

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

Public Speaking and Communication Syllabus 2014

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Aims and Objectives

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

Speech New Zealand examinations help students to:

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

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**Our website provides information
including details of our syllabuses.**

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Speech New Zealand Examinations in Public Speaking and Communication

Initial and Grades 1 to 8

Diplomas:

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

Leadership Communication Examinations:

- Introduction to Communicating in Leadership
- Communicating in Leadership

Scholarships in Public Speaking and Communication:

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

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

Grade Assessment

Speech New Zealand grade examinations are assessments of candidates' progress and not an end in themselves. Marks are not awarded, but successful candidates will be assessed as follows:

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

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

The 'plus' will also appear on the certificate.

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

Diploma Assessment

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

To achieve a 'Pass' in practical modules:

- **Competence** in all learning criteria is expected at **Associate** level.
- **Mastery** in all learning criteria is expected at **Licentiate** level.
- **Professional excellence** in all learning criteria is required at **Fellowship** level.

In theory examinations:

- The standard required for Associate Diploma is year one university equivalent.
- The standard required for Licentiate Diploma is bachelor degree equivalent.
- The standard required for Fellowship is post graduate diploma equivalent.

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

Leadership Communication Assessment

This will be assessed as for grade examinations.

Certificate of Attainment (Initial to Grade 8)

Special needs students are encouraged to sit grade examinations.

Speech New Zealand will award a 'Certificate of Attainment' to candidates with any disability which may affect their performance, if the examiner is satisfied that they are doing the best work of which they are capable.

Certificates of Attainment will be assessed in the same way as grade examinations. The entry form must have the words 'Certificate of Attainment' clearly noted on it and be accompanied by the form detailing the specific nature of the candidate's disability and any special requirements. This form is available from the Local Secretary.

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

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

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

English for Speakers of Other Languages

Some speakers for whom English is not the first language, who have reached competency, enter and attain Speech New Zealand grade examinations. However, the preferred option may be the Speech New Zealand syllabus 'Oral Communication in English for Speakers of Other Languages (OCESOL).' Another option, for speakers who are less competent but still have reasonable fluency, may be to enter for 'Certificate of Attainment' within the grade examinations.

The entry form must have the words 'Certificate of Attainment' clearly noted on it and be accompanied by a note stating the candidate's first language. This form is available from the Local Secretary.

Syllabus Variations

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

A syllabus variation fee will apply.

Age Entry

There is no age restriction for candidates entering grade examinations. The following list is a guide to teachers in placing candidates in grades:

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

Introduction to Grade Examinations

Learning Criteria

The learning objectives for candidates using this syllabus are:

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

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

Group Work

Learning criteria are best developed and assessed in group situations.

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

Groups should not exceed four in number as examiners must be able to assess the work of each individual candidate.

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

It is helpful to the smooth running of the examination, if groups provide the examiner with a copy of the programme for their work and the order in which candidate's wish to present it. Where applicable, this programme should also include the intended audience for an exercise. Candidates also feel secure when they know the order of their work.

Junior Grade Examinations

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

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

Grades 1 – 3 develop basic skills.

Grade 4 consolidates these skills ready for Senior grades.

Junior Syllabus Overview

	Section 1 Learning to communicate through personal and researched ideas.	Section 2 Learning to communicate and interpret ideas through formal and informal speaking situations.
Initial	Bring an object that you have found or made yourself or that is important to you. Tell the examiner about it. (2 mins)	Tell the examiner about an activity you have taken part in recently. (2 mins)
Grade 1	Speak about a personal experience and why it is important to you <i>or</i> explain a skill or an activity. (3 mins)	Speak about a film, or book that you have enjoyed recently. (3 mins)
Grade 2	Speak about a discovery or an invention that is important to you <i>or</i> explain a skill or activity and persuade your audience to participate. <i>or</i> explain the preparation involved in taking part in an event. State the audience for whom your talk is prepared. (3 mins)	Interpret a simple road map, chart or diagram provided by the examiner.
Grade 3	Give an informative talk that extends the knowledge of your audience <i>or</i> give a talk that includes a demonstration which relates to the needs of your audience. State the audience for whom your talk is prepared. (3 mins)	Bring three unrelated items of interest to you. The examiner will select one of these as the basis for either an impromptu talk or an impromptu storytelling. (3 mins)
Grade 4	Give a talk to instruct a peer group <i>or</i> give an informative talk to a peer group on some aspect of New Zealand or your country of birth. State the audience for whom your talk is prepared. (4 mins)	Research the background of a cutting from a newspaper or magazine. Give a prepared talk that expresses your opinion on the topic. (3 mins)

	Section 3 Learning to communicate and interpret ideas in a range of contexts.	Section 4 Learning to listen, think and use appropriate language in a range of impromptu situations.
Initial	Describe a picture or an object provided by the examiner.	General conversation, answering questions, listening exercises.
Grade 1	Bring along a picture or an article from a newspaper or magazine and have a conversation about it with the examiner.	Courtesy exercises, telephoning, explaining and/or demonstrating.
Grade 2	Make an announcement to a specified group about an event or activity that they may be interested in attending. (2 mins)	Role-play, telephoning, explaining and/or demonstrating aspects related to your presentations.
Grade 3	Bring a book and discuss it with the examiner <i>and</i> give a prepared social speech to introduce your author as a speaker to your class. (1 min 30 secs)	Interview, announcement, role play.
Grade 4	Give a prepared social speech to welcome a visiting group to your school or organisation. (2 mins) Bring a book which you have read. Read aloud a prepared passage and discuss the importance of the passage to the book as a whole.	Impromptu talk, introduction of a speaker, interview, announcement, role play.

Junior Syllabus and Learning Criteria – Initial

Time: 10 minutes

These activities introduce you to examinations in a relaxed and friendly manner.

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

Learning Criteria

In order to achieve well at this level . . .

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

Grade 1

Time: 15 minutes

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

Learning Criteria

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

1. Plan and use a simple order for your **talk** with an opening and closing statement.
Present ideas in your own words – not read or memorised.
Use visual aids to support the topic and structure.
Share your **personal experience** with enthusiasm.
Explain your **skill or activity** in appropriate terms.
2. Have a simple introduction to **the film or book**.
Present your information in a logical order.
Add your personal ideas about the film, or book, and give reasons why others might enjoy it.
Have a simple closing statement to end.
Ensure visual aids used are clearly visible to the audience.
3. Listen and state your ideas clearly.
Speak in a voice that can be heard by the examiner and any other people present.
Offer and develop your own ideas.
Give clear reasons for choosing this **picture or article**.

Continued ...

4. In **courtesy exercises**: Show awareness of the needs of others.

Use please, thank you, excuse me etc appropriately.

Range: simple – introductions (eg friend to relative); apologies (eg lateness to coach or tutor); thanking someone; invitations (eg friend to picnic).

In **telephoning**: Identify yourself.

Listen and respond with courtesy and clarity.

Use language suited to the information given.

In **explaining and/or demonstrating** aspects related to your presentations:

Listen carefully to give more information or show how something is done.

Notes:

Grade 2

Time: 15 minutes

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

Learning Criteria

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

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

Grade 3

Time: 15 minutes

1. Give an informative talk that extends the knowledge of your audience.
or
Give a talk which includes a demonstration which relates to the needs of your audience.
In either option **state the audience for whom your talk is prepared.**
(Limit 3 minutes)

2. Bring three unrelated items of interest to you.
The examiner will select one of these and ask you to:
 - i) give an impromptu talk related to the item
or
 - ii) tell an impromptu story related to the item.
 One minute preparation.
(Limit 3 minutes)

3. Bring a book which you have read and enjoyed. The book may be fiction or non-fiction and the author living or dead.
(Electronic books are not permitted.)
 - i) Discuss the book with the examiner.
 - ii) Give a prepared social speech to introduce your author as a speaker to your class.
(Limit 1 minute 30 seconds)

4. Take part in an impromptu exercise set by the examiner.
Range: interview, announcement, role-play.

Learning Criteria

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

1. Have an opening and closing statement for your **talk**.
Ensure main points are logically arranged and clearly linked.
Present your ideas in your own words – not read or memorised.
Aim to involve your audience throughout.
Ensure your **informative talk** is relevant to the stated audience and extends their knowledge on the subject.
Show objects and hand movements clearly in your **demonstration**.
Maintain a commentary that is interesting, informative and relevant to the needs of your stated audience.
Be prepared with back-up strategies to cope with the unexpected.

