

TEACHER ALERT

MARCH 2017

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I trust the year is well underway – judging from some of the queries we have had to date this year there is some very interesting work being done around the country.

Theory Examinations on-line:

A reminder:

All theory candidates will be entering for and sitting their papers online.

Full details of the process were sent out to all teachers on 8 March, however a brief recap.

- Entries should be made to theorysnz@gmail.com with the candidate's name, email address and phone number, the centre, syllabus, level and the time the candidate would like to sit the exam.
- For the first time, candidates will have flexibility as to when they sit their paper from 9.00am – 3.30pm on the May date advertised. This will be of great assistance to all candidates as they no longer have to travel to an exam centre nor do they have to miss other commitments because of their speech exam time.
- The exams will be open book and the answers will be in the usual format of essays of 1,000 – 1,500 words which must be submitted as Word documents within the selected 1 ½ hours.
- Accompanying the exam paper will be a statutory declaration stating that the exam answer is the candidate's own work and that any plagiarism will result in Not Achieved.
- The report form, detailing the generic skills being assessed are attached to this Teacher Alert and they are also available on the Speech New Zealand website:
www.speechnz.co.nz/wp-content/uploads/2013/10/SD-Sample-Theory-Blank-Exam-Report-Form-1.pdf

- Tips to assist candidates with sitting on-line examinations can also be found on the Speech New Zealand website under resources/theory:
www.speechnz.co.nz/wp-content/uploads/2012/08/Tips-for-sitting-theory-exams-online.pdf
- The closing date for the May round is **24 March**.

Contact National office with any queries. Email: info@speechnz.co.nz Phone: 04 498 9660

NCEA and SNZ Exams:

In some cases, a student's work for a Speech New Zealand exam may also fulfil the criteria for an NCEA achievement standard (particularly in English and Drama). Speech New Zealand will allow the videoing of sections of an exam so that students can submit this work to their school to be marked and moderated for NCEA. Students should speak to their school to find out if their Speech New Zealand work is appropriate for a particular achievement standard.

Guidelines:

- Students will be responsible for bringing videoing equipment to the exam, setting up and pressing record.
- Examiners will not be responsible for recording the exam under any circumstances.
- Examiners must not be recorded, including voice, so the recording must be ended promptly after the performance.
- We are unable to allow any extra time for students who wish to record their exam, so there will be no time given for troubleshooting or resolving technical difficulties in the exam room.
- Students should advise at time of entry if they wish to video their exam.
- The Speech New Zealand exam takes priority at all times.

Information related to specific syllabuses

Introductory Communicating in Leadership:

Section 1: *Research a NZ Leader of your choice. This person may be local or national. Give an informative talk on this person.*

The leader chosen for this talk may be living or dead. Where a candidate has a close association with another country SNZ will also accept a leader from that country. The key element is that this talk enables a candidate to explore the attributes of leadership, using the example of a specific leader, and relating these attributes to their chosen audience.

Speech and Drama Grade 4:

Section 3: *Act a characterisation from a book or play*
OR
Tell a story prepared for a stated audience.

Many students tend to choose the characterisation at this point, however the storytelling option can also be very rewarding, both for teachers and candidates.

- The storytelling may be an original story OR the retelling of an existing story.
- The key element is that it is in the student's own words.
- Movement and gesture can be used, particularly if it arises naturally from the needs of the storyteller to relate to their chosen audience and convey the story.

- There is a useful sheet on *Storytelling* under resources on our website. Although this is quite generic I am sure you will find appropriate hints for the level of your own students.

Some examples of storytelling/audiences:

- A class exploring a particular country – a myth or legend from that country.
- Maybe discovering a story behind a poem and retelling that for an English class.
- A story to entertain at a book week, end of year function, school camp or junior class at school etc.
- A story with a moral or message for, say, a health class.

Which comes first – the chicken or the egg??? Once a student discovers (or creates) a story that they really have an attachment to then, for an exam, an audience will arise!

