



Helping our Nation to communicate

TEACHER ALERT

October 2022

Welcome to the Third Teacher Alert for 2022!

As we prepare for the biggest season of examinations over Term 4, we wanted to send you our final Teacher Alert for 2022.

Please continue to ask questions about our syllabi and National Office will direct you to the relevant trustee.

Please double check you are using the latest syllabus and destroy old ones. Updated versions are always on the website and can be posted out to you on request.

Updates from National Office:

Teacher Q&A Session

We have a Q&A zoom session with 4 of our Board of Trustees set up for **Monday 10th October at 6pm**.

Click here to register interest <https://www.facebook.com/events/594893372418549/?ref=newsfeed>

And join us via zoom here: <https://us02web.zoom.us/j/88949971431>

Examination Material Submission

From Term 4, grades that require material submission are required to be submitted **5 business days prior to the exam tour start date**. This is to ensure examiners have all the material needed prior to the start of the tour. Claire will advise you of the specific due date when she emails the tour information and timetables to you.

Submit here - <https://www.speechnz.co.nz/what-we-do/examinations/examination-material-submission/>

Please remember to include your students name in the file name.

Farewell to Catherine, welcome to Amy!

Catherine has now finished with Speech NZ as the Tour Administrator, and we welcome Amy Atkins who will be filling the role until early December.

Find A Teacher

We would love to include you in the list of teachers on our website. Please fill in the survey and include your contact details and photo!

<https://www.surveymonkey.com/r/SNZTeacherDetails>

Closing our Accounts

In 2023 we will be closing all but one of our Speech NZ accounts. Please update all your saved payees and advise your parents of the new account.

Speech New Zealand

02-0500-0580136-00

Please order badges at the time of entry.

Student Success Stories

Telling people's stories shows the positive affect Speech New Zealand and all your work has on individuals. Please continue to let us know of any past students you'd recommend for a success story, and we can interview them to learn more.

KEY REMINDERS

from Karen Austin, Chair of Examinations

Most of the material in Teacher Alert comes from questions asked by teachers. My thanks to the Examinations Committee for the time they spend answering these questions. This year we have been busy with teachers who are new to Speech New Zealand examinations.

Examinations Committee

Sandra Bartlam	Public Speaking and Communication
Lucie Durkin	Speech and Drama Initial – Grade 4
Sarah Entwistle	Speech and Drama Grade 5 - Grade 8
Lynda Scott	Oral Communication
Karen Austin	Flexi Speaking and Performing and Speech and Drama Diplomas
Jessica Rees	Theory
Pam Logan	Advisory Consultant (long-time author of Teacher Alert)

Reports

Examiners are required to finish reports with a **final comment** that reflects the grade. This comment links to the tick boxes and the report comments.

It is important to remember that we were not in the examination room and sometimes candidates are nervous so do not perform to their usual standard.

RECENT QUESTIONS

Public Speaking

At the present time all audiences are optional.

Grade 5, Module 2

Section One - Current Issue

The 3 min time limit is for (i) Give a prepared talk to support your point of view on this issue. The discussion is not part of the 3 min time limit.

Section Three - Interviews

These interviews may be for positions, they may be a TV presenter interviewing people. They may be real life situations or more imaginative e.g., a TV presenter might interview 2 aliens

The interviewer needs to open the interview, ask open questions, and close the interview.

Grade 8, Module 3

The Art of Public Speaking by Stephen Lucas is a very useful resource for Grade 8 and Diploma students. It covers a wide range of technical terms e.g., breath capacity, intercostal diaphragmatic breathing, pace, projection, modulation, articulation, emotive language, and imagery visualisation. Proxemics – covers performance space and dis

Kinesics - hands, gestures, face, eyes, feet are all important to show control and confidence as well as changes in pitch, tone, volume, and pace.

How a speaker dresses for an audience may be important to build rapport, to sell or to show authority.

Personal style is what the students are working to develop.

Speech and Drama

Grade 3

Section Two - Poem

It is recommended that candidates choose a published poem that meets the requirements of the syllabus and is at the expected level for Grade 3. Regarding the time limit of 3 minutes for the poem this is a guide only. It is more important to perform a poem WELL rather than fill in all the time allowed.

Grade 5

Section 3 ii

What type of questions might the examiner ask?

- How did you use voice to bring out the meaning of the words?
- How did you use modulation today ?
- What do you know about modulation?

ASB Performance

Module 2

Examiners give an impromptu talk topic related to the drama theorist. The topic would be related to the theorist's theories. It is helpful to prepare by summarizing the main theories and illustrating them with examples – this would not be brought into the exam. The candidate has 2 mins preparation time.

Flexi Speaking and Performing

Candidates must bring a programme into the exam. They may go into the exams as individuals, in pairs or in groups. Groups are to be no larger than four students – this is so all candidates can do their best and are not disadvantaged.