Continued ...

2. Present your ideas in a simple order with an opening and closing statement in an **impromptu talk**.
Ensure your content is relevant to the given topic.
Support your opinions with reasons and/or personal experiences.
Use a simple shape with a balance between narrative, description and direct speech in an **impromptu story**.
Ensure your content is relevant to the given subject.
Be imaginatively involved in telling the story.

3. Ensure you have read the whole book.
Show an enthusiasm for the book and an understanding of its contents in **discussion**.
Support your ideas and opinions with reasons and/or examples.
Ensure your **social speech** is informed and sincere.
Introduce and welcome the author by name.
Refer to the author's background.
Give the reason for the author's talk.
Invite the author to speak.

4. As the **interviewer**: Make appropriate introductions, control the shape of the exercise and bring the interview to a logical conclusion.
Ask open-ended questions, listen to the answers and probe for further information.
As the **interviewee**: Listen and respond to the questions.
Extend ideas and offer further information.
In an **announcement**: Suit your vocabulary to the given circumstances.
Use all the relevant information.
In a **role-play**: Show a setting, a situation and characters that are true to life.
Find appropriate ways to resolve the problem or conflict.
Show courtesy to others where appropriate.

Grade 4

Time: 20 minutes

1. Give a talk to instruct a peer group on any subject.
Include at least three elements of instruction.
or
Give an informative talk to a peer group on some aspect of New Zealand or your country of birth.
In either option **state the audience for whom your talk is prepared.** *(Limit 4 minutes)*

2. Research the background of a cutting from a newspaper or magazine on a topic of personal interest.
 - i) Bring the cutting with you to the examination.
 - ii) Give a prepared talk that expresses your opinions on the topic. *(Limit 3 minutes)*

3. Give a prepared social speech to welcome a visitor or visiting group to your school or organisation.
State the group and occasion for which your talk is prepared. *(Limit 2 minutes)*

4. Bring a book which you have read.
 - i) Read aloud a prepared passage (not more than 200 words).
 - ii) Discuss with the examiner the importance of this passage to the book as a whole.
(Electronic books are not permitted.)

5. Take part in an impromptu exercise set by the examiner.
Range: impromptu talk, introduction of a speaker, interview, announcement, role-play.

Learning Criteria

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

1. Integrate your visual aids in your **talk** and ensure they clarify the content for your audience.
Ensure content is relevant to your stated audience.
In a **talk to instruct**: Include at least three elements of instruction.
Range: Clearly stated objectives; repetition of key points; demonstration; logical progression of steps; use of verbs to indicate new steps; visual aid to support steps; summary of key points.

Continued ...

- In an **informative talk**: Extend your audience's knowledge on the subject and show depth of inquiry into the topic.
2. Introduce the subject of your **news cutting** giving its source and date of publication.
Show evidence of research in your content.
Support your opinions with reasons and/or examples.
 3. Ensure your **social speech** has a clear purpose to welcome.
Refer to the purpose of the visit.
Outline key events and give any relevant housekeeping information.
 4. Give the title and author of your book before the **reading**.
Look ahead for text clues and phrase for meaning.
Contrast any direct speech with the narrative.
Share some words and/or phrases with meaningful eye contact.
Bring the extract to a clear ending.
Show, in **discussion**, that you can listen and respond to questions about the importance of the extract.
Give your own opinions and support these with reasons and/or examples.
 5. Use a logical structure for your **impromptu talk**.
Suit the content to the topic.
Express ideas fluently, supported with ideas and examples from your own experience and/or knowledge.
Suit vocabulary, in an **introduction to a speaker**, to the given circumstances.
Use all the relevant information.
Adapt your vocabulary and manner, in an **interview**, to suit the given circumstances.
Suit your vocabulary, in an **announcement**, to the circumstances.
Use all the relevant information.
Use clear, positive language, in a **role-play**, as you find ways to resolve the problem or conflict.
Show awareness of acceptable social behaviours, where appropriate to the role.

Notes:

Senior Grade Examinations

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

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

Grade 7 extends these skills to a greater depth.

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

Modules

Modules may be taken individually and in any order.

There is no time limit for the completion of modules.

Grade 5 consists of two modules.

Grades 6 – 8 each consist of three modules.

Learning Criteria for Senior Grades

These learning criteria are developed through all modules:

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

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

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

Scholarships

There are several scholarships offered for senior grades. (See page 3)

Senior Syllabus Overview

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

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

Senior Syllabus and Learning Criteria – Grade 5 Module 1

Time: 12 minutes

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

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

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

Learning Criteria

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

1. Choose content for your **informative talk** to extend the knowledge of the audience.
Show evidence of research in your content.
In **discussion**: Explain a range of sources for research.
Explain and justify the selection of material for this talk and how it relates to your stated audience.

2. Have a clear purpose in your **social speech** to thank on behalf of the audience.
Refer to relevant content in relation to the audience and the occasion and state why it was of particular interest or relevance to you and/or the group.
Speak with sincerity.

3. i) Show understanding of the elements of **modulation** and how it is used to make our speaking interesting and effective.
Range: pitch, pace, pause, inflection, volume.

Continued ...

Recognise these elements and be able to explain their connection with our thoughts.

Give examples to illustrate this from the work presented.

- ii) Explain the purpose of social speeches and suggest ways of ensuring connection with your audience.

Give a possible structure for an announcement, a welcome, an introduction of a speaker, thanking a speaker.

Show understanding of the need for a delivery style that matches the formality/informality of the occasion.

NOTE:

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

Grade 5 Module 2

Time: 12 minutes

1. Bring a recent 'Letter to the Editor' or a media blog or online forum **about a current issue**.
 - i) Give a prepared talk to support your point of view on this letter or blog or online forum.
 - ii) Be prepared to discuss your point of view with the examiner.

NB: Your blog or online forum must be from a reputable source. Personal blogs from any social media are not acceptable.

The purpose of this exercise is to encourage candidates to begin to form and express a concise opinion on a topic of current interest, which may or may not be controversial.

(Limit 3 minutes)

2. Bring a fiction or non-fiction book which you have read.
The examiner will select an extract for you to read aloud.
Be prepared to discuss your book and at least one other book by the same author or on the same topic.
(Electronic books are not permitted.)
Be prepared to discuss the purpose of the book and why you chose it.
3. Take part in an impromptu exercise set by the examiner.
Range: running commentary, impromptu social speech (announcement, introducing a speaker, welcome), impromptu talk, interview.

Learning Criteria

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

1. Introduce the topic of the **letter, or blog or on-line forum** giving its source and date of publication.
Express your point of view clearly and logically and support this with reasons and/or examples.
Where appropriate you should be able to justify your blog or online forum as coming from a reputable source.
Extend or justify your point of view if required.

Continued ...

2. Use a style for your **reading** that is suited to the material.
Read at an appropriate pace and use pausing to allow the audience time to absorb the detail.
Emphasise key words and phrases.
Reinforce the reading with meaningful eye-contact throughout.
In discussion: Give your own opinions supported by reasons and examples from your chosen book and at least one other by the same author or on the same topic.

