



Helping our Nation to communicate

Speech New Zealand Teacher Theory Booklet

May 2024

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SPEECH AND DRAMA SYLLABUS FROM 2019

Syllabus for Diploma examinations in Speech and Drama

The examinations offered are:

Associate of Speech New Zealand in Speech and Drama Performance
(ASB)

Advanced Associate of Speech New Zealand in Speech and Drama Performance
(Adv. ASB Perf)

Advanced Associate of Speech New Zealand in Teaching Speech and Drama
(Adv. ASB Tchg)

Licentiate of Speech New Zealand in Speech and Drama Performance
(LSB)

Licentiate of Speech New Zealand in Teaching Speech and Drama
(LSB)

Fellow of Speech New Zealand in Speech and Drama Performance
(Fellow NZSB)

Fellow of Speech New Zealand in Teaching Speech and Drama
(Fellow NZSB)

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

Competence is expected at Associate level

Mastery is expected at Licentiate level

Professional excellence is required at Fellowship level.

Associate, Advanced Associate, Licentiate and Fellowship candidates should:

- demonstrate consistent understanding and practice of objectives listed in the grade syllabus
- demonstrate a resonant, flexible and appropriately projected voice
- demonstrate speech that is consistently clear and free of habits which may adversely affect communication
- present work that 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 performance and sensitivity to the material used and the stated audiences
- demonstrate mature and ethical teaching practices
- demonstrate awareness of the distinctive features of New Zealand literature.

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 registered teachers.

Associate Diploma of Speech New Zealand in Speech and Drama Performance

This diploma examination consists of **three** practical modules. *Time: 60 minutes*

The candidate may choose to sit this diploma as a one hour examination, or as separate modules.

This examination is available in Performance only.

Associate Diploma must be clearly shown on the entry form.

Successful candidates may later apply to cross credit this Diploma towards the Advanced Associate Diploma in Speech and Drama Performance.

In order to gain the Advanced Associate Diploma candidates must also complete the **three Performance Theory Papers**.

A fee for cross crediting may apply.

MODULE 1 Performance

Time: 20 minutes

An audience is optional for this examination.

1. Present a programme of poetry, prose and contemporary drama for an adult audience.

Limit 15 minutes

- At least one work must be by a New Zealand writer.
- The programme must be based on a theme, performed as whole and linked with a commentary.
- No more than one item may be read.
- Give the programme a title.
- State the intended audience and the type of performance venue for which the programme is prepared.

NOTE:

5 business days prior to the first day of tour submit to National Office:

- i* a programme sheet that includes the title, theme, intended audience and the type of performance venue for which you have prepared.
- ii* copies of all performance texts.

2. Be prepared to discuss

- i* your programme
- ii* the works of the writers.

Learning Criteria

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

1. Suit the content to the theme, audience, venue and occasion.

Introduce your theme, link your pieces and build to a clear conclusion.

Display competency in a range of vocal and performance skills and styles. Develop a programme that has impact and power.

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

i Aspects related to elements in your programme.

Range: purpose, audience, time, space, balance of material, links use of props ...

ii The extracts chosen and their relation to the works as a whole.

The writers within their social and historical context.

Expression of original ideas supported by sound reasoning.

In all discussion you should express personal opinion supported by reason and example.

Associate Diploma - Performance

MODULE 2 Performance

Time: 20 minutes

1. Present a characterisation from a play by William Shakespeare. *Limit 5 minutes*
2. Give an impromptu talk on your choice of a published drama theorist. The examiner will select the aspect of your chosen theorist and the audience for your talk after discussion with you.
Two minutes' preparation time. *Limit 4 minutes*
3. Be prepared to discuss
 - i aspects of your characterisation
 - ii use of voice in performance of Shakespeare's plays
 - iii aspects of your impromptu talk.

Learning Criteria

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

1. Display competency and impact in performance.
Use your voice to support the integrity of the piece.
2. In **impromptu speaking**
Ensure voice, speaking and body language support the delivery.
Direct the talk to the specified audience.
Structure the talk to focus on the given topic and support your points with specific examples.
3. In **discussion** share understanding of:
 - i* Your performance of your chosen Shakespearean characterisation.
Shakespeare's use of language (including metre, poetic devices, verse, prose and blank verse).
The social and historical context and features of Elizabethan theatre.
 - ii* Voice in relation to performance of Shakespeare's plays.
Range: speaking of verse and prose; delivery of heightened language; substance of the language; safety of the voice in performance.
 - iii* Extending information given in the impromptu talk.
Structure and delivery of impromptu speaking.

In all discussion you should express personal opinion supported by reason and example.

Associate Diploma – Performance

MODULE 3 Performance

Time: 20 minutes

1. Tell a prepared story using the stimulus of a poem or the stimulus of an historical event.
You must specify the audience, occasion and purpose. *Limit 5 minutes*
2. Bring to the examination either a novel or an anthology of poems you have read by a New Zealand or Pasifika writer.
The examiner will select a passage or poem for you to read aloud.
Before reading, briefly introduce the book and the passage or the poem.
Two minutes' preparation time.
3. Be prepared to discuss
 - i the structure of storytelling, the stimulus chosen and the purpose of the story
 - ii the works of the writer(s) in Section 2
 - iii trends in New Zealand literature during the last 20 years.

Learning Criteria

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

1. Structure the story and show a clear purpose.
 Show imaginative content suited to the purpose, audience, venue and occasion.
 Shape and pace content to maintain audience involvement.
 Display competency and impact throughout performance using vocal and performance skills.
2. Develop and present a succinct introduction to the book and the passage of the poem.
 Use a reading delivery appropriate to the style of the writing.
 Use interpretive skills to make an impact and involve the listener.
3. In **discussion** show understanding of:
 - i* The structure and features of storytelling.
 Offering supported personal opinions as to why the stimulus was chosen and how it relates to the purpose of the story.
 - ii* Placing the writer(s) and their works within their social and historical context.
 Offering personal opinion supported by reasons and/or examples and references to the text.
 - iii* Trends in New Zealand literature over the last 20 years.
 Relating ideas to the social and historical influences on these trends.
 Supporting your opinions with reference to at least two writers from each genre.
 Range: poetry, drama, novels and short stories.

Advanced Associate Diploma of Speech New Zealand in Speech and Drama - Performance

This examination consists of THREE practical modules plus THREE theory papers.

