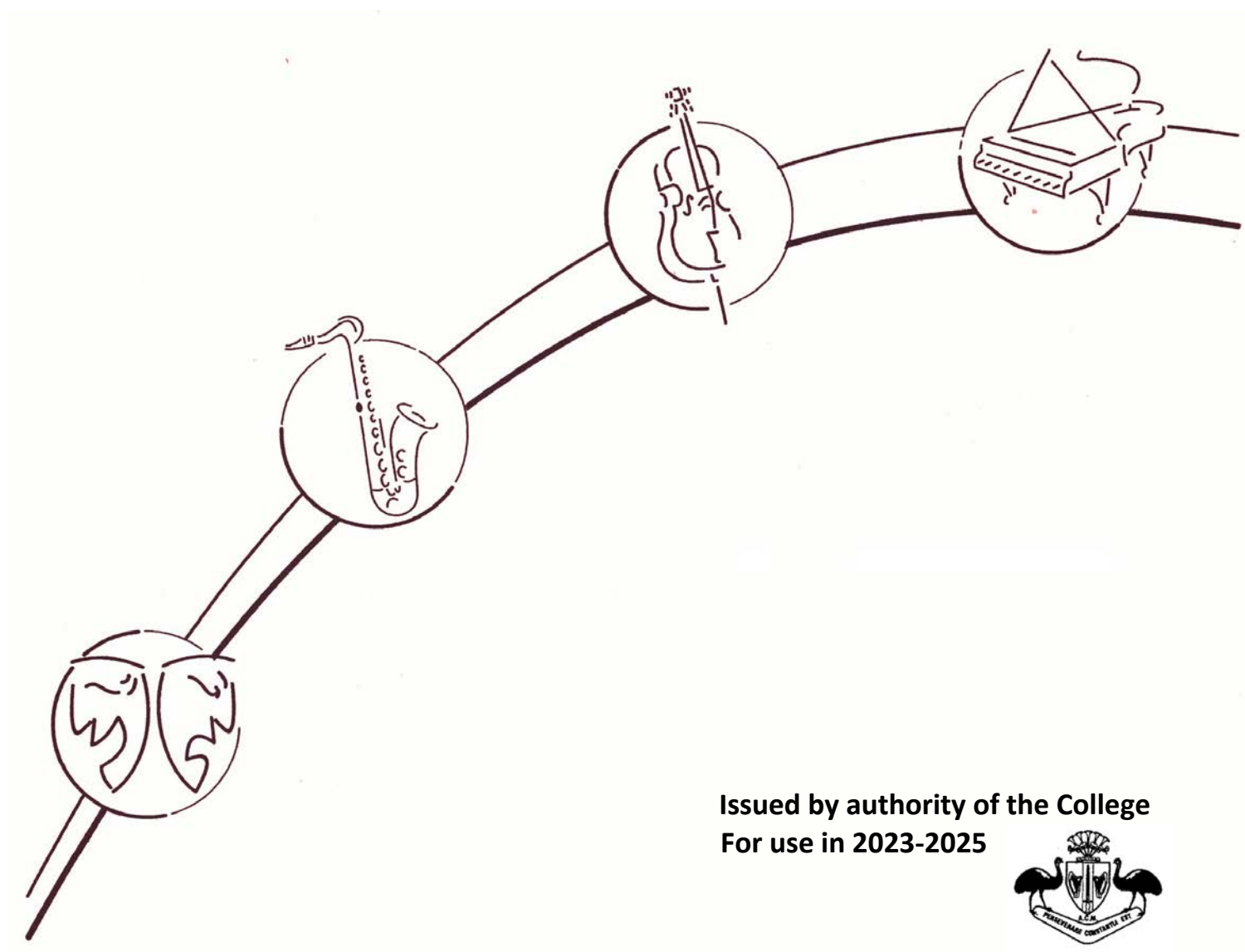


# Syllabus

## Speaking and Communicating



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





# Speaking and Communicating 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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# TABLE OF CONTENTS