3. In all **impromptu exercises** you should ensure the topic and relevant information are used.
In a **running commentary**: Visualise the event for the listener or the given audience. Use language and description suited to the situation.
Structure ideas to set the scene, have a logical development appropriate to the event and bring commentary to a firm ending.
For the following, you should also refer to the *Learning criteria* for Grade 4.
Interview: Show awareness of the type of interview and degree of formality required.
Impromptu talk: Gain and maintain the interest of your audience.
Impromptu social speech: Show awareness of the specific needs of the type of speech given and the degree of formality required.

Grade 6 Module 1

Time: 12 minutes

1. Give a report

Either:

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

or

To report on a topic you have researched.

(Limit 5 minutes)

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

2. Answer questions that might arise from your presentation as if from your stated audience.
3. Be prepared to discuss:
 - i) the research involved in your report, the organisation of your presentation and the delivery to meet the purpose for your specified audience
 - ii) the difference between spoken and written language.

Learning Criteria

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

1. **In your talk:** Relate your content to the stated audience.
 Structure your talk to suit the stated purpose.
 Include content which shows clear thinking and depth of enquiry or research.
 Prepare visual aids for the audience's benefit and as an integral part of the talk.
Informative talk: Choose content to extend the knowledge of the audience.
 Support information with relevant explanations and/or examples.
Report: Include the purpose, research method and scope.
 Draw a clearly stated conclusion and/or recommendation from the research.
2. Listen carefully to **questions** and readily give further relevant information or examples drawn from your research.
 Share research methods, validate information used and justify choice of material for this particular audience.

Continued ...

3. i) Explain the **research** undertaken for your talk
Explain the structure and **organisation** of your talk.
Explain how the research and structure helped you achieve the **purpose** of the talk for your specified audience.
- ii) Show knowledge of **elements of written and spoken language**.
Explain how these elements affect the speaker and the audience.
Draw on examples from your own experience of extemporaneous speaking, written and memorised speeches, writing, texting and everyday conversation.
Range: feedback, vocabulary, grammatical features, modulation, purpose...

NOTE:

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

Grade 6 Module 2

Time: 12 minutes

1.
 - i) Before speaking provide the examiner with a written statement of the title, purpose, topic, intended audience and venue for your talk.
 - ii) Briefly outline the key points of the talk. **Do not** give the whole talk.
 - iii) **Tell a brief** story to illustrate **one** of the points you wish to make within the talk.
The story should not exceed two minutes. *(Total time limit 4 minutes)*

2. Bring a book related to public speaking theory or to a public speaker.
The examiner will give you an extract to sight read.
Discuss and justify your choice of material.
(Electronic books are not permitted.)

3. Be prepared to discuss:
 - i) the use of story-telling in public speaking
 - ii) the processes and structures used in story-telling
 - iii) the different techniques of delivery required for narrative and informative reading.

Learning Criteria

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

1. State the occasion, purpose, place and audience for the talk.
Give a brief **outline** of the speech and state the purpose and position of the story within the speech.
Ensure the content of the story illustrates the point specified in the outline.
Suit the structure, language and style of the **story** to the purpose.
Be involved as a storyteller in the action of the moment to connect with the audience.
Complement the story telling with effective use of voice and speaking.

2. Engage and hold the attention of the audience in your **reading**.
Point the key words and phrases to convey the information.
Use voice and speaking to support the content and style of the extract.
In **discussion**: Justify your ideas and give clear reasons why your chosen book supports your public speaking studies.

Continued ...

3. i) Show knowledge of a range of uses for **storytelling** within public speaking.
Range: to personalise the message, to entertain, to involve audiences' emotions, to provide contrast, to give evidence ...
- ii) Show understanding of the connection between audience, content and delivery for effective storytelling.
Discuss **storytelling techniques** in relation to the work presented.
Range: structure, language, voice, tension, gesture.
- iii) Show understanding of the differing techniques used for **narrative and informative reading**.
Show understanding of aspects of modulation in delivery style for each.

NOTE:

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

Grade 6 Module 3

Time: 12 minutes

1. Give a talk that pays tribute to a person you know. (Refer to glossary for definition of 'tribute').

State the occasion and the audience for whom it is prepared. *(Limit 3 minutes)*

or

Give a talk to guide a peer group who are preparing for their first formal interview.

(Limit 3 minutes)

State the audience and the situation for which they are preparing.

Range: scholarship, voluntary organisation, leadership role, internship, job . . .

2. Give an impromptu talk on some aspect of your interests or experience.

The examiner will select the topic after discussion with you.

Two minutes preparation time.

(Limit 3 minutes)

3. Be prepared to discuss:

- i) the connection between relaxation, breathing, voice production and modulation
- ii) possible structures for impromptu speaking.

Learning Criteria

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

1. **For a tribute:** State the occasion and the audience for whom it is prepared.

Refer to the achievements and/or qualities of the recipient.

Illustrate aspects or points with appropriate anecdote(s).

Meet the needs of the specified occasion.

Use voice and speaking to support the tribute.

For the guide to a formal interview: Meet the needs of the specified occasion and audience.

Include/cover at least three elements of preparation.

Range: Researching the organisation; personal preparation; curriculum vitae; vocal aspects; courtesy aspects; looking at strengths and weaknesses; possible questions . . .

Continued ...

2. Structure the content of your **impromptu talk** to suit the topic given.
Ensure your talk is audience centred.
Express ideas fluently and in language appropriate to the topic, audience and occasion.
3. i) Show understanding of the terminology and be able to explain the processes used in each element of **voice and speaking** and the connections between them.
ii) Explain at least three possible structures for **impromptu speaking**.

NOTE:

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

Grade 7 Module 1

Time: 15 minutes

1. Give an informative talk on any aspect of the development of New Zealand
or
Give an informative talk on a public speaker who has influenced the course of history.
Include specific reference to the speaker's oratory skills.
For either talk state the specific audience for whom your talk is prepared and why.
Be prepared to discuss aspects of your talk. *(Limit 6 minutes)*

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

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

Learning Criteria

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

1. In your **talk**: Include content which shows clear thinking and depth of enquiry or research.
Use content to extend the knowledge of your audience.
Support the purpose of the talk with your content and structure.
Use an extempore style of speaking.
Your visual aids should support the content.
In a **developmental talk**: Highlight clearly and logically, the developmental aspect within your content and structure.
In the **talk on a public speaker**: Highlight clearly and logically, how this speaker has influenced the course of history.
Refer to the role oratory played in the speaker's influence on the course of history.
In **discussion of either talk**: Justify aspects of your talk and extend information.

Continued ...

2. Structure the content of your **impromptu talk** to suit the aspect given.
Ensure your talk is audience centred.
Express ideas fluently and in language appropriate to the aspect, audience and occasion.
3. i) Explain the different elements involved in **extempore and impromptu speaking** and their practical uses in public speaking.
Range: preparation, planning, length, language, research, structure, audience acceptance . . .
- ii) Show knowledge of different types of **electronic and non-electronic visual aids**.
Explain the advantages and/or limitations of their use in different circumstances.
Explain their use as a balanced and integral part of public speaking.
Range: charts, posters, flip-charts, objects, whiteboard, hand-outs, laser pointer, DVD, audio, power-point . . .

NOTE:

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

Grade 7 Module 2

Time: 15 minutes

1. Prepare and deliver a plea for a good cause. *(Limit 3 minutes)*
2. Recommend a new or improved course of action to an organisation, society or club. *(Limit 3 minutes)*
State the audiences for whom exercises 1 and 2 are prepared.
3. Read aloud and summarise a passage of informative prose provided by the examiner.
One minute preparation time.
4. Be prepared to discuss:
 - i) audience analysis
 - ii) the difference between informative and persuasive speaking.

