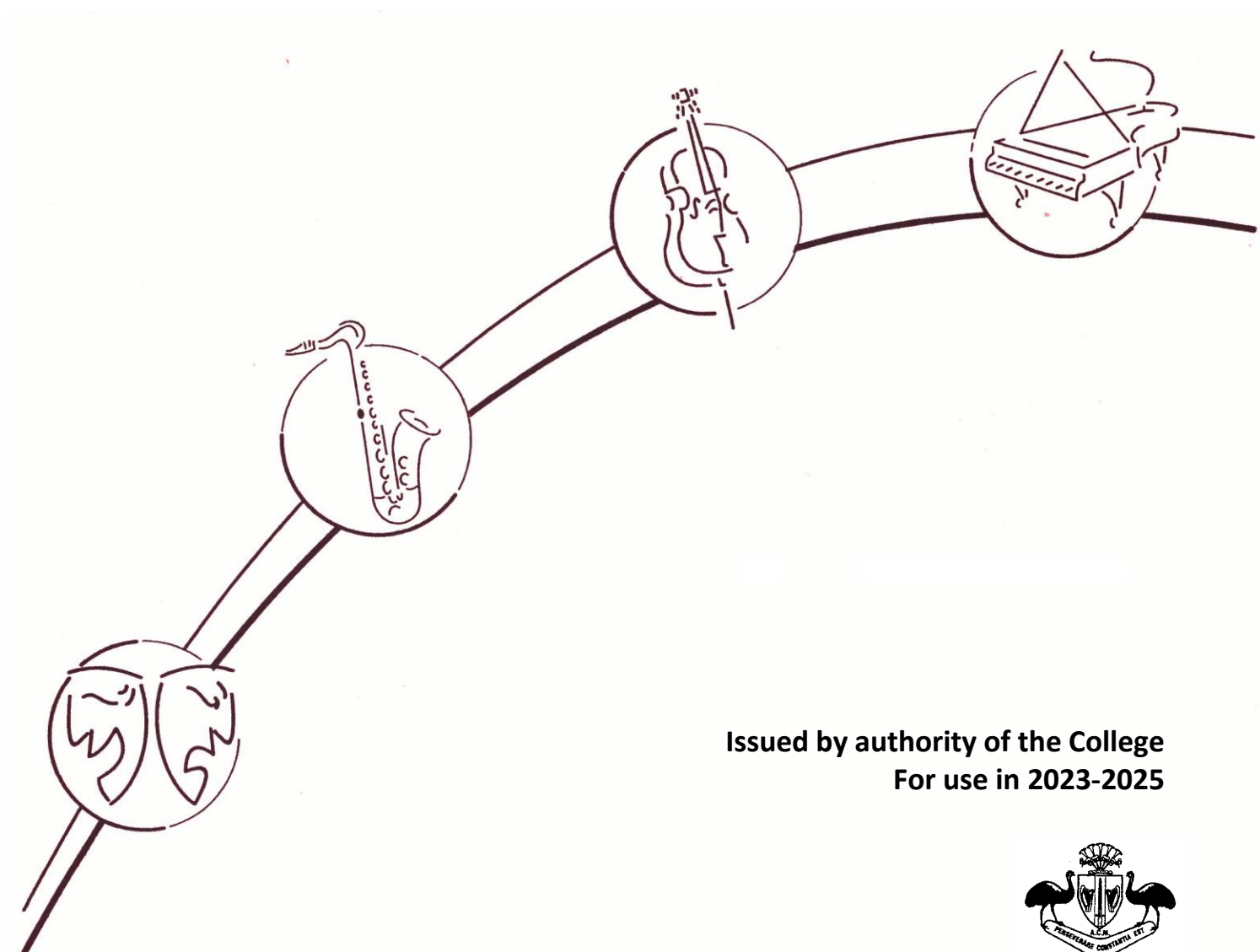


The Australian College of Music

Syllabus

Speech & Drama



Issued by authority of the College
For use in 2023-2025



Speech & Drama Syllabus

The College is incorporated as an Examining Body for
Music and Speech
without share capital or other commercial attributes.

Its funds and capital are devoted solely to the
advancement of Music and Speech and Drama.

It is a non-profit organisation.

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PLEASE CONSULT

Aims and regulations of the College

Overall information for Speech exams

Resource Lists and Glossary of Terms

RATIONALE

The *Speech & Drama Syllabus* allows candidates to enhance interpretative and presentation skills in relation to a wide variety of literature written in English or existing in English translation. From Grade IV-VII, a chronological (sequential) study of literature written in English is undertaken. Candidates study Shakespeare (Grade IV), the Romantic Period (Grade V), Victorian literature (Grade VI) and post-1880 Australian literature (Grade VII). At Diploma Level, the focus is on the Restoration (AACM) and Greek drama/Twentieth Century literature (LACM). The syllabus allows students to complement skills explored in secondary school Drama and English classrooms.

AIMS/OBJECTIVES

At the conclusion of a course of study, it is anticipated that a candidate will have developed

- a knowledge of a range of literary texts and their general historical and specific creative contexts
- an understanding of the interrelationship of context, text and sub-text
- processing skills of analysis and evaluation as texts are interrogated for meaning/authorial intention
- practical physical and vocal skills using scripted drama, verse and prose (fictive and non/less-fictive) texts
- practical skills of time management
- practical skills of stagecraft (via control of props, costume and stage furniture)
- social skills of personal independence/autonomy and responsibility
- empathy for peoples, places and times other than their own as well as an appreciation of their own contemporary culture and heritage
- an appreciation of the challenges inherent in devising and staging a performance/programme

SYLLABUS STRUCTURE

Progressing from Preliminary Grade through to the Diploma standards, candidates are expected to show increasing autonomy, independence and self-responsibility as performers.

Each grade comprises

- List A - Movement, Mime or Drama
- List B - Interpretation of Verse
- List C - Interpretation of Prose
- List D - Storytelling OR Australian Verse/Selection
- List E - Discussion

EXPLANATORY NOTES

List A: Mime, Movement or Drama

On entry to the examination room, the candidate will introduce him/her self in a spontaneous and appropriate manner.

Preparatory 1: Teachers need to stress the ability to imagine a situation by developing a candidate's concentration.

Preparatory 2: Teachers need to stress the progression from mime to improvisation and the differences between the two.

Grade V: Details of the play being studied should be forwarded to the College Administrator one (1) month before the date of the examination.

List B: Interpretation of Verse

Candidates and teachers are advised to read the relevant syllabus grades for guidance re the selection of material. If further advice is required, teachers should contact the Speech & Drama Coordinator.

List C: Interpretation of Prose

Candidates and teachers are advised to read the relevant syllabus grades for guidance re the selection of material. If further advice is required, teachers should contact the Speech & Drama Coordinator.

List D: Storytelling OR Australian Verse/Selection

Candidates and teachers are advised to read the relevant syllabus grades for guidance re the selection of material. If further advice is required, teachers should contact the Speech & Drama Coordinator.

List E: Discussion

List E allows the candidate to explain approaches taken to the construction and delivery of Lists A, B, C and D (as relevant).

In addition, candidates (from Grades I-VII) are expected to be able show knowledge and understanding of at least one key/core aspect of communication by oral explanation and practical demonstration, and be able to relate the discussion to texts as presented in the examination by citing examples from Lists A, B, C and D. Examiners will expect candidates to exhibit an ability to apply their knowledge and understanding rather than provide rote-learned responses.

These aspects of communication are summarized below and teachers should be guided by the definitions provided in the Glossary of this document.

- Grade I - Eye contact
- Grade II - Audibility
- Grade III - Clear speech (articulation including the organs of articulation)
- Grade IV - The breathing process (including relaxation)
- Grade V - Fundamental tone, resonance and projection
- Grade VI - Emphasis (and modulation) as the basis of effective speech
- Grade VII - Non-verbal communication and Speech negligence

At Diploma level, it is assumed candidates have a knowledge of technical material from previous grades (especially Grades VI & VII).

PRELIMINARY (PRELIM) – SPEECH & DRAMA

*Suggested Minimum Age: 5-6 years
(Year 1 primary school)*

Length of Examination: 10 minutes

The examiner will provide general comments in an examination report.

NO MARKS will be allocated.

Please note: As from 2017, List D will be presented as the Introduction to the examination experience (for Preliminary candidates only).

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST D QUESTION-TIME

The candidate will bring a toy to the examination.

The examiner will ask questions about the toy.

Please note: This requirement will be completed after the child has introduced himself or herself.

For example: Examiner: 'Good Morning, Mary'
 Mary: 'Hello Mrs McIvor'
 Examiner: 'What do you have there?'

LIST A MOVEMENT, MIME or DRAMA

The examiner will discuss four (4) of these emotions or emotional responses with the candidate. Then, the examiner will ask the candidate to show these emotions on face, body and hand gestures:

- clap (applaud)
- cry
- laugh
- be happy
- be sad
- make an ugly face
- look most beautiful
- be naughty
- be good
- be a monster
- be scared
- et cetera

LIST B VERSE

The candidate will recite a short poem (of at least 8 lines).

LIST C PROSE

The candidate will bring a picture book to the examination and use it to tell the examiner the story.

LIST E DISCUSSION

The candidate will know (recognize) the sounds of English speech.

