

Speech New Zealand
Founded 1964
as New Zealand Speech Board
Incorporated as a Charitable Trust

Oral Communication Assessment

Syllabus 2006

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Aims and Objectives

Speech New Zealand aims to develop versatility in the use of language, oral presentation and performance skills.

Students will ...:

- express themselves with clarity, confidence and courtesy in personal, social, work related and public situations
- listen with discernment and courtesy
- develop a varied vocabulary to express their thoughts with confidence and imagination
- develop speech that is readily understandable and appropriate to the situation

The Assessments will be conducted in English, but brief introductions or phrases in other languages are acceptable.

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**To contact your Local Secretary phone
0800 SPEECH (800 773324)**

Syllabus for Oral Communication Assessments

These Assessments are carried out in schools and recreation and community groups by Assessors appointed by Speech New Zealand.

They may take place either in a classroom or a venue appropriate to the group concerned.

The syllabus is designed to develop the following skills:

1. Speaking Sharing of ideas with enthusiasm, fluency and effectiveness
2. Listening Listening and responding courteously
3. Performing Presenting poetry, story, drama, role-play and improvisation with an audience focus
4. Reading Reading aloud with clarity and vitality, appreciating an extensive variety of written language and text
5. Viewing/Presenting Interpersonal speaking and listening, both in front, and as part of an audience
6. Processing Thinking critically, processing information and exploring language

Group Work

This is encouraged throughout the syllabus.

Students may choose a group or class project on a theme or a topic as the basis for their selections.

Where suitable selections are presented as a group activity each student must be given an equal opportunity for their achievement to be assessed.

Times for group presentations are stated throughout the syllabus.

Students may perform sections in any order.

Assessors will encourage and help students to do their best in a friendly, relaxed atmosphere.

Certificate of Attainment

'Special Needs' students are encouraged to sit examinations.

Speech New Zealand will award a Certificate of Attainment to students with any disability which may affect their communication if the Assessor is satisfied that they are doing the best work of which they are capable.

Certificate of Attainment will be assessed in the same way as other Oral Communication Assessments. Entry forms must have the words 'Certificate of Attainment' printed across the top.

The Local Secretary must be notified in writing of the nature of the student's disability and of any special requirements at the time of entry.

Special group examinations for Certificate of Attainment students may be arranged if there are sufficient numbers and enough time is available to make arrangements.

Please contact Speech New Zealand to make these arrangements.

English for Speakers of Other Languages

Speakers for whom English is not their first language may choose 'Certificate of Attainment.'

Entry forms must have the words 'Certificate of Attainment' printed across the top.

The Local Secretary must be notified in writing of the student's first language at the time of entry.

However, the preferred option may be the Speech New Zealand syllabus: Oral Communication in English for Speakers of Other Languages (OCESOL).

Levels.

There are 11 levels.

The level at which students are entered is at the discretion of the teacher or organiser.

Suggested school levels are:

Introductory/Advanced Introductory	Years 3 and 4
Elementary/Advanced Elementary	Years 5 and 6
Junior/Advanced Junior	Years 7 and 8
Intermediate/Advanced Intermediate	Years 9 and 10
Senior/Advanced Senior	Years 11 and over
Communicating in Leadership	Years 12 and 13

Categories of Pass

Oral Assessors evaluate and grade according to the standard of the school, with no comparison with other schools or other areas.

At each level **Distinction**, **Highly Commended**, **Commended**, **Pass** or **Not Achieved** may be given.

Pass: Most learning outcomes are met, at a basic level, but some require further development.

Commended: Most learning outcomes are met adequately.

Highly Commended: Most learning outcomes are met competently.

Distinction: Most learning outcomes are mastered.

Where a student's work is not up to the standard the Assessor will consult the teacher, or group organiser, before reaching a decision.

Procedure for Entry

Schools and groups wishing to enter students for Assessment should contact their Local Secretary, or Speech New Zealand.

The entry form should be completed and the bottom (yellow) copy retained by the school or group.

It is the school's responsibility to print all names legibly.

Each separate level entered should be on a separate form.

Entries for Certificate of Attainment should be made on the same entry form as the other students with the abbreviation 'COA' printed next to the student's name and a letter included to tell the Assessor why the student is being assessed with this provision.

