

TEACHER ALERT

APRIL 2016

This first bulletin for 2016 comes with time for you to mull over some ideas so you have some fresh thoughts for Term 2.

Most of the information in this edition has come from recent questions from teachers.

We continue to welcome your questions so please do not hesitate to send them in through National Office.

Contact us at: PO Box 12 023, Wellington 6144

www.speechnz.co.nz

<https://www.facebook.com/speechnz/>

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Speech and Drama:

ELEMENTS, TECHNIQUES, CONVENTIONS AND FEATURES in drama. There is a new resource explaining these on our website. This paper is written especially to support Advanced ASB Theory Paper 5, however it is equally applicable for other diploma papers and theory discussion in Grade 7 and 8 Module 2: also a thoroughly worthwhile revision for teaching aspects of drama.

Poetry: Discussion

Grade 5 Module 1 and Grade 6 Module 1:

Take to exam copies of other poems by poet:

All grades are stepping stones on the pathway: Grade 5 sees the beginning of a more literary approach to understanding poetry - content, genre, poetic devices, mood and theme. By choosing their own additional poems to take into the examination, candidates can then share a deeper understanding using poems that they themselves appreciate. Particularly at Grade 5 the poems may be those with which they are already familiar. However students may also wish to challenge/extend themselves and explore quite different poems by the same poet.

SNZ advise that the chosen poems be analysed and discussed by teacher and students, annotating the poems as appropriate. THEN clean copies are used for the examination so that these form the basis for brief discussion with the examiner.

From Grades 5 – 8 poetic devices and genre need to be understood so that they can be discussed.

Grades 7 & 8 Module 1:

Candidates need to be able to explain why their poems are contrasting, and use apt terminology: genre, form, free verse, metrical patterns, rhyme, language features. Sometimes more modern poems do not quite fit one specific genre and may be a combination of several. The key aspect is that candidates can identify and justify elements of contrast within their chosen poems.

In discussing the speaking of their poems candidates need to understand what is required for each poem and how this affected their choices in interpretation, e.g. that in a narrative the telling and shape of the story within the poetic form is vital; in a lyric the dynamic aspects of words and use of imagination is important in developing the poet's images for the listener.

By Grade 8 candidates need to be able to discuss the broad social and historical aspects of the periods to which their poems belong

Characterisations:

SNZ encourages group work at all levels, in Grade examinations and in Diploma examinations. Acting skills and learning criteria are best developed and assessed in group environments, where there is opportunity for connections and reactions between characters as the intentions of the scene are shaped and achieved.

From time to time there may be an emergency where one person is sick and unable to present. In this case it is acceptable for another student/substitute to read in the role. However, do be aware that in a piece which may have started, say, as a duo, when one student has withdrawn for some reason, work on the extract has continued and the role has been practised with a substitute who is not sitting the examination, that this presents several problems:

1. There is frequently little connection between the actors as one has their head buried within a script. This is a real disadvantage to the candidate sitting the examination.
2. The shaping and intention of the scene is rarely realised.
3. The timing of the extract is frequently still the same as timing for two people. Hence the scene runs well over the allotted time for that section, causing timetabling to run late.

Props in characterisations:

There is no problem with minimal props for characterisations within Speech New Zealand examinations. However do ensure they are integral to the role and the extract and not just 'dressing'. Sometimes mimed props do work, however it depends totally on the character/s and the situation involved.

Grade 7, Module 2

By this level candidates need to be able to be familiar with the conventions and elements of drama. In discussion they need to be able to relate these to their character and scene development. See new resource on our website: <https://www.speechnz.co.nz/wp-content/uploads/2013/10/Elements-Techniques-Conventions-and-Features-explained-1.pdf>

Associate Performance and Advanced Associate Diploma Teaching – Module 3. Section iii:

Theory Discussion

Do ensure that in exploring the requirements for this section, on trends in New Zealand Literature over the last 20 years, candidates are able to support their opinions with at least two writers from each genre in their discussion. If candidates can read around the topic and specifically read novels by two different authors, the poems of two different poets, and plays of two different playwrights, then they are well on their way to enjoying this section.

When beginning work on this section it is highly useful to go back on work presented during previous grades to discover what students have already presented. Remembering that this discussion is based on writing over the past 20 years, you may well discover they have already worked on more recent poems by Hone Tuwhare,

or Cilla McQueen; novels for young people by, say, David Hill or Fleur Beale, they may be familiar with Eleanor Catton, Elizabeth Knox or Duncan Sarkies; plays by Sara Delahunty, Toa Fraser or Arthur Meek.

Public Speaking and Speech and Drama:

Audiences in exams

It is the task of the candidate to set up the exam room for their audience when one is required. This is to help candidates develop greater awareness of audience/performer/presenter relationship within a given space.