The examiner will ask simple questions such as –

- "What is the first sound in the word, "book"?"
- "What is the last sound in the word, "book"?"
- "What sound might a snake make?"
- "What sound would a person make to get you to be quiet?"
- et cetera

PREPARATORY 1 (PREP 1) – SPEECH & DRAMA

*Suggested Minimum Age: 6-7 years
(Year 2 primary school)*

Length of Examination: 15 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A MOVEMENT, MIME or DRAMA (25 marks)

The candidate will

- prepare and present a MIME (of approximately ½ minute) involving height, weight or the size of objects. (15 marks)

AND

- perform EXPRESSIVE GESTURE AND MIME (no speech), as requested by the examiner, (10 marks)
to show everyday expressions and actions such as
 - “Go away!”
 - “Come here.”
 - “Take my arm ...”
 - Pick up and carry an empty bucket or a full suitcase.
 - Lift a book down from a high shelf.
 - et cetera

LIST B VERSE (20 marks)

The candidate will recite one poem (no anthology required).

LIST C PROSE (20 marks)

The candidate will select a children’s book and speak from memory a passage of approximately fifty (50) words

LIST D STORYTELLING (20 marks)

The candidate will bring a picture of his/her choice and tell a story based on the picture. The story needs to be told so that the picture becomes the illustration for the story.

LIST E DISCUSSION (15 marks)

The examiner will ask the candidate simple questions about

- the memorized verse/prose texts and the authors in their creative contexts (Lists B and C)
- the poet and poem in its creative context (List B)
- the story (List D)
- plosive consonants (Identification and very simple explanation including pairings will be expected.)

A candidate’s conversational speech and English usage will be considered for assessment purposes.

PREPARATORY 2 (PREP 2) – SPEECH & DRAMA

*Suggested Minimum Age: 7-8 years
(Year 3 primary school)*

Length of Examination: 15 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A MOVEMENT, MIME or DRAMA (25 marks)

The candidate will

- prepare and present a MIME (of approximately ¾ minute) on an everyday theme, such as (15 marks)
 - picking up a book and reading it
 - wiping up the dishes
 - playing a sport or game (such as cricket)
 - unfolding a draughts board and laying out counters
 - pegging clothes on a line
 - et cetera

AND

- Perform an improvisation (using movement and audible speech) on a similar theme. Topic will be given by the examiner. (10 marks)

LIST B VERSE (20 marks)

The candidate will recite one poem (no anthology required).

LIST C PROSE (20 marks)

The candidate will select a children's book and speak from memory a passage of approximately sixty (60) words.

LIST D STORYTELLING (20 marks)

The candidate will prepare a story using a picture of his or her choice as the illustration for the story.

The story should be approximately one minute in duration.

The story should have a title, an introduction, a climax and a conclusion.

Candidates should attempt to use direct and indirect speech in their storytelling.

LIST E DISCUSSION (15 marks)

The examiner will ask the candidate simple questions about

- the memorized verse/prose texts and the authors in their creative contexts (Lists B and C)
- the poet and poem in its creative context (List B)
- the story (List D)
- continuant consonants (Identification and very simple explanation including pairings will be expected.)

A candidate's conversational speech and English usage will be considered for assessment purposes.

PREPARATORY 3 (PREP 3) – SPEECH & DRAMA

*Suggested Minimum Age: 8-9 years
(Year 4 primary school)*

Length of Examination: 20 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A MOVEMENT, MIME or DRAMA (25 marks)

The candidate will

- prepare and present a MIME (of approximately 1 minute) which shows changes of feeling. (15 marks)
The following are examples:
 - You are walking: step on something that frightens you but realize it is harmless.
 - You are somewhere you should not be; you hear someone coming, try to hide; it is a friend.
 - There is a knock at the door; you expect it to be someone you do not like but it is a friend
 - You find two bottles; open and smell their contents - one is sweet, the other is pungent/putrid
 - et cetera

AND

- Perform an improvisation (using movement and audible speech) on a similar theme. Topic will be given by the examiner. (10 marks)

LIST B VERSE (20 marks)

The candidate will recite one poem on the theme “Familiar Things”.

No anthology required

LIST C PROSE (20 marks)

The candidate will select a children’s book and speak from memory a passage of seventy to eighty (70-80) words

LIST D STORYTELLING (20 marks)

The candidate will prepare a story using a picture of his or her choice as the illustration for the story.

The story should be approximately one and a half minutes in duration.

The story should have a title, an introduction, a climax and a conclusion.

Candidates should attempt to use direct and indirect speech in their storytelling.

LIST E DISCUSSION (15 marks)

The examiner will ask the candidate simple questions about

- the memorized verse/prose texts and the authors in their creative contexts (Lists B and C)
- the story (List D)
- all consonants sounds (Identification and very simple explanation including pairings will be expected.)

A candidate’s conversational speech and English usage will be considered for assessment purposes.

PREPARATORY 4 (PREP 4) – SPEECH & DRAMA

*Suggested Minimum Age: 9-10 years
(Year 5 primary school)*

Length of Examination: 20 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A MOVEMENT, MIME or DRAMA (25 marks)

The candidate will prepare and

- present a MIME (of approximately 1½ minutes) which shows physical action (including facial expression). The following are examples: (15 marks)
 - watching an exciting film while eating popcorn
 - being caught taking cake from a cake-tin
 - attempting to wash the dog
 - building a sandcastle and it collapses
 - et cetera

AND

- perform (using movement and audible speech) a SELF-DEvised SCENE (of approximately 1½ minutes) involving a character in a situation suggested by a well-known children's story (for example, Red Riding Hood's sister or grandmother; Cinderella's neighbour). (10 marks)

LIST B VERSE (20 marks)

The candidate will recite one poem on the theme "Human Nature".

No anthology required

LIST C PROSE (20 marks)

The candidate will select a prose text and speak from memory a passage of approximately one hundred (100) words.

LIST D STORYTELLING (20 marks)

The candidate will

- prepare and present a story (of approximately 2 minutes in duration) using a puppet (finger, glove or string) OR a prop (e.g. scarf, shawl, cap, feather, quill, feather boa).

The story should have a title, an introduction, a climax and a conclusion, and may be original, a myth, legend or fairy tale etc.

Candidates should attempt to use direct and indirect speech in their storytelling.

LIST E DISCUSSION (15 marks)

The examiner will ask the candidate questions about

- the original text and the self-devised scene (List A)
- the memorized verse/prose texts and the authors in their creative contexts (Lists B and C)
- the story (List D)
- monophthongs (Identification and simple explanation will be expected.)

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE I – SPEECH & DRAMA

*Suggested Minimum Age: 10-11 years
(Year 6 primary school)*

Length of Examination: 25 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A MOVEMENT, MIME or DRAMA **(30 marks)**

The candidate will prepare and

- present a MIME (of approximately 1½-2 minutes) which shows facial movement and connected actions. The following are examples: (15 marks)
 - When walking home in the dark, you hear footsteps, hide, wait for them to pass and run for it
 - When walking the dog, it chases a cat up a tree. Try to get the cat down, etc
 - Picking strawberries from the garden, you accidentally pick up a little frog, get a big fright,
 - et cetera

AND

- perform a scripted monologue (2 mins) (15 marks)

LIST B VERSE **(20 marks)**

The candidate will compile an anthology of four (4) poems, at least two (2) of which are Australian. The poems will relate to the theme of “Myth or Make-Believe”.

The candidate will

- recite one poem from the anthology (20 marks)

LIST C PREPARED PROSE READING **(20 marks)**

The candidate will read

- A passage of **prose** (1.5-2mins) chosen by the candidate, prepared and brought to the examination.

LIST D AUSTRALIAN SELECTION **(15 marks)**

The candidate will

- recite an Australian poem (of approximately 1½ minutes in duration). This poem must not be included in the anthology (List B).

OR

- prepare and deliver a talk on an Australian subject (of approximately 1½ minutes in duration).

LIST E DISCUSSION **(15 marks)**

The examiner will ask the candidate questions about

- the memorized verse/prose texts and the authors in their creative contexts (Lists B and C)
- the Australian selection (List D)
- diphthongs (Identification and simple explanation will be expected.)
- the role of EYE CONTACT in conversation, discussion, presentation and reading.

A candidate should show his/her knowledge and understanding of this aspect of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE II – SPEECH & DRAMA

*Suggested Minimum Age: 11-12 years
(Year 7 school grade)*

Length of Examination: 25 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A MOVEMENT, MIME or DRAMA **(30 marks)**

The candidate will prepare and

- present a CHARACTER MIME (of approximately 1½-2 minutes). (15 marks)
The following are examples:
 - a shop assistant serving a customer with groceries
 - digging a garden and planting shrubs
 - doing housework
 - being in the shower when the phone rings
 - et cetera

AND

- perform a SCRIPTED MONOLOGUE (of approximately 1½-2 minutes) involving a character in a situation recorded in a story or novel. Both the monologue script and the text are to be brought to the examination for discussion purposes. (15 marks)

LIST B VERSE **(20 marks)**

The candidate will compile an anthology of four (4) poems, at least two (2) of which are Australian. The poems will relate to the theme of “Action”.

The candidate will

- recite one poem from the anthology (15 marks)

AND

- read one other poem as chosen by the examiner. (“Action”) (5 marks)

LIST C PREPARED PROSE READING **(20 marks)**

The candidate will read

- A passage of **prose** (1.5-2mins) chosen by the candidate, prepared and brought to the examination.

LIST D AUSTRALIAN SELECTION **(15 marks)**

The candidate will

- recite an Australian poem (of approximately 2 minutes in duration).
This poem must not be included in the anthology (List B).

OR

- prepare and deliver a talk on an Australian subject (of approximately 2 minutes in duration).