When the entry forms are completed they should be forwarded, with the appropriate fees, to the Local Secretary.

The entry forms must reach the Local Secretary at least six weeks before the date of Assessment.

- Late entries may be accepted. There will be a charge for this.
- If a student is unable to take the Assessment a substitute may be entered.

The Local Secretary will supply information about late entries.

Refunds

Applications for refunds must be made in writing, with supporting documentation. A copy of Speech New Zealand's full policy on refunds is available on request and may be obtained from the Local Secretary or the National Office. Speech New Zealand Guidelines comply with the legal requirements of the various Consumer Protection Acts.

Preferred dates and time of the Assessment should be discussed with the Local Secretary at the time of entry.

The Local Secretary will supply the report forms and the badges/bars to the school or group prior to the Assessment.

The teacher, or person coordinating the Assessments, should fill in the NAME and LEVEL of each student at the top of the report forms.

These forms should then be collated in the order *in which students will be assessed* and given to the Assessor.

A timetable for the Assessor is required, listing names of students and the level of Assessment.

A 15 minute break for morning tea and a lunch break coinciding with the school's timetable should be included.

The school or group will provide a suitable venue for the Assessments.

It needs to be a space large enough for group work and well lit.

The Assessor requires a desk and a comfortable chair.

To assist the Assessor, students should wear clearly visible name tags.

It is the responsibility of the school or group to supervise the Assessment.

An audience, possibly of other students, is encouraged.

No more than ...

30 Introductory,

25 Elementary or Junior

20 Intermediate and Senior students

can be assessed in five hours.

Time limits given in the syllabus must be observed.

When Assessments are completed the Assessor will hand out the reports to the teacher or organiser.

A written report by the Assessor will be given to the school or group upon completion of the Assessments.

If certificates have been ordered these will be sent directly to the school from Speech New Zealand following the Assessment.

If both a badge and a certificate are required there will be an additional cost. The request for a certificate must be made clearly on the entry form otherwise badges only will be provided.

- Speech New Zealand will consider a minimum of one half-day's assessing. Assessments will take place during the school day.
- Videoing is not normally permitted during Assessments. When there is a specific need, application to video Assessments must be made with Speech New Zealand prior to the Assessments taking place.
- Complaints must be received *within 14 days* of receipt of the Assessment results. All complaints must be in writing and addressed to the Executive Manager, Speech New Zealand, PO Box 12-023, Wellington.

General guide for teachers

It is recommended that schools and organisations purchase the **STUDENT SPEAK TEACHERS RESOURCE** from Speech New Zealand.

It contains a detailed guide to teaching the Oral Communication Assessment Syllabus.

It includes Curriculum Links, Learning Outcomes, Teaching Points, Learning Activities to use in the classroom, Teachers Resource sheets and Student Handouts.

The following are general guidelines:

Audience

Assessments must be conducted in the presence of an attentive, listening audience, usually another small group doing the Assessment.

From time to time a trainee Assessor will be present and under the direction of the Assessor may take part in the Assessment.

Communication Skills

Communication skills will be tested throughout the Assessment and the Assessor will be looking for the ability to explain, to listen, to think and to respond with courtesy, clarity and an appropriate vocabulary.

Students will also be assessed on their participation as members of an audience.

Talks

Talks should be extempore. This means the talk is structured and prepared, but not written out. *Cue cards or notes are not acceptable and speeches must not be read or memorised.*

Students are encouraged to use visual aids which will support key ideas and clarify these ideas for the audience.

The ideas will be delivered in a natural, spontaneous style, appropriate to the speaker and the purpose of the talk.

StudentSpeak Teachers Resource contains further information about the preparation and presentation of all talks in the syllabus.

Topics may centre on a theme, class or group study, personal activity or interest. Students displaying enthusiasm, individuality, preparation, progressively developing language communication skills and the ability to relate to an audience will achieve well in this section.

Drama

Students are encouraged to devise their own dramas.

Script, if used, must be available to the Assessor.

Sufficient time must be allowed in group drama for each student to demonstrate their ability and to be fully assessed.

Each student should make an equal contribution in group work.

Poetry

This should be read or spoken with understanding and the desire to engage the interest of the listening group.

Clarity, audibility and control of pace are important.

The selection chosen should be appropriate to the level being assessed.