Learning Criteria

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

1. Use a structure and language that is clearly and logically persuasive for your **plea for a good cause**.
Plan content for audience acceptance.
Make your audience aware of the circumstances and the requirements.
Use an extempore style of speaking.
2. Ensure your **recommendation for a new or improved course of action** is appropriate to you and your situation.
Plan your recommendation for audience acceptance.
Use a structure that clearly shows the need for change, what change is required and how this might be achieved.
3. Engage and hold the attention of your audience in your **reading**.
Show your intention to inform with clear pointing of key words and the development of ideas.
State the key points logically in your summary without additional explanation or comment.
You may retain the extract during your summary.

Continued ...

4. i) Explain the importance of **audience analysis** in understanding the characteristics of different groups.
Range: gender, ethnicity, age, common interest . . .
- ii) Show understanding of the different elements of **informative and persuasive speaking**.
Range: purpose, structure, language, logic, emotional responses, credibility of the speaker, delivery . . .

NOTE:

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

Notes:

Grade 7 Module 3

Time: 15 minutes

1. Present a first speaker's speech for either the affirmative or negative team in a debate.
State the topic, occasion and side for whom you will speak. *(Limit 4 minutes)*
2. Give an impromptu talk. *(Limit 3 minutes)*
Research three topics of current local or national interest.
After discussion, the examiner will select a specific aspect and the audience for your talk.
Two minutes preparation time.
3. Be prepared to discuss:
 - i) the importance of vowel and consonant sounds in speaking
 - ii) opening speeches in a debate
 - iii) the role of the Team Leaders in a debate.

Learning Criteria

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

1. State the topic, occasion and side for whom you are speaking.
Deliver your speech in an extempore manner.
Show knowledge of the elements involved in being the first speaker for your team.
Range: defining the topic; outlining aspects for the second and third speakers; aspects of matter and manner pertaining to the first speaker.
2. Ensure your chosen topics suit the maturity of the grade.
Structure your **impromptu talk** to suit the aspect given.
Ensure your talk is audience centred.
Express ideas fluently and in language appropriate to the topic.
3. i) Explain the formation of both **vowel and consonant sounds** in general terms
Explain the importance of vowel and consonant sounds in speaking.
Explain how voice and speaking influence the credibility of a public speaker.
ii) Explain elements involved in **opening speeches for debates**.
Range: defining the topic; outlining aspects for the second and third speakers; aspects of matter, manner and rebuttal pertaining to first speaker for both affirmative and negative sides.
iii) Explain the importance of **leader's role** in the 'affirmative' and 'negative' teams.

NOTE:

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

Grade 8 Module 1

Time: 15 minutes

This examination **must** be conducted in the presence of an audience. (Minimum: three people)

1. Give a prepared critical evaluation of any aspect of contemporary social, cultural or political life in New Zealand
or
 Give a persuasive talk
or
 Give an entertaining talk.
 For your option, specify the occasion and give a brief analysis of the audience for whom your talk is prepared. *(Limit 7 minutes)*
2. Give a statement of opinion on a controversial issue, without the use of props or visuals.
 State the audience and the occasion. *(Limit 3 minutes)*
3. Be prepared to discuss:
 - i) public speaking techniques in relation to your presentations
 - ii) types of talks, possible structures and delivery styles for each
 - iii) setting up a speaking space in different venues.

Learning Criteria

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

1. Give a brief analysis of the group as you state your audience.
 Support your content in all talks with voice and speaking to create a delivery that has impact on your stated audience.
 In a **critical evaluation**: Clearly set the criteria for your evaluation.
 Support personal opinions and facts with relevant evidence.
 Ensure conclusions arise logically from the content.
 In a **persuasive talk**: Show ethical responsibility to your stated audience.
 Use a persuasive structure.
 Ensure emotional appeal is balanced by logical argument.
 Use persuasive language.
 Use a persuasive style of delivery.

Continued ...

In an **entertaining talk**: Suit your content to the stated occasion and audience.
Use subtle pointing and timing to develop your content.
Use stories and language to engage your audience appropriately.

2. Ensure content in your **statement of opinion on a controversial issue** is planned for audience acceptance.
Use an extempore style, delivered without notes, props or visuals.
State content factually and objectively.
Support opinions with reasons and examples.
3. i) Identify and explain **public speaking techniques used in your presentations**.
Range: the relationship between audience, occasion, content and delivery; research . . .
- ii) Identify different **types of talks** and some specific techniques used in speaking them.
Range: talks to inform, demonstrate, persuade, entertain; structures and aspects of delivery for each style.
- iii) Identify a range of requirements in **setting up speaking spaces**.
Apply these to both formal and informal occasions.
Range: classrooms, conference rooms, halls, theatres . . . ; seating, lighting, sound, equipment . . .

NOTE:

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

Grade 8 Module 2

Time: 15 minutes

This examination **must** be conducted in the presence of an audience. (Minimum: three people)

1. Prepare, frame a motion and speak to it. *(Limit 3 minutes)*
In a brief introduction, outline the circumstances of the meeting.

2. Give a speech in support of a senior student, colleague or team-mate to a position of leadership. *(Limit 2 minutes)*
In a brief introduction, outline the circumstances of their nomination.

3. Provide a publication, no more than two months old. This should contain at least 2 or 3 articles of an informative, controversial, debatable or persuasive nature. The articles should be clearly marked.
Read aloud and comment on an extract from one of these selected by the examiner.

NOTE: Five days prior to the examination a copy of the publication must be in the hands of the Local Secretary.

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

Learning Criteria

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

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

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

3. Ensure chosen publication is no more than two months old.
Engage and hold the attention of your audience in your **sight reading**.

Continued ...

Support the style of the extract with clear exposition and development of ideas.
Give the key points in your **comment** on the extract.
Offer personal opinions on the content and support these with reason and examples.

4. i) Explain the tasks of office bearers in a meeting in discussion on **chairmanship and meeting procedure**.
Show understanding of preparation of agendas for meetings.
Show understanding of the chairing of meetings in formal and informal situations.
Show understanding of preparing, seconding and amending motions.
- ii) Show understanding of elements of **speaking to a written report**.
Range: needs of the audience and their prior understanding of the topic; selection of key points rephrased into spoken language; structure, choice of references and/or visual aids.

NOTE:

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

Grade 8 Module 3

Time: 15 minutes

This examination **must** be conducted in the presence of an audience. (Minimum: three people)

1. Give a talk on key techniques that can be used in developing an aspect of debating.
 Range: the role of each speaker in a team; the specific responsibilities of the leader in each team; defining and analysing a topic; manner versus matter; developing a line of argument; rebuttal; . . . *(Limit 4 minutes)*
 State the audience for whom this talk is prepared.

2. Give an impromptu talk.
 Research three topics of current international interest. After discussion, the examiner will select a specific aspect and the audience for your talk.
 Two minutes preparation time. *(Limit 3 minutes)*

3. Be prepared to discuss:
 - i) voice and speaking in everyday use and in public speaking
 - ii) the use of non-verbal communication and body language in public speaking
 - iii) aspects of debating arising from section 1.

Learning Criteria

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

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

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

Continued ...

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

NOTE:

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

Syllabus for Diploma Examinations in Public Speaking and Communication

The examinations offered are:

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

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

Competence is expected at Associate and Advanced Associate level.

Mastery is expected at Licentiate level.

Professional excellence is required at Fellowship level. Associate, Licentiate and Fellowship 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

This examination **must** be conducted in the presence of an audience. (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. 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 days prior to the examination a copy of the speech must be in the hands of the Local Secretary.

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 apply all the skills developed for grade examinations AND –

1. Select a speech of historical significance.
Present a competent and confident **critical evaluation** of a 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.

Continued ...

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

This examination **must** be conducted in the presence of an audience. (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. *Either*

Give an informative speech or demonstration on any subject.

or

Give a speech to persuade listeners to support or oppose a course of action at a meeting of members of any organisation.

Specify the audience and give the speech a title.