LIST E DISCUSSION **(15 marks)**

The examiner will ask the candidate questions about

- the monologue and original prose text (List A)
- the memorized verse/prose texts and the authors in their creative contexts (Lists B and C)
- the other poets and poems in the anthology in their creative contexts (List B)
- the Australian selection (List D)
- all speech sounds (i.e. consonants including semi-vowels, monophthongs, diphthongs)
(Aural identification and simple explanation will be expected)
- AUDIBILITY.

A candidate should show his/her knowledge and understanding of this aspect of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE III – SPEECH & DRAMA

*Suggested Minimum Age: 12-13 years
(Year 8 secondary school)*

Length of Examination: 30 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A DRAMA **(30 marks)**

The candidate will prepare and

- perform a SCRIPTED MONOLOGUE (of approximately 2 minutes') from a published play.
Only one character is to be presented. (20 marks)

AND

- Present an improvisation based on a scene from the same play as suggested by the examiner. (1.5mins) (10 marks)

LIST B VERSE **(20 marks)**

The candidate will compile an anthology of four (4) ballads comprising at least one of each of traditional ballads, bush ballads, literary ballads and modern ballads. A range of styles and poets is essential.

The candidate will

- recite one ballad from the anthology (of approximately 2 minutes in duration) (15 marks)

AND

- read one other ballad (from the anthology) as chosen by the examiner. (5 marks)

LIST C PREPARED PROSE READING **(20 marks)**

The candidate will read

- A passage of **prose** (2mins) chosen by the candidate, prepared and brought to the examination.

LIST D AUSTRALIAN VERSE **(15 marks)**

The candidate will recite an Australian poem (of approximately 2 minutes in duration).

This poem must not be one included in the anthology (List B).

It should be different in style from those included in the anthology (List B).

LIST E DISCUSSION **(15 marks)**

The candidate will answer the examiner's questions relating to

- the texts used in Lists A, C and D and their authors in their creative contexts
- the other poets and poems in the anthology in their creative contexts (List B)
- the ballad as a poetic form as well as ballad metre
- CLEAR SPEECH (that is, articulation including the organs of articulation).

A candidate should show his/her knowledge and understanding of this aspect of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

MATRIX for (Written) THEORY of SPEECH & DRAMA

This matrix gives an overview of the theoretical material that is tested in written examinations from Grade IV onwards.

	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5
Grade IV	<u>Voice and Speech Production</u> <ul style="list-style-type: none"> The breathing process (and relaxation) as related to voice and speech production Identification/classification, description and explanation of the formation of all speech sounds 20 marks	<u>Effective Speech</u> <p>Interpretative skills as applied to speaking</p> <ul style="list-style-type: none"> lyrical verse (especially as studied for the practical examination) prose (as studied for the practical examination) 20 marks	<u>Prosody</u> <ul style="list-style-type: none"> Knowledge of lyric verse forms and text types Figures of speech as related to soundscape and imagery 20 marks	<u>Literature: Elizabethan Drama</u> <ul style="list-style-type: none"> General knowledge of the Elizabethan period (i.e. key dates, events, writers, themes, etc) Specific understanding of the Shakespearean play studied for the practical examination AND the Globe Theatre 25 marks	<u>Phonetics</u> <ul style="list-style-type: none"> Identification of all the phonetic symbols; that is transcription of <ul style="list-style-type: none"> consonants monophthongs diphthongs 15 marks
Grade V	<u>Voice and Speech Production</u> <ul style="list-style-type: none"> Resonance and vocal tone Review of technical material relating to breathing 20 marks	<u>Effective Speech</u> <p>Interpretative skills as applied to speaking</p> <ul style="list-style-type: none"> verse (especially that of the Romantic Period) prose (as studied for the practical examination) 20 marks	<u>Prosody</u> <ul style="list-style-type: none"> Types of poetic rhyme Types of poetic metre Lyric verse forms Lyrical ballads 20 marks	<u>Literature: The Romantic Period</u> <ul style="list-style-type: none"> General knowledge of the Romantic period (i.e. key dates, events, writers, themes, etc) Specific understanding of the play (Shakespearean or modern) studied for the practical examination 25 marks	<u>Phonetics</u> <ul style="list-style-type: none"> Transcription of single syllable words from phonetic script into Cultivated Australian English and vice-versa 15 marks
Grade VI	<u>Voice and Speech Production</u> <ul style="list-style-type: none"> Emphasis (and modulation) as the basis of effective speech 20 marks	<u>Effective Speech</u> <p>Emphasis and modulation as applied to speaking</p> <ul style="list-style-type: none"> verse (especially that of the Victorian Period) prose (as studied for the practical examination) 20 marks	<u>Prosody</u> <ul style="list-style-type: none"> Narrative verse forms 20 marks	<u>Literature: The Victorian Period</u> <ul style="list-style-type: none"> General knowledge of the Victorian period (i.e. key dates, events, writers, themes, etc) Specific understanding of the play studied for the practical examination 25 marks	<u>Phonetics</u> <ul style="list-style-type: none"> Transcription of multi-syllable words from phonetic script into Cultivated Australian English and vice-versa 15 marks
Grade VII	<u>Voice and Speech Production</u> <ul style="list-style-type: none"> Review of technical material from Theory of Speech & Drama, Grades IV, V & VI 20 marks	<u>Effective Speech</u> <ul style="list-style-type: none"> Behaviour of sounds in connected speech 20 marks	<u>Australian Drama</u> <ul style="list-style-type: none"> Specific knowledge of Australian drama (especially "since 'the Doll'") 20 marks	<u>Australian Literature (since 1880)</u> <ul style="list-style-type: none"> General knowledge of the post-1880 period (i.e. key dates, events, writers, themes, etc) General knowledge of Australian verse since 1880 Twentieth Century verse forms 25 marks	<u>Phonetics</u> <ul style="list-style-type: none"> Transcription of a passage of phonetic script into Cultivated Australian English Transcription of sentences into phonetic script 15 marks
Associate Diploma (AACM)	<u>Voice and Speech Production</u> <ul style="list-style-type: none"> Techniques of voice production & breathing Correction of faulty articulation (speech) Behaviour of sounds in connected speech Common speech negligence in Australian English 20 marks	<u>Effective Speech</u> <p>Emphasis and modulation as applied to speaking</p> <ul style="list-style-type: none"> verse prose 20 marks	<u>Drama: Restoration & Eighteenth Century</u> <ul style="list-style-type: none"> The drama chosen for the practical examination Elizabethan theatre & the Restoration/Eighteenth Century theatres Restoration & Eighteenth drama (script passage) 25 marks	<u>Literature: Restoration & Eighteenth Century</u> <ul style="list-style-type: none"> General knowledge of the period 1660-1790 (i.e. key dates, events, writers, themes, etc) Specific knowledge of the verse and prose of the period 1660-1790 20 marks	<u>Phonetics</u> <ul style="list-style-type: none"> Transcription of a passage of phonetic script into Cultivated Australian English Transcription of a passage of prose into phonetic script 15 marks
Licentiate Diploma (LACM)	<u>Voice and Speech Production</u> <ul style="list-style-type: none"> Techniques of voice production & breathing Correction of faulty production (voice) Behaviour of sounds in connected speech Common speech negligence in Australian English 20 marks	<u>Effective Speech</u> <ul style="list-style-type: none"> Verse speaking (including group/choral speaking) All verse forms and features since 1880 Verse metre and rhythm 20 marks	<u>The Theatre Stage: Ancient to Modern</u> <ul style="list-style-type: none"> The drama chosen for the practical examination Ancient Greek drama/theatre Modern drama (since Ibsen) – staging 25 marks	<u>Applied Stagecraft</u> <ul style="list-style-type: none"> Public performance for in-school and community contexts Adjudication skills for competitive events 25 marks	<u>Phonetics</u> <ul style="list-style-type: none"> Transcription of a passage of prose from Cultivated Australian English into phonetic script 10 marks

GRADE IV – SPEECH & DRAMA

(Introducing Shakespeare)

*Suggested Minimum Age: 13-14 years
(Year 9 secondary school)*

Length of Examination: 30 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A DRAMA (30 marks)

The candidate will prepare and

- perform an extract (of 2-3 minutes) from any Shakespearean play.
Movement, gestures and speech should be in character. (20 marks)

AND

- read an extract (as chosen by the examiner) from one scene (from the same play). (10 marks)

LIST B VERSE (20 marks)

The candidate will compile an anthology of four (4) Lyrics.

A range of poets and styles (e.g. descriptive, personal/impersonal, nature, Elizabethan lyrics, etc) is essential.

The candidate will

- recite one poem from the anthology (of approximately 2 minutes in duration) (15 marks)

AND

- read one other poem (from the anthology) as chosen by the examiner. (5 marks)

LIST C PREPARED PROSE READING (20 marks)

The candidate will read

- A passage of **prose** (Approximately 2-3mins) chosen by the candidate, prepared and brought to the examination.

LIST D AUSTRALIAN VERSE (15 marks)

The candidate will recite an Australian poem (of approximately two minutes in duration).

This poem must not be one included in the anthology (List B).

It should be different in style from those included in the anthology (List B).

