the candidate is required to provide National Office with a single-sided, 12-point, typed A4 sheet for distribution to the discussion group members, as well as any other pre-examination material for the Examiner.
- iii* The members of the discussion group and the audience will be provided by Speech New Zealand, in consultation with the candidate, taking into account the aspect nominated.

Learning Criteria

All learning criteria build on expertise developed through previous examinations AND ...

Your performance should show professional excellence.

1. Discussion Group

- show mastery of leadership skills in managing the group (Range: communication, ability to inspire problem solving...)
- clearly and succinctly summarise the issue for the group
- use refined strategies to facilitate natural discussion between all members of the group
- manage any conflict that arises
- sum up points briefly, accurately and objectively leading to a concluding statement

2. Speech to Entertain

- establish a rapport with the audience
- make the title and address relevant to the specified audience and occasion
- integrate element(s) of storytelling to suit the specified audience and occasion
- achieve the purpose to entertain
- conclude within the given time frame

Fellowship — Performance

Module 2 Theoretical

Either Written (Option 1) or Recorded (Option 2)

Option 1: Written

Either

1A. Extended research assignment

Write an extended research assignment on a theoretical aspect of Public Speaking

Or

1B. Submit a work of research

Submit a researched work that is either:

- i* Published by an academic publisher; or,
- ii* Been passed at postgraduate level.

This may be a section of the work but should not exceed the word limit.

Limit 10,000 words

Option 2: Recorded

Total time: 1 hour and 10 minutes

1. Lecture on a researched topic

Make a recording of a lecture on a theoretical aspect of Public Speaking that you have researched for a specified audience. Provide a full bibliography of sources used along with the recording.

Limit 50 minutes

And

2. Enter a discussion with the Examiner about:

- i* The research undertaken
- ii* The content of the lecture
- iii* The delivery of the lecture for the audience specified.

Limit 20 minutes

NOTE:

- i* At the time of entry, the candidate is required to submit a proposal for approval to National Office about the theoretical aspect to be explored. See guidelines for further information.

Learning Criteria

Professional Excellence is Expected

In both options you should:

- Demonstrate evidence of research.
- Show depth and range of enquiry and content.
- Show maturity of judgement in analysis.
- Draw valid conclusions.
- Show originality of thought.
- Display professional excellence in presentation.

In your lecture you should:

- Ensure your recording is of a professional standard.
- Select a title suited to the content and the audience.
- Establish and maintain rapport with the audience.
- Manage the technology competently.
- Use clear and assured delivery.
- Conclude within the given time frame.

Notes:

Fellow of Speech New Zealand in Teaching Public Speaking and Communication (2021)

Full guidelines on definitions and preparation for Fellowship examinations are available from Speech New Zealand, or can be found on our website.

Prerequisite: Licentiate of Speech New Zealand or equivalent qualification approved by the Board.

The examination consists of two modules, one practical and one theoretical.

Module 1 Practical

Total time: 1 hour and 10 minutes

Masterclass

This examination must be conducted in the presence of an audience of at least four people.

1. Prepare and conduct a Master Class on an aspect of Public

Speaking designed for students of equivalent Grade 8 or above. Minimum of four participants. *Limit 40 minutes*

2. Answer questions from the audience on the programme presented

Minimum of four audience members (who are not the participants in Section 1). *Limit 10 minutes*

3. Discuss with the Examiner:

i your objectives and methods
ii your evaluation of the Master Class. *Limit 20 minutes*

Learning Criteria

All learning criteria build on expertise developed through previous examinations AND ...

Your teaching should show professional excellence.

1. Teaching the Masterclass

Expected Outcomes

- a positive response from candidate towards students and from students towards candidate
- improved or changed performance
- clear indication of learning
- mutual appreciation.

Content

- suit the content to the students
- polish the skills of the students
- show depth of knowledge and experience
- clarify and/or extend the present position of the students
- draw students beyond ordinary competence
- bring a new dimension to aspects of the class
- provide inspiration for greater achievement.

Method

- suit method/s to Grade 8 level or above
- adapt your method/s to best develop each individual student
- communicate clearly and effectively.

Management and Organisation

- show good time management skills
- show that you are well prepared and organised
- manage the space in the most effective way by arranging the room to best suit your requirements
- show the ability to deal with the audience
- use appropriate teaching aids
- show the ability to deal with the unexpected.

Communication with the Students

- establish rapport immediately
- use a manner suited to the individuals

Continued ...

Public Speaking **SNZ**

- develop a manner that is flexible, adaptable and clear
- respect present achievement
- show a sense of appreciation of individual endeavour
- have a positive attitude
- use well-judged interaction
- handle questions concisely with clarity, confidence and consideration
- show tact so as not to damage the student/s relationship with the teacher.

Correction

- be insightful giving clear direction for change
- be affirming and able to extend the student/s.

Candidate's Personal Presentation

- ensure voice and speech are clear, well-modulated and grammatical
- provide an appropriate role model
- display a professional attitude and performance throughout.

2. Answering questions from the audience:

- demonstrate the ability to manage a discussion with the audience
- establish rapport with the audience
- listen to and if necessary clarify the questions
- give informed answers supported by depth of knowledge.

3. In discussion with the examiner:

- demonstrate through critical analysis, professional command of objectives, methods and outcomes
- directly relate discussion to the class taken
- ensure criticism is balanced and well-reasoned.

Notes:

Fellowship — Teaching

Module 2 Theoretical

Either Written (Option 1) or Recorded (Option 2)

Option 1: Written

Either

1A. Extended research assignment

Write an extended research assignment on a theoretical aspect of Public Speaking

Or

1B. Submit a work of research

Submit a researched work that is either:

- i* Published by an academic publisher; or,
- ii* Been passed at postgraduate level.

This may be a section of the work but should not exceed the word limit.

Limit 10,000 words

Option 2: Recorded

Total time: 1 hour and 10 minutes

1. Lecture on a researched topic

Make a recording of a lecture on a theoretical aspect of Public Speaking that you have researched for a specified audience. Provide a full bibliography of sources used along with the recording.

Limit 50 minutes

And

2. Enter a discussion with the Examiner about:

- i* The research undertaken
- ii* The content of the lecture
- iii* The delivery of the lecture for the audience specified.

Limit 20 minutes

NOTE:

- i* At the time of entry, the candidate is required to submit a proposal for approval to National Office about the theoretical aspect to be explored. See guidelines for further information.

Learning Criteria

Professional Excellence is Expected

In both options you should:

- Demonstrate evidence of research.
- Show depth and range of enquiry and content.
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- Establish and maintain rapport with the audience.
- Manage the technology competently.
- Use clear and assured delivery.
- Conclude within the given time frame.

General Information

Entries

Entries are completed online. Please see the website for details. Entry closing dates and fee payment due dates are specified on the Speech NZ website.

Inaccurate Entries

If a replacement certificate is needed due to an inaccurate entry, a replacement certificate fee plus postage will be charged.

Late Entries

Please contact Speech NZ National Office.

Substitutions

In the event of illness of a candidate who is presenting as part of a group, a substitution may be made. The substitute may carry a script to enable the group to perform.

Refunds

A copy of Speech NZ's full policy on refunds is available on our website or contact National Office. Speech NZ 'Guidelines' comply with the legal requirements of the various Consumer Protection Acts.

For further information please refer to www.speechnz.co.nz or contact National Office

Examination Centres

National Office will notify candidates of the place and time of attendance.

Attendance

Candidates must attend the examination centre 15 minutes before the examination time stated on their notification.

Candidates who are unable to attend the examination must notify their teacher as soon as possible. Teachers must contact the Examination Supervisor if it is on examination day, or National Office prior to examination day. If an alternative date/time cannot be accommodated within the tour, the candidate can be transferred to an alternative examination tour. Please see our website for details. Non-attendance without notification to a Speech NZ representative will result in the examination being recorded as *Did Not Sit* and fees are forfeited..

Procedures within examinations

- Examinations are conducted in English, however brief introductions or phrases in other languages are acceptable.
- Name-tags should be worn by all candidates and will be supplied by the Supervisor.
- Time limits must be strictly observed.
Candidates may be disadvantaged in discussion or impromptu sections if prepared work exceeds time limits.

Order of presentation:

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

Visual Aids:

- The use of visual aids, where appropriate, is encouraged.
These should be the candidate's own work.

Equipment:

- It is the responsibility of the candidate to provide any equipment necessary for the presentation of work in the examination.
Senior candidates who intend to use electronic equipment should advise accordingly at time of entry so National Office can schedule the timetable to accommodate them.

Reading:

- 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. National Office is to be notified of the nature of any such specific learning requirement at time of entry. A hard copy of the text is to be provided for the examiner.

Talks:

- Talks that are memorised or read are not acceptable.

Texts:

- Candidates must supply examiners with legible copies of poems, prose, dramatic extracts and any devised work.
- Exam Material - Background material and/or texts specifically requested are to be submitted to National Office 5 business days prior to the first day of tour to allow the examiner time to be fully conversant with the content and, where necessary, to set appropriate work for use during the examination.

Failure to provide time for this background work disadvantages the candidate and increases pressure on examiners.

- **At Grade level:** Where a candidate does not provide required material, or information for the examination, or within the specified time period, this omission will be reflected in the level of achievement awarded.
- **At Diploma level:** Where a candidate does not provide the required material within the specified time the examination may not be able to proceed.

It is expected candidates will bring a hard copy of all submitted examination materials to the examination.

Modular and Diploma Examinations

These can be completed in any order and there is no time limit on the completion of these examinations.

Theory Examinations

Written examinations are no longer offered, please see our website for alternative theory examination details.

Observers

Speech NZ reserves the right to invite or exclude observers at any examination.

Trainee Examiners

From time to time a trainee examiner will be in the examination room and, under the direction of the supervisory examiner, may take part in the examination.

Recording

Recording is NOT permitted during examinations unless it is for NCEA purposes and prior arrangements have been made with Speech NZ. Speech NZ may at times request consent to record examinations for a specific purpose that you will be notified of.

Examination Reports and Certificates

Examination reports and certificates are distributed to teachers by National Office. Reports and certificates are the property of the candidate.

Appeals/Complaints Procedure

Examination results appeals or complaints must be made in writing within 14 days of receiving the examination result. Please see our website for details.

Non-result related complaints may be submitted via the complaints page of our website.

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.

Syllabus specific or exam management related queries are welcome and can be emailed to National Office. Please see website for details.

Academic dress

All holders of LSB and FSB qualifications are eligible to wear a Speech New Zealand stole over a black undergraduate gown.

The stole is deep blue and silver, embroidered with Speech New Zealand insignia. These are available for hire – contact the National Office on 04 498 9660.

Glossary

The following definitions are as used within the context of this syllabus.

Academic dissertation:

A formal discourse suitable for presentation at a university addressing a topic related to the studies of the listeners.

Action of the moment:

In storytelling, the total involvement of the speaker in the story to reach out and draw the audience into that story.

Analyse:

To dissect and critically examine.

Anecdote:

A story that illustrates a point within a speech or talk.

Arrangement:

Organisation of the smaller components **within** the structure of a talk: e.g. the use of visual aids or the placement of anecdotes.

Assessment:

This refers specifically to teaching diplomas. The measurement of achievement against the learning outcomes. It may be self, peer, tutor or external. Assessment is the stage in the evaluation cycle which provides information on what has been learned and suggests adjustments/developments for future work plans.

Ceremonial:

A formal presentation related to an important observance/occasion.

Controversial:

An issue over which opposing views are hotly debated.

Criteria:

Standards of judgement.

Critical evaluation:

Judgement on the value of, e.g. a speech, which sets criteria, analyses and considers the elements within the whole and gives valid reasons for concluding results.

Delivery:

In general this refers to voice and speaking within a presentation, however, it may also be

broadened to cover body language, gesture, manner and style.

Discovery:

Something learnt for the first time on a personal level, or a discovery made by someone else.

Dissertation:

See Academic dissertation.

Elements:

The essential components of the stated section.

Evaluate:

Judge the value of against specific criteria.

Evaluation:

This term refers specifically to teaching diplomas. Evaluation provides the essential link between learning and the planning for further teaching. Evaluation monitors progress and achievement comparing it to the expected standards. It is used to judge the success of a presentation or lesson and the methods used.

Explain:

Clearly state and interpret the relevant details of a subject.

Extempore talks:

All talks are expected to be in this mode: prepared, planned, practised and delivered in the candidate's own words in a conversational manner and with appropriate formality. They are not memorised.

Genre:

Kind or type of speech, e.g. informative, persuasive, entertaining, social etc.

Impromptu:

A presentation given with little or no time for preparation.

Impromptu story:

A story made up around given factors with little or no time for preparation.

Impromptu talk:

A talk developed on a given topic for delivery to a given audience. The topic may be familiar, or researched, and the candidate will have little or no preparation time. The talk should be broadly planned/structured, and delivered in the candidate's own words.

Intention:

The purpose or aim of the speaker.

Invention:

An object which has been designed and created for a specific purpose, this may be a personal invention or one made by someone else.

Justify:

To demonstrate the correctness of an assertion, statement, plan, point of view or action.

Kinesics:

The study of body movements and gestures.

Leader:

A person who leads a group, organisation or country. A person in command or of influence.

Lecture:

An educational address to an interested body of listeners.

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 maintaining the interest of the listener.

Motion:

A formal proposal at a meeting.

Performance:

Performance, in this syllabus, should be interpreted to mean practical presentation for an audience.

Philosophy:

The candidate's attitudes and beliefs in regard to the topic under discussion.

Plea:

A planned, organised appeal using persuasive techniques.

Presentation:

The delivery of talks or factual information.

Principles and practice:

Generally accepted guidelines in accomplishing a task.

Proxemics:

The study of the communicative function of space divided into four units of spatial distances: intimate distance, personal distance, social distance, public distance.

Range:

The various aspects that may be included in performance and/or discussion. Where a range is definitively stated, this confines the aspects for that section. However, where a range is followed by an ellipsis (. . .) the scope may be broader and is open to further interpretation and justification by the candidate.

Research:

The line of investigation followed by the candidate on a specified topic. The scope of any research will be relevant to the age of the candidate and the grade.

Role Model:

A person looked up to by others as an example to be imitated.

Role-play:

The assuming of a role in a 'real life' situation set by the examiner.

Running commentary:

Visualising and describing an event for the benefit of a listener or listening group.

Scope:

The range, breadth or depth of the work presented or studied.

Social speeches:

Brief speeches with particular functions within our community.

- **Announcement:** To give important information for a specified reason.
- **Introduction:** To introduce a speaker to a specific audience on a specific occasion.
- **Thank you:** To thank a speaker on behalf of a specific audience on a specific occasion.
- **Tribute:** To honour a specific person to a specific audience on a specific occasion.
- **Welcome:** To greet a visitor or group on a specific occasion on behalf of a specified group.

Speech:

1. 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 those words and the manner in which those words are modulated.
2. The term 'give a speech' may also be interpreted as 'give a talk'.

Structure:

The organisation of the principal parts of a speech to suit the designated purpose: e.g. a motivated sequence for a persuasive speech.

Style:

1. Style is a matter of linguistic contrast in contexts: one word set against another, one utterance against another, one genre, oeuvre, or period against another.

Style:

2. The speaker's own personal manner of presentation.

Summarise:

To rephrase the main points of an extract without adding any personal comment.

Synthesis:

To combine into a coherent whole.

Techniques:

The specific skills required to achieve an objective.

Text:

Written and published material.

Tribute:

A speech delivered to praise the achievements of an individual.

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 at senior and diploma level.

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 addition Speech New Zealand offers other syllabuses

Speech and Drama
Oral Communication Assessments
Professional Speaking
Theatre in Action
English for Speakers of Other Languages
Leadership Communication
Flexi Speaking and Performance

Please see our website for further details on each syllabus.

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Website: www.spechnz.co.nz