(Limit 10 minutes)

2. Provide a publication no older than 2 months which contains 3 or 4 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 days prior to the examination a copy of the publication must be in the hands of the Local Secretary.

3. Be prepared to discuss:

- i) the techniques and ethics of persuasive speaking
- ii) establishing and maintaining audience rapport.

Learning Criteria

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

1. In **the speech** 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 the title.
 - Establish a rapport with the specified audience.
 - Show evidence of well planned, logical structure.
 - Use clear transitions between ideas.
 - Use a range of rhetorical elements.
 - Integrate well-planned visual aids.
 - In an **informative speech** include information that extends the knowledge of the audience.
 - In a **demonstration** give in-depth commentary.
 - Use an authoritative manner, dealing spontaneously with any problems.
 - In a **persuasive speech** 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.

Performance Module 3

Total time: 20 minutes

This examination **must** be conducted in the presence of an audience. (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. 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.
- Be prepared to deal with heckling from the audience.

Two minutes preparation time.

(Limit 5 minutes)

NOTE: Five days prior to the examination the topic with BRIEF explanatory notes and the circumstances of two possible public meetings must be in the hands of the Local Secretary.

3. Be prepared to discuss:

- i) meeting procedure
- ii) aspects related to talking with the media.

Learning Criteria

In order to achieve at this level you need 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.

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.
 Make and maintain contact with members of the listening group.
 Handle interjections courteously and appropriately.
 Remain in control of the situation.

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; . . .

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 four theory papers.

Total time for practical modules: *60 minutes*

Total time for theory papers: *6 hours*

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 & 4

Advanced Teaching Diploma

Module 1

Module 2 (Teaching)

Module 3

Theory papers 1,2, 4 & 5

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

This examination **must** be conducted in the presence of an audience. (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. 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 days prior to the examination a copy of the speech must be in the hands of the Local Secretary.

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 apply all the skills developed for grade examinations AND –

1. Select a speech of historical significance.
 Present a competent and confident **critical evaluation** of a 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

This examination **must** be conducted in the presence of an audience. (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. *Either*

Give an informative speech or demonstration on any subject.

or

Give a speech to persuade listeners to support or oppose a course of action at a meeting of members of any organisation.

Specify the audience and give the speech a title. *(Limit 10 minutes)*

2. Provide a publication no older than 2 months which contains 3 or 4 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 days prior to the examination a copy of the publication must be in the hands of the Local Secretary.

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

Learning Criteria

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

1. In **the speech** 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 the title.
 - Establish a rapport with the specified audience.
 - Show evidence of well planned, logical structure.
 - Use clear transitions between ideas.
 - Use a range of rhetorical elements.
 - Integrate well planned visual aids.
 - In an **informative speech** include information that extends the knowledge of the audience.
 - In a **demonstration** give in-depth commentary.
 - Use an authoritative manner, dealing spontaneously with any problems.
 - In a **persuasive speech** 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.

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 days prior to the examination provide the Local Secretary with your lesson plan, 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

This examination **must** be conducted in the presence of an audience. (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. 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.
- Be prepared to deal with heckling from the audience.

Two minutes preparation time.

(Limit 5 minutes)

NOTE: Five days prior to the examination the topic with BRIEF explanatory notes and the circumstances of two possible public meetings must be in the hands of the Local Secretary.

3. Be prepared to discuss:

- i) meeting procedure
- ii) a range of aspects related to talking with the media.

Learning Criteria

In order to achieve at this level you need 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.

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.
 Make and maintain contact with members of the listening group.
 Handle interjections courteously and appropriately.
 Remain in control of the situation.

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 . . .

THEORY PAPERS

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

The standard required for Advanced Associate Diploma credits is the equivalent of Year One University (100 level papers).

Candidates are required to complete **four compulsory** papers by written examination. Each paper will be of **one and a half hour's** duration.

Alternative questions will be given for each paper.

Candidates are not required to sit all four papers at one time. Candidates may sit papers in any order.

Written examinations are held twice a year in May and August/September. For details of examination times, also closing dates for entries, contact your Local Secretary or National Office or visit our website: www.speechnz.co.nz. Past examination papers are available from National Office.

Paper 1	Voice and speaking in Public Speaking	(Teaching and Performance)
Paper 2	Preparation and structure of speeches	(Teaching and Performance)
Paper 3	Communication barriers and non-verbal influences	(Performance only)
Paper 4	Critical evaluation of a speech	(Teaching and Performance)
Paper 5	Teaching materials and methods	(Teaching only)

NOTE: Papers two and four are knowledge based for both performance and teaching options.

Learning Criteria

All papers build on skills and knowledge developed in grade examinations.

In written examinations you should:

- read the question carefully
- identify the elements required in the answer
- write grammatically
- spell accurately
- use technical terms accurately
- form and express opinions
- support opinions with evidence of sound study, research and experience resulting from your own practice
- structure the answer
- where appropriate, use diagrams and mind maps.

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

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.

Teaching

- working with a range of ages and student needs
- methods/exercises used to teach that are appropriate for these students.

Performance

- method/exercises used that are appropriate for specified presentation/s.

Paper Two

Preparation and Structure of Speeches (Teaching and Performance)

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

Paper Three:**Communication Barriers and Non Verbal Influences (Performance only)**

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

Paper Four:**Critical Evaluation of a Speech (Teaching and Performance)**

- a range of criteria for evaluation
- analysis of intention, structure, content, language and style
- logical conclusions drawn from analysis
- understanding of the historical context of speech and speaker and possible influences of the period.

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

This examination **must** be conducted in the presence of an audience. (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. *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 days prior to the examination provide the Local Secretary with:

- 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 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.
Examples of voice and speaking techniques used in different media.

Licentiate Performance – Module 2

Total limit: 25 minutes

This examination **must** be conducted in the presence of an audience. (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. *Either*

Present a proposal or plea to a significant organisation, eg 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.

Be prepared to deal with heckling from the audience.

Two minutes preparation time. *(Limit 6 minutes)*

NOTE: Five days prior to the examination provide the Local Secretary with the topic of world concern together with brief background notes.

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 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.
 - Handle interjections courteously and appropriately.
 - Remain in control of the situation. 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. (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 drawn from your audience 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 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) Key ethics and responsibilities of leadership

Characteristics of good leadership

Functions of leadership

Ethical considerations.

Licentiate of Speech New Zealand in Public Speaking and Communication Performance – Theory

The standard required for Licentiate Diploma is bachelor degree equivalent.

Candidates are required to complete **eight** papers:

Four **COMPULSORY** core papers and four **OPTIONAL** papers.

The requirements may be met in the following ways:

Core papers

By:

- written examination

Optional papers

By:

- written examination
- research assignments
- cross crediting.

Written Examinations

Each paper will of **one and a half hour's** duration. Alternative questions will be given for each paper. Past papers are available from the National Office.

Assignments

Candidates wishing to undertake a written **research assignment** (approximately 5000 words) should apply to Speech New Zealand for details of the prescribed topic.

Cross Crediting

Speech New Zealand will consider applications for **cross crediting** of optional modules against relevant tertiary qualifications. Candidates should nominate the optional paper and supply detailed information of the course content together with validating documents.

Licentiate Performance

Compulsory core papers

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

Optional papers

(choose *four*)

5. Genres of speeches and their delivery
6. Debating
7. Roles and responsibilities of meeting participants
8. Organisation of seminars and conferences
9. Electronic media and visual aids
10. Communication theory
11. Communication within groups
12. Managing Change

Original Research

13. Refer addendum to the syllabus page 113

Learning Criteria

In both written examination and research assignments, you should:

- read the question carefully
- identify the elements required in the answer
- write grammatically
- spell accurately
- use technical terms accurately
- form and express opinions
- support opinions with evidence of sound study, research and experience resulting from your own practice
- structure the answer
- where appropriate use diagrams such as mind maps or charts.

