

# SPEECH EXAMINATIONS

## AT a GLANCE

These ACM examination levels are SUGGESTED only.  
The content of syllabus grade levels suggests the following arrangement.

A student may be able to enter any level of a syllabus  
but teachers are the best judge about the point of entry to a particular syllabus.

It is strongly recommended that Grades V, VI & VII in Speech & Drama be taken sequentially.

<i>Age</i>	<i>School Grade</i>	<i>Speaking and Communicating</i>	<i>Performance Skills</i>	<i>Public Speaking</i>	<i>Speech &amp; Drama</i>
5/6	1	Preliminary			Preliminary
6/7	2	Preparatory 1			Preparatory 1
7/8	3	Preparatory 2			Preparatory 2
8/9	4	Preparatory 3			Preparatory 3
9/10	5	Preparatory 4		Preparatory	Preparatory 4
10/11	6	Grade I		Grade I	Grade I
11/12	7	Grade II		Grade II	Grade II
12/13	8	Grade III		Grade III	Grade III
13/14	9	Grade IV		Grade IV	Grade IV
14/15	10	Grade V	Grade V (Developing Level)	Grade V	Grade V
15/16	11	Grade VI	Grade VI (Advanced Level)	Grade VI	Grade VI
16/17	12	Grade VII	Grade VII (Extension Level)	Grade VII	Grade VII
16/17 or Post-school	Adult	<u>Diploma in Communication</u> • Practical • Theory (Written)	<u>Diploma in Performance Skills</u> • Practical • Journal/Folio	<u>Diploma in Public Speaking</u> • Practical • Theory (Written)	<u>Associate Diploma</u> • Practical and Lesson Planning • Theory (Written)
Post- school	Adult				<u>Licentiate Diploma</u> • Practical • Theory (Written) • Dissertation
Post-school	Adult				<u>Fellowship of ACM</u> • Practical
16/17 or Post-school	Adult	<u>Discrete Unit Competency Award</u>		<u>Discrete Unit Competency Award</u>	<u>Discrete Unit Competency Award</u>

# LEARNING EXPERIENCES

*A SAMPLE of the range of learning experiences available to teachers/candidates is listed.*

## READING ...

- Of verse, drama and prose (fictive and less-fictive) extracts or texts for meaning
- Of phonetic script (words, phrases, sentences, nonsense words) for the purposes of transcription
- Of dictionaries (e.g. Macquarie, literary handbooks, etc.) to clarify meaning and factual information
- Of primary and secondary sources for the purpose of gathering information (research)
- Exercises to enhance critical reading of texts for meaning with a consideration of context and subtext

## WRITING ...

- Of notes (note-making and note-taking) for the purposes of research
- Of short form poems, free verse lyrics, set form lyrics and narratives to understand metre/rhythm
- Of English text (words, phrases, sentences, nonsense words) into IPA script (phonetic transcription)
- Of linking material (including programme introductions) to enhance listener understanding
- Of examination practice responses to develop focus and clarity of thought
- Of logbooks, diaries, scrapbooks and journals for the purpose of documenting the creative process
- Of visual aids (e.g. PowerPoint) for the purposes of illustrating/structuring an oral presentation
- Exercises to enhance development of succinct expression with consideration of focus and content

## VIEWING ...

- Of moving visual media (e.g. feature films, filmed drama productions) to appreciate meaning/subtext
- Of static visual media (e.g. photographs, picture book illustrations) to appreciate meaning and subtext
- Exercises to develop visual literacy skills (e.g. semiotics)

## LISTENING ...

- To audio extracts and works (verse, drama, prose) to appreciate meaning and subtext
- To dictation of words, phrases and sentences (including nonsense words) for phonetic transcription
- To the reading of a poem/passage for the purpose of responding orally or in written formats (précis)
- To conversational speech, television commentary (etc.) to identify common speech negligence
- Exercises to develop listening acuity (and related critical literacy skills of response)

## SPEAKING ...

- Of verse, drama and prose extracts (including talks, speeches, etc.) in a sight/unprepared reading context
- Of verse, drama and prose extracts (including oral presentations) in a prepared reading context
- Of presentations (talks, speeches, toasts, votes of thanks, etc.) in an extemporaneous manner
- Of verse, drama and prose extracts in a recitative (memorized) mode/register
- Exercises to enhance conversational and discussion skills (spontaneity, fluency, focus, clarity, etc.)
- Exercises to develop emphatic techniques and modulation as may be applied to texts to share meaning