Practical Examination

Three modules: *Time 60 minutes*

The candidate may choose to sit this as a one hour examination, or as separate modules.

For theory paper details see page 72.

Candidates who have gained Associate Diploma in Speech and Drama Performance may apply to cross credit practical modules towards the Advance Associate Diploma in Performance.

A fee for cross crediting may apply.

MODULE 1 Performance

Time: 20 minutes

An audience is optional for this examination.

1. Present a programme of poetry, prose and contemporary drama for an adult audience.

Limit 15 minutes

- At least one work must be by a New Zealand writer.
- The programme must be based on a theme, performed as a whole and linked with a commentary.
- No more than one item may be read.
- Give the programme a title.
- State the intended audience and the type of performance venue for which the programme is prepared.

NOTE:

5 business days prior to the first day of the tour provide the National Office with:

- i* a programme sheet that includes the title, theme, intended audience and the type of performance venue for which you have prepared.
- ii* copies of all performance texts.

2. Be prepared to discuss

- i* your programme
- ii* the works of the writers.

Learning Criteria

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

1. Suit the content to the theme, audience, venue and occasion.
 Introduce your theme, link your pieces and build to a clear conclusion.
 Display competency in a range of vocal and performance skills and styles.
 Develop a programme that has impact and power.
2. In **discussion** share understanding of:
 - i* Aspects related to elements in your programme.
 Range: purpose, audience, time, space, balance of material, links use of props ...
 - ii* The extracts chosen and their relation to the works as a whole.
 The writers within their social and historical context.
 Expression of original ideas supported by sound reasoning.

In all discussion you should express personal opinion supported by reason and example.

Advanced Associate Diploma – Performance

MODULE 2 Performance

Time: 20 minutes

1. Present a characterisation from a play by William Shakespeare. *Limit 5 minutes*
2. Give an impromptu talk on your choice of a published drama theorist. The examiner will select the aspect of your chosen theorist and the audience for your talk after discussion with you.
Two minutes' preparation time. *Limit 4 minutes*
3. Be prepared to discuss
 - i aspects of your characterisation
 - ii use of voice in performance of Shakespeare's plays
 - iii aspects of your impromptu talk.

Learning Criteria

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

1. Display competency and impact in performance.
Use your voice to support the integrity of the piece.
2. In **impromptu speaking**
Ensure voice, speaking and body language support the delivery.
Direct the talk to the specified audience.
Structure the talk to focus on the given topic and support your points with specific examples.
3. In **discussion** share understanding of:
 - i* Your performance of your chosen Shakespearean characterisation.
Shakespeare's use of language (including metre, poetic devices, verse, prose and blank verse).
The social and historical context and features of Elizabethan theatre.
 - ii* Voice in relation to performance of Shakespeare's plays.
Range: speaking of verse and prose; delivery of heightened language; substance of the language; safety of the voice in performance.
 - iii* Extending information given in the impromptu talk.
Structure and delivery of impromptu speaking.

In all discussion you should express personal opinion supported by reason and example.

Advanced Associate Diploma – Performance

MODULE 3 Performance

Time: 20 minutes

1. Tell a prepared story using the stimulus of a poem or the stimulus of an historical event.

You must specify the audience, occasion and purpose.

Limit 5 minutes

2. Bring to the examination either a novel or an anthology of poems you have read by a New Zealand or Pasifika writer.

The examiner will select a passage or poem for you to read aloud.

Before reading, briefly introduce the book and the passage or the poem.

Two minutes' preparation time.

3. Be prepared to discuss

i the structure of storytelling, the stimulus chosen, and the purpose of the story

ii the works of the writer/s in Section 2

iii trends in New Zealand literature during the last 20 years.

Theory papers for Advanced Associate Diploma – Performance follow on page 72.

Learning Criteria

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

1. Structure the story and show a clear purpose.
 Show imaginative content suited to the purpose, audience, venue and occasion.
 Shape and pace content to maintain audience involvement.
 Display competency and impact throughout performance using vocal and performance skills.
2. Develop and present a succinct introduction to the book and the passage of the poem.
 Use a reading delivery appropriate to the style of the writing.
 Use interpretive skills to make an impact and involve the listener.
3. In **discussion** show understanding of:
 - i* The structure and features of storytelling.
 Offering supported personal opinions as to why the stimulus was chosen and how it relates to the purpose of the story.
 - ii* Placing the writer(s) and their works within their social and historical context.
 Offering personal opinion supported by reasons and/or examples and references to the text.
 - iii* Trends in New Zealand literature over the last 20 years.
 Relating ideas to the social and historical influences on these trends.
 Supporting your opinions with reference to at least two writers from each genre.
 Range: poetry, drama, novels and short stories.

Advanced Associate of Speech New Zealand in Speech and Drama - Teaching

This Diploma examination consists of THREE practical modules plus THREE theory papers.

Practical Examination

Three modules: *Time 60 minutes*

The candidate may choose to sit this as a one hour examination, or as separate modules.

For theory paper details see page 72.

Candidates who have gained Associate Diploma in Speech and Drama Performance may apply to cross credit relevant practical modules towards the Advanced Associate Diploma in Teaching.

A fee for cross crediting may apply.

MODULE 1 Teaching

Time: 20 minutes

An audience is optional for this examination.

1. Present a programme of poetry, drama and prose for an adult audience.

Limit 15 minutes

- At least one work must be by a New Zealand writer.
- The programme must be based on a theme, performed as a whole and linked with a commentary.
- No more than one item may be read.
- Give the programme a title.
- State the intended audience and the type of performance venue for which the programme is prepared.

NOTE:

5 business days prior to the first day of the tour provide the National Office with:

- i* a programme sheet that includes the title, theme, intended audience and the type of performance venue for which you have prepared.
- ii* copies of all performance texts.

2. Be prepared to discuss

- i* the works of the writers
- ii* what you consider to be the features of good voice and speaking.

Theory papers for Advanced Associate Diploma – Teaching follow on page 72.

Learning Criteria

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

1. Suit the content to the theme, audience, venue, and occasion.
Introduce your theme, link your pieces and build to a clear conclusion.
Display competency in a range of vocal and performance skills and styles.
Develop a programme that has impact and power.
2. In **discussion** share understanding of:
 - i* Relating extracts chosen to the works as a whole.
Placing the writers within their social and historical context.
Expressing original ideas supported by sound reasoning.
 - ii* Using correct terminology to describe and explain voice production and speaking.
Expressing informed opinions on the use of good voice and speaking in a range of circumstances.

