

It is wonderful that your queries keep coming in. SNZ is very happy to respond to them at any time. These queries help us ensure teachers are confident in their teaching for exam content, and along with feedback from examiners in the field, form the basis of content in Teacher Alert. Queries also alert SNZ to aspects that may need clarification in syllabus development. Please note that all queries should go through the office, info@speechnz.co.nz who will send them on to the appropriate person to answer. If questions are sent directly to a board member that person may be away and unable to respond.

In this bulletin:

- Licentiate Diploma students - Theory
- Shared work in group examinations
- Specifying Audiences for talks
- Choosing Material
- Speech & Drama Grade 5 Module 1
- Public Speaking Grade 3
- Public Speaking Grade 6 Module 2
- Age limits for examinations
- Choice of books
- Theatre in Action

NEW: for Licentiate Diploma students – Theory:

In order to add flexibility to our Licentiate Diploma syllabi Speech New Zealand is offering a further option for **assignments** Theory section.

Addendum to the syllabi

Paper 13:

Original research

Speech and Drama syllabus

p 69 (Performance) p 80 (Teaching)

Public Speaking and Communication syllabus p 73 (Performance) p 83 (Teaching)

Assignments

1) Candidates wishing to present written research assignments for any of Papers 5 – 12 (approximately 5,000 words) should apply to SNZ for details of the selected Paper.

2) 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

Speech and Drama p 73 and p 87; Public Speaking p 77 and p 87

Paper Thirteen An original research assignment.

Your assignment should:

- develop and extend the outline submitted
- demonstrate in-depth understanding of the chosen aspect
- show originality of thought
- draw valid conclusions.

Shared work in group examinations:

SNZ encourages shared work at all levels of examinations. Shared work opens up a wider range of possibilities for teaching:

- in all areas, it encourages and enables skills in the three C's – Creativity, Collaboration and Communication
- in characterisations it provides a natural learning environment for drama work with 'listening-thinking-responding'

Some aspects to be aware of in presenting group work in exams:

- **The time limit** is multiplied by the number of students working together. Be aware that this becomes a **maximum** – e.g. three Grade 1 students, presenting a characterisation together would not necessarily need to present or sustain a 9 minute drama.
- **The learning outcomes** for the specific section need to be attained by each student.
- **In Storytelling**, ensure students maintain the narrative and descriptive elements so that this does not become a 'dramatisation'.
- **In Thematic programmes** (Grade 7 Module 3 Communication) and in **Diploma programmes**, shared work is perfectly acceptable. To assist the examiner in assessing work it is really helpful if candidates, in thematic programme, hand examiner a 'programme' of texts being used, the titles and authors, and list these in the order they will be presented. Similarly when handing in work for diploma programmes ensure there is a 'programme' with order of pieces clearly identified.

Shared programmes can be exciting to work on and frequently have a life outside of the exam situation – eg a thematic programme on an author could well be presented in a school or local library to extend skills of your students – and your teacher profile!

Specifying Audiences for talks or other exercises:

From Grade 2 upwards, and in areas of other syllabuses, candidates are asked to 'Specify the audience for whom this talk is intended'. This is to guide teachers and their students towards developing ideas, content and language, to suit the purpose, the occasion and the audience for a talk. This may mean something as simple as using personal pronouns such as 'you' or 'we' so that language is inclusive, or sometimes ensuring that technical terms are readily understood by everyone listening. SNZ wants to encourage candidates to truly communicate and connect with their listeners.

It is important that this audience is specified **BEFORE** the speaking exercise commences. **It is not part of the talk itself.** When the examiner knows the audience they can then put themselves in the shoes of the intended audience to better assess the exercise.

Choosing Material for examinations:

SNZ is frequently asked about suitable choice of poems or other material for examinations. A recent response on poetry choice can be reflected in choosing characterisations or reading material as well.

There are many factors that influence choice of poem for specific grades.

- The age of the student
- The interests of the student
 - Do they relate to the poem?
 - Are they imaginatively involved in the speaking and sharing of the ideas?
- The experience of the student i.e. is this a first, second or maybe third exam?
- The degree of difficulty of the poem itself
 - Does it enable the student to fulfil the learning outcomes of the grade entered?
 - Does it provide a reasonable skill challenge for the candidate?
 - Is the student able to manage the technical challenges in the poem, the language, the rhythm, the shaping, the enjambed lines, the rhetorical devices etc.
 - Can they discuss any themes or underlying ideas in the poem – this applies more as students move up the grades.