Students may present their own work.

A legible copy of the poem being presented must be submitted to the Assessor.

Group verse speaking encourages working as a group to interpret a poem for an audience.

Storytelling

Stories should be spoken in the students' own words.

Students are encouraged to use a balance of description, narration and dialogue.

The presentation should be audience focused.

Reading

Students should read in an appropriate style for the book and aim to capture the interest of the listeners.

Selections may be made from fiction or nonfiction.

Improvisation and Role Play

In improvisation the *imaginative* response of students is looked for.

Role play approximates more to *real-life situations*, and uses good communication skills for problem solving.

Social Speeches

Social speeches should have a sense of formality and audience.

Presentation style should be appropriate to the occasion.

Questions and Discussion

These will include exchanges between speaker, Assessor and listening group and will take place throughout the Assessment.

In all situations the Assessor will be looking for the courtesies necessary to facilitate satisfactory discussion and the ability to think, listen and respond appropriately.

Visual Aids

These *must* be an integral part of the talk.

Visual aids can include models, equipment, charts, diagrams, graphs, illustrations, overhead transparencies, video, CD/DVD, computer displays and demonstrations.

It is the student's responsibility to provide the equipment, including leads, and ensure it is operated safely.

Introductory Level [White Badge]

Time: Ten minutes per student.

1. Present a simple **show and tell talk**.

Limit: 2 -3 minutes

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised.

2. Participate in a **group drama** **or group verse speaking**. (Choose one)

Suggested time: Two or three students: 2 - 3 minutes total

Four to six students: 3 - 5 minutes total

Groups may be of any size, but the overall maximum time for this section should be 5 minutes.

Learning Outcomes

Students will ...

Talk

- use audible clear speech
- establish eye contact with the audience
- use a simple structure, which will include an opening and closing statement
- hold and show the object so it can be seen by the audience

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters, using movement and speech
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc. to support the scene

continued ...

Group Verse Speaking

- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood
- speak clearly and audibly
- work as a group to present the verse

Advanced Introductory Level [White Bar]

Time: Ten minutes per student.

1. Present a **talk based on a personal experience, skill or activity.**

Limit: 2-3 minutes

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**

or group verse speaking

or group storytelling.

(Choose one.)

Suggested time: Two or three students: 2 - 3 minutes total

Four to six students: 3 - 5 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 5 minutes.

Learning Outcomes

Students will ...

Talk

- present a simple talk based on a personal experience, skill or activity
- establish a connection with the audience, using eye contact and clear, audible speech
- use the talk to reflect genuine interest in what is being shared or explained
- observe the time frame

Discussion skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

continued ...

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story such as a fairy story, myth, reality or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc., to support the scene
- explore devices and conventions to shape the scene

Group Verse Speaking

- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood
- speak clearly and audibly
- work as a group to present the verse

Group Storytelling

- work in groups to plan and prepare a story for an audience
- identify and use some structures and devices for developing stories
- demonstrate performance styles to present a story to an audience

Elementary Level [Green Badge]

Time: Ten minutes per student.

**1. Explain an activity you have been involved in
or share and give opinions about an experience or event.**

(Choose one)

Limit: 3 minutes

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised.

**2. Participate in a group drama
or group verse speaking
or group storytelling.**

(Choose one)

Suggested time: Two or three students: 3 - 4 minutes total

Four to six students: 4 - 6 minutes total

Groups may be of any size, but an overall maximum time for this section should not exceed 6 minutes .

3. Students will bring to the Assessment a book they have read and be prepared to discuss it with the Assessor.

Learning Outcomes:

Students will ...

Talk

When explaining an activity you have been involved in

- describe the activity clearly
- arrange the ideas in a logical order
- include reference to their personal involvement

When sharing and giving opinions about an experience or event

- select and organise key points about an experience or event
- base opinions on the facts presented

For either talk, students will also:

- develop a creative approach to the delivery of the talk, e.g. opening, choice of vocabulary, language, firm ending

continued ...