In all discussion you should express personal opinion supported by reason and example.

Advanced Associate Diploma - Teaching

MODULE 2 Teaching Only

Time: 20 minutes

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

Limit 10 minutes

We recommend at least three students.

(The students used must be age appropriate to the planned lesson).

The lesson may be on any aspect of the teaching of speech and drama.

NOTE:

5 business days prior to the first day of the tour submit your lesson plan 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 young people.

You may bring a varied selection of no more than six teaching resources.

Theory papers for Advanced Associate Diploma – Teaching follow on page 72.

Learning Criteria

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

1. Suit lesson plans, methods and materials 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**:
 - i* Evaluate and justify elements within your lesson and lesson plan.
 - ii* Show knowledge of the principles and practice of teaching voice, oral communication and drama.
 Use references based on your own teaching practice and experience.
 - iii* Show knowledge of a range of resources and materials for teaching young people.
 Discuss how these might be used creatively within your own teaching experience.

Advanced Associate Diploma - Teaching

MODULE 3 Teaching

Time: 20 minutes

1. Give a prepared talk on the works of a writer, poet or dramatist

or

give a prepared talk on your concept for a play of your choice in a specific venue.

Limit 4 minutes

You must specify the audience, occasion and purpose.

2. Bring to the examination a novel or an anthology of poems you have read by a New Zealand or Pasifika writer.

The examiner will select a passage or poem for you to read aloud.

Before reading, briefly introduce the book and the page or the poem.

Two minutes' preparation time.

3. Be prepared to discuss

i the works of the writers in Sections 1 and 2

or

aspects of your concept for a play and the works of your novelist or poet in Section 2

ii trends in New Zealand literature during the last 20 years.

Learning Criteria

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

1. Use an extempore style of speaking, organise material logically and meet the time limit.
Use content relevant to the audience, occasion and purpose.
Integrate any visual aids into the talk.

Works of writer, poet or dramatist:

Include personal opinion supported by relevant examples.

Concept for a play:

Show originality of concept.

Suit the concept to the chosen space.

Support your ideas by reference to the text.

Range: theme, staging, design, time, style, costume, lighting, sound ...

2. Develop and present a succinct introduction to the book and the passage or the poem.
Use a reading delivery appropriate to the style of the writing. Use interpretive skills to make an impact and involve the listener.

3. In discussion:

- i* Place the writers and their works within their social and historical context
or
extend aspects of your concept for a play and aspects of the works of your novelist or poet.
Offer personal opinion supported by reasons and/or examples and references to the text.
- ii* Show understanding of recent trends in New Zealand literature.
Relate ideas to the social and historical influences on these trends.
Support your opinions with reference to at least two writers from each genre.
Range: poetry, drama, novels and short stories.

THEORY PAPERS:

Advanced Associate Diploma of Speech New Zealand in Speech and Drama Teaching and Performance (2023)

Candidates are required to complete THREE 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. A fee for cross credit may apply.

Choose ONE of the optional Teaching/Performance Papers (Papers 3 or 4) for a combined total of three.

Paper 1	Voice and Speech	(Compulsory Teaching or Performance)
Paper 2	Teaching Material and Methods	(Compulsory Teaching)
Paper 3	Shakespearean Drama	(Optional Teaching and Performance)
Paper 4	New Zealand and Pasifika Writing	(Optional Teaching and Performance)
Paper 5	The use of conventions, elements, techniques and features in performance	(Compulsory Performance)

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

In all papers you should:

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

To achieve in the required learning criteria you need to demonstrate competence in knowledge of:

Paper One – Voice and Speech (Compulsory Teaching AND Performance)

- elements of voice and speech
- correct terminology
- analysis and identification of vocal requirements

Performance

- methods/exercises used that are appropriate for specified performance(s)

Teaching

- working with a range of school-aged students' needs
- methods/exercises used to teach that are appropriate for these students

Paper Two – Teaching materials and methods (Compulsory Teaching only)

- a range of teaching methods
- methods suited to specified school student(s) and subject(s)
- a range of resource materials
- resource materials that are appropriate for specified school student(s) and subject(s)

Paper Three – Shakespearean drama (Optional Teaching/Performance)

- features of the period in relation to the plays
- features of Elizabethan theatres and performance
- genre, styles and themes of plays to which reference is made
- relevance of Shakespearean plays in performance today

Paper Four – New Zealand and Pasifika writing (Optional Teaching/Performance)

- a range of writing by New Zealand or Pasifika authors: novels, poetry, short stories and plays
- candidates are expected to study at least two writers from each genre (these may be selected from New Zealand or Pasifika writers or those who identify themselves as such)
- social and historical influences on content, style and themes
- your opinions about content, style and themes

Paper Five – The use of conventions, elements, techniques and features on performance (Compulsory Performance only)

- conventions of characterisation that establish meaning or deepen understanding
- elements of characterisation including role, time, space, action, tension, focus
- techniques of characterisation including voice, body, movement and space
- features of the genre as an integral part of characterisation including style, period, costume, movement and manners
- a range of plays from which to draw examples

Candidates must study at least two contrasting plays

Notes:

Licentiate of Speech New Zealand in Speech and Drama - Performance

This examination consists of THREE practical modules plus FOUR theory papers.

Practical Examination

Three modules: *Total time: 75 minutes*

MODULE 1 Performance

Total time: 25 minutes

An audience is optional for this examination.

1. Present a programme of poetry, prose and drama. *Limit 15 minutes*

At least one work must be by William Shakespeare.

The programme must be based on a theme, performed as a whole and linked with a commentary.

Give the programme a title.

All items must be memorised.

State the purpose, intended audience and the type of performance venue for which the programme is prepared.

NOTE:

5 business days prior to the first day of the tour, submit to National Office:

- i* a programme sheet that includes the title and theme, intended audience and the type of performance venue for which you have prepared
 - ii* copies of the performance texts and, where possible, the complete original text from which dramatic extracts have been taken.
2. Be prepared to discuss
- i* your programme, the interpretation of text and performance techniques used.
Range: purpose, audience, time, space, balance of material, links, use of props, voice and acting techniques ...
 - ii* programme building for different media.