Speech and Drama Characterisations – all levels:

At times examiners report that additional students come into the examination to take the role of a second character in a characterisation section. Occasionally this is inadvertent as a candidate who has entered the examination is, perhaps, sick and unable to be present, leaving another candidate, or small group, without an original member. In this circumstance getting another student to read in the role is permissible.

However, normally, it is **not acceptable** to bring a second person, who is NOT entered in the examination, in to play another role in this section. The use of an additional person encroaches into the time limit set for that section and the actual candidate is presenting work that is too short, or that the work presented goes well over time, creating timetabling problems. Examiners also report that when this happens the student providing the ‘feed’ lines frequently does not show a true commitment to the piece which in turn affects the performance of the candidate. Much better, to choose a characterisation over which your student has full control.

Speech and Drama Grade 6, 7 & 8: Programmes for Literature Modules:

Candidates may work collaboratively in presenting programmes for examination. Experience has shown that it is best if talks are presented separately, to enable the examiner time to analyse content and write reports, and then Section 2 can be jointly presented. This may be devised, or the presentation of a prose piece (G6) poem (G7) or characterisation (G8), as appropriate to the group and their specified audience.

This can be rewarding for both teacher and the group as students are all studying the one topic, but can explore different aspects for their individual talks.

Each of these aspects would all need to be apparent in their joint presentation for Section 2. The number of students involved would also be reflected in an increased time limit.

It may be they are working at G7 on, say, the Lake poets and each talk will focus on a slightly different aspect or poet. Then these can be drawn together in the Section 2 presentation or devised piece.

As long as each student covers all the learning outcomes there should be no problem.

Teachers and students report that group work in the literature sections is really stimulating as it provokes so much discussion and shared discoveries.

It is invaluable to give the examiner a 'programme' of pieces that also reflects the individual focus or aspect for each student.

Public Speaking: Grade 6 Module 2 Section 1:

Section 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 on of the points** you wish to make within the talk.*
- iv) *The story should not exceed two minutes.*

Essentially this is a storytelling exercise – an *anecdote* related to a talk. Note the total time limit of 4 minutes. Within that a candidate has 2 minutes to hand the examiner their written statement as above, and briefly explain the key points in the talk. [My talk is about Students Against Drunk Driving, my 3 key points are: **How** the organisation works in our school, **Why** I joined SADD and **A project** we are currently working on. My story/anecdote relates to my second point - why I joined SADD.] Then the candidate has a further 2 minutes to tell a story which relates to one of those points.

Charts may be used, although for a 2 minute story they really should not be needed. However this may depend on the student, their level of confidence or, possibly, the style of the story telling.

Some students may benefit from starting with a 'rough chart' as they begin working on the exercise and then decide for themselves if it is actually needed for the examination.

Public Speaking: Associate Diploma Module 3:

Section 2

Select and study any controversial topic of general interest in N Z 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:

Last year in our September Teacher Alert #3 we looked in detail on actually speaking TO the motion. Following a query, this time we look at defining 'possible public meetings'.

The key element is that the meeting is not a closed/member-only meeting but one, such as an AGM, that is open to the general public. Or it may be a public meeting called by a specific group to gauge community feelings on a particular issue, such as the implications of closing a hospital in a small district.

In this exercise students are beginning to explore speaking to an audience where some of the members may be hostile to their particular views.

It is important that students feel comfortable with the controversial topic and choose a public meeting where they might really speak. The issue of hospital closure in a smaller district may well have implications for younger people who could speak against such a closure on account of road accidents and the time it would take to get accident victims to a more distant hospital. Or, 'rodeos' and animal cruelty have been in the spotlight recently. An open AGM of a Rodeo Association or an open SPCA meeting might provide possible avenues to speak for or against a motion on animal cruelty within rodeos.

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Thank you, teachers, for your thought provoking queries to date this year. Please keep them rolling in through info@speechnz.co.nz they can then be sent to the appropriate trustee for response.

Have a stimulating term.

Pam Logan

Examinations Divison