LIST E DISCUSSION (15 marks)

The candidate will answer the examiner's questions relating to

- the text used in List A, Shakespeare and his times, and the Globe Theatre
- the anthology (List B) and the authors in their creative and historical contexts,
- the prose text (List C) and the Australian poem (List D) and the authors in their creative and historical contexts
- FIGURES of SPEECH as related to poetic soundscape (e.g. alliteration, assonance, onomatopoeia) and imagery (e.g. simile, metaphor, personification)
- LYRIC VERSE (that is, types of sonnets, ode, elegy, free verse, song lyrics, dramatic monologue, etc)
- the BREATHING PROCESS (including relaxation) as it relates to voice and speech.
A candidate should show his/her knowledge and understanding of this aspect of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE IV – (Written) THEORY of SPEECH & DRAMA

Length of Examination: 2 hours

The paper will consist of five (5) sections each of which may be broken into several questions.

The candidate may be required to respond to tasks using these formats:

- short-answer (e.g. multiple choice, one word or phrase response, true/false, definitions, mix-and-match, word lists, descriptions and explanations in sentences)
- short paragraph (i.e. 60-80 words, 80-100 words, 100-120 words)
- extended paragraph (i.e. 150-180 words)
- essay (approximately 450 words)

The Macquarie Dictionary is the standard reference for the Australian College of Music.

The candidate should be able to demonstrate his/her knowledge and understanding by being able to recall, identify, classify, describe, analyse, explain and evaluate in relation to the following areas –

SECTION 1	<u>VOICE & SPEECH PRODUCTION</u>	(20 marks)
	▪ The breathing process (including relaxation) as related to voice and speech	(10 marks)
	<u>AND</u>	
	▪ Identification/classification, description and explanation of all speech sounds	(10 marks)
SECTION 2	<u>EFFECTIVE SPEECH</u>	(20 marks)
	Interpretative skills as applied to speaking	
	▪ verse (especially as studied for the practical examination)	(10 marks)
	<u>AND</u>	
	▪ prose (as studied for the practical examination)	(10 marks)
SECTION 3	<u>PROSODY</u>	(20 marks)
	▪ Knowledge of lyric verse forms and text types such as sonnet, ode, elegy, free verse, song lyrics and dramatic monologue	(10 marks)
	<u>AND</u>	
	▪ Figures of speech as related to poetic soundscape (e.g. alliteration, assonance, onomatopoeia) and imagery (e.g. simile, metaphor, personification)	(10 marks)
SECTION 4	<u>LITERATURE: Elizabethan Drama</u>	(25 marks)
	▪ General knowledge of the Elizabethan Period (that is, key dates, events, writers, themes)	(5 marks)
	<u>AND</u>	
	▪ Specific understanding of the Shakespearean play studied for the practical examination	(10 marks)
	<u>AND</u>	
	▪ Specific understanding of the Globe Theatre	(10 marks)
SECTION 5	<u>PHONETICS</u>	(15 marks)
	▪ Identification of the I.P.A. (Narrow Form) phonetic symbols for	
	• consonants	
	• monophthongs and diphthongs	

GRADE V – SPEECH & DRAMA

(The Romantic Period)

*Suggested Minimum Age: 14-15 years
(Year 10 secondary school)*

Length of Examination: 35 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A DRAMA (30 marks)

The candidate will prepare and (20 marks)

- perform an extract (of 3-4 minutes) from any Shakespearean play.
(However, the play chosen must be different from that selected by the candidate for Grade IV.)
- OR
- perform an extract (of 3-4 minutes) from any non-Australian play published after 1880 (e.g. writers such as Ibsen, Strindberg, Brecht, Chekhov, Shaw, etc).

Movement, gestures and speech should be in character (and period as appropriate).

AND

- read an extract (as chosen by the examiner) from one act from the same play. (10 marks)

LIST B VERSE (20 marks)

The candidate will compile an anthology of five (5) poems of the Romantic Period.
It is essential that a range of poets is included.

The candidate will

- recite one poem from the anthology (of approximately 2-3 minutes in duration) (15 marks)

AND

- read one other poem (from the anthology) as chosen by the examiner. (5 marks)

LIST C PREPARED PROSE READING (20 marks)

The candidate will read

- A passage of **prose** (Approximately 2 - 3mins) chosen by the candidate, prepared and brought to the examination. Any prose text from the Romantic Period may be used (that is, by authors such as Jane Austen, Walter Scott or Mary Shelley)

LIST D AUSTRALIAN SELECTION (15 marks)

The candidate will

- recite an Australian poem or a selection of Australian verse (2-2½ minutes in duration)
This poem/selection of verse should be different in style from those included in the anthology (List B).

OR

- speak from memory a passage from an Australian short story (2-2½ minutes in duration)

LIST E DISCUSSION (15 marks)

The candidate will answer the examiner's questions relating to

- the text used in List A and the historical and cultural context of the author
- the anthology (List B), the prose text (List C) and the Australian selection (List D) and the relevant creative and historical contexts
- the Romantic Period (that is, key dates, events, writers, themes, et cetera)
- METRICAL FORMS, TYPES of RHYME, VERSE FORMS (lyric) and LYRICAL BALLADS
- FUNDAMENTAL TONE, RESONANCE and PROJECTION.

A candidate should show his/her knowledge and understanding of these aspects of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE V – (Written) THEORY of SPEECH & DRAMA

Length of Examination: 2½ hours

The paper will consist of five (5) sections each of which may be broken into several questions.

The candidate may be required to respond to tasks using these formats:

- short-answer (e.g. multiple choice, one word or phrase response, true/false, definitions, mix-and-match, word lists, descriptions and explanations in sentences)
- short paragraph (i.e. 60-80 words, 80-100 words, 100-120 words)
- extended paragraph (i.e. 150-180 words)
- essay (approximately 450 words)

The Macquarie Dictionary is the standard reference for the Australian College of Music.

The candidate should be able to demonstrate his/her knowledge and understanding by being able to recall, identify, classify, describe, analyse, explain and evaluate in relation to the following areas –

SECTION 1	<u>VOICE & SPEECH PRODUCTION</u>	(20 marks)
	▪ Fundamental tone, resonance and projection	(15 marks)
	<u>AND</u>	
	▪ Review of technical material relating to <ul style="list-style-type: none">• the breathing process (including relaxation) as regards voice and speech	(5 marks)
SECTION 2	<u>EFFECTIVE SPEECH</u>	(20 marks)
	Interpretative skills as applied to speaking	
	▪ verse (especially that of the Romantic Period)	(10 marks)
	<u>AND</u>	
	▪ prose (as studied for the practical examination)	(10 marks)
SECTION 3	<u>PROSODY</u>	(20 marks)
	▪ Types of rhyme in poetry	(5 marks)
	<u>AND</u>	
	▪ Types of verse metre (scansion), verse forms and lyrical ballads	(15 marks)
SECTION 4	<u>ROMANTIC LITERATURE</u>	(25 marks)
	▪ General knowledge of the Romantic period (that is, key dates, events, writers/artists/composers, themes, etc)	(10 marks)
	<u>AND</u>	
	▪ Specific understanding of the play (Shakespearean or post-1880) studied for the practical examination	(15 marks)
SECTION 5	<u>PHONETICS</u>	(15 marks)
	▪ Transcription of single syllable words from I.P.A. (Narrow Form) phonetic script into Australian English	(5 marks)
	<u>AND</u>	
	▪ Transcription of single syllable words into Cultivated Australian English using I.P.A. (Narrow Form) phonetic script.	(10 marks)
	Candidates should be able to indicate length (full, half) and “dark /l/”.	

GRADE VI – SPEECH & DRAMA

(The Victorian Period)

*Suggested Minimum Age: 15-16 years
(Year 11 secondary school)*

Length of Examination: 40 minutes

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A DRAMA (30 marks)

The candidate will prepare and

- perform an extract (of 3-4 minutes) from any play by a Victorian dramatist (e.g. H.A. Jones, A.W. Pinero, Oscar Wilde, W.S. Gilbert). N.B. A play by George Bernard Shaw may not be selected. Movement, gestures and speech should be in character (and period as appropriate). (20 marks)

AND

- read an extract (as chosen by the examiner) from one act from the same play. (10 marks)

LIST B VERSE (20 marks)

The candidate will compile an anthology of five (5) poems of the Victorian Period.
It is essential that a range of poets is included.

The candidate will

- recite one poem from the anthology (of approximately 2-3 minutes in duration) (15 marks)

AND

- read one other poem (from the anthology) as chosen by the examiner. (5 marks)

LIST C PREPARED PROSE READING (20 marks)

The candidate will read

- A passage of **prose** (Approximately 3 - 3.5mins) chosen by the candidate, prepared and brought to the examination. Any prose text from the Victorian period may be used (such as Charles Dickens, William M Thackeray, Thomas Hardy, The Brontë's, George Elliot, Anthony Trollope, Robert Louis Stevenson, Mark Twain, Nathaniel Hawthorne etc)

LIST D AUSTRALIAN SELECTION (15 marks)

The candidate will

- recite an Australian poem or a selection of Australian verse (2½-3 minutes in duration). This poem/selection of verse should be different in style from those included in the anthology (List B).

OR

- speak from memory a passage from an Australian short story (2½-3 minutes in duration).

LIST E DISCUSSION (15 marks)

The candidate will answer the examiner's questions relating to

- the text used in List A and matters relating to Victorian drama/dramatists
 - the anthology (List B), the prose text (List C) and the Australian selection (List D) and the relevant creative and historical contexts
 - the Victorian Period (that is, key dates, events, writers, themes, et cetera)
 - NARRATIVE VERSE FORMS (e.g. allegory, primitive epic, literary epic)
 - EMPHASIS (and modulation) as the basis of effective speech. (See Glossary, page 80, for parameters.)
- A candidate should show his/her knowledge and understanding of these aspects of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE VI – (Written) THEORY of SPEECH & DRAMA

Length of Examination: 2½ hours

The paper will consist of five (5) sections each of which may be broken into several questions.