Learning Criteria

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

1. Suit the content of your programme to the theme, title, purpose, audience, venue and occasion.
 Introduce your theme, link your pieces and build to a clear conclusion.
 Include all the required elements.
 Develop your programme to have impact and power.
 Display mastery in a wide range of vocal and performance skills and styles.
2. *i* Discuss and analyse elements related to your programme.
 Range: purpose, audience, time, space, balance of material, links, use of props, voice and acting techniques.
 Show an understanding of interpretive and performance techniques.
- ii* Discuss your understanding of programme building for different media.
 Explain the different processes of building programmes for video and audio recording.
 Use appropriate technical terminology.
 Express informed ideas supported with reason and/or example.

Licentiate - Performance

MODULE 2 Performance

Total Time: 25 minutes

An audience is optional for this examination.

1. Present an entertainment for young people under 18 years of age, which must contain an original devised element and at least two other genres.

One element must be text based.

Range: storytelling, poetry, drama, dance, music, song, clowning, magic ...

Give your entertainment a title and state the intended audience and the type of performance venue for which the programme is prepared. *Limit 15 minutes*

or

Present a programme on a recognised drama theorist for a specified audience.

Your programme must contain a balance between information and performance excerpts, or devised pieces, based on the chosen drama theorist.

Give the programme a title. *Limit 15 minutes*

NOTE:

5 business days prior to the first day of tour, submit to National Office:

For a programme for a young audience:

i a programme sheet that includes the title, intended audience and the type of performance venue for which you have prepared

ii a copy of any text used.

or

For a drama theorist:

i a programme sheet that includes your title, the drama theorist, the intended audience and a brief statement justifying your choice of this practitioner for this audience

ii a copy of texts and/or devised pieces.

2. Be prepared to discuss

i your entertainment and the processes used in devising material

or

your drama theorist and the processes used in developing your programme

ii your philosophy of developing voice and speaking with particular reference to performance.

Learning Criteria

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

1. Suit the content to the title, audience, venue and occasion.
 Shape and pace the content to maintain audience involvement.
 Include all the required elements.
 Display mastery in a wide range of vocal and performance skills and styles.
or
 Justify your choice of drama theorist for your audience.
 Shape and pace content to engage your audience.
 Display competency and impact in both presentation of information, illustration of ideas and performance of extracts or devised pieces.

2. *i* For either programme:
 Justify your choices of material and elements used.
 Explain the processes used to create your devised element. (This may or may not be used with drama theorist.)
 Discuss the techniques used in performance.
 Use accurate terminology in describing the techniques.
 Discuss and/or justify your interpretation of the material used.
 Express informed opinions supported by reason and example.
- ii* Explain your personal philosophy of developing voice and speaking, supporting your idea with sound reason and/or example.
 Formulate your philosophy in relation to accepted current writings and practices.
 Use accurate terminology to describe and explain voice production and speaking.
 Analyse and evaluate a range of approaches to voice production and speaking, with reference to your own needs in performance.

Licentiate - Performance

MODULE 3 Performance

Total Time: 25 minutes

An audience is optional for this examination.

1. Give a prepared talk on your broad concept for the presentation of a play.
You may use appropriate visuals. *Limit 6 minutes*
2. Present a devised monologue on a well-known historical New Zealand figure.
Provide script of devised text. *Limit 5 minutes*

NOTE:

5 business days prior to the first day of the tour, submit to National Office a copy of the text for the devised monologue.

3. Be prepared to discuss aspects related to Sections 1 and 2.

Learning Criteria

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

1. Give your vision from the aspect of director or designer for the presentation of a play.
Range: interpretation of play, staging, design, lighting, costuming, visual effects, sound effects, movement ...
Show secure knowledge of stage terminology.
Demonstrate mastery of the ability to structure and deliver a talk.
2. Make the intention of your monologue clear.
Develop a sound structure.
Base the monologue on historical research.
3. Display mastery of vocal and performance skills throughout to create impact.
Expand on your vision for the play using analysis and synthesis.
Justify aspects of the monologue presented.
Discuss the process used for devising.
Justify your interpretation of the historical figure.

Licentiate of Speech New Zealand in Speech and Drama Performance (2023)

Theory

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.

Licentiate - Performance

Theory

Compulsory Core Papers

- 1 Voice and speech in performance
- 2 History of theatre
- 3 Techniques of interpretation in drama, poetry and prose
- 4 Acting in different genre

Select four plays from different periods and genres on which to base your study

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 1 Voice and speech in performance

- Anatomy and physiology of voice
- Correct technical terminology
- Analysis and identification of vocal requirements in performance
- Methods to develop and maintain vocal fitness and voice management for performance
- Current philosophies on the use of good voice and speech in performance

Paper 2 History of theatre

- The physical characteristics of theatre from the Greeks to the present day
- Social, religious, political and technological influences on the development of theatre spaces
- The presentation of plays in different theatre spaces

Paper 3 Techniques of interpretation in drama, prose and poetry

- A range of methods of studying texts
- A range of techniques of interpretation
- Presenting material before an audience

Paper 4 Acting in different genres

Based on candidate's study of four plays from different periods and genres

- A range of methods to develop specific acting style for each genre
- The historical and social contexts in which specific genre developed
- Presentation of those plays in their own period and today

Licentiate of Speech New Zealand in Teaching Speech and Drama

This examination consists of THREE practical modules plus FOUR theory papers.

Practical Examination

Three modules: *Total time: 75 minutes*

MODULE 1 Teaching

Total Time: 25 minutes

An audience is optional for this examination.

1. Present a programme of poetry, prose and drama. *Limit 15 minutes*

At least one work must be by William Shakespeare.

The programme must be based on a theme, performed as a whole and linked with a commentary.

Give the programme a title.

All items must be memorised.

State the purpose, intended audience and the type of performance venue for which the programme is prepared.

NOTE:

5 business days prior to the first day of the tour submit to National Office:

- i* a programme sheet that includes the title and theme, intended audience and the type of performance venue for which you have prepared
 - ii* copies of the performance texts and, where possible, the complete original texts from which dramatic extracts have been taken.
2. Be prepared to discuss
 - i* teaching programme building
Range: purpose, audience, time, space, balance of material, links, use of props ...
 - ii* the works of the writers and their literary periods.

Learning Criteria

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

1. Suit the content to the theme, title, audience, venue and occasion.
 Introduce your theme, link your pieces and build to a clear conclusion.
 Include all the required elements.
 Develop your programme to have impact and power.
 Display mastery in a wide range of vocal and performance skills and styles.