Ken Nesbitt's poems, such as 'Our teacher likes Minecraft', are ones that many young folk may relate to well, understanding the ideas, and working to share them with confidence and enjoyment.

Depending on the student, Nesbitt's poem for example, may well be suited to Initial and Grade 1, possibly also Grade 2. However, by Grade 3 this poem would not necessarily provide the challenges expected at this level – although it could be argued that 'Our teacher likes Minecraft' may have a deeper more philosophical statement to make about education.

That said, Nesbitt's poems tend to be very popular with young students and there is a good deal of learning of presentational skills to be gained from their use. As teachers, eventually we will want to introduce our students to a wider range of poets and styles of poetry.

Speech and Drama – Grade 5 Module 1:

Ensure you work with your students to explore poetic devices within both the spoken poem and the two other poems brought into the examination. Time spent finding things like alliteration, onomatopoeia, metaphor and simile will assist in confident discussion in this section. Some modern poets may also use a more conversational language style which can also be noted. Having students annotate these aspects on the poem to be spoken also enhances understanding and spoken communication of the content of the poem.

Public Speaking – Grade 3:

The impromptu talk or storytelling in Section 2 is always related to one of the objects brought into the examination. There may be a brief discussion and the examiner will then choose one of the objects. An impromptu talk may be based on the 'significance or background of, say, a photograph'; or a storytelling could be on 'a day in the life of a rugby ball'.

The 1 minute preparation here is intended as 'thinking time'. Notes should not be necessary, however if your student is very reticent then it would be advisable to practise creating a very brief and quick mind map – the temptation may be to write out what is to be said and thus run out of time in preparation OR to

read from notes. Better to practise without notes – plan, say two points and an introduction and conclusion, or, for storytelling, plan a set-up, a complication and an ending.

Public Speaking – Grade 6 Module 2:

In presenting the story (or anecdote) in Section 1, SNZ recommends that candidates give the outline, then pause and wait until the examiner is ready before continuing. If presented continuously it tends to sound like a whole speech, which is not the intention of this exercise. The focus at this level is the value of storytelling to add interest and impact within a talk.

Age limits for examinations – vary the syllabus for young students:

In our syllabi SNZ recommends starting Initial grade at around 7 years or over. However, there is no lower age limit and we do sometimes have confident young students of 6 or so sitting Initial grade.

When candidates start too young and continue to move up one grade each year, SNZ has found that by about Grade 3 or particularly at Grade 4 they frequently lack the maturity to achieve well at this level. Thus, when students start young then it is often a really good idea to have them work on different syllabuses in alternate years. Say either the Public Speaking, or, if they are in a group, then the Theatre in Action syllabus can make a stimulating alternative. This means interest is maintained, both for teacher and students and skills are developed and honed each year.

Choice of books for prepared and sight reading – all levels:

We frequently get requests as to suitability of novels for use in examinations, particularly when candidates are reading more mature content that is ahead of their age level. While a prepared reading can readily be found to suit the reader and the examination, this can be problematic in the sight-reading section. Examiners are aware that many young people read mature material containing language or content they may not wish to read aloud, however in sight reading, examiners do not have time to scan extracts for ‘language or content’. It is important that your student feels comfortable to be asked to read from any section of the book. The discussion section might touch on the language usage. If your student is reticent about reading any of the content aloud then you are best to help them choose a different book.

Theatre in Action:

There have been a number of interesting questions on this syllabus which have been collated into a resource on the website – **Ideas for using the syllabus**.

<https://www.speechnz.co.nz/wp-content/uploads/2013/10/Theatre-in-Action-Ideas-for-using-the-syllabus.pdf>

WIN \$500

**You and your students are invited to enter the
Speech New Zealand
Public Speaking Competition**

Title of Speech to be:

“How Speech New Zealand Examinations have helped me to Communicate”

Speeches must be no more than four minutes long

The competition is open to New Zealand residents of any age

To enter, upload your speech onto YouTube and then email the YouTube link to Speech NZ at info@spechnz.co.nz

The closing date is 20 September 2017

Entries will be judged by a person appointed by Speech New Zealand

By entering the competition participants agree that Speech New Zealand may upload their speeches to its Facebook page and website.

The prize for the winner of the competition is **\$500**

Any questions can be directed to Speech NZ at info@spechnz.co.nz

Do have a good holiday break and come back refreshed and ready for Term 3.

Pam Logan

Chair, Examinations Division.