- integrate visual aids throughout the talk
- deliver an audience-focused talk that is clear and audible
- observe the time limit

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc., to support the scene
- begin to show an understanding of the elements, techniques and conventions of drama

Group Verse Speaking

- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- work as a group to present the verse
- explore aspects of performance to support the recitation, such as music, movement, dance or art

Group Story Telling

- work in groups to plan and prepare a story to be told to an audience
- identify and use some structures and devices to develop the story
- demonstrate performance styles to present a story to an audience

Book Discussion

- be familiar with the entire book
 - fiction*: understand the plot and characters
 - non fiction*: show an understanding of the information
- share ideas about the book clearly using full sentences and eye contact with the Assessor

Advanced Elementary Level [Green Bar]

Time: Twelve minutes per student.

1. A talk to inform (demonstration may be included)

or share and give opinions about an experience, event or idea.

(Choose one)

Limit : 3 minutes

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised.

2. Participate in a group drama

or speak or read a poem (group or individual)

or tell a story (group or individual).

(Choose one.)

Suggested time: Two or three students: 3 - 4 minutes total

Four to six students: 4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes .

3. Students will bring to the Assessment a book that they have read.

From it they will *either*

read a paragraph (approximately 100 words)

or

show and explain about a favourite page from the book.

(Choose one)

In either option students should be prepared to discuss the book with the Assessor.

Learning Outcomes

Students will ...

Talks

When giving a talk to inform

- present appropriate information as the basis for the talk
- select and organise the information into a logical structure
- include facts relevant to the topic
- summarise information at the end

When sharing and giving opinions about an experience, event, or idea

- select and organise key points about the experience, event, or idea
- base opinions on the facts presented

For either talk, students will also:

- develop a creative approach to the delivery of the talk, eg. opening, choice of vocabulary, language, firm ending
- integrate visual aids throughout the talk
- deliver an audience-focused talk that is clear and audible
- observe the time limit

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc. to support the scene
- begin to show an understanding of the elements, techniques and conventions of drama

continued ...

Poetry Speaking: Group or Individual

- understand the poem and the words in it
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- work as a group or individual to present the verse
- show a developing sensitivity to the poem's shape, message and mood

Group Storytelling: Group or Individual

- work individually or in groups to plan and prepare a story to be told to an audience
- identify and use some structures and devices to develop the story
- explore performance styles to present a story to an audience

Reading Aloud

- be familiar with the entire book
- *either* read with clarity and vitality *or* show an understanding of the information
- share ideas about the book clearly, using full sentences and eye contact with the Assessor

Junior Level [Yellow Badge]

Time: 12 minutes per student.

**1. An informative talk showing evidence of research
or an explanation of an object, skill, activity, process or diagram.**

(Choose one)

Limit: 3 minutes

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised

2. Participate in a group drama

or speak or read a poem (individual only)

or tell a story, myth, or legend (individual or group).

(Choose one)

Suggested time: Two or three students: 3 - 4 minutes total

Four to six students: 4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes .

3. Students will bring to the Assessment a book which they have read.

From it they will **read aloud a short prepared passage** of approximately 150 words. Discussion may follow.

4. A simple, everyday, telephone exercise set by the Assessor.

Learning Outcomes

Students will ...

Talks

When giving a talk to inform

- show evidence of research in the presentation
- use visual aids or demonstration to extend the understanding of the audience
- in discussion, extend answers by referring to their research

continued ...

An explanation of an object, process, or diagram

- have a clear and logical order to the explanation
- use visual aids to support the explanation
- use technical terms with confidence

For either talk, students will also:

- develop the ideas logically
- speak confidently and be audience-focused in delivery
- include their own opinions, if appropriate, supported by the facts presented
- integrate visual aids throughout the talk
- observe the time limit

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story such as a fairy story, myth, reality or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused and audible
- use costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene

Verse Speaking

- understand the poem and the words used in it
- share clearly and audibly
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood

Group or Individual Storytelling

- work as an individual or in groups to plan and prepare a story for an audience
- identify and use some structures and devices to develop the story
- demonstrate performance styles to present the story to an audience

continued ...

Reading Aloud

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience while sharing the story
- be able to discuss the book and share opinions

Telephoning

- identify themselves appropriately
- listen carefully and explain and convey messages accurately
- be able to leave a message on an answer phone
- complete the call with courtesy

Advanced Junior Level [Yellow Bar]

Time: Twelve minutes per student.

1. An **informative talk** showing evidence of research
or a **talk which includes a demonstration**

(Choose one)

Limit: 3 minutes

State the audience for whom your talk is prepared.