2. *i* Discuss the processes of teaching programme building for a variety of purposes.
 Use vocabulary that shows a knowledge of appropriate teaching terminology.
 Demonstrate knowledge and ability to match material with different age groups and for different audiences and purposes.

- ii* Show evidence of research into the writers whose works are used in the performance programme.
 Show understanding of the chosen extracts in relation to the works from which they are taken.
 Place the writers within their historical and social context.
 Make comparisons with other works of the writers and draw conclusions on their influences.
 Express original ideas and support them with sound reasoning.

Licentiate - Teaching

MODULE 2 Teaching

Total Time: 25 minutes

1. Plan a series of lessons to meet the needs of a group in any aspect of teaching speech and drama.

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

NOTE:

5 business days prior to the first day of the tour, submit to National Office copies of the lesson plans, which include:

- i* an analysis of student needs
- ii* the overall aims of the series
- iii* learning criteria
- iv* specific objectives and methods of assessment for each lesson
- v* a range of teaching methods to cater for different learning styles
- vi* 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 after discussion with you.

Two minutes' preparation time.

Limit 3 minutes

3. Be prepared to discuss

- i* the professional responsibilities of the teacher of speech and drama
- 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 speech and drama.
 Ensure your plans are clear and easily followed.
 Use current teaching terminology.
 Show the desired outcomes and methods of evaluation.
 Ensure teaching objectives take into account the different learning styles of students.
 Suit the content to student needs, the time, resources and space available.
 Justify and/or extend the theory behind your plans.
2. Use an extempore style and logical organisation.
 Ensure content is relevant to the aspect given.
 Show an understanding of a wide range of resources and materials and their creative application.
 Use the time appropriately.
3. *i* Show a knowledge of the professional responsibilities of the teacher of speech and drama.
 Show understanding of the ethics of working in a solo teaching situation and within an educational institution.
 Show understanding of the requirements of keeping records of students and finances.
ii Explain your own philosophy of teaching voice and speaking.
 Formulate your philosophy in relation to accepted current writings and practices.
 Give ideas supported by sound reasoning and/or examples from your own teaching.

Licentiate - Teaching

MODULE 3 Teaching

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.

Limit 15 minutes

i Select four subject areas from the list below

- poetry speaking
- voice and/or speech
- conversation and/or group discussion
- reading aloud
- talks
- creative drama
- characterisation
- group speaking
- storytelling

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

ii the range of work of a teacher of speech and drama with particular reference to your own teaching practice and experience.

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 students 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. *i* Discuss, evaluate and justify elements within your lesson and lesson plan.
ii Show a knowledge of the range of work of a teacher of speech and drama.
 Use references based on a range of work from your own teaching practice and experience.
 Show awareness of the range of work possible for a speech and drama teacher and the need to be innovative in developing that work.
 Show awareness of the differences between working in an educational institution and private or freelance practice.

Licentiate of Speech New Zealand in Teaching Speech and Drama

Theory

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.

Licentiate - Teaching

Theory

Compulsory Core Papers

- 1 Teaching voice and speech
- 2 History of theatre
- 3 Techniques of teaching interpretation in drama, poetry and prose
- 4 Teaching practice and the ethical responsibilities of the teacher to pupils 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 1 Teaching 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 performance and in everyday use
- Current philosophies on the use of good voice and speech in performance in relation to own teaching practice

Paper 2 The History of Theatre

- The physical characteristics of theatre from the Greeks to the present day
- Social, religious, political and technological influences on the development of theatre spaces
- The presentation of plays in different theatre spaces

Paper 3 Techniques of teaching interpretation in drama, prose and poetry

- A range of methods of studying texts
- A range of techniques of interpretation
- Presenting material before an audience

Paper 4 Teaching practice and the ethical responsibilities of the teacher to pupils and the profession

- Current learning theories
- Principles and practice of teaching
- Analysis of student needs
- Setting teaching objectives and lesson planning
- Ethical and professional responsibilities of teachers

theatre spaces

- The presentation of plays in different theatre spaces

Paper 3 Techniques of teaching interpretation in drama, prose and poetry

- A range of methods of studying texts
- A range of techniques of interpretation
- Presenting material before an audience

Paper 4 Teaching practice and the ethical responsibilities of the teacher to pupils and the profession

- Current learning theories
- Principles and practice of teaching
- Analysis of student needs
- Setting teaching objectives and lesson planning
- Ethical and professional responsibilities of teachers

Fellow of Speech New Zealand in Speech and Drama 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

Public Performance

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

1. Present a programme on any aspect of Speech and Drama performance for a specified audience, which
 - demonstrates mastery of performance skill(s)
 - is linked, with introduction, commentary, and conclusion
 - uses the physical space of the venue as an integral part of the performance
 - is developed for a specified purpose and audience. *Limit 40 minutes*
2. Answer questions from the audience on the programme presented. *Limit 10 minutes*
3. Critically reflect on your performance with the Examiner. *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 aspect of performance to be explored. (Programmes might cover an aspect of theatre, poetry, literature, comic entertainment, etc.)
- ii 5 business days prior to the first day of tour, the candidate is required to provide National Office with any pre-examination material for the Examiner, including copies of scripted work.
- iii 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 ...

1. In your programme:

- Include all the required elements.
- Suit the content to the specified purpose, audience, and performance space used.
- Display professional excellence in performance.

2. Answering questions from the audience:

- Demonstrate the ability to manage a discussion with the audience within the given time.
- Establish rapport with the audience.
- Listen to and, if necessary, clarify the audience's questions.
- Give informed answers supported by depth of knowledge.

3. In discussion with the examiner:

- Critically analyse both your performance and the processes involved in its preparation.
- Ensure criticism is balanced and well reasoned.
- Evaluate the effectiveness of your objectives and outcomes.

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 Speech and Drama

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 Speech and Drama 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 aspect of performance to be explored. (Programmes might cover an aspect of theatre, poetry, literature, comic entertainment, etc.)

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.

Fellow of Speech New Zealand in Speech and Drama Teaching (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

Master Class

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 speech and drama 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 on 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

NOTE:

- i* At the time of entry, the candidate is required to submit a proposal for approval to National Office about the aspect of performance to be explored. (Programmes might cover an aspect of theatre, poetry, literature, comic entertainment, etc.)
- ii* 5 business days prior to the first day of the tour, the candidate is required to provide National Office with any pre-examination material for the Examiner, including copies of scripted work.
- iii* 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 teaching should show professional excellence.