Continued ...

To achieve the required learning outcomes you need to demonstrate mastery of knowledge of:

Compulsory Core Credits

Paper One Voice and Speech

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

Paper Two History of Rhetoric

The development of rhetoric

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

Paper Three Leadership

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

Paper Four Ethics in Public Speaking

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

Continued ...

Optional Papers*(Choose four)***Paper Five Genre of Speeches and their Delivery**

- preparation and structures of:
 - ceremonial, informative, persuasive, social and inspirational speeches
- delivery techniques:
 - for the above genre
 - for manuscript, extempore and impromptu speaking.

Paper Six Debating

- organisation and conduct of current styles of debating
- preparation of three types of motions:
 - that make a judgement
 - that seek a change
 - that make comparisons
- a range of rebuttal strategies
- adjudication of competitive debates.

Paper Seven Roles and Responsibilities of Meeting Participants

- the duties and responsibilities of elected and appointed officers in an organisation, including the keeping of records
- the duties and responsibilities of participants at meetings
- chairmanship/leadership
- management of consensus and parliamentary type meetings
- preparation, organisation and conduct of formal meetings
- dealing with conflict within a meeting
- dealing with a hostile audience in a public meeting.

Paper Eight Organisation of Seminars and Conferences

- analysis of needs
- programme content and timetabling
- dynamics of programme arrangement
- selection of speakers
- choice of venue(s)
- room arrangement
- use of electronic technology.

Continued ...

Paper Nine Electronic Media and Visual Aids

- a range of electronic and non-electronic visual aids to speaking
- factors governing the choice for specific occasions and venues
- preparation and presentation techniques for using a range of visual aids
- strategies for effective and balanced integration of visual aids in delivery of speeches
- use of electronic media in business meetings
Range: video/telephone conference, skype . . .

Paper Ten Communication

- principles of oral communication
- the elements of a model of communication
- techniques of questioning, reflecting, summarising
- strategies for overcoming communication barriers
- non-verbal communication, proxemics, kinesics, body language.

Paper Eleven Communication within Groups

- types of groups
- roles within groups
- different stages in the formation of groups
- strategies for consensus within groups
- roles and responsibilities of participants and leaders
- effective facilitation of group discussions
- dealing with conflict resolution.

Paper Twelve Managing Change

The circumstances and context for change within an organisation.

- processes in change management
- involving participants in the change
- reaching a solution and managing the effects.

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

This examination **must** be conducted in the presence of an audience. (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. *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 days prior to the examination provide the Local Secretary with:

- 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 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 they may be used in 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 days prior to the examination provide the Local Secretary with copies of the lesson plans, 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 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

No audience is required for this module.

1. Bring a student or group of students to the examination.
 - 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.
 - ii) Prepare a lesson for each of the four topics chosen. The students must be age appropriate for the planned lesson. *(Limit 15 minutes)*
 - 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 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

The standard required for Licentiate Diploma is bachelor degree equivalent.

Candidates are required to complete **eight** papers: four **COMPULSORY** core papers and four **OPTIONAL** papers, of which at least **one** must be an **OPTIONAL** teaching paper.

The requirements may be met in the following ways:

Core papers

By:

- written examination.

Optional papers

By:

- written examination
- research assignments
- cross crediting.

Written Examinations

Each paper will be of **one and a half hour's** duration. Alternative questions will be given for each paper. Past papers are available from the National Office.

Assignments

Candidates wishing to undertake a written **research assignment** (approximately 5000 words) should apply to Speech New Zealand for details of the prescribed topic.

Cross Crediting

Speech New Zealand will consider applications for **cross crediting** of optional modules against relevant tertiary qualifications. Candidates should nominate the optional paper and supply detailed information of the course content together with validating documents.

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

Optional papers

(choose **four** – include at least one optional teaching paper)

5. Genres of speeches and their delivery
6. Debating
7. Roles and responsibilities of meeting participants
8. Organisation of seminars and conferences
9. Electronic media and visual aids

Optional teaching papers

10. Teaching communication theory
11. Teaching the skills of communication within groups
12. Teaching change management

Original Research

13. Refer addendum to the syllabus page 113

NOTE: Papers 1, 4, 10, 11 and 12 relate specifically to teaching. All other papers are knowledge based.

PLEASE NOTE

In both written examination and research assignments you should:

- read the question carefully
- identify the elements required in the answer
- write grammatically
- spell accurately
- used technical terms accurately
- form and express opinions
- support opinions with evidence of sound study, research and experience resulting from structure the answer
- your own practice
- where appropriate use diagrams such as mind maps or charts.

Learning Criteria

To achieve the required learning outcomes you should demonstrate mastery of knowledge of:

Compulsory Core Papers

Paper One Teaching of Voice and Speech

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

Paper Two History of Rhetoric

The development of rhetoric

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

Paper Three Leadership

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

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

- current learning theories
- principles and practice of teaching
- analysis of student needs

Continued ...

- setting teaching objectives and lesson planning
- assessment and evaluation
- ethical and professional responsibilities of teachers.

Optional Papers

(Choose **four** of which at least **one** must be an optional teaching credit)

Paper Five Genres of Speeches and their delivery

- preparation and structures of
 - ceremonial, informative, persuasive, social and inspirational speeches
- delivery techniques
 - for the above genre
 - in manuscript, extempore and impromptu speaking
- ethical considerations in public speaking.

Paper Six Debating

- organisation and conduct of current styles of debating
- preparation of three types of motions
 - that make a judgement
 - that seek a change
 - that make comparisons
- a range of rebuttal strategies
- adjudication of competitive debates.

Paper Seven Roles and Responsibilities of Meeting Participants

- the duties and responsibilities of elected and appointed officers in an organisation, including the keeping of records
- the duties and responsibilities of participants at meetings
- chairmanship/leadership
- management of consensus and parliamentary type meetings
- preparation, organisation and conduct of formal meetings
- dealing with conflict within a meeting
- dealing with a hostile audience in a public meeting.

Paper Eight Organisation of Seminars and Conferences

- analysis of needs
- programme content and timetabling
- dynamics of programme arrangement
- selection of speakers
- choice of venue(s)
- room arrangement
 - use of electronic technology.

Continued ...

Paper Nine Electronic Media and Visual Aids

- a range of electronic and non-electronic visual aids to speaking
- factors governing the choice for specific occasions and venues
- preparing and presenting techniques for using a range of visual aids
- strategies for effective and balanced integration of visual aids in delivery of speeches
- use of electronic media in business meetings.
Range: video/telephone conference, skype . . .

Optional Teaching Papers**Paper Ten Teaching Communication Theory**

- a range of methods and strategies to teach:
 - principles of oral communication
 - elements of a model of communication
 - techniques of questioning, reflecting, summarising
 - strategies for overcoming communication barriers
 - non-verbal communication, proxemics, kinesics, body language.

Paper Eleven Teaching Communication within Groups

- a range of methods and strategies to teach:
 - types of groups
 - roles within groups
 - strategies for consensus within groups
 - roles and responsibilities of participants and leaders
- effective facilitation of group discussions
- dealing with conflict resolution.

Paper Twelve Teaching Change Management

A range of methods and strategies to teach:

- the circumstances and context for managing change in an organisation
- key principles and strategies in managing change
- the transition process involved for participants and management
- identifying risks and managing resistance
- the role of effective communication in reaching a solution.

Fellow of Speech New Zealand in Public Speaking and Communication Performance

Full guidelines on definitions and preparation for Fellowship examinations are available from The Manager, Speech New Zealand, or can be found on our website www.speechnz.co.nz.

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

The examination consists of three modules:

- i) public presentation
- ii) speaking in different media – recorded performances
- iii) thesis.

