

# TEACHER ALERT

SEPTEMBER 2016

As the end of term looms, some pointers for you that have arisen from some teacher queries and comments from examiners. All of these are planned to guide you as you work with your students to develop improved exam results and those essential life skills that students learn along the way.

We really appreciate your queries on aspects of the syllabus – please keep them coming in to [info@speechnz.co.nz](mailto:info@speechnz.co.nz). Some responses are published in ClipBoard. Check the August edition for tips on teaching trends in NZ literature (Speech and Drama diploma ASB and Adv ASB) and presenting a point of view (NZ Public Speaking, Grade 5 Module 1).

Remember, too, to check the website resources for information and help sheets.

The latest one posted relates to **speaking to a written report** which comes up for discussion in Public Speaking Grade 8: Module 2, Section 4(ii). This may also suggest (albeit in a much more simplified form) some pointers towards developing oral reports for talks at various levels.

Always remember to read the Centre Report, which comes with your exam certificates, carefully, as this contains useful information and Speech New Zealand is happy to follow through on any queries from these.

## Speech and Drama Grade 5 Module 1:

### Section 1: Length of poems/degree of difficulty.

This is always a tricky one. At Grade 5 some students are quite mature, others, who may have started exams quite young, may be relatively immature for the grade. You may also have ‘new’ students starting in at this level. As this is a ‘transition’ grade before senior grades, Speech New Zealand is beginning to look for more in-depth work. It is perfectly acceptable to present poems that may appear simpler to execute. Work with your students to develop slightly more mature presentation skills that show confidence and awareness of the genre and poet’s intention. In the discussion on the poem and two others by the poet this might be the time to show that the poet writes for adults as well as younger readers. Poets such as Roger McGough, Glenn Colquhoun, Robert

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Frost and William Wordsworth could all fall into this category. Speech New Zealand is aware of the wide range of students sitting this level.

## **Section 2: Choice of characterisation – degree of difficulty.**

Again this is the same as Section 1 with a wide range of maturity levels. Speech New Zealand is beginning to look for more depth of skills from G5 onwards. In all characterisations, work with your students to help them explore the process the character(s) are going through in their extracts so they can be performed with confidence and the role is sustained throughout the performance. Also check (from Grade 4) that the characters are shown to develop during the scene and that the scene is shaped to achieve its objective. It is often good practise to go back through the learning criteria from previous grades.

## **Speech and Drama Grade 8:**

In section 1 – a critical appreciation of a live musical is perfectly acceptable. Speech New Zealand sees no problem with a ‘musical play’.

## **Public Speaking: ASB and Adv ASB Diploma Module 3:**

### **Section 2 . . . *Speak either for or against the motion.***

There has been some confusion around whether this motion is being ‘proposed’ by the candidate or whether they are speaking ‘to’ the motion. Quite different exercises.

Remember the examiner sets the actual motion from information supplied by the candidate who then ‘speaks persuasively to support or negate the motion.’ Further criteria expand on how this should be done.

So the premise is that a motion has been put to the meeting and the candidate is rising to speak either in favour of that motion or against it supporting their view with appropriate material and in an appropriate manner.

Thus an apt opening might be ‘Ladies and gentlemen I rise in support of this motion (or I rise to speak against this motion)’. After supporting their point of view, the ideas might be summarised and the conclusion could be ‘. . . for these reasons I am (not) in favour of the motion’. The motion itself may, or may not be repeated at the end, this could depend on the style of the speaker and the formality of the meeting.

In speaking to the motion, work with your students to ensure that any questions, or heckling, from the audience does not side-track them, or cause too much reiteration so they go over time. Better to make the points clearly and concisely and finish strongly and within the time limit – than to ‘ramble on’ just to fill the time, or to risk going overtime.



Enjoy the remaining weeks of the term – and the ensuing break from routine.

*Pam Logan*

Chair, Examinations Division.