1. Teaching the Master Class

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.

Continued...

Communication with the Students:

Establish rapport immediately.

Use a manner suited to the individuals.

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.

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 Speech and Drama

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 Speech and Drama 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 aspect of performance to be explored. (Programmes might cover an aspect of theatre, poetry, literature, comic entertainment, etc.)

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.

General Information for all Examinations

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.





PUBLIC SPEAKING AND COMMUNICATION SYLLABUS 2020

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 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.

(Limit 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. *(Limit 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.

(Limit 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.

(Limit 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 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)

For theory paper information see pages 64-66.

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 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.

(Limit 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. *(Limit 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.

(Limit 10 minutes)

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

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.

(Limit 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.

(Limit 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 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.

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

In all papers you should:

- 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.

Continued...

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.

Notes:

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. *(Limit 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. *(Limit 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. *(Limit 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. *(Limit 12 minutes)*
2. Give a summary of the discussion to the group. *(Limit 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.

Continued...

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. *(Limit 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.

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. *(Limit 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. *(Limit 15 minutes)*
 - 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.
 - 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 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.

Continued ...

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

Notes:

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. *Total time: 40 minutes*

i Summarise the issue for the discussion

Limit 5-10 minutes

ii Lead a discussion to reach a resolution

Limit 30-35 minutes

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 performances 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.
- 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.

Syllabus for Public Speaking Examinations in Leadership Communication

The examinations offered are:

- Introduction to Communicating in Leadership
- Communicating in Leadership

These qualifications are designed for school-age students although students of any age may find them a useful part of their training for leadership. The Communicating in Leadership examination may also be readily adapted for use by adults.

The **Introduction to Communicating in Leadership** examination is designed for Intermediate students of Year 7 or 8 who are considering or prepared to accept leadership at Year 8 level. An audience is optional for this examination.

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

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

Talks must be extempore; those which are memorised or read are not acceptable.

For further guidance in working with Leadership syllabi see SNZ website resources. **www.speechnz.co.nz**

Introduction to Communicating in Leadership

Total time: 20 minutes

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

An audience is optional for this examination. The use of visual aids, where appropriate, is encouraged.

1. Research a New Zealand leader of your choice. This person may be local or national.
Give an informative talk on this person.
The talk may include: the leader's attributes, background, influence on others, key events in their life and how they are viewed by others. *(Limit 4 minutes)*

Specify the audience for whom your talk is intended.
Be prepared to discuss your idea of leadership and the reasons for your choice of leader.
The examiner may invite questions from the audience.
2. Give a prepared social speech appropriate to your situation and/or area of leadership.
Specify the occasion. *(Limit 2 minutes)*
3. Introduce yourself to an appropriate audience for a leadership role. The introduction will include relevant information about you and the skills and experience you can offer the role. The introduction may include a pepeha. *(Limit 2-3 minutes)*

Specify the audience and occasion. This may be to an assembly, a leadership / management team, sports / arts team.
Notes and visuals are not required for this exercise.
4. Take part in an impromptu exercise related to leadership and set by the examiner.
Range: announcement, team talk, role-play, interview, explanation. *(Limit 2 minutes)*

Learning Criteria

In order to achieve well at this level you should:

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

1. Select content for your **talk** that is suited to the specified audience.

Present ideas in an extempore style.

Develop ideas logically.

Link the main points.

Include personal opinions, if appropriate, supported by reasons or examples.

Integrate visual aids throughout the talk.

Extend the audience's awareness and knowledge of leadership.

In **discussion**, listen, respond and give reasons and/or supporting examples.

2. In your **social speech** meet the criteria and purpose of the particular occasion.

Select a style appropriate for the audience, speaker and message.

Structure the speech.

Use names correctly and clearly.

Share a sense of occasion with the audience.

Speak sincerely and with courtesy.

Lead the clapping if applause is required.

3. The presentation is relevant and appropriate to the audience and occasion.

Shows an awareness of audience.

Is confident and convincing.

4. In all **impromptu** exercises use content and structure suited to the audience, topic and situation.

Use a logical development of ideas.

Use language appropriate to the audience and occasion.

Observe common courtesies in all options.

Continued ...

Announcement

Gain attention of the given audience.

Give specified information logically and simply and repeat key details.

Give additional information that will encourage your listeners to listen and remember the details.

Recap the main points.

Team talk

Support the team.

Focus on the key points of the talk.

Inspire the team to higher levels of achievement.

Role-play

Create a real life situation, using appropriate setting and characters.

Find appropriate ways to resolve problems and/or conflict.

Use clear positive language in finding a way to resolve the problem or conflict.

Interview

Use a manner appropriate to the given circumstances.

As **interviewer** make appropriate introductions, control the shape of the exercise and bring the interview to a logical conclusion.

Ask open-ended questions, listen to the answers and probe for further information.

As **interviewee** listen and respond to the questions.

Work to extend ideas and offer further information.

Explanation

Clearly state and interpret the relevant details of a subject.

Extend the information already given.

Add further examples of that information.

Communicating in Leadership

Total time: 30 minutes

This examination is targeted to Year 12 students and Year 13 students or those in tertiary study catering specifically for leadership training. This examination can be readily adapted to suit the needs of adults.

It is optional to have an audience present as part of your discussion group.

General communication skills will be assessed throughout the examination. The use of visual aids, where appropriate, is encouraged.

1. **Give a persuasive speech** to establish a point of view on a civic or school community issue and substantiate it with supporting research.

You must specify the audience, purpose and situation for which the talk is intended.

(Limit 6 minutes)

2. **Give a social speech** appropriate to your area of leadership responsibility or intended leadership situation.

Examples are a welcome, vote of thanks, tribute, introduction of a speaker, presentation of a gift or a farewell.

You must specify the audience and situation for which the talk is intended.

(Limit 4 minutes)

3. Prepared Reading and Discussion:

- i) a) Bring to the examination an article about any current New Zealand leader.

Research the leadership qualities of the person selected.

Briefly outline the leadership role of this person to your audience.

or

- b) Bring to the examination an article which discusses any aspect of leadership.

Research the aspect.

Summarise the article for the examiner.

- ii) Have a discussion with the examiner about the article in 3.i)

- iii) Read a prepared section from the article used in 3.b, then give a concluding statement.