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised

2. Participate in a **group drama**
or **speak or read a poem** (individual only)
or **tell a story, myth or legend** (individual or group).

(Choose one)

Suggested time: Two or three students: 3 - 4 minutes total
Four to six students: 4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes

3. Students will bring to the Assessment a book which they have read.
From it they will **read aloud a short prepared passage** of approximately 150 words.
Discussion may follow.

4. An impromptu **social speech** as may occur in class or school, such as a welcome, thank you or an announcement.
This exercise will be set after discussion with the Assessor.

Learning Outcomes

Students will ...

Talks

An informative talk showing evidence of research

- show evidence of research in the presentation
- use visual aids or demonstration to extend the understanding of the audience
- in discussion, extend answers by referring to their research

A demonstration

- use demonstration to extend the understanding of the audience
- build a step-by-step logic into the presentation
- maintain commentary while demonstrating

For either talk students will also:

- build a secure logic into the development of ideas
- speak confidently and be audience-focused in delivery
- use technical terms with confidence
- integrate visual aids throughout the talk
- specify the audience
- observe the time limits

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- when asking questions:
 - use open ended questions
 - follow through with further questions as appropriate

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- use costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene

Speak or Read a Poem

- understand the poem and the words used in it
- share confidence and enjoyment in speaking the poem
- speak clearly and audibly
- show a developing sensitivity to the poem's shape, message and mood

Group or Individual Storytelling

- work as an individual or in groups to plan and prepare a story for an audience
- identify and use some structures and devices to develop the story
- demonstrate performance styles to present the story to an audience
- use performance skills to ensure the scene is audience-focused

Reading Aloud

- be familiar with the entire book
- read with clarity, vitality, and meaning
- show an awareness of the audience in sharing the story
- have an effective change of voice to mark direct speech
- be able to discuss the book and share opinions about it

Social Speech

- gain the audience's attention appropriately
- use names clearly and correctly
- offer further relevant background information
- speak sincerely and with courtesy
- conclude appropriately, which may include leading the applause

Welcome

- indicate the reason for the visit
- create a sense of welcome
- lead applause for the guest, if appropriate

Thank you

- be specific about what the thanks are for

Announcement

- give information in a clear, logical way
- recap main points

Intermediate Level [Blue Badge]

Time: 15 minutes per student.

1. **A talk presenting a point of view**
or a talk which includes a demonstration.

(Choose one)

State the audience for whom your talk is prepared.

Limit: 3 minutes

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**
or tell a story, myth or legend (individual or group)
or research a topic of current local interest and
discuss it with the Assessor (individual).

(Choose one)

Suggested time: Two or three students: 4 - 5 minutes total

Four to six students: 6 - 8 minutes total

Groups may be any size but overall maximum time for this section should not exceed 8 minutes

The Assessor may invite questions from the audience.

3. Students will bring to the Assessment a book which they have read.
From it they will **read aloud a short passage chosen by the Assessor.**
Discussion may follow.

4. **Perform a role play** set by the Assessor.

Learning Outcomes

Students will ...

Talk

A talk presenting a point of view

- give a clear outline of the topic
- support opinions (for example: research, analogies, comparisons, warnings or extended examples)
- use both informative and emotive language
- present opinions confidently and appropriately for the intended audience

A demonstration

- use demonstration to extend the understanding of the audience
- build a step-by-step logic into the presentation
- maintain commentary while demonstrating

For either talk, students will also:

- speak confidently and be audience-focused in the delivery
- show awareness of the needs of the audience
- listen and respond to questions and give answers which extend the information or ideas already given
- integrate visual aids throughout the talk
- specify the audience
- observe the time limits

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- aim to provide extended answers
- when asking questions:
 - use open ended questions
 - follow through, with further questions as appropriate

Group Drama

- create a structured scene from a myth, legend, reality, an issue or script

continued ...

- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused and audible
- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

Tell a Story, Myth or Legend

- work as an individual, or in groups, to plan and prepare a story for an audience
- identify and use some structures and devices to develop the story
- demonstrate performance styles to present the story to an audience
- create a structured scene from an established story, such as a fairy story, myth, legend or reality.
- use performance skills to ensure the scene is audience-focused
- use own words to tell the story, myth or legend
- use correct pronunciation
- include recognised elements of the story

Research a topic of current local interest and discuss it with the Assessor

- have a depth of knowledge about the chosen topic
- offer opinions based on facts presented
- listen to questions and respond with extended answers

Reading Aloud

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience in sharing the story
- have an effective change of voice to mark direct speech
- read with an appropriate voice for the genre of the book
- be able to discuss the book and share opinions about it

Role Play

- create a real life situation, using appropriate setting and characters
- find appropriate ways to resolve the problem or conflict

Advanced Intermediate Level [Blue Bar]

Time: 15 minutes per student.

1. A talk to persuade an audience

or a talk which includes instruction.

(Choose one)

Limit: 3 minutes

State the audience for whom your talk is prepared.

Questions and discussion with the Assessor and/or the audience may follow.

Talks must not be read, over learnt or memorised

2. Participate in a group drama

or discuss and give opinions on a magazine or newspaper article

or a recent 'Letter to the Editor' with the Assessor (individual)

or evaluate a poem (individual).

(Choose one)

Limit: 3 minutes

Suggested time for a group in this section:

Two or three students: 4 - 5 minutes total

Four to six students: 6 - 8 minutes total

Groups may be any size, but overall maximum time for this section should not exceed 8 minutes

3. Students will bring to the Assessment a book which they have read.

From it they will **read aloud a short passage chosen by the Assessor.**

Discussion of the book may follow.

4. An improvisation

or an interview (2 students).

Students may nominate their preferred option, but the exercise will be set by the Assessor after discussion.

Learning Outcomes

Students will ...

Talks

A talk to persuade an audience

- put a case to an audience which encourages them to think in a particular way
- support points of view with facts, reasons and examples
- use both informative and emotive language
- present opinions confidently and appropriately for the intended audience
- end the talk with a call to action

A talk which includes instruction

- tell how, why and what needs to be done to achieve the goal of the instruction
- include advice, suggestions and warnings throughout the talk
- present the steps in a logical order
- recap the main points in the conclusion

For either talk, students will also:

- speak confidently and be audience-focused in the delivery
- show awareness of the needs of the audience
- listen and respond to questions and give answers which extend the information or ideas already given
- integrate visual aids throughout the talk
- specify the audience
- observe the time limits

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- aim to provide extended answers
- when asking questions:
use open ended questions
follow through with further questions as appropriate

continued ...

Group Drama

- create a structured scene from a myth, legend, reality, an issue or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused and audible
- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words, and if from a script, memorised

Give opinions and discuss a magazine or newspaper article or a recent Letter to the Editor with the Assessor

- bring to the Assessment a copy of the text to be discussed
- give a brief introduction of the text, including its source and content
- show evidence of further research about the topic in discussion
- have a depth of knowledge about the chosen topic
- offer opinions based on facts
- listen to the questions and respond with extended answers

Evaluate a poem

- show an understanding of the theme, text and the poet's intention
- be able to identify the poem's style
- identify language features and structure and how they support the poet's intention
- include opinions about the poem and its value

The student may:

- quote from the poem
- use a simple visual to support the talk

Reading Aloud

- be familiar with the entire book
- read with clarity, vitality and meaning
- show an awareness of the audience while sharing the story
- have an effective change of voice to mark direct speech
- read with a voice appropriate for the genre of the book
- be able to discuss the book and share opinions

continued ...

Improvisation

- create characters and situations through action, language and use of space
- achieve a dramatic development
- create a scene with a beginning, climax and firm ending
- be seen and heard clearly

Interview

- use credible role play for interviewer and interviewee
 - interviewer*: controls the shape of the interview and asks mostly open-ended questions
 - interviewee*: expands on ideas and offers further information
- show good listening skills
- show appropriate courtesies

Notes

Senior Level [Red Badge]

Time: 15 minutes per student.

1. **Explain a practical skill or concept** associated with an aspect of your present or intended work or study
or a prepared talk on an issue of current local or national interest.
(Choose one)
State the audience for whom your talk is prepared. *Limit: 4 minutes*

Questions and discussion with the Assessor and/or the audience may follow.
Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**
or
give a **prepared evaluation of a short story, film or scientific process** (individual)
or
give a **prepared social speech** *either* introducing a speaker
or presenting a gift. (individual)
(Choose one) *Limit: 3 minutes*

Suggested time for a group in this section:

Two or three students: 4 - 5 minutes total

Four to six students: 6 - 8 minutes total

Groups may be any size, but overall maximum time for this section should not exceed 8 minutes.