Fellowship Performance – Module 1 Public Presentation

Total time: 45 minutes

This examination **must** be conducted in the presence of an audience. (Minimum six people)

1. Give a multi-media presentation in a hall or auditorium that will give the audience an understanding of a major issue in the community and designed to persuade them to take appropriate action.
Specify the audience and give your presentation a title. *(Limit 25 minutes)*
2. At the conclusion of the speech you will be expected to answer questions from your audience and engage in discussion of the ideas and persuasive arguments advanced in the speech. *(Limit 10 minutes)*
3. Give a speech to entertain at a national convention.
Specify the audience and give your speech a title. *(Limit 10 minutes)*

NOTE: Five days prior to the examination provide the Local Secretary with the title of this presentation together with brief background notes.

Learning Criteria

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

Your presentation should show professional excellence.

1. In your multi-media presentation:
 - select an issue regarded as important by the specified audience
 - select a title suited to the content and the audience
 - establish and maintain rapport with the audience
 - manage the technology competently
 - use clear, assured and persuasive delivery
 - promote action with ethical argument
 - conclude within the given time frame.

2. In answering questions from your audience:
 - establish a rapport with the audience
 - listen to and, if necessary, clarify the audience's questions
 - give informed answers supported by depth of knowledge
 - facilitate discussion
 - manage the time appropriately.

3. In your speech to entertain:
 - establish a rapport with the audience
 - make the title and the address relevant to the specified audience
 - achieve the purpose to entertain
 - conclude within the given time frame.

Fellowship Performance – Module 2 Speaking in Different Media

1. Prepare, perform and record two different presentations, each for a different designated audience, in which you demonstrate originality and use the medium to advantage.
Give each work a title.
 - i) a **video** presentation *(limit 12 minutes)*
and
 - ii) an **audio** presentation *(limit 12 minutes)*
At least 80 percent of each recording must be the candidate's own spoken words.
2. With the recordings, submit a written critique of each work. *(limit 3000 words each)*

Learning Criteria

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

Your presentations should show professional excellence.

1. Each recorded presentation:
 - includes required elements
 - is aptly titled to suit the content
 - has a structure, style and techniques suited to the specified audience and medium.
2. Each written critique:
 - shows understanding of the chosen medium
 - relates directly to the recorded programme
 - is presented clearly and logically
 - is balanced and contains well-reasoned argument
 - observes the word limit.

Fellowship Performance – Module 3 Thesis

Either

Write a paper on your research into any aspect of public speaking and communication.

(Limit 9000 words)

NOTE: When you have decided on your topic and your approach, submit a 250-word proposal to Speech New Zealand accompanied by the full fee.

Or

Submit a published work you have written, related to any aspect of public speaking and communication.

Learning Criteria

Speech New Zealand considers a Fellowship thesis to be the equivalent to a postgraduate diploma.

1. Your thesis should:

- include all the required elements
- demonstrate applied 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.

Fellow of Speech New Zealand in Teaching Public Speaking and Communication

Full guidelines on definitions and preparation for Fellowship examinations are available from The Manager, Speech New Zealand, or can be found on our website www.speechnz.co.nz.

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

Fellowship examinations consist of three modules:

- i) master class
- ii) teaching appraisal – recorded
- iii) thesis.

Fellowship Teaching – Module 1 Master Class

Total time: 45 minutes

This examination **must** be conducted in the presence of an audience. (Minimum: six people)

1. Prepare and conduct a master class in any aspect of public speaking and communication with students of Grade 8 level or above (minimum of three). *(Limit 30 minutes)*
2. Answer questions from the audience. *(Limit 5 minutes)*
3. Discuss your objectives, methods and outcomes with the examiner. *(Limit 10 minutes)*

NOTE:

1. At the time of entry the candidate must specify the aspect of public speaking and communication to be explored.
2. Five days prior to the examination, the candidate is required to provide the Local Secretary with the Master Class topic plus any pre-examination material for the examiner.
3. The students for the class will be provided by Speech New Zealand, in consultation with the candidate, taking into account the aspect nominated.
4. The audience is the prime responsibility of the candidate but the Local Secretary may also invite audience members.

Learning Criteria

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

1. Your teaching should show professional excellence.

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 ...

- 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 Teaching Appraisal

Submit a written appraisal on the progress of an individual student or class you have taken through a planned programme of work. *(Limit 3000 words)*

This submission must be supported by clearly referenced recorded examples on an audio tape, CD, or DVD.

NOTE:

It is expected that the recorded element will be no more than 20 minutes in duration.

The written and recorded material presented must be accompanied by written permission from the student/s involved.

Learning Criteria

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

Your appraisal should show professional excellence.

1. Your written appraisal should:
 - identify the needs of the student/s
 - detail the course to be followed including the time frame, methods, resources and expected outcomes
 - evaluate the progress of the student/s throughout the course with clear reference to your recorded examples
 - analyse and evaluate your own teaching course, methods and the outcomes.
2. Your recording should:
 - be of a professional standard
 - clearly identify the sections to which you refer in your appraisal.

Fellowship Teaching – Module 3 Thesis

Either

Write a paper on your research into any aspect of teaching public speaking and communication. *(Limit 9000 words)*

NOTE:

When you have decided on your topic and your approach, submit a 250-word proposal to the Board accompanied by the full fee.

Or

Submit a published work you have written, related to any aspect of teaching public speaking and communication.

Learning Criteria

Speech New Zealand considers a Fellowship thesis to be equivalent to a postgraduate diploma.

1. Your thesis should:

- include all the required elements
- demonstrate applied 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.

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. It should be conducted in front of an audience of at least three people.

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.spechnz.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.

This examination should be conducted in front of an audience of at least three. 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 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. Read aloud a prepared passage of an inspirational nature suitable for a school assembly, chapel service or other gathering.
Begin with a simple introduction, suited to the occasion, which will include the title and author. *(Limit 3 minutes)*
Specify your audience and the occasion.
Discuss with the examiner how the passage could inspire your specified audience.
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. For your **reading** select a passage that is appropriate to the specified audience.
Select a passage that does inspire.
Show an awareness of the audience.
Shape the extract for meaning.
Change the voice effectively to mark direct speech.
In **discussion**, share opinions on the passage and its suitability for the occasion and the audience.
 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

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.

The examination **must** be conducted in the presence of an audience. (Minimum: 4 people)

Total time: 30 minutes

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. **Lead a discussion group:**
 - 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 your audience.
 - ii) Lead the discussion with the attending audience on the significance of the skills demonstrated a) by this leader, or b) in this article, with reference to the leadership roles of members of your audience.
Be prepared to include any negative aspects that may arise.
 - iii) Bring the discussion to a definite conclusion within the given time frame.
(Limit 10 minutes)

The article must be in the hands of the Local Secretary no later than five days before the examination.

4. Candidates will prepare background information on a field of their choice, eg sport, academia, arts, community. The candidate should be prepared to speak about several

Continued...

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 to the attending audience 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. Justify the selection of the person and/or the particular article.

Show knowledge of leadership skills.

Range: styles of leadership; communication; ability to inspire; problem solving; conflict resolution . . .

Use strategies to **facilitate discussion** between all members of the group.

Sum up points briefly, accurately and objectively leading to a concluding statement.

4. Demonstrate an understanding of at least three components of leadership, eg shares knowledge, is inspiring, is courageous.

Relate your understanding of leadership to the role model.

Structure the **talk** logically.

Connect with the audience present.

General Information

Entries

Entry forms, available from the Local Secretary, must be completed by the teacher or candidate. Accurate entries, together with the registration fee, must be received by the Local Secretary no later than the closing date notified by the Speech New Zealand. **To contact your Local Secretary, check www.speechnz.co.nz or phone National Office.**

Inaccurate Entries

Inaccurate spelling of names or inaccurate grades which have to be corrected at time of examination or certification will incur a financial penalty.