## PRACTISING (Doing)

- Miming/ improvising actions/scenes for the purposes of establishing and sustaining situation and character
- Playing drama games and activities to “build a character” and explore text, subtext and context
- Practising the manners and movement of periods of drama (e.g. Elizabethan, Restoration, Victorian)
- Staging a monologue/scene by exploring/exploiting the “elements of drama” (e.g. tension, space, etc.)
- Delivering a talk, speech, presentation (etc.) to an identified audience using appropriate visual aids/media
- Presenting/staging verse and prose in varied ways to share authorial intention and enhance meaning
- Exercises to enhance breathing, resonance, articulation, projection and physical presence (vocal process)

## RESEARCH ...

- Of background of verse, prose and drama to enhance performance
- Of social history to complement understanding of differing eras of literature
- Of artworks which increases understanding of the manners, movement and costume of a historical period
- Of music through the centuries to extend awareness of the music styles of an era.

## TIME ALLOCATION (Suggested Minimum Hours of Study)

The following table is to be used as a *GUIDE ONLY* as to the MINIMUM HOURS of STUDY to be used in study for the senior grades of the ACM syllabuses.

The calculation of time is based on the following lengths of school terms:

Term 1 = 8-10 weeks, Term 2 = 8-10 weeks, Term 3 = 9-11 weeks, Term 4 = 6-8 weeks

The calculations below assume a course of study is conducted over a calendar year with examinations conducted at/near the end of Semester 2/4.

<b>EXAMINATION GRADE</b>	<b>TIME ALLOCATIONS</b>
<b>Grade IV</b>	Semester 1: 18 lessons x 45 minutes each + 18 x 45 minutes homework sessions = 27 hours Semester 2: 16 lessons x 45 minutes each + 16 x 60 minutes homework sessions = 28 hours <u>Total time = 55 hours</u>
<b>Grade V</b>	Semester 1: 18 lessons x 45 minutes each + 18 x 45 minutes homework sessions = 27 hours Semester 2: 16 lessons x 45 minutes each + 16 x 60 minutes homework sessions = 28 hours <u>Total time = 55 hours</u>
<b>Grade VI</b>	Semester 1: 18 lessons x 60 minutes each + 18 x 60 minutes homework sessions = 36 hours Semester 2: 16 lessons x 60 minutes each + 16 x 90 minutes homework sessions = 40 hours <u>Total time = 76 hours</u>
<b>Grade VII (Pre-Diploma)</b>	Semester 1: 18 lessons x 60 minutes each + 18 x 60 minutes homework sessions = 36 hours Semester 2: 16 lessons x 60 minutes each + 16 x 90 minutes homework sessions = 40 hours <u>Total time = 76 hours</u>
<b>Diploma Level (e.g. Dip.Comm.)</b>	Semester 1: 17 lessons x 60 minutes each + 17 x 60 minutes homework sessions = 34 hours Semester 2: 18 lessons x 60 minutes each + 18 x 60 minutes homework sessions = 36 hours Semester 3: 16 lessons x 60 minutes each + 16 x 90 minutes homework sessions = 40 hours <u>Total time = 110 hours</u>
<b>AACM</b>	Semester 1: 16 lessons x 60 minutes each + 16 x 90 minutes homework sessions = 40 hours Semester 2: 18 lessons x 60 minutes each + 18 x 90 minutes homework sessions = 45 hours Semester 3: 16 lessons x 60 minutes each + 16 x 90 minutes homework sessions = 40 hours <u>Total time = 125 hours</u>
<b>LACM</b>	This course is undertaken over several semesters. The time taken is a function of the candidate's interests, experience and skills.
<b>FACM</b>	This course is undertaken over several semesters. The time taken is a function of the candidate's interests, experience and skills.
<b>Competency Award</b>	Semester 1: 18 lessons x 60 minutes each + 18 x 60 minutes homework sessions = 36 hours Semester 2: 16 lessons x 60 minutes each + 16 x 90 minutes homework sessions = 40 hours <u>Total time = 76 hours</u>