3. Students will bring to the Assessment a selection of material related to their present or intended work, or course of study, from which the Assessor will select a **short passage to be read aloud.**
4. **Formal or business telephone exercises**
or
an announcement.
This exercise is set by the Assessor.

Learning Outcomes

Students will ...

Talks

Explain a practical skill or concept associated with an aspect of your present, or intended work, or study

- use a clear logical order for ideas
- have a succinct use of language
- explain technical terms with confidence
- include advice, warnings and suggestions
- integrate demonstration into the talk, if required
- show audience awareness

A prepared talk on a topic of current local or national interest

- provide a clear outline of the pros and cons of the issue
- support opinions with reasons and examples
- use content that is relevant to the local or national issue
- use visual aids if appropriate to support the information and add to audience understanding

For either talk, students will also:

- specify the audience
- speak confidently and be audience-focused in delivery
- show awareness of the needs of the audience
- listen and respond to questions, giving answers which extend the information or ideas already given
- integrate visual aids throughout the talk
- observe the time limit

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- aim to provide extended answers
- use logic and reason to support the answer
- when asking questions:
 - use open ended questions
 - follow through with further questions as appropriate

continued ...

Group Drama

- create a structured scene from either myth, legend, reality, an issue or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused and audible
- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques, and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

A Prepared Evaluation of a short story, film or scientific process

- provide the criteria of the chosen genre
- include a clear outline of the aspects to be included in the talk
- support opinions with reasons and examples
- make a logical evaluation
- *scientific process*: clearly outline the concept and its process so that it is relevant to the specified audience

A Prepared Social Speech: introducing a speaker or presenting a gift

- show some evidence of research into the audience and occasion
- use language and style suitable for both the audience and occasion
- speak sincerely

Reading Aloud

- offer a range of appropriate material providing challenging text
- use a style of reading appropriate for the text
- aim for fluency by use of phrasing and pausing
- involve the audience by meaningful eye contact

Formal Business or Telephone Exercises

- identify yourself appropriately
- use clarity and courtesy throughout the call
- complete the call in an appropriate manner
- achieve the purpose of the call

continued ...

Announcement

- attract and sustain the audience's attention
- give clear and complete information
- reinforce the message
- use a style appropriate for the occasion and purpose

Advanced Senior Level [Red Bar]

Time: 15 minutes per student.

1. A plea for a good cause

State the audience for whom your talk is prepared

or

An impromptu talk for which the student will offer three topics.

The Assessor will frame one of the topics for a specified audience.

(Choose one)

Limit:

Plea for good cause: *Four minutes*

Impromptu: *One minute preparation, 2-3 minutes talk*

Questions and discussion with the Assessor and/or audience may follow.

Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**

or a prepared evaluation of a short story, film

or scientific process (individual)

or a prepared speech to welcome or deliver a tribute (individual)

(Choose one)

Limit: 3 minutes

Suggested time for a group in this section:

Two or three students: 4 - 5 minutes total

Four to six students: 6 - 8 minutes total

Groups may be any size, but overall time for this section should be 8 minutes.

3. Students will bring to the Assessment a selection of material related to their present or intended work, or course of study, from which the Assessor will select a **passage to be read aloud**. Following the reading, **comment on the information or ideas expressed**.

4. A **role play**. This will be set by the Assessor and related to the students' present or intended work or course of study.

Learning Outcomes

Students will ...

Talks

Plea for a good cause

- outline the topic as part of the talk
- have a clear purpose and aim for audience acceptance
- use persuasive techniques
- use both informative and emotive language
- visual aids, if used, should support the information given

Impromptu

- use content and structure suited to the audience and topic
- use logical development of ideas
- use language appropriate to audience and purpose

For either talk, students will also:

- specify the audience
- speak confidently and be audience-focused in delivery
- show awareness of the needs of the audience
- observe the time limit

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering
- aim to provide extended answers
- use logic and reason to support the answer
- when asking questions:
 - use open ended questions
 - follow through with further questions as appropriate

continued ...