## **SPEAKING and COMMUNICATING SYLLABUS**

|                                                           |    |
|-----------------------------------------------------------|----|
| Rationale .....                                           | 1  |
| Aims/Objectives .....                                     | 1  |
| Syllabus Structure .....                                  | 1  |
| Explanatory Notes .....                                   | 2  |
| Preliminary Grade .....                                   | 4  |
| Preparatory 1 .....                                       | 5  |
| Preparatory 2 .....                                       | 6  |
| Preparatory 3 .....                                       | 7  |
| Preparatory 4 .....                                       | 8  |
| Grade I .....                                             | 9  |
| Grade II .....                                            | 10 |
| Grade III .....                                           | 11 |
| Grade IV .....                                            | 12 |
| Grade V .....                                             | 13 |
| Grade VI .....                                            | 14 |
| Grade VII .....                                           | 15 |
| Certificate of Communication.....                         | 16 |
| Diploma in Communication (Part I) - Practical .....       | 17 |
| Diploma in Communication (Part II) – Written/Theory ..... | 19 |
| Assessment Standards .....                                | 21 |

### **Please consult the following documents:**

- Aims and regulations of the College
- Overall information for Speech exams
- Resource Lists and Glossary of Terms



## RATIONALE

Originally, the *Speaking and Communicating Syllabus* was developed by the Australian College of Music in the mid-1990s. The revision of this syllabus (conducted in 2008/2009) recognizes the growth in the importance of public and interpersonal communication for young people, both in the contexts of their formal schooling and in the wider community.

Increasingly, students are being asked to use a wider range of verbal and non-verbal communication skills for the purposes of social and formal exchange. In a range of contexts, young people are expected to communicate confidently but with clarity and control. Such interaction, that is fundamentally assertive in nature, is more effective and ensures that opinions and ideas are heard with respect.

The Australian College of Music recognizes that many parents and employers would regard the cognitive and skill learning offered by this syllabus to have considerable life-learning potential. Candidates are offered an opportunity to develop skills related to listening, reading, conversation and discussion. In addition, the syllabus acknowledges a need for young adults to be able to contribute thoughtfully to social debate through presentation of information and arguments in a range of situations with the assistance of appropriate technological aids. As such, this syllabus represents an opportunity for candidates to complement, consolidate and extend the oral communication learning offered in Queensland school 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 prose and verse texts and their historical/creative contexts
- an understanding of presenter (sender), audience (receiver/perceiver) and purpose as key elements in the communication process along with mode, medium and register
- processing skills of analysis and evaluation as texts are constructed/interrogated for meaning/authorial intention
- practical physical and vocal skills using verse and prose (fictive and non/less-fictive) texts
- practical verbal and non-verbal communication skills for the delivery of a range of spoken presentations
- practical skills of time management
- practical skills involving the manipulation of aids/technology
- 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 an examination programme

## SYLLABUS STRUCTURE

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

As the Diploma and Certificate levels are seen as discrete, each examination from Preliminary to Grade VII comprises

- List A – Introductory Conversation in which the examiner and the candidate exchange courtesies on meeting. At the primary school level, the ensuing conversation will centre on the candidate's interests; at the secondary school level, interaction is more focused on a specific media item or topic area.
- List B – Presentation  
From Preparatory 2 to Grade II, candidates are required to give a "talk", the implication being that the presentation, while of "personal interest" in its genesis and impetus, will be informational in its content and purpose. At Grade III, candidates are asked to "speak about [an] interest" whereas from Grade IV (through to Grade VII) the candidate is invited to present on a specific subject chosen from a general theme. Teachers are asked to note the variation that exists for List B at Preliminary and Preparatory 1/2.
- List C – Reading of verse and prose texts  
This is "prepared reading" only to Grade V, and "prepared reading" and "sight reading" for Grades VI and VII. Preliminary and all Preparatory levels may choose to read or memorise their item. From Grade I onwards, the expectation is that the candidate reads the selection of prose/verse.
- List D – Interactive Role Play (Preparatory IV, Grades I-IV) or Specific Task (Grades V-VII)  
\*\*Preliminary level – the examiner will choose four gestures or facial expressions for the candidate to perform.
- List E – Discussion in which the candidate will respond to the examiner's questions about the approach taken to the preparation, interpretation and delivery of material from Lists B, C and D.  
In addition, from Grade I-VII, candidates are expected to elaborate (in some depth) at least one key aspect of communication.

The only level where the examination is in two parts (Practical and Written/Theory) is the Diploma of Communication.

## EXPLANATORY NOTES

The College appreciates that teachers/candidates may have access to a variety of resources (e.g. technological aids) and spaces for examination purposes. The information below is provided for the general guidance of teachers and candidates.

