



Helping our Nation to communicate

TEACHER ALERT

FEBRUARY 2019

Welcome to 2019 and the new teaching year. In this bulletin:

- Our New Speech and Drama Syllabus
- Developments in Public Speaking Syllabus
- Debating
- Heckling

Speech and Drama Syllabus:

The new Speech and Drama Syllabus is out and comes into effect immediately – it is currently online for you to view <https://www.speechnz.co.nz/syllabus/speech-and-drama/>. Please contact the Local Secretary or National Office if you wish to receive a hard copy.

Changes are mostly minor; however, we would encourage you to go through each grade you are teaching closely so you are right up with the play.

To help you there are three papers attached with this:

- A chart tabulating syllabus changes.
- A chart staircasing the development of characterisations through grades 1 – 8.
- A chart staircasing the theory discussion on characterisation from Grade 5 – 8.

Some aspects to note:

Grade 5: The content of the two modules has been swapped to equalise the work load in each module. IF you have a student who has already achieved one of these modules in 2018 – then they will need to complete the Grade using the old (2012) Speech and Drama Syllabus. Please mark this clearly on your entry form.

Grade 4, 5 & 6 Characterisations are now 4-minute time limits. This is to enable a wider range of pieces and more time to demonstrate skills in these grades. However, this is a limit and much better, particularly in lower grades, to perform well for 2 – 3 minutes than to struggle with a longer time. Similarly groups performing do not need to reach the full limit. For younger students working together, choose an extract which enables them to sustain focus and achieve the intent of the scene.

The Glossary: Do check definitions in the glossary – there are some terms which may be less familiar. There are also some website references in the glossary to provide further help.

Diplomas: The grading for practical modules has now changed to: Did Not Achieve, Pass, Merit, and Pass with Distinction. The introduction of a Merit enables examiners to recognise some worthy work that may appear in some sections but is not yet a Distinction over all sections.

AND

Just a reminder that audiences are not a requirement for Associate and Diploma Modules.

If you have Licentiate Diploma students, do check the theory Papers carefully. All papers can now be sat by either examination or assignment. There is also a new Paper 13 designated for 'Original Research'.

As always, Speech New Zealand is happy to respond to questions you may have – please send them to info@speechnz.co.nz. The office will know who is available to answer specific queries. Please do NOT send them to individual Board members.

Public Speaking and Communication Syllabus: Grade 7 Module 3, Debating:

Debating in schools now has the emphasis on content and case rather than rhetoric. Introductions are brief and basically just cover the *splits* (dividing the case.) Speakers are trained to speak as quickly as possible so that they can explain their substantive points as they build their case. Another change is that any speaker is able to do what was the Leader's Reply. All speakers are advised to include at least one if not two points of information. In the Secondary Schools' Debating Competition students are encouraged to use refill rather than cards.

The NZ Debating Council has some excellent online resources.

This does have an effect on SNZ Public Speaking Grade 7 Module 3. Next year there will be a new Public Speaking syllabus which will fully address the changes, in the meantime, candidates in Section 1 may continue to present a 4-minute first speaker's speech for either the affirmative or the negative. Discussion may cover aspects such as: key points developed in leader's speech, an awareness of debating skills and the current changes, including the delivery styles.

Examiners will be seeking candidate's own knowledge and opinions, not in-depth information. Examiners are also aware that not all candidates are personally involved in formal debating.

Associate and Advanced Associate Diploma, Module 3 Section 2:

Speaking to a motion - With and Without an Audience

Adjustments are being made to the Public Speaking syllabus to meet the needs of our clients. Schools and some centres cannot provide the up to now mandatory audience needed for this module. As you will know, provision of an audience is now optional so that means where there is no audience, examiners will have to adjust how they conduct the exam so the candidate is not disadvantaged.

Aspects to note:

Where there is no audience, to cover the first two requirements (seating and informing the audience) part of a brief discussion with the candidate may be around how they would set out the room '*for the audience you imagine you are addressing*'.

Section 2 'Be prepared to deal with heckling'.

Obviously where there is an audience, the candidate can show good strategies of audience management, courtesy, appropriateness, clear thinking, keeping calm, persuasiveness and timing.

Where there is no audience, the examiner will fill the gap.

- Warn your candidate that the examiner will be heckling during the talk as part of the audience - not as an examiner - and may take a contrary point of view which may be expressed in an accusatory, indignant or even hostile tone.
- The examiner will warn you this will happen. They want you to enjoy the challenge and the experience.

Section 3 discussion may include aspects of dealing with heckling. Such as:

- How would you deal with a persistent interrupter?
- When might it be appropriate to ignore the interrupter?
- How would you handle a question that took a lot of time to answer?
- What guidelines might you keep in mind if you wanted to use humour in your response?

Have a great year

Pam

Examinations Division.

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