(Limit 10 minutes)

The article must be submitted to National Office no later than five business days prior to the first day of tour.

4. Give an impromptu talk on a role model. Candidates will prepare background information on a field of their choice, e.g. sport, academia, arts, community. The candidate should be prepared to speak about several people from this field. After discussion with the candidate the examiner will select one person from this field.

The candidate will give an impromptu talk on why this person could be regarded as

a role model.

Two minutes' preparation time.

(Limit 3 minutes)

Learning Criteria

In order to achieve well at this level you should:

- demonstrate voice and speaking that is clear and appropriate to support the work presented
 - develop command of discussion skills
 - manage time effectively.
1. Select a relevant topic with opportunity for in-depth research.
 Relate content to a specific audience and purpose.
 Develop a logical argument with persuasive elements.
 Draw statements and opinions from the research and state these clearly with credibility and integrity.
 Conclude with a call to action.
 Integrate visual aids throughout the **talk** to support the information given and aid the understanding of the audience.
 Demonstrate an extempore style of delivery.
 2. Meet the purpose of the **social speech**.
 Gain the attention of the audience appropriately.
 Use style appropriate to audience, speaker and message.
 Use a structure suited to the purpose.
 Share sense of occasion with the audience.
 3. i. Justify the selection of the person and the article.
 ii. Show an understanding of leadership skills as covered in the article.
 iii. Read fluently and confidently using eye contact, emphasis and pause.
 Connect with the audience.
 Give a convincing concluding statement.
 4. Demonstrate an understanding of at least three components of leadership, e.g. shares knowledge, is inspiring, is courageous.
 Relate your understanding of leadership to the role model.
 Structure the **talk** logically.
 Connect with the audience present.

Notes:

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.



Cross-credit Applications

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 to submit an application.

Marking Rubric

AASB “Competence”	Pass answer	Merit answer	Distinction answer	DNA	Pass/Fail Criterion*
Understanding of Topic/material	Some understanding of the topic/material	Developing depth of understanding of the topic/material	Detailed understanding of the topic/material	No real understanding of the topic/material	✓
Ability to apply knowledge	Able to make some connections between knowledge and teaching/performance	Makes sound connections between knowledge and teaching/performance	Makes sophisticated connections between knowledge and teaching/performance	Unable to apply knowledge to teaching/performance	✓
Use of technical terms	Some familiarity with technical terms	Demonstrates understanding of technical terms	Is confident correctly using and expanding upon technical terms	Unfamiliar with technical terms/terms used incorrectly	X
Discussion skills	Answers logically	Answers logically and clearly	Answers logically, clearly and expansively	Answer lacks clarity and any development of ideas	X
Familiarity with source material	Shows some awareness of research/resources in area	Answer justifies position, with developing awareness of research/resources in area	Answer justifies position, and provides external source corroboration	Answer lacks awareness of research/resources in area	X
Voice and speaking	Voice is generally well-produced and projected Some imprecise speech sounds Some informal or otherwise inappropriate language	Voice is mostly well-produced, projected and displays some resonance Occasional imprecise speech sounds Occasional use of informal or otherwise inappropriate language	Voice is well-produced, projected and resonant Speech sounds precisely formed Appropriate choice of language	Voice uncertain, imprecise speech sounds, choice of language informal or otherwise inappropriate	X

Note: Candidates are not graded on comportment, nor is this a pass/fail criterion. However, candidates are reminded that they should be:

- appropriately dressed (which may include use of theatre blacks or costuming if this is in use for a module being sat concurrently);
- mindful that these examinations qualify them as members of the profession

* Criteria marked 'X' will influence the grade but do not mean a fail grade **on their own**

LSB "Mastery"	Pass answer	Merit answer	Distinction answer	DNA	Pass/Fail Criterion?
Understanding of Topic/material	Is confident discussing the material	Is confident discussing the material in depth	Is confident discussing material in depth, demonstrating expertise in an area.	Only very basic understanding of the topic/material	✓
Ability to apply knowledge	Makes connections between knowledge and teaching/performance	Makes connections between knowledge and teaching/performance that reference own experience	Makes sophisticated connections between knowledge and teaching/performance that reference own experience	Cannot readily apply knowledge to teaching/performance	✓
Use of technical terms	Demonstrates understanding of technical terms	Is confident correctly using technical terms	Is confident correctly using technical terms and demonstrates insight in relation to these	Unfamiliar with technical terms/terms used incorrectly	X
Discussion skills	Answer is logical and clear	Answer is logical, clear, expansive and maturely presented	Answer is logical, clear, expansive and polished	Answer lacks clarity and development of ideas	X
Familiarity with source material	Answer justifies position, with developing awareness of research/resources in area	Answer justifies position, and provides external source corroboration	Answer demonstrates expertise	Answer lacks awareness of research/resources in area	X
Voice and speaking	Voice is generally well-produced, projected and displays some resonance Occasional imprecise speech sounds Occasional use of informal or otherwise inappropriate language	Voice is well-produced, projected and resonant Speech sounds precisely formed Appropriate choice of language	Voice is well-produced, projected and resonant with precisely formed speech sounds Choice of language is sophisticated	Concerns are identified with the production and/or projection of voice Imprecise speech sounds or informal or otherwise inappropriate language is intrusive	✓

* Criteria marked 'X' will influence the grade but do not mean a fail grade **on their own**

At Fellowship, the candidate must reach at least ‘Pass’ level to be awarded the Diploma.

FSB Mod 2(1) (Written) “Professional Excellence”	Pass answer	Distinction answer	DNA
Demonstrate evidence of research	Evidence of research from reliable sources is demonstrated	Evidence of wide-ranging research from reliable sources is demonstrated	Evidence of research is scant, or from unreliable sources
Show depth and range of enquiry and content	Research conducted supports the stated aims of the assignment.	Research conducted supports the stated aims of the assignment and is well-expressed.	Research conducted does not support the stated aims of the assignment.
Draw valid conclusions	Clear conclusions are reached and justified by the research.	Clear conclusions are reached, justified by the research, and are stated with polish and sophistication.	Clear conclusions are not reached or are not justified.
Show maturity of judgment in analysis	Some insight into teaching/performance evident in comments.	Comments show evidence of insight into teaching/performance.	Comments indicate a lack of insight into teaching/performance.
Show originality of thought	Some original thought is evident and substantiated.	Originality of thought is expressed elegantly and justified in relation to the research.	No original thinking applied in the assignment.
Display professional excellence in presentation	Assignment is largely free of stylistic errors and is formatted to a professional standard.	Assignment is free of stylistic errors, is formatted to a professional standard, and is expressed with polish and sophistication.	Stylistic errors in the material or the formatting used to present it results in the assignment being unclear or unintelligible.