Numbers in audiences can, at times be difficult. For this reason the minimum audience is now three for Grade 8 Public Speaking and four for all Diplomas. Candidates do count as audience for each other; however it is a better test for them if they have a more realistic audience who have not heard the work repeatedly during the preparation time. Sometimes a Local Secretary may be available to make up numbers and usually they enjoy an opportunity to see inside an examination. However it will depend on their work load as to their availability. Teachers may also be part of an audience. Many prefer not to. However when a teacher does become part of an audience please do not participate in asking questions.

Talks

A couple of reminders:

Power point slides and charts need to be large enough for the audience to read. Text should be key points/headings so that the structure of the talk is sign-posted. Candidates need to stand so that they are facing the audience rather than the power point / chart, this ensures they can readily connect with their chosen audience.

All talks need to be structured with an introduction, body and conclusion.

From Grade 2 onwards, all talks should be prepared for a very specific audience. This means content, language and delivery are then modified to suit this audience. Avoid: – ‘anyone who wants to know about .’

Check out RESOURCES on Speech NZ website <https://www.speechnz.co.nz/>

Some tips to help exams run more smoothly:

- If you have new students or a new venue and wish to take them to see the space before exams, please talk to your Local Secretary. If it is at all possible she/he will arrange this for you.
- Work with your students to keep to time in each section. Learning the value of timing is an important skill for speakers and for performers. Keeping to time also helps the examiner run to time – and helps the Local Secretary with the overall timetable.
- Ensure you are using the 2014 Speech and Drama Associate and Advanced Associate Syllabus which replaces the Certificate and Associate Diploma sections in the 2012 syllabus. Please mark pages 44 – 63 in the 2012 syllabus “OBSOLETE” to avoid any confusion.

NEW THIS YEAR:

Oral Communication Assessment syllabus 2016

The Oral Communication syllabus has been reprinted in 2016. There are no changes to the syllabus content, only minor clarifications. This is available on our website. Hard copies are available from your Local Secretary or the Speech NZ National Office.

English for Speakers of Other Languages 2016

You will note that OCESOL has been retitled ESOL.

The syllabus now has a new Bridging Grade to address the progression from Foundation Grade to Intermediate Grade.

The other ESOL Grades are the same as before, apart from an extra choice for candidates in Intermediate Grade, where Reading aloud from a prepared passage has been introduced (due to ESOL teacher feedback). The Bridging Grade is also a response to teacher feedback, where ESOL teachers considered the 'leap' from Foundation to Intermediate proficiency too great. Check these syllabuses out on line.

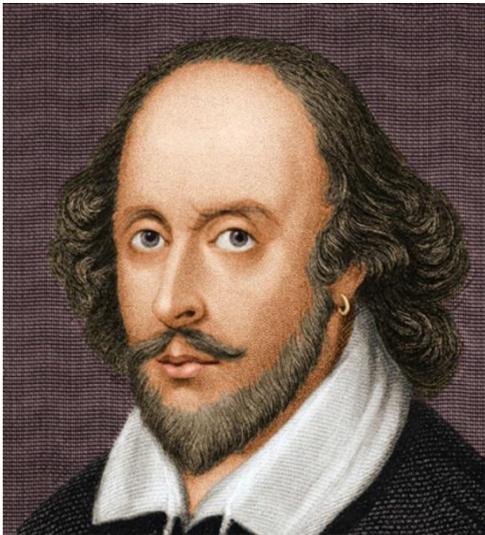
Facebook:

Teachers, please, 'like' our Facebook page and invite your students to 'like' our Facebook page.

WE invite all teachers AND students who have done anything exciting – to send us your photos and articles: which we will place on Facebook or use in ClipBoard. SNZ wants to share your successes.

Shakespeare Monologue:

Speech New Zealand Shakespearean monologue competition on Facebook



To commemorate 400 years since the death of Shakespeare, Speech New Zealand has organised a Shakespearean monologue competition. The rules are simple:

- Length: up to 4 minutes
- Props and costumes are optional
- Recorded during the past two years
- Open to New Zealand residents of any age
- Closing date 31 October 2016
- Judged by a panel appointed by Speech NZ
- Upload your monologue onto YouTube
- Email the YouTube link to info@speechnz.co.nz
Including the name of the character, play, act and scene in the email message. By entering participants agree that Speech New Zealand may upload their monologues to its Facebook page and website

Any questions email:
info@speechnz.co.nz

Prize: \$500 for the winner

Please LIKE the Speech NZ Facebook page and share the post about the monologue competition with your friends. Then keep an eye out for the monologues that will be uploaded onto the Speech NZ Facebook page.

Speech New Zealand wishes you a satisfying and stimulating second term.

Warm regards

Pam Logan
Chair Examinations Division.
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