Group Drama

- create a structured scene from a myth, legend, reality, an issue or script
- create characters using movement and speech
- use performance skills to ensure the scene is audience-focused and audible
- incorporate costumes, props, sound effects etc. to support the scene
- explore the elements, techniques and conventions of drama and show their use in the scene
- produce confident spoken words and, if from a script, memorised

Prepared evaluation of a short story, film or scientific process

- give the criteria of the genre chosen
- include a clear outline of the aspects to be included in the talk
- support opinions with reasons and examples
- make a logical evaluation
- specify the intended audience
- *scientific process*: clearly outline the concept and its process so that it is relevant to the specified audience

Prepared social speech to welcome, make a presentation or deliver a tribute

- show some evidence of research into audience and occasion
- use suitable language and style for the audience and occasion
- speak sincerely

Reading Aloud

- offer a range of appropriate material providing challenging text
- use a style of reading appropriate for the text
- aim for fluency using phrasing and pausing
- involve the audience with meaningful eye contact

Role Play

- create a real life situation using appropriate setting and characters
- find appropriate ways to resolve the problem or conflict with courtesy
- use appropriate language and word choice for the situation
- show awareness of nonverbal communication

Where your students can go next ...

Speech New Zealand offers other syllabuses:

Speech and Drama

Public Speaking and Communication

Vocational speaking

Theatre in Action

Oral Communication in English for Speakers of Other Languages

Communicating in Leadership

All are examined to a national standard.

The Speech and Drama and Public Speaking and Communication syllabuses each have eight grades, followed by Diploma (ASB), Licentiate (LSB) and Fellowship (FSB).

Vocational Speaking is directed to senior students and those in the workplace.

Theatre in Action supports the Drama Curriculum in schools

The Oral Communication in English for Speakers of Other Languages' (OCESOL) syllabus allows for the different needs of students and is examined by specialists in English as a second language.

Communicating in Leadership is designed for senior students or young leaders. This is a logical next step after completing Advanced Senior Oral Assessment.

The syllabus for this exam is printed overleaf.

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Communicating in Leadership

This exam is targeted at Year 12 students (6th formers) and Year 13 students or those in tertiary study catering specifically for Leadership Training.

The use of visual aids, where appropriate, is encouraged.

The examination must be conducted in the presence of an audience.

(Minimum: 6 people) Total time 30 minutes

General communication skills will be assessed throughout the examination.

1. **Give a persuasive speech** to establish a point of view on a civic or school community issue and substantiate it with supporting research.

Limit 6 minutes

2. **Give a social speech** appropriate to your area of leadership responsibility or intended leadership situation.

This may be a welcome, vote of thanks, tribute, introduction of a speaker, presentation of a gift or a farewell.

You must specify the audience and situation for which the talk is intended.

Limit 4 minutes

3. Bring to the examination an article which discusses any aspect of leadership.

i **Give a brief summary** of this article.

ii **Lead a discussion** with the attending audience on the significance of this article to their own leadership role.

The article must be in the hands of the local secretary no later than 48 hours before the examination

Limit 10 minutes

4. Candidates will prepare background information on a field of their choice, eg sport, academic, arts, community. After discussion with the candidate the examiner will select a person from this field.

The candidate will give an impromptu talk on why this person could be regarded as a role model.

Two minutes preparation time.

Limit 3 minutes

Learning Outcomes

All four items

- Demonstrate voice and speaking that is clear and appropriate to support the work presented
- Develop command of discussion skills
- Manage time effectively

Item One

- Select a relevant topic with opportunity for in depth research
- Relate content to the audience
- Develop a logical argument with persuasive elements.
- Statements and opinions should be drawn from the research and clearly stated with credibility and integrity
- Demonstrate an extempore style of delivery

Item Two

- Meet the purpose of the social speech
- Use appropriate style for audience, speaker and message
- Structure the social speech
- Share sense of occasion with the audience

Item Three

- Justify the selection of material
- Sum up points briefly, accurately and objectively
- Show good group management

Item Four

- Demonstrate an understanding of at least three components of leadership, eg. shares knowledge, is inspiring, is courageous
- Relate your understanding of leadership to the role model
- Structure the talk logically
- Connect with the audience present