Although the Grade 6, 7, 8 syllabi do not state that the candidates are to bring a copy of any memorised text we do expect copies.

Candidates may do the characterisations at all levels individually, in pairs or in groups.

Rua Tasks

1. Candidates choose what task/s they are going to do and this needs to be printed on their programme.
2. The examiner then gives them a topic in the exam e.g. The Strange Noise for an impromptu story.

Timing of Impromptu Rua tasks – preparation time will be approximately 2 mins

Grade 4

Prepared Social Speech - Tahi 3

The person can be living or from the past.

Grade 5

Flexi - Tahi 7

The original story needs to be memorised.

Grade 6

Storytelling - Tahi 8

Candidates do not bring in a copy of their story.

Tahi 10

In the syllabus this is presented as an extract of memorised prose. However, in the Learning Criteria it is presented as a prepared prose extract. Apologies for this confusing typo.

Grade 5,6,7

Characterisations need to be from published plays or books (adaptations)

Grade 8

Rua 2 - Improvisation- include the element of status

A person's standing in relation to another at a given moment. In drama it is not necessarily about ranking in a community but about behaviour. Using status becomes a tactic to achieve an objective. There is both high- status and low- status behaviour.

Don Diggles in his book **Improv For Actors** says "High- status isn't bad. High-status isn't good. Low- status isn't good. Low status isn't bad. Status is a tactic you use to achieve an objective. Sometimes high-status behaviour works in each situation, sometimes low- status works. What 's important to realise is that whenever we are face-to-face with anybody, we are continually altering our status from moment to moment to achieve our objective. The more alert an action is to these transactions in real life, the more facile they are at in creating scenes on stage that feel like real life to the audience.

There are loads of status games that can readily be found. Good books on acting or performance give lots of them, as do Theatresports games.

When candidates are working alone, they can still work status. An example is a servant getting the better of their master, or a victim overcoming the bully. However, often status can be quite subtle such as two people discussing what they did during the week- or discussing what friends were wearing at a particular event,

Literary Recommendations

Improvisation for Storytellers by Keith Johnstone. Faber & Faber 1999

Performance: A Practical Approach to Drama by Louise Tourelle and Marygai McNamara. Heinemann 1998

Reflection Questions

We have had several enquiries about how to prepare candidates for reflection questions. The philosophy behind reflection is so the candidates are encouraged to gain the confidence to discuss their preparation and performance. Obviously, examiners ask very simple questions from Initial – Grade 3 and after that candidates are encouraged to give more detailed responses.

Reflection questions are included in the Flexi Speaking and Performing exams to encourage candidates to think and be able to talk about their performance pieces. Obviously, the questions are more searching from Grade 5 onwards.

Reflection in Flexi Speaking and Performing

Check the syllabus reference on pg. 58.

There is one section on report form for assessment of reflection.

Examiners are not given a list of specific questions per grade.

Reflective questions might come up at any time during the examination and there is no set number.

General Guidelines

Junior Level

Initial – Grade 3

Should be a very open question/ comment to provoke ideas or discussion from students – much like conversation starters. We are looking for thoughtful responses in the students' own words.

Intermediate

Grade 4 & 5

Again, open questions but seeking more understanding of themes/ ideas behind the words/ work presented.

Senior Level

Grade 6-8

Open questions, seeking understanding of ideas/ themes and processes behind the work presented. Students' own words / opinions supported by reasons and more perceptive knowledge.

Questions

Why? What? How?

Examples of questions may include:

- Why did you like your poem?
- What is your poem about?
- How did you use your voice to bring the words to life?
- Why did you choose this topic for your talk?
- What do you think the most interesting point is?
- How did you use your voice to bring out the most interesting bits?
- Why did you like your character?
- What is your character doing?
- How did you show your character's mood?
- Why did you choose this book?

- What is it about?
- Who is your favourite character?
- How did you use your voice to bring out the meaning of the passage?

Professional Speaking

At the present time audiences are optional.

Oral Communication Assessment

In the group drama do make sure that the play is within the time limit.

Assessors usually base impromptu tasks on the candidates' prepared tasks/

Advanced Junior

Remember that candidates need to state the audience for whom their talk is prepared.

Social Speech

Do look at the Learning Criteria for social speeches on pages 32 & 32

Intermediate

Talk

Remember that candidates need to state the audience for whom their talk is prepared.

Advanced Intermediate

Talk

Remember that candidates need to state the audience for whom their talk is prepared.

Do keep your queries and questions coming in to info@speechnz.co.nz. This not only helps you, as a teacher, but also others who may have similar concerns. Another bonus is that this assists Speech New Zealand to ensure our syllabi are clear and helpful.

Karen Austin

Examinations Chair