### List A: Introductory Conversation

The purpose of this element of the examination is twofold:

- for examiner and candidate to meet
- for the candidate to demonstrate some basic skills of listening and conversation by responding to the examiner's questions and comments.

This introductory phase allows both parties to gain a sense of the examination situation and establish the basis of the communication dynamic that is to unfold.

When the candidate enters the examination room, there should be an exchange of courtesies that shows respect for the etiquette governing such occasions. Candidates **MUST** introduce themselves appropriately demonstrating an ability to listen and respond spontaneously. Monosyllabic or overly colloquial answers are not considered adequate or appropriate responses. This element of the examination is a candidate's responsibility to control/initiate. For the guidance of teachers, two examples of acceptable introductions are provided below.

*Example 1*

|           |                                                                         |
|-----------|-------------------------------------------------------------------------|
| Examiner  | Hello. How are you today?                                               |
| Candidate | Well, thank-you. I'm John Smith. I'm here to do my Grade I examination. |
| Examiner  | Have a seat, John. Let's take a look at your folder.                    |
| Candidate | Thank-you, Mrs McIvor.                                                  |
| Examiner  | Now, what are you <i>really</i> interested in telling me about?         |
| Candidate | Well, I have a pet dog and she is ...                                   |

*Example 2*

|           |                                                                         |
|-----------|-------------------------------------------------------------------------|
| Examiner  | Come in.                                                                |
| Candidate | Good morning, Mrs O'Shea.                                               |
| Examiner  | It's Joanna, isn't it?                                                  |
| Candidate | That's correct. I'm here to do my Grade III exam.                       |
| Examiner  | Now, put your books down for a minute. It's been windy today hasn't it? |
| Candidate | Yes, I thought so too ...                                               |

In all grades, the conversation (following the introduction) will be initiated by the examiner.

N.B.: Each examination grade (other than Preliminary) carries the following reminder: "A candidate's conversational speech and English usage will be considered for assessment purposes."

### List B: Presentation

This element of the examination allows a candidate to demonstrate skills associated with public speaking/presentation. Candidates are expected to communicate with increasing sophistication in higher examination grades and the gradation of this section has been outlined under "Syllabus Structure" (see page 1).

Candidates *may* wish to specify a role, a purpose and a virtual audience for a presentation. For example, a candidate (in Grade VII) presenting "in role" (as an interested and aware teen citizen) on the subject of "Banning Whaling" may define the purpose as "predominantly persuasive" and the audience as a "Senate Select Committee" receiving public submissions.

Within the stipulations of an examination grade, the presentation may be delivered as a talk, speech, oration, eulogy, lecture, review, radio/television/digital broadcast, etc. It is important to note that List B carries the largest individual sectional weighting at 35 marks (Preparatory 1-Grade VII).

Memory aids and a lectern/podium may be used by candidates. Memory aids can take many forms: prompt cards, palm cards, notes, a full speech, a chart, a PowerPoint slide, an overhead transparency, etc. Teachers must determine which

type/s of aids are most appropriate for use by candidates based on their age and experience, and the style of presentation. Aids should act as prompts to remembering; they should not be "crutches" or interfere with or distract from a spontaneous, free-flow of information and/or commentary. As a candidate grows in age and develops skill/experience, it is reasonable to expect the reliance on memory aids per se to diminish.

Candidates will be penalized for reading or reciting (rote-learning) a presentation. It is expected that candidates will communicate in a confident, knowledgeable, spontaneous and sincere fashion.

At Diploma and Certificate levels, the use of technology in the form of audio/visual aids is mandatory. However, aids may be used at lower grade levels as well. Aids must be relevant, be accessible to the reader (listener/viewer), be manageable and complement the spoken work. Set-up and take-down time should be considered in the use of electronic aids. Stand-alone devices are recommended. It is not the responsibility of the College to provide internet access or equipment (such as laptops, data projectors) for the use of candidates.



### List C: Reading

This section of the examination recognizes reading as an important social skill and, at Diploma level (in both the practical and written/theory examinations), is contextualized as such.

A short introduction to each text (for example, no more than thirty seconds) would be appropriate.

Examiners would expect candidates to read fluently, accurately, sensitively, and with awareness of authorial intention and (virtual) audience.

It should be stressed that candidates must read and not recite/memorize the prose and/or verse texts.