The candidate may be required to respond to tasks using these formats:

- short-answer (e.g. multiple choice, one word or phrase response, true/false, definitions, mix-and-match, word lists, descriptions and explanations in sentences)
- short paragraph (i.e. 60-80 words, 80-100 words, 100-120 words)
- extended paragraph (i.e. 150-180 words)
- essay (approximately 450 words)

The Macquarie Dictionary is the standard reference for the Australian College of Music.

The candidate should be able to demonstrate his/her knowledge and understanding by being able to recall, identify, classify, describe, analyse, explain and evaluate in relation to the following areas –

SECTION 1	<u>VOICE & SPEECH PRODUCTION</u>	(20 marks)
	<ul style="list-style-type: none">▪ Emphasis (and modulation) as the basis of effective speech. (Refer to the Glossary for parameters of study.)	
SECTION 2	<u>EFFECTIVE SPEECH</u>	(20 marks)
	Emphasis and modulation as applied to speaking	
	<ul style="list-style-type: none">▪ verse (especially that of the Victorian Period)	(10 marks)
	<u>AND</u>	
	<ul style="list-style-type: none">▪ prose (as studied for the practical examination)	(10 marks)
SECTION 3	<u>PROSODY</u>	(20 marks)
	<ul style="list-style-type: none">▪ Narrative verse forms (e.g. allegory, primitive epic, literary epic)	
SECTION 4	<u>VICTORIAN LITERATURE</u>	(25 marks)
	<ul style="list-style-type: none">▪ General knowledge of the Victorian period (that is, key dates, events, writers/artists/composers, themes, etc)	(5 marks)
	<u>AND</u>	
	<ul style="list-style-type: none">▪ Specific understanding of the play studied for the practical examination	(20 marks)
SECTION 5	<u>PHONETICS</u>	(15 marks)
	<ul style="list-style-type: none">▪ By transcribing multi-syllable words from I.P.A. (Narrow Form) phonetic script into Australian English	(5 marks)
	<u>AND</u>	
	<ul style="list-style-type: none">▪ Transcription of multi-syllable words into Cultivated Australian English using I.P.A. (Narrow Form) phonetic script. Candidates should be able to indicate stress (primary, secondary), length (full, half), syllabic consonants (that is, syllabic /l/ and /n/) and “dark /l/”.	(10 marks)

GRADE VII – SPEECH & DRAMA

(Australian Literature, 1880 onwards)

*Suggested Minimum Age: 16-17 years
(Year 12 secondary school)*

Length of Examination: 45 minutes

Full Programmes MUST be submitted to the college administrator **ONE MONTH** prior to examination.

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A DRAMA **(25 marks)**

The candidate will prepare and

- perform an extract (of approximately 4 minutes) from any commercially-published play by a well-known Australian dramatist (e.g. David Williamson, Michael Gow, Ray Lawler, Dorothy Hewitt, Robert Hewitt, Hannie Rayson, Louis Nowra, Patrick White, Stephen Sewell, Alex Buzo, Jack Hibberd, Hilary Bell, Jill Shearer, Stephen Carleton, Elizabeth Coleman, etc). (20 marks)

Movement, gesture and speech should be in character (and period as appropriate).

AND

- read an extract (as chosen by the examiner) from the same play. (5 marks)

LIST B VERSE **(20 marks)**

The candidate will compile an anthology of six (6) poems by Australian writers published after 1880. It is essential that the anthology show a range of poets, periods and poetic forms.

The candidate will

- recite one (1) poem or a selection from the anthology (of approximately 4 minutes in duration) (15 marks)

AND

- read one (1) other poem (from the anthology) as chosen by the examiner. (5 marks)

LIST C PREPARED PROSE READING

(20 marks)

The candidate will read

- A passage of **prose** (Approximately 4mins) chosen by the candidate, prepared and brought to the examination. Any prose text from any Australian fictive text published since 1880. Literary Works by Patrick White, Ruth Park, David Malouf, Tim Winton, Christina Stead, Eleanor Dark, Elizabeth Jolly, Thea Astley, Kate Grenville, Sonya Hartnett, Peter Carey, Randolph Stow, Morris West, Xavier Herbert etc could be considered)

LIST D AUSTRALIAN SELECTION **(20 marks)**

The candidate will

- speak for 5-6 minutes on an Australian subject chosen by the candidate. The presentation should draw upon research from less-fictive sources (e.g. essays, newspapers, magazines, journals, letters, personal interview, etc) for illustrative purposes. Visual aids may be used. A script should be available for reference by the examiner. The presentation must not be read but memory aids may be used.

LIST E DISCUSSION **(15 marks)**

The candidate will answer the examiner's questions relating to

- the text used in List A and the historical development of Australian drama (especially after "the Doll")
- the anthology (List B) and the prose text (List C) and the relevant creative and historical contexts
- the preparation (research and structuring) and delivery of List D material
- the development of post-1880 Australian literature (that is, key dates, events, writers, themes)
- NON-VERBAL COMMUNICATION (Refer to the Glossary for the parameters of study.)
- SPEECH NEGLIGENCE including assimilation (coalescent/juxtapositional assimilation, consonant substitution), elision

(consonant, vowel), intrusion (consonant, vowel), overuse of strong forms (instead of use of the neutral vowel for weak forms), substitution (consonant, vowel) and transference (of final consonants to effect slurring). A candidate should show his/her knowledge and understanding of these aspects of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.

A candidate's conversational speech and English usage will be considered for assessment purposes.

GRADE VII – (Written) THEORY of SPEECH & DRAMA

Length of Examination: 3 hours

The paper will consist of five (5) sections each of which may be broken into several questions.

The candidate may be required to respond to tasks using these formats:

- short-answer (e.g. multiple choice, one word or phrase response, true/false, definitions, mix-and-match, word lists, descriptions and explanations in sentences)
- short paragraph (i.e. 60-80 words, 80-100 words, 100-120 words)
- extended paragraph (i.e. 150-180 words)
- essay (approximately 450 words)

The Macquarie Dictionary is the standard reference for the Australian College of Music.

The candidate should be able to demonstrate his/her knowledge and understanding by being able to recall, identify, classify, describe, analyse, explain and evaluate in relation to the following areas –

SECTION 1	<u>VOICE & SPEECH PRODUCTION</u>	(20 marks)
	<ul style="list-style-type: none">▪ Review of technical material covered previously in Theory of Speech & Drama, viz:<ul style="list-style-type: none">• clear speech and the organs of articulation• the breathing process (including relaxation) as related to voice and speech• fundamental tone, resonance and projection• emphasis (and modulation) as the basis of effective speaking	
SECTION 2	<u>EFFECTIVE SPEECH</u>	(20 marks)
	<ul style="list-style-type: none">▪ Behaviour of sounds in connected speech including<ul style="list-style-type: none">• speech negligence including assimilation (coalescent/juxtapositional assimilation, consonant substitution), elision (consonant, vowel), intrusion (consonant, vowel), overuse of strong forms (instead of use of the neutral vowel for weak forms), substitution (consonant, vowel) and transference (of final consonants to effect slurring)• breath and sense groups	
SECTION 3	<u>TWENTIETH CENTURY AUSTRALIAN DRAMA</u>	(20 marks)
	<ul style="list-style-type: none">▪ Specific knowledge of Australian drama (especially since “the Doll”)	
SECTION 4	<u>TWENTIETH CENTURY LITERATURE</u>	(25 marks)
	<ul style="list-style-type: none">▪ General knowledge of post-1880 Australian literature (that is, key dates, events, writers/artists/composers, themes, etc)	(5 marks)
	<u>AND</u>	
	<ul style="list-style-type: none">▪ General understanding of post-1880, Australian verse	(10 marks)
	<u>AND</u>	
	<ul style="list-style-type: none">▪ General knowledge of Twentieth Century verse forms (such as evolution of traditional verse forms such as the ballad, sonnet and ode; popularity of short forms; performance poetry; concrete/shape poems; prose poems, etc)	(10 marks)
SECTION 5	<u>PHONETICS</u>	(15 marks)
	<ul style="list-style-type: none">▪ Transcription of a passage of prose written in I.P.A. (Narrow Form) phonetic script into Cultivated Australian English.	(5 marks)
	<u>AND</u>	
	<ul style="list-style-type: none">▪ Transcription of sentences into Cultivated Australian English using I.P.A. (Narrow Form) phonetic script. Candidates should be able to indicate stress (primary, secondary), length (full, half), syllabic consonants (that is, syllabic /l/, /n/), “linking r” and “dark /l/”.	(10 marks)

COMPETENCY AWARD – SPEECH & DRAMA

*Suggested Minimum Age: 16-17 years
(Year 12 secondary school)*

Length of Examination: 70 minutes

The purpose of this award is to indicate that the candidate is competent in speech and drama performance activities.

*To be considered competent,
the candidate will need to achieve at least 75 marks out of 100.*

Two examiners will be present.

On entry to the examination room, the candidate will introduce him/herself in a spontaneous and appropriate manner.

LIST A DRAMA (30 marks)

The candidate will prepare and

(2 x 10 marks)

- perform two extracts (of approximately 4 minutes duration each) from two plays, one of which should be by a Twentieth Century dramatist.
The scenes should contrast in period and style.
Movement, gestures and speech should be in character (and period as appropriate).

AND

- read an extract (as chosen by the examiner/s) from two acts of the Twentieth Century play. (10 marks)

LIST B VERSE (15 marks)

The candidate will compile an anthology comprising ten (10) poems by writers from Elizabethan times to the present day. It is essential that a range of poets and styles is included.

The candidate will

- recite one poem from the anthology (of approximately 4 minutes in duration) (10 marks)

AND

- read one other poem (from the anthology) as chosen by the examiner/s. (5 marks)

LIST C PROSE (15 marks)

The candidate will choose a novel of literary merit and

- speak from memory a passage (approximately 4 minutes) (10 marks)

AND

- prepare the reading of twenty (20) pages from the same text. (5 marks)
The examiner/s will select a short passage for the candidate to read.

LIST D PRESENTATION (20 marks)

The candidate will

- speak on a topic related to performing (for approximately 5 minutes).
The candidate will be given the topic 10 minutes before the examination and may use prompt cards.
A knowledge of costume, make-up, movement, gesture and body language as instruments for the actor, And stylistic considerations affecting the performance of verse, drama and prose is expected.

LIST E DISCUSSION (15 marks)

The candidate will answer the examiners' questions relating to

- technical aspects of voice and speech (breathing, voice, articulation, emphasis and modulation)
A candidate should show his/her knowledge and understanding of these aspects of communication by oral explanation and practical demonstration, and be able to relate discussion to Lists A, B, C and D.
- the works performed (Lists A, B and C) and the relevant creative and historical contexts

LIST F SIGHT READING (5 marks)

The candidate will read verse and/or prose at sight.

A candidate's conversational speech and English usage will be considered for assessment purposes.

ASSOCIATE DIPLOMA (AACM) – SPEECH & DRAMA

(Restoration and Eighteenth Century Literature)

Suggested Minimum Age: 18 years (Post-secondary school)

Pre-requisite: Grade VII Speech & Drama (Practical and Theory) or equivalent (RPL)

PART IA – PRACTICAL EXAMINATION

Length of Examination: 60 minutes (plus discussion from Part IB)

Full Programmes MUST be submitted to the college administrator
ONE MONTH prior to the date of practical examination.

Two examiners will be present for the examination.
To be awarded a pass, at least merit standard must be achieved.

On entry to the examination room, the candidate will introduce him/her self in a spontaneous and appropriate manner.

LIST A DRAMA

The candidate will prepare

- and perform an extract (of approximately 4 minutes) from any Restoration comedy.
Movement, gestures, staging and speech should acknowledge period style.

AND

- and perform an extract (of approximately 4 minutes) from any play by Goldsmith or Sheridan.
Movement, gestures, staging and speech should acknowledge period style.

AND

- the reading of two acts from one of the plays (above) and read an extract (from that same play) as chosen by the examiner/s. N.B. The examiner/s may choose to read the extract with the candidate.

Candidates are advised to use reputable editions of both plays (e.g. New Mermaid, Methuen, Oxford Classics).

LIST B VERSE

The candidate will compile an anthology comprising fifteen to twenty (15-20) poems from the period 1660-1790. A range of poets, periods and poetic forms/styles should be included.

The candidate will

- recite one poem from the anthology (of approximately 4 minutes in duration)

AND

- read one other poem/a selection of verse (from the anthology) as chosen by the examiner/s.

LIST C PROSE

The candidate will

- speak from memory a passage (of approximately 4 minutes) from any prose work written in the period 1660-1790. Works of literary merit by Aphra Behn, Jonathan Swift, Daniel Defoe, Samuel Richardson, Henry Fielding, Oliver Goldsmith, Joseph Addison, Richard Steele, etc might be considered.

AND

- prepare the reading of twenty (20) pages from the same text.
The examiner/s will select a passage to be read.

LIST D DISCUSSION

The candidate will answer the examiners' questions relating to

- the texts used in List A and the development of dramatic writing and staging (1660-1790)
- the anthology (List B) and the prose text (List C)
- Restoration and Eighteenth Century literature and society (that is, key dates, events, writers, themes)

A candidate's conversational speech and English usage will be considered for assessment purposes.

ASSOCIATE DIPLOMA (AACM) – SPEECH & DRAMA

PART IB – LESSON PLANNING and DISCUSSION

Length of Examination: 20 minutes (List B)

The full set of lesson plans (two copies) MUST be forwarded to the college administrator with the candidate's practical examination programme (Part I) – that is, **ONE MONTH** prior to the date of the practical examination.

Two examiners will be present for the examination.
To be awarded a pass, at least merit standard must be achieved.

LIST A LESSON PLANNING

The candidate will prepare an innovative and structured series of ten (10) lesson plans – that is, a term's work. (Each lesson should be 40-60 minutes in length.)

- It should be stated whether the plans are to be used in an individual or group situation, and the age/s of the student/s.
- Lesson plans should include a
 - Rationale
 - Global aims and lesson objectives (learning outcomes)
 - Activities - description and explanation
 - Resources - such as texts, worksheets, activity sheets, etc
 - An outline of how the teacher will assess teaching and learning quality
- The lessons' focus could be
 - thematic (e.g. a "pirate" or "princess" or "pet" theme)
 - technical (e.g. to develop a range of skills using prose; to develop speaking skills)
 - an ACM grade (e.g. a term's lessons to prepare students for the Preparatory IV examination in Speech & Drama or Grade II examination in Communication Skills)
- Lessons should incorporate exercises for
 - relaxation
 - the development of students' breathing technique, tone and articulation
 - the development (by students) of skills of emphasis (and modulation)

It is expected that the developmental nature of exercises and activities will be foregrounded.

A candidate's written expression and English usage will be considered for assessment purposes.

N.B.: Two copies of the lesson plans - bound or in a ring-binder - should be submitted to the Administrator of the College no later than ONE MONTH before the date of the practical examination.

At the conclusion of the Practical Examination (Part IA), there will be a fifteen (15) minute break.

Thereafter, the List B section of AACM Part IB will be conducted.

The duration of the Discussion (see below) will be approximately twenty (20) minutes.

LIST B DISCUSSION

- The candidate and examiners will discuss the preparation (research/structuring) and delivery of the lesson plans.
- The candidate may support his/her approach by bringing additional support material (e.g. teaching aids such as puppets, charts, cards, props, texts, etc) to the examination room.

A candidate's conversational speech and English usage will be considered for assessment purposes.

ASSOCIATE DIPLOMA (AACM) – SPEECH & DRAMA

PART II – THEORY of SPEECH & DRAMA (WRITTEN) EXAMINATION

Length of Examination: 3 hours

To be awarded a pass, at least merit standard must be achieved.

The paper will consist of five (5) sections each of which may be broken into several questions.

The candidate may be required to respond to tasks using these formats:

- short-answer (e.g. multiple choice, one word or phrase response, true/false, definitions, mix-and-match, word lists, descriptions and explanations in sentences)
- short paragraph (i.e. 60-80 words, 80-100 words, 100-120 words)
- extended paragraph (i.e. 150-180 words)
- essay (approximately 450 words)

The Macquarie Dictionary is the standard reference for the Australian College of Music.

The candidate should be able to demonstrate his/her knowledge and understanding by being able to recall, identify, classify, describe, analyse, explain and evaluate in relation to the following areas –

SECTION 1 VOICE & SPEECH PRODUCTION

- Techniques of breathing
- Techniques of voice production (including fundamental tone, resonance and projection)
- Correction of faulty articulation (e.g. lisping, substitution of sounds, etc)
- Behaviour of sounds in connected speech (including breath/sense groups, use of weak/strong forms, plosion - nasal/lateral, similitude/devoiced consonants, phonemes, etc)
- Common speech negligence in Australian English that is, assimilation (coalescent/juxtapositional assimilation, consonant substitution), elision (consonant, vowel), intrusion (consonant, vowel), overuse of strong forms (instead of use of the neutral vowel for weak forms), substitution (consonant, vowel) and transference (of final consonants to effect slurring).

The candidate may be required to apply knowledge and understanding in problem-solving situations.

SECTION 2 EFFECTIVE SPEECH

- Emphasis and modulation as applied to
 - verse speaking (including group/choral speaking)
- AND
- prose speaking

The candidate may be required to apply knowledge and understanding in problem-solving situations.

SECTION 3 RESTORATION and EIGHTEENTH CENTURY DRAMA

- Drama chosen for the practical examination (e.g. characterization, period style, etc)
- Differences between Elizabethan and Restoration/Eighteenth Century theatres
- A passage of Restoration or Eighteenth Century drama

SECTION 4 RESTORATION and EIGHTEENTH CENTURY LITERATURE

- Literature and events of the period, 1660-1790 (a general knowledge)
- AND
- Prose and verse of the period, 1660-1790 (a specific knowledge)

SECTION 5 PHONETICS

- By transcribing a passage of prose written in I.P.A. (Narrow Form) phonetic script into Australian English
- AND
- Transcription of a passage of prose (e.g. 75 words) into Cultivated Australian English using I.P.A. (Narrow Form) phonetic script.
Candidates should be able to indicate stress (primary, secondary), length (full, half), syllabic consonants (that is, syllabic /l/, /n/), “linking r” and “dark /l/”.

LICENTIATE DIPLOMA (LACM) – SPEECH & DRAMA

(Literature: From the Beginning to the End)

Suggested Minimum Age: Post-secondary school (Tertiary)

Pre-requisite: AACM or equivalent (RPL)

PART I – PRACTICAL EXAMINATION

Length of Examination: 75 minutes

*Full Programmes MUST be submitted to the college administrator **ONE MONTH** prior to examination.*

Two examiners will be present for the examination.

To be awarded a pass, at least merit standard must be achieved.

On entry to the examination room, the candidate will introduce him/her self in a spontaneous and appropriate manner.

LIST A DRAMA

The candidate will prepare and perform

- a speech (of 40-50 lines) from any Greek tragedy

AND

- a scene from any well-known play written after 1880 (approximately four minutes in duration).

LIST B VERSE

The candidate will collate an anthology of verse published after 1880 but its prime focus being Twentieth Century poetry. There should be between 20 and 25 poems in the anthology. (Author and source details must be provided.)

The candidate will

- recite (at least three (3)) poems from this anthology using an introduction and links.
This presentation should be of approximately 8 minutes in duration.

The candidate will

- read one (1) poem from the anthology as chosen by the examiner/s

LIST C PROSE

The candidate will prepare and

- speak from memory a passage of approximately four (4) minutes duration from a biography, an autobiography, a book of essays, or a book of short stories.

LIST D SIGHT READING

The candidate will be required to read at sight

- prose and/or verse

LIST E PROGRAMME

The candidate will prepare a programme suitable for public presentation.

The performance should be timed to run approximately 45 minutes (without interval).

The candidate should state the occasion, venue, audience for the presentation, and the age group of the performers.

(Candidates are encouraged to consider the F.A.C.M. requirements and structure when planning this task.)

The candidate will

- perform two (2) items (no more than one of each of verse, prose or drama) lasting approximately six (6) minutes.

The “programme” must be forwarded one month prior to examination.

(“Programme” refers to the document that would be handed to audience members at the performance.)

LIST F DISCUSSION

The candidate will answer the examiners’ questions relating to

- the texts used in List A and the development of dramatic writing and staging in ancient and modern times
- the anthology (List B)
- the prose text (List C) (The candidate is expected to be able to discuss the whole text with the examiners, and demonstrate a knowledge of the chosen genre chosen and how it differs from the novel in form.)
- Twentieth Century verse forms and metrical forms
- the Programme (List E)

A candidate's conversational speech and English usage will be considered for assessment purposes.

LICENTIATE DIPLOMA (LACM) – SPEECH & DRAMA

PART II – THEORY of SPEECH & DRAMA (WRITTEN) EXAMINATION

Length of Examination: 3 hours

To be awarded a pass, at least merit standard must be achieved.

The paper will consist of five (5) sections each of which may be broken into several questions.

The candidate may be required to respond to tasks using these formats:

- short-answer (e.g. multiple choice, one word or phrase response, true/false, definitions, mix-and-match, word lists, descriptions and explanations in sentences)
- short paragraph (i.e. 60-80 words, 80-100 words, 100-120 words)
- extended paragraph (i.e. 150-180 words)
- essay (approximately 450 words)

The Macquarie Dictionary is the standard reference for the Australian College of Music.

The candidate should be able to demonstrate their knowledge and understanding by being able to recall, identify, classify, describe, analyse, explain and evaluate in relation to the following areas –

SECTION 1 VOICE & SPEECH PRODUCTION

- Techniques of breathing and voice production
- Correction of faulty voice production (e.g. faulty tone - nasality, inadequate pitch, etc)
- Behaviour of sounds in connected speech (including breath/sense groups, use of weak/strong forms, plosion - nasal/lateral, similitude/devoiced consonants, phonemes, etc)
- Common speech negligence in Australian English, that is assimilation (coalescent/juxtapositional assimilation, consonant substitution), elision (consonant, vowel), intrusion (consonant, vowel), overuse of strong forms (instead of use of the neutral vowel for weak forms), substitution (consonant, vowel) and transference (of final consonants to effect slurring)

The candidate may be required to apply knowledge and understanding in problem-solving situations.

SECTION 2 EFFECTIVE SPEECH

- Verse speaking (including group/choral speaking)
- All verse forms and features especially exhibited in poetry published since 1880.
- Metre and rhythm

The candidate may be required to apply knowledge and understanding in problem-solving situations.

SECTION 3 The THEATRE STAGE: ANCIENT and MODERN DRAMA

- The drama chosen for the practical examination (e.g. characterization, period style, etc)
- Greek drama/theatre - all aspects related to its staging
- Modern drama (since Ibsen) and its staging

SECTION 4 APPLIED STAGECRAFT

- Public performance for in-school and community contexts (that is, selection of material, and structuring of presentations for specific events such as concerts, open days, festivals, speech nights, and public holiday celebrations such as Australia Day, etc)

AND

- Adjudication of public speaking, debating, eisteddfodau and drama festivals

SECTION 5 PHONETICS

- Transcription of a passage of prose (e.g. 100 words) into Cultivated Australian English using I.P.A. (Narrow Form) phonetic script.
Candidates should be able to indicate stress (primary, secondary), length (full, half), syllabic consonants (that is, syllabic /l/, /n/), “linking r” and “dark /l/”.

LICENTIATE DIPLOMA (LACM) – SPEECH & DRAMA

PART III – DISSERTATION

The dissertation is a specialised study of approximately 5,000 words relating to one of these topics.

1. Some aspect relating to the teaching of Speech & Drama.
2. Some aspect relating to performance in Speech & Drama.
3. A critique of a major literary figure.
4. Some aspect of Australian literature (e.g. The early balladists; literature between the wars; “New Wave drama”; etc)
5. An event from a major period of English Literature.
6. A study of Greek drama in one of its many forms from ancient times to the present day,

Every effort should be made to present a unique investigation that displays an exemplary understanding of the chosen topic.

The dissertation should be presented in a professional manner.

Particular attention must be paid to appropriate writing style and rational discussion.

Evidence of wide background reading and research is essential.

Acknowledgment of sources, citations and an appropriate bibliography (reference list) are mandatory.

Two copies (bound with limp cover) should be presented to the college administrator.

The college administrator will submit the dissertation to two examiners for assessment.

No mark will be given for the dissertation.

The examiners will assign the grade “Awarded” or “Not Awarded”.

FELLOWSHIP DIPLOMA (FACM) – SPEECH & DRAMA

Suggested Minimum Age: Post-secondary school (Tertiary)

Pre-requisite: LACM or equivalent (RPL)

ONE UNIT ONLY – PRACTICAL EXAMINATION

Length of Examination: 60 minutes

*Full Programmes **MUST** be submitted to the college administrator*

***ONE MONTH** prior to examination.*

Two examiners will be present for the examination.

To be awarded a pass, at least merit standard must be achieved.

- The examination is to take the form of a RECITAL - a one-person show.
- The candidate will invite an audience to attend and select a venue.
- The recital should be approximately 60 minutes in length.
- Programme selections should be introduced appropriately and linked thematically, so as to provide sufficient information for an audience to appreciate a text's literary and cultural contexts.
- The use of costume, sound and furniture/props will be at the discretion of the candidate.
- The candidate may draw from any literature including that existing in English translation.
- The programme selected by the candidate (Lists A, B and C) must cover six (6) different periods of literature, one of which must be Shakespearean drama. LIST D covers Australian literature.

LIST A DRAMA

- OWN CHOICE of Shakespearean drama
- AND
- OWN CHOICE drama

LIST B VERSE

- Two (2) selections (each to represent a different period of literature and each to represent a different style of poetry, e.g. lyric, ode, satiric, etc.)
 - OWN CHOICE
- AND
- OWN CHOICE

LIST C PROSE

- Two (2) selections (each to represent a different period of literature and each to represent a different style of prose – e.g. essay, journal, novel, sermon, letter, etc.)
 - OWN CHOICE
- AND
- OWN CHOICE

N.B. The selections in LISTS A, B and C must each represent a different period of literature in English.

LIST D AUSTRALIAN LITERATURE

- Two (2) OWN CHOICE selections (each of a different genre)

LIST E ARTISTRY

The examiners will consider

- selection of material to showcase the versatility of the performer
- use of linking material to achieve an integrated and cohesive performance
- general stagecraft (use of props, costume, stage areas and levels, music/sound, lighting, etc)
- overall presentation and effectiveness of the recital as an authentic, live performance

ASSESSMENT STANDARDS – Performance Skills & Speech & Drama

These STANDARDS DESCRIPTORS will be used in assessing a candidate's PRACTICAL response.

ELEMENT	HONOURS (100-85%)	MERIT (84½-75%)	PASS (74½-65%)	NON-PASS (>65%)
Movement, Mime or Drama	<p>The candidate ...</p> <ul style="list-style-type: none"> establishes and sustains role/character with finesse and sensitivity explores space and levels with intelligence and effect moves with motivation and acknowledges, where relevant, period manners & movement ('style') delivers spoken text with an appreciation of context and subtext in realizing the author's intention manipulates dramatic elements with fine effect 	<p>The candidate ...</p> <ul style="list-style-type: none"> establishes and sustains role/character with sensitivity explores space and levels with explicit effect moves with motivation and acknowledges period manners & movement ('style') delivers spoken text with an appreciation of context and subtext in realizing the author's intention manipulates dramatic elements commendably 	<p>The candidate ...</p> <ul style="list-style-type: none"> establishes and sustains role/character with some sense of nuance explores space and levels with some effect moves and gestures with some acknowledgement of period manners & movement ('style') delivers spoken text with an acknowledgement of context and subtext in realizing the author's intention manipulates dramatic elements explicitly 	<p>The candidate ...</p> <ul style="list-style-type: none"> establishes role/character with some occasional sensitivity and nuance explores space and levels with occasional effect moves and gestures with some control over period manners & movement ('style') delivers spoken text with some awareness of context & subtext in realizing the author's intention manipulates dramatic elements very explicitly
Presentation of Verse or Prose (Recitation or Reading, Prepared or Sight)	<p>The candidate ...</p> <ul style="list-style-type: none"> renders chosen text/s fluently, accurately, sensitively, spontaneously shares with sophisticated control over the form and shape of chosen text/s demonstrates mastery of mood, meaning, authorial intention in spoken delivery interprets chosen text/s with subtlety and shares key textual nuances 	<p>The candidate ...</p> <ul style="list-style-type: none"> renders chosen text/s quite fluently, accurately, sensitively, spontaneously shares with substantial control over the form and shape of chosen text/s demonstrates control of mood, meaning, authorial intention in spoken delivery interprets chosen text/s with some subtlety and shares key textual nuances 	<p>The candidate ...</p> <ul style="list-style-type: none"> renders chosen text/s somewhat fluently, accurately, sensitively, spontaneously shares with significant control over the form and shape of chosen text/s demonstrates some control of mood, meaning, authorial intention in spoken delivery interprets chosen text/s with some awareness of key textual nuances 	<p>The candidate ...</p> <ul style="list-style-type: none"> renders chosen text/s with some fluency, accuracy and sensitivity shares with some control over the form and shape of chosen text/s demonstrates some control of mood & meaning in spoken delivery interprets chosen text/s with little awareness of key textual nuances
Storytelling	<p>The candidate ...</p> <ul style="list-style-type: none"> shares with spontaneity in telling, not reciting, a text integrates visual/aural supports with fine effect controls narrative tension and structure very effectively 	<p>The candidate ...</p> <ul style="list-style-type: none"> shares with spontaneity in telling, not reciting, a text integrates visual/aural supports with suitable effect manipulates narrative tension and structure effectively 	<p>The candidate ...</p> <ul style="list-style-type: none"> shares by telling, not reciting, a text integrates visual/aural supports with some effect manipulates narrative tension and structure with some effect 	<p>The candidate ...</p> <ul style="list-style-type: none"> shares by reciting, rather than telling, a text uses visual/aural supports with some difficulty manipulates narrative structure with some effect
Australian Selection (Grade VII, Speech & Drama)	<p>The candidate ...</p> <ul style="list-style-type: none"> accesses a wide range of relevant data/information integrates subject material into a very coherent whole sensitively sustains an awareness of audience and purpose in spoken delivery structures presentation/s with command of the communication process (incl. use of support materials) 	<p>The candidate ...</p> <ul style="list-style-type: none"> accesses a range of relevant data/information integrates subject material into a coherent whole sustains an awareness of audience and purpose in spoken delivery structures presentation/s with control of the communication process (including the use of support materials) 	<p>The candidate ...</p> <ul style="list-style-type: none"> accesses relevant data/information arranges subject material into a whole demonstrates some awareness of audience and purpose in spoken delivery structures presentation/s with some control of the communication process (including the use of support materials) 	<p>The candidate ...</p> <ul style="list-style-type: none"> accesses some relevant data/information shapes subject material into a whole demonstrates variable awareness of audience & purpose when speaking structures presentation/s with fair control of the communication process (incl. support materials)
Discussion	<p>The candidate ...</p> <ul style="list-style-type: none"> listens actively/effectively to questions/statements responds succinctly and very spontaneously to questions/statements draws on a wide range of relevant examples and personal experiences to sustain responses demonstrates a breadth of appreciation of text/s chosen (including context, subtext) 	<p>The candidate ...</p> <ul style="list-style-type: none"> listens actively/effectively to questions/statements responds succinctly and spontaneously to questions/statements draws on a range of relevant examples and personal experiences to sustain responses demonstrates an appreciation of text/s chosen (including context, subtext) 	<p>The candidate ...</p> <ul style="list-style-type: none"> listens actively to questions/statements responds to questions/statements with variable focus given to key aspects draws on a range of examples and personal experiences to sustain responses demonstrates some understanding of text/s chosen (including context, subtext) 	<p>The candidate ...</p> <ul style="list-style-type: none"> listens to questions/statements responds to questions/statements with focus given to key aspects only draws on a few, select examples to sustain responses demonstrates very little understanding of text/s chosen

ASSESSMENT STANDARDS – Written (Theory) Papers and Submissions

These STANDARDS DESCRIPTORS will be used in assessing a candidate's WRITTEN response.

ELEMENT	HONOURS (100-85%)	MERIT (84½-75%)	PASS (74½-65%)	NON-PASS (>65%)
Content knowledge and understanding	<p>The candidate ...</p> <ul style="list-style-type: none"> identifies, describes, recalls and explains key factual data and information with comprehensive ease and with few, if any, errors or omissions shows a sophisticated understanding of key principles and ideas by drawing on a wide range of materials and sources to formulate responses responds to familiar and unfamiliar problems, and simple and complex situations with thorough appreciation of all dimensions of issues 	<p>The candidate ...</p> <ul style="list-style-type: none"> identifies, describes, recalls and explains key factual data and information with general ease and with some errors that distract from responses shows a thorough understanding of key principles and ideas by drawing on a variety of materials and sources to formulate secure responses responds to familiar and unfamiliar problems, and simple and complex situations with appreciation of the key dimensions of issues 	<p>The candidate ...</p> <ul style="list-style-type: none"> identifies, describes, recalls and explains some key factual data and information but with errors that detract from the overall quality of response shows some understanding of key principles and ideas by drawing on a few key materials and sources to formulate responses that are marginal in focus responds to familiar and unfamiliar problems, and simple and complex situations with some appreciation of the core dimensions of issues 	<p>The candidate ...</p> <ul style="list-style-type: none"> identifies, describes, recalls and explains some key factual data and information but with errors that detract from overall response quality shows limited understanding of key principles and ideas by drawing on few key materials and sources to respond with a marginal focus responds to familiar and unfamiliar problems, and simple and complex situations with marginal appreciation of the basic aspects of issues
Reference to theoretical material	<p>The candidate ...</p> <ul style="list-style-type: none"> analyses problems, issues and situations thoroughly with attention to nuance and specific contextual factors evaluates problems, issues and situations thoroughly with reference to relevant theoretical terms and ideas and applies criteria validly references theoretical material appropriately 	<p>The candidate ...</p> <ul style="list-style-type: none"> analyses problems, issues and situations with limited attention to nuance and specific contextual factors evaluates problems, issues and situations with reference to relevant theoretical terms and ideas and applies criteria securely references some theoretical material appropriately 	<p>The candidate ...</p> <ul style="list-style-type: none"> analyses problems, issues and situations without attention to nuance and specific contextual factors evaluates problems, issues and situations with limited reference to relevant theoretical terms and ideas and applies some criteria references some theoretical material somewhat (or sometimes) appropriately 	<p>The candidate</p> <ul style="list-style-type: none"> analyses problems, issues and situations with limited effect evaluates problems, issues and situations with very limited reference to relevant theoretical terms and applies few, if any, criteria references little theoretical material
Use of examples	<p>The candidate ...</p> <ul style="list-style-type: none"> utilizes a wide range of relevant, specific examples from documented sources, and observed and personal experience as evidence uses a variety of examples to argue and respond critically, rather than descriptively, to issues and problems 	<p>The candidate ...</p> <ul style="list-style-type: none"> utilizes relevant, specific examples from documented sources, and observed and personal experience as evidence uses some examples to argue and respond somewhat critically, rather than descriptively, to issues and problems 	<p>The candidate ...</p> <ul style="list-style-type: none"> utilizes some relevant, specific examples from documented sources, and observed and personal experience as evidence uses examples to respond descriptively rather than critically to issues and problems 	<p>The candidate ...</p> <ul style="list-style-type: none"> utilizes too few relevant, specific examples from documented sources, and observed and personal experience as evidence uses few examples to argue/respond critically. The response tends to be overly descriptive in focus.
Conclusions	<p>The candidate ...</p> <ul style="list-style-type: none"> justifies conclusions by synthesizing factual data, argument, relevant theoretical material and specific evidence/examples 	<p>The candidate ...</p> <ul style="list-style-type: none"> justifies key conclusions by synthesizing some key factual data, argument, relevant theoretical material and evidence/examples 	<p>The candidate ...</p> <ul style="list-style-type: none"> draws some conclusions with some synthesis of key factual data, argument, relevant theoretical material and evidence/examples 	<p>The candidate ...</p> <ul style="list-style-type: none"> draws few, if any, conclusions with limited synthesis of factual data, argument, relevant theory and evidence/example
Structure and English expression	<p>The candidate ...</p> <ul style="list-style-type: none"> organizes responses with attention to clarity of thought employs key language conventions (punctuation, grammar, spelling) with accuracy (precisely) and for sustained effect (concisely) responds at an appropriate length given the demands of the response 	<p>The candidate ...</p> <ul style="list-style-type: none"> organizes responses with some attention to clarity employs most key language conventions (punctuation, grammar, spelling) with accuracy (precisely) and for effect (concisely) responds at a reasonably appropriate length given the demands of the response 	<p>The candidate ...</p> <ul style="list-style-type: none"> organizes responses with basic attention to clarity employs many key language conventions (punctuation, grammar, spelling) with accuracy and for effect sometimes responds at an appropriate length given the demands of the response 	<p>The candidate ...</p> <ul style="list-style-type: none"> organizes responses with limited attention to clarity ignores many language conventions (punctuation, grammar, spelling) and so mars the overall effect of the response responds at inappropriate length given the demands of the response