Late Entries

Late entries carry a penalty of 50% of the examination entry fee. They will be accepted by the Local Secretary only during the seven day period following the notified closing date.

Modular Entries

Candidates are urged to ensure names entered are spelt consistently throughout the entire range of modules to guarantee matching for certificate preparation, e.g. John Smith should not later appear as J Smith. Names are held in files for each centre. Where examinations are taken in different centres from that of the first module, candidates must notify the National Office. Special regulations apply in centres that have supplementary examination days; teachers should apply to National Office for details.

Completion of Modular and Diploma Examinations

There is no time limit on the completion of these examinations.

Re-entry

Candidates who are unable to attend the examination because of illness must notify the Local Secretary promptly. Applications for re-entry on medical or compassionate grounds must be made in writing, together with supporting documents.

Refunds

Applications for refunds must be made in writing with supporting documentation. A copy of Speech New Zealand's full policy on refunds is available on www.speechnz.co.nz or contact National Office. Speech New Zealand 'Guidelines' comply with the legal requirements of the various Consumer Protection Acts.

Examination Centres

The Local Secretary will notify candidates of the place and time of attendance. Once notified these times are final.

Attendance

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

Procedures within Examinations

- Examinations are conducted in English, but brief introductions or phrases in other languages are acceptable.
- Name-tags should be worn by all candidates and will be supplied by the Local Secretary.
- 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 that the Local Secretary can schedule the timetable to accommodate them.

Electronic Devices:

- If electronic devices are used to support examinations student must ensure a contingency plan is in place if technology fails. For example: bring printed copies of Power Point slides.

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. The Local Secretary is to be notified of the nature of any such specific learning requirement at least two weeks prior to the examination. A hard copy of the text is to be provided for the examiner.

Talks:

- Talks which are memorised or read are not acceptable.

Texts:

- Background material and/or texts specifically requested are to be handed in to the Local

Secretary at least 5 days prior to the examination. This allows 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.

Observers/Audience

Parts of some examinations require the presence of an audience or a group of students. Candidates should provide their own audience or students. Any difficulties arising from this requirement should be discussed with the Local Secretary **at time of entry**.

For Fellowship master-classes, students will be arranged by the Local Secretary in consultation with the candidate.

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

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

Recording

Recording is NOT permitted during examinations. However, in exceptional cases, prior arrangements may be made with Speech New Zealand.

Theory Examinations

Written examinations are held twice a year, in May and August/September.

For details of examination times, also closing dates for entries, see www.speechnz.co.nz or contact your Local Secretary.

Examination Reports and Certificates

Examination reports will be distributed to teachers by Local Secretaries.

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

Reports and certificates are the property of the candidate.

The examiner's decision is final.

Complaints Procedure

Complaints must be received **within 14 days** of the receipt of results of the examination. All complaints must be in writing and addressed to:
The Manager, Speech New Zealand, PO Box 12-023, Wellington 6144.

Resources

Clipboard, a regular newsletter distributed free to teachers, is available on request. It contains articles relating to specific teaching points, examinations, Speech New Zealand policies and is of general interest to teachers. Previous editions can be found on our website. Syllabus documents and additional resource material pertaining to examinations are available on the website. Other resource material, is available from time to time and advertised in **Clipboard** or on the website, **www.speechnz.co.nz**.

Specific requests for information regarding clarification of the syllabus content or management of the examinations are welcome and should be addressed to:
The Manager, Speech New Zealand, PO Box 12-023, Wellington 6144.

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. The stole for fellowship holders has an extra edging of silver braid. These are available for purchase or hire – contact the National Office.

Glossary

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

Academic dissertation:

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

Action of the moment:

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

Analyse:

To dissect and critically examine.

Anecdote:

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

Arrangement:

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

Assessment:

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

Ceremonial:

A formal presentation related to an important observance/occasion.

Controversial:

An issue over which opposing views are hotly debated.

Criteria:

Standards of judgement.

Critical evaluation:

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

Delivery:

In general this refers to voice and speaking within a presentation, however, it may also be broadened to cover body language, gesture, manner and style.

Discovery:

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

Dissertation:

See Academic dissertation.

Elements:

The essential components of the stated section.

Evaluate:

Judge the value of against specific criteria.

Evaluation:

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

Explain:

Clearly state and interpret the relevant details of a subject.

Extempore talks:

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

Genre:

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

Impromptu:

A presentation given with little or no time for preparation.

Impromptu story:

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

Impromptu talk:

The topic may be familiar, or researched, and the candidate will have little or no preparation time. The talk should be broadly planned, and delivered in the candidate's own words.

Intention:

The purpose or aim of the speaker.

Invention:

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

Justify:

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

Kinesics:

The study of body movements and gestures.

Lecture:

An educational address to an interested body of listeners.

Media Blog:

This is a website where entries or posts are listed in chronological order. Blogs commonly allow for readers to provide comments which are posted along with the original entry. **To use a Media blog or an online forum as a source for a Speech NZ examination the topic must be a current issue**, which the candidate can succinctly explain and then express their point of view clearly and logically supported by reasons and/or examples.

Modulation:

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

Motion:

A formal proposal at a meeting.

Performance:

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

Online forum:

This **forum**, or message board, is an **online** discussion website where participants can hold conversations in the form of posted messages. **To use an online forum as a source for a Speech NZ examination the topic must be a current issue**, which the candidate can succinctly explain and then express their point of view clearly and logically supported by reasons and/or examples.

Philosophy:

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

Plea:

A planned, organised appeal using persuasive techniques.

Presentation:

The delivery of talks or factual information.

Principles and practice:

Generally accepted guidelines in accomplishing a task.

Proxemics:

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

Range:

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

Research:

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

Role-play:

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

Running commentary:

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

Scope:

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

Social speeches:

Brief speeches with particular functions within our community.

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

Speech:

Where 'voice' and 'speech' are differentiated, the term speech, refers to the acquired habit of speaking. In general terms, the vowels and consonants which form those words and the manner in which those words are modulated.

Structure:

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

Style:

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

Style:

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

Summarise:

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

Synthesise:

To combine into a coherent whole.

Techniques:

The specific skills required to achieve an objective.

Text:

Written and published material.

Visual Aids:

Objects, pictures and charts which aid and enhance the spoken word. The use of these is encouraged throughout the syllabus. Electronic aids (provided and arranged by the candidate) may be used at senior and diploma level.

Voice:

Where 'voice' and 'speech' are differentiated, the term voice refers to the instinctive use and the sound of the 'voice'. In general terms, this involves the breath, the note and the resonators which form the sound: the quality of tone by which we identify a speaker.

Speech New Zealand offers the following syllabuses

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

The Public Speaking and Communication and Speech and Drama syllabuses have eight grades, followed by Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB).

Oral Communication Assessments are carried out in schools, recreational and community groups. There are 12 levels which support the oral communication curriculum in schools.

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

Theatre in Action supports the drama curriculum in schools.

The Oral Communication in English for Speakers of Other Languages (OCESOL) syllabus allows for the different needs of students and is examined by specialists in English as a second language.

Leadership Communication is designed for young leaders, senior students, or can be readily adapted to suit adult situations.

Speech New Zealand
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Wellington 6144
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Website: www.spechnz.co.nz

Addendum to the syllabus

Licentiate Theory Paper 13 An original research assignment (Performance and Teaching)

Candidates wishing to present original research, Paper 13 should apply to SNZ with their topic.

Candidates will choose an aspect of a topic for research Paper of approximately 5,000 words.

Candidates must state whether the Paper is teaching or knowledge based.

An outline of the topic and the proposed research method (not exceeding 300 words) will accompany the entry together with the full fee.

Permission to undertake this research is subject to the Moderator's approval.

Learning Criteria

Your assignment should:

develop and extend the outline submitted

demonstrate in-depth understanding of the chosen aspect

show originality of thought

draw valid conclusions