At Fellowship, the candidate must reach at least ‘Pass’ level to be awarded the Diploma.

FSB Mod 2(2) (Lecture) “Professional Excellence”	Pass answer	Distinction answer	DNA
Demonstrate evidence of research	Evidence of research from reliable sources is demonstrated	Evidence of wide-ranging research from reliable sources is demonstrated	Evidence of research is scant, or from unreliable sources
Show depth and range of enquiry and content	Research conducted supports the stated aims of the lecture.	Research conducted supports the stated aims of the lecture and is well-expressed.	Research conducted does not support the stated aims of the lecture.
Draw valid conclusions	Clear conclusions are reached and justified by the research.	Clear conclusions are reached, justified by the research, and are stated with polish and sophistication.	Clear conclusions are not reached or are not justified.
Show maturity of judgment in analysis	Insight into teaching/performance evident in comments.	Insight into teaching/performance evident in comments, and are stated with polish and sophistication.	Comments indicate a lack of insight into teaching/performance.
Show originality of thought	Originality of thought is evident and substantiated.	Originality of thought is expressed elegantly and justified in relation to the research.	Little or no original thinking applied in the assignment.
Display professional excellence in presentation	Recording quality allows audibility and visibility. Candidate demonstrates command of the technology used	Recording quality allows the candidate to be audible and visible. Candidate demonstrates command of and confidence with the technology used.	Quality of recording precludes audibility and/or visibility. Candidate does not demonstrate command of the technology being used.
Voice and Speaking	Voice is well-produced, projected and resonant with precisely formed speech sounds Choice of language is sophisticated	Voice is well-produced, projected and resonant with precisely formed speech sounds Choice of language is sophisticated and smoothly integrated	Concerns are identified with the production and/or projection of voice Imprecise speech sounds are intrusive Informal or otherwise inappropriate language is identified

If you want an AASB in BOTH Teaching and Performance			If you want an AASB in BOTH Speech and Drama and Public Speaking		If you want an AASB in both S&D and PS, majoring in BOTH Teaching and Performance	
	AASB in Teaching AND Performance for Public Speaking	AASB in Teaching AND Performance for Speech and Drama : Drama:	AASB in Speech and Drama AND Public Speaking majoring in Teaching :	AASB in Speech and Drama AND Public Speaking majoring in Performance :	To add a Performance major to an AASB majoring in both Speech and Drama and Public Speaking:	To add a Teaching major to an AASB majoring in Performance in both Speech and Drama and Public Speaking:
Practical Modules	PRACTICAL MODULES (4 required) 1. Module 1 – 'Performance and Teaching' (this Module is the same for both majors) 2. Module 2 – Performance 3. Module 2 – Teaching 4. Module 3 – Performance and Teaching (this Module is the same for both majors)	PRACTICAL MODULES (4 required) 1. PICK from the following: a. Module 1 – Performance b. Module 1 - Teaching 2. Module 2 – Performance 3. Module 2 – Teaching 4. PICK from the following: a. Module 3 – Performance b. Module 3 - Teaching	PRACTICAL MODULES (5 required) 1. Module 1 – 'Teaching and Performance' (Speech and Drama) 2. Module 1 – 'Teaching and Performance' (Public Speaking) 3. Module 3 – (Speech and Drama) 4. Module 3 – (Public Speaking) 5. PICK from the following: a. Module 2 – 'Teaching' (Speech and Drama) b. Module 2 – 'Teaching' (Public Speaking)	PRACTICAL MODULES (5 required) 1. Module 1 – 'Teaching and Performance' (Speech and Drama) 2. Module 1 – 'Teaching and Performance' (Public Speaking) 3. Module 2 - (Speech and Drama) 4. Module 2 - (Public Speaking) 5. PICK from the following: a. Module 3 – (Speech and Drama) b. Module 3 – (Public Speaking)	PRACTICAL MODULE (1 additional Module required) PICK ONE from the following a. Module 2 – 'Teaching' (Speech and Drama) b. Module 2 – 'Teaching' (Public Speaking)	PRACTICAL MODULE (1 additional Module required) PICK ONE from the following a. Module 2 – Performance (Speech and Drama) b. Module 2 – Performance (Public Speaking)
Theory Papers	THEORY PAPERS (4 required) 1. Public Speaking Paper 1 ('Voice and Speech') – Performance and Teaching (cross creditable) 2. Public Speaking Paper 3 – Performance 3. Public Speaking Paper 5 - Teaching 4. PICK ONE from the following: a. Public Speaking Paper 2 - Performance b. Public Speaking Paper 2 - Teaching c. Public Speaking Paper 2 - Teaching	THEORY PAPERS (4 required) 1. Speech and Drama Paper 1 ('Voice and Speech') – Performance and Teaching (cross creditable) 2. Speech and Drama Paper 2 – Teaching 3. Speech and Drama Paper 5 - Performance 4. PICK ONE from the following: a. Speech and Drama Paper 3 – Performance b. Speech and Drama Paper 3 – Teaching c. Speech and Drama Paper 4 – Performance d. Speech and Drama Paper 4 – Teaching	THEORY PAPERS (4 required) 1. 'Voice and Speech' – Paper 1 (cross creditable after fee paid) 2. PICK from the following: a. Speech and Drama Paper 2 b. Public Speaking Paper 5 3. Public Speaking Paper 2 'Preparation & structure of speeches' 4. PICK from the following: a. Speech and Drama Paper 3 b. Speech and Drama Paper 4	THEORY PAPERS (4 required) 1. 'Voice and Speech' – Paper 1 (cross creditable after fee paid) 2. Speech and Drama Paper 5 3. Public Speaking Paper 3 4. PICK ONE from the following: a. Public Speaking Paper 2 b. Speech and Drama Paper 3 c. Speech and Drama Paper 4	THEORY PAPERS (2 additional required) 1. Speech and Drama Paper 2 2. Public Speaking Paper 5	THEORY PAPERS (2 additional required) 1. Speech and Drama Paper 2 2. Public Speaking Paper 5