### List D: Interactive Role Play (Prep IV-Grade IV)

The purpose of this section is for the candidate and examiner to interact in an improvised situation. A chair and table may be used; otherwise, all other props should be suggested. Gesture, body language and active listening are key elements of this exercise and the candidate is expected to operate in role. The examiner is at liberty to enter the action on the examination floor. Teachers are advised to consider this possibility when preparing candidates.

It is suggested that the scenarios be provided to the examiner so that the potential structure of the role play is apparent. For example, in Preparatory IV, the focus is on telephone skills. The information provided to the examiner could be presented as below.

#### *Scenario 1 (Answering the telephone and taking a message)*

|                  |                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Situation        | At home                                                                                                                                              |
| Candidate's role | To answer the phone and take message (as herself)                                                                                                    |
| Examiner's role  | Aunty Mary                                                                                                                                           |
| Reason for call  | Aunty Mary is ringing to tell the candidate's mother that she is running late with her children. The candidate's cousins are coming for babysitting. |

#### *Scenario 2 (Making a telephone call for a specific purpose)*

|                  |                                                                                 |
|------------------|---------------------------------------------------------------------------------|
| Situation        | At a cinema complex                                                             |
| Candidate's role | To use a mobile phone to make a call (as herself)                               |
| Examiner's role  | Mother of candidate                                                             |
| Reason for call  | Ringling to tell mother that the movie is finished and to arrange pick-up point |

### List E: Discussion

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

In addition, candidates (from Grades I-VII) are expected to be able show a detailed knowledge and understanding of (at least) one key/core aspect of communication by oral explanation and practical demonstration. Candidates should be able to relate their discussion to texts as presented in the examination by citing examples from Lists B, C and D.

These key/core 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 - Emphasis (and modulation) as the basis of effective communication (interesting speech)
- Grade V - The breathing process (including relaxation)
- Grade VI - Resonance (including vocal tone)
- Grade VII - Non-verbal communication and Speech negligence

Candidates are not expected to exhibit an extensive technical knowledge. Rather, they should be able to apply their knowledge of technique to known and new situations and be able to explain this technical understanding and awareness. For example, while it is laudable if candidates (at Grade V) know the mechanics of intercostal diaphragmatic breathing in technical terms, it is more useful for candidates to understand how, why and with what purpose/effect communicators

“breathe”. In this instance, candidates should be able to link relevant aspects of emphasis (and modulation - for example, types of pause such as suspensive/suspensory, caesural, etc; phrasing using breath groups) to such explanation.

At Diploma level, it is assumed candidates have a knowledge and understanding of technical material from previous grades (especially Grades IV-VII).

Examiners will expect candidates to be able to apply their knowledge to reveal some depth of understanding rather than provide rote-learned responses or technical definitions. Regurgitation of definitions provided in the Glossary of this document will not be regarded as a sufficient demonstration of a candidate's learning.



# **PRELIMINARY (PRELIM) – SPEAKING and COMMUNICATING**

*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:** 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/her self 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) – SPEAKING and COMMUNICATING**

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

*Length of Examination: 15 minutes*

## **LIST A      INTRODUCTORY CONVERSATION (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

A short conversation about the candidate's interests (e.g. school, pets, hobbies, favourite games, etc) will follow.

## **LIST B      PREPARED TALK and Discussion (35 marks)**

The candidate will give a talk (1-1½ minutes) on a subject about which he/she is very enthusiastic (e.g. an object, toy, picture, game, etc). A short discussion between the candidate and the examiner will follow the talk.

## **LIST C      PREPARED READING (30 marks)**

The candidate will **read**

- 70 words (approximately) from a prose text chosen by the candidate, prepared and brought to the examination (15 marks)

AND

- a short poem (e.g. 8-12 lines) chosen by the candidate, prepared and brought to the examination (15 marks)

**This section must be read.**

## **LIST D      INTERACTIVE ROLE PLAY**

Not applicable at this level.

## **LIST E      DISCUSSION (20 marks)**

The examiner and the candidate will discuss

- the most enjoyable part of the exam
- List C material (N.B. Author knowledge not required for this level.)
- Plosive consonants (Identification and simple explanation)

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

# **PREPARATORY 2 (PREP 2) – SPEAKING and COMMUNICATING**

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

*Length of Examination: 15 minutes*

## **LIST A      INTRODUCTORY CONVERSATION (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

A short conversation about the candidate's interests (e.g. school, pets, hobbies, favourite games, etc) will follow.

## **LIST B      PREPARED TALK and Discussion (35 marks)**

The candidate will give a talk (1-1½ minutes) on a subject about which he/she is very enthusiastic (e.g. an object, toy, picture, game, etc). A short discussion between the candidate and the examiner will follow the talk.

## **LIST C      PREPARED READING (30 marks)**

The candidate will **read**

- 100 words (approximately) from a **prose** text chosen by the candidate, prepared and brought to the examination (15 marks)

AND

- a short poem (e.g. 8-12 lines) chosen by the candidate, prepared and brought to the examination (15 marks)

**This section must be read.**

## **LIST D      INTERACTIVE ROLE PLAY**

Not applicable at this level.

## **LIST E      DISCUSSION (20 marks)**

The examiner and the candidate will discuss

- the most enjoyable part of the exam
- List C material (N.B. Author knowledge not required for this level.)
- Continuant consonants (Identification and simple explanation)

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

# **PREPARATORY 3 (PREP 3) – SPEAKING and COMMUNICATING**

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

*Length of Examination: 15 minutes*

## **LIST A      INTRODUCTORY CONVERSATION      (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.  
A short conversation about the candidate's interests (e.g. school, pets, hobbies, favourite games, etc) will follow.

## **LIST B      PRESENTATION      (35 marks)**

The candidate will give a talk (1-1½ minutes) on a subject of personal interest.

## **LIST C      PREPARED READING      (30 marks)**

The candidate will **read**

- 150 words (approximately) from a **prose** text chosen by the candidate, prepared and brought to the examination (15 marks)

AND

- a short poem (approximately 1 minute) chosen by the candidate, prepared and brought to the examination (15 marks)

**This section must be read.**

## **LIST D      INTERACTIVE ROLE PLAY**

Not applicable at this level.

## **LIST E      DISCUSSION      (20 marks)**

The examiner and the candidate will discuss

- the examination experience
- List C material (N.B. Author knowledge is not required for this level.)
- All consonants (Identification and simple explanation)

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

# **PREPARATORY 4 (PREP 4) – SPEAKING and COMMUNICATING**

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

*Length of Examination: 20 minutes*

## **LIST A      INTRODUCTORY CONVERSATION      (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.  
A conversation about the candidate's interests (e.g. school, pets, hobbies, favourite games, etc) will follow.

## **LIST B      PRESENTATION      (35 marks)**

The candidate will give a talk (1½-2 minutes) on a subject of personal interest.

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

The candidate will **read**

- 200 words (approximately) from a **prose** text chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a poem (approximately 1-1½ minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

**This section must be read.**

## **LIST D      INTERACTIVE ROLE PLAY      (15 marks)**

The candidate will prepare TWO (2) situations that demonstrate TELEPHONE SKILLS:

- answering the telephone and taking a message
- making a telephone call for a specific purpose

The examiner will choose ONE of the two scenarios for presentation. This section is interactive role playing. It must be as close to a natural conversation as possible. It is not memorised script. (1 minute).

## **LIST E      DISCUSSION      (15 marks)**

The examiner and the candidate will discuss

- the examination experience
- the importance of good communication skills
- List C material (N.B. A general knowledge of authors is expected at this level.)
- All consonants (Identification and simple explanation)

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

# **GRADE I – SPEAKING and COMMUNICATING**

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

*Length of Examination: 20 minutes*

## **LIST A      INTRODUCTORY CONVERSATION      (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

A conversation about one of the candidate's interests (e.g. school, pets, hobbies, favourite games, etc) will follow.

N.B.: The candidate will indicate the "interest" that will form the focus of the conversation.

## **LIST B      PRESENTATION      (35 marks)**

The candidate will give a talk (2-2½ minutes) on a subject of personal interest.

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

The candidate will read

- a passage of **prose** (1½-2 minutes) chosen by the candidate, prepared and brought to the examination      (10 marks)

AND

- a poem (1-1½ minutes) chosen by the candidate, prepared and brought to the examination      (10 marks)

## **LIST D      INTERACTIVE ROLE PLAY      (15 marks)**

The candidate will prepare THREE (3) situations about GIVING DIRECTIONS in the following settings:

- a building (e.g. a shopping centre)
- a school ground
- a neighbourhood

The examiner will choose ONE of these three scenarios for presentation. This section is interactive role playing. It must be as close to a natural conversation as possible. It is not memorised script. Directions must accurately answer the examiners question. (1½-2 minutes).

## **LIST E      DISCUSSION      (15 marks)**

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B and C (including a knowledge of authors in their creative contexts)
- 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 B, C and D.

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



# **GRADE II – SPEAKING and COMMUNICATING**

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

*Length of Examination: 20 minutes*

## **LIST A      INTRODUCTORY CONVERSATION      (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

A conversation about one of the candidate's interests (e.g. school, pets, hobbies, favourite games, etc) will follow.

N.B.: The candidate will indicate the "interest" that will form the focus of the conversation.

## **LIST B      PRESENTATION      (35 marks)**

The candidate will give a talk (2½-3 minutes) on a subject of personal interest.

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

The candidate will read

- a passage of prose (1½-2 minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a poem or poems (1½-2 minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

## **LIST D      INTERACTIVE ROLE PLAY      (15 marks)**

The candidate will prepare THREE (3) situations about PERMISSION SEEKING from

- a parent
- a teacher
- another authority figure (e.g. a sporting coach)

The examiner will choose ONE of these three scenarios for presentation (1½-2 minutes).

## **LIST E      DISCUSSION      (15 marks)**

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B and C (including a knowledge of authors in their creative contexts)
- 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 B, C and D.

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

# **GRADE III – SPEAKING and COMMUNICATING**

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

*Length of Examination: 25 minutes*

## **LIST A      INTRODUCTORY CONVERSATION      (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

The candidate must bring a printed or electronic news article about Australia to the examination.

The article will form the basis of a conversation with the examiner. There is NO requirement for a candidate to read their newspaper article aloud, but he/she may be asked to read from the item by the examiner as part of the opening conversation.

## **LIST B      PRESENTATION      (35 marks)**

The candidate will speak (3-3½ minutes) about a notable Australian or an Australian “icon” (e.g. Uluru, Sydney Opera House, the “Big Pineapple”, Suncorp Stadium, the MCG, Phar Lap, speedos, meat pies, lamingtons, XXXX beer, the Akubra hat, the Hills Hoist clothesline, the Holden car, etc).

The presentation can be instructional and/or interactive, if the candidate so chooses.

PowerPoint presentations should be used to effect. PowerPoints that are too long or cluttered tend to distract from the speaker’s vocal delivery.

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

The candidate will read

- a passage of prose (2 minutes approximately) chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a poem/poems (2 minutes approximately) chosen by the candidate, prepared and brought to the examination (10 marks)

**Please note:** Choices should be appropriate to a candidate’s intellectual, emotional and social development and also be open to a candidate’s interpretive (physical and vocal) capabilities. It is a teacher’s duty to monitor candidate choices as being appropriate to the age and level of examination.

## **LIST D      INTERACTIVE ROLE PLAY      (15 marks)**

The candidate will prepare TWO situations dealing with BEING INTERVIEWED involving

- a school situation (e.g. for a leadership position)
- a non-school situation (e.g. for an award or scholarship)

The examiner will choose ONE of these two scenarios for presentation (2-2½ minutes).

## **LIST E      DISCUSSION      (15 marks)**

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B and C (including a knowledge of authors in their creative contexts)
- 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 B, C and D.

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

# **GRADE IV – SPEAKING and COMMUNICATING**

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

*Length of Examination: 25 minutes*

## **LIST A    INTRODUCTORY CONVERSATION**

**(15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

The candidate must bring a printed or electronic news article about Australia to the examination.

The article will form the basis of a conversation with the examiner. There is NO requirement for a candidate to read their newspaper article aloud, but he/she may be asked to read from the item by the examiner as part of the opening conversation.

## **LIST B    PRESENTATION**

**(35 marks)**

The candidate will give a presentation (3-4 minutes) on a subject of his/her choice from the themes of

- SPORT
- OR
- ENTERTAINMENT

If used, aids should complement the vocal component of the presentation.

PowerPoint presentations should be used to effect. PowerPoints that are too long or cluttered tend to distract from the speaker's vocal delivery.

## **LIST C    PREPARED READING**

**(20 marks)**

The candidate will read

- a passage of prose (2-3 minutes) chosen by the candidate, prepared and brought to the examination

**(10 marks)**

AND

- a poem/poems (2-3 minutes) chosen by the candidate, prepared and brought to the examination

**(10 marks)**

**Please note:** Choices should be appropriate to a candidate's intellectual, emotional and social development and also be open to a candidate's interpretive (physical and vocal) capabilities. It is a teacher's duty to monitor candidate choices as being appropriate to the age and level of examination.

## **LIST D    INTERACTIVE ROLE PLAY**

**(15 marks)**

The candidate will prepare TWO situations involving WORKPLACE employment:

- Being interviewed for a job
- Handling a difficult situation (e.g. customer)

The examiner will choose ONE of the two scenarios for presentation (2½-3 minutes).

## **LIST E    DISCUSSION**

**(15 marks)**

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B and C (including a knowledge of authors in their creative and historical contexts)
- EMPHASIS (including modulation) as the basis of effective communication (interesting 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 B, C and D.

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

# **GRADE V – SPEAKING and COMMUNICATING**

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

*Length of Examination: 30 minutes*

## **LIST A      INTRODUCTORY CONVERSATION      (15 marks)**

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

The candidate must bring a printed or electronic news article about Australia to the examination.

The article will form the basis of a conversation with the examiner. There is NO requirement for a candidate to read their newspaper article aloud, but he/she may be asked to read from the item by the examiner as part of the opening conversation.

## **LIST B      PRESENTATION      (35 marks)**

The candidate will give a presentation (4-5 minutes) on a subject of his/her choice from the themes of

- FAMILY
- OR
- ENVIRONMENT

If used, aids should complement the vocal component of the presentation.

PowerPoint presentations should be used to effect. PowerPoints that are too long or cluttered tend to distract from the speaker's vocal delivery.

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

The candidate will read

- a passage of prose (2-3 minutes) chosen by the candidate, prepared and brought to the examination      (10 marks)
- AND
- a poem/poems (2-3 minutes) chosen by the candidate, prepared and brought to the examination      (10 marks)

**Please note:** Choices should be appropriate to a candidate's intellectual, emotional and social development and also be open to a candidate's interpretive (physical and vocal) capabilities. It is a teacher's duty to monitor candidate choices as being appropriate to the age and level of examination.

## **LIST D      SPECIFIC TASK      (15 marks)**

The candidate will identify a specific situation and prepare and present ONE of these tasks:

- Welcoming a peer
- OR
- Farewelling a peer

Duration: 2-3 minutes

## **LIST E      DISCUSSION      (15 marks)**

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B, C and D (including a knowledge of authors in their creative and historical contexts)
- 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 B, C and D.

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

# GRADE VI – SPEAKING and COMMUNICATING

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

*Length of Examination: 35 minutes*

## **LIST A**    INTRODUCTORY CONVERSATION

(10 marks)

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

A conversation, initiated by the examiner, will follow.

The conversation's focus will be "concern for others" (e.g. community service, charitable organizations, etc).

## **LIST B**    PRESENTATION

(35 marks)

The candidate will give a presentation (5-7 minutes\*) on a subject of his/her choice from the thematic area of SOCIAL ISSUES.

If used, aids should complement the vocal component of the presentation.

## **LIST C**    READING (Prepared and Sight)

(25 marks)

The candidate will read

- a passage of prose (3-4 minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a poem/poems (3-4 minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a news item at sight (chosen by the examiner but with some time allowed to peruse the item) (5 marks)

## **LIST D**    SPECIFIC TASK

(15 marks)

The candidate will identify a specific situation and prepare and present ONE of these tasks:

- Introduction of a guest speaker

OR

- Thanking a guest speaker

OR

- Acceptance of a leadership position in a school or club/society.

Duration: 2-3 minutes

## **LIST E**    DISCUSSION

(15 marks)

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B, C and D (including a knowledge of authors in their creative and historical contexts)
- RESONANCE (including vocal tone)  
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 B, C and D.

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

\* 3-4 minutes is the time specified for spoken/signed tasks (Year 11) in the Queensland Studies Authority *Syllabus for Senior English* (2010, p.21)

# GRADE VII – SPEAKING and COMMUNICATING

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

*Length of Examination: 40 minutes*

## **LIST A**      INTRODUCTORY CONVERSATION (10 marks)

On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

A conversation, initiated by the examiner, will follow.

The conversation's focus will be "self-esteem and assertiveness", and the relationship between them.

## **LIST B**      PRESENTATION (35 marks)

The candidate will give a presentation (7-10 minutes\*) about a SOCIO-POLITICAL ISSUE.

If used, aids should complement the vocal component of the presentation.

## **LIST C**      READING (Prepared and Sight) (25 marks)

The candidate will read

- a passage of prose (3-4 minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a poem/poems (3-4 minutes) chosen by the candidate, prepared and brought to the examination (10 marks)

AND

- a news item at sight (chosen by the examiner but with some time allowed to peruse the item) (5 marks)

## **LIST D**      SPECIFIC TASK (15 marks)

The candidate will identify a situation (family, school, workplace, sporting club) and propose a toast.

Duration: 2-3 minutes

## **LIST E**      DISCUSSION (15 marks)

The examiner and the candidate will discuss

- the preparation and delivery of material from Lists B, C and D (including a knowledge of authors in their creative and historical contexts)
- NON-VERBAL COMMUNICATION
- SPEECH NEGLIGENCE
  - 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)
  - transference (of final consonants to effect slurring)

A candidate should show his/her knowledge and understanding of these aspects of communication (that is, non-verbal communication and speech negligence) by oral explanation and practical demonstration, and be able to relate discussion to Lists B, C and D.

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

\* 4-5 minutes is the time specified for spoken/signed tasks (Year 12) in the Queensland Studies Authority *Syllabus for Senior English* (2010, p.21)

# ***CERTIFICATE of COMMUNICATION – SPEAKING AND COMMUNICATING from 2023 (Trialled in 2022)***

Length of Examination: 60 minutes

Pre-Requisite Study: NIL.

This examination replaces the 'Competency Award' that appeared in former versions of the *Speaking and Communicating Syllabus*. This is a 'discrete examination unit' that should be attempted if the candidate has sufficient age, experience, and commitment to do so.

Award of this Certificate (Cert. Comm.) indicates that the candidate has demonstrated a range of spoken communication skills and has shown versatility as a presenter.

N.B. To achieve a PASS result, the candidate must achieve at least 75 marks.

Grades: Fewer than 75 marks = NON-PASS; 75-89½ marks = PASS; 90 marks and above = PASS (with Distinction).

Two examiners will conduct the examination.

Two copies of the candidate's program should be submitted to the College's Administrator at least one month prior to the conduct of the examination.

## **LIST A – PRESENTATION & INTRODUCTORY CONVERSATION (35 marks)**

On entering the examination room, the candidate will introduce them-/him-/her-self appropriately.

The candidate will specify an audience, purpose, role, and occasion & prepare a 10-12 minutes' presentation. The candidate could present an expository, persuasive, or inspirational speech/talk/pitch, etc.

For example, the imagined audience could be workplace staff, an awards panel, coaching staff of a sporting team, a youth forum, a public inquiry, etc. (Candidates should aim to make their presentation 'real world'.)

Use of appropriate audio-visual aids (for example, hand props, flip charts, whiteboards, PowerPoint slides, i-pod, i-pad, mp3 player, etc) is mandatory. Their deployment for effect is critical.

Both examiners will assume roles as members of the audience defined by the candidate.

On conclusion, the candidate will respond to examiners' questions lasting 5 minutes (approximately).

## **LIST B – IMPROMPTU SPEECH (15 marks)**

Five minutes before the examination's commencement, the candidate will be provided with three topics. The candidate will select ONE topic.

After preparation, he/she/they will speak about it for 3 minutes (approx). Bells will be given at 2:30 minutes & 3:00 minutes as a guide to the elapse of time.

## **LIST C – RECITATION/READING (20 marks)**

The candidate will present a program of prose and/or verse recitation and/or readings for an occasion of the candidate's choosing.

The presentation will last for 5 minutes (approximately).

Consideration should be given to staging which enhances the communication process.

## **LIST D – SIGHT READING (10 marks)**

The candidate will be asked to read (from) a magazine item at sight.

Time will be allowed for perusal of the material.

## **LIST E – DISCUSSION (20 marks)**

The examiners and the candidate will discuss

- Effective speaking and factors affecting that process, with particular reference to Lists A & B materials
- Techniques of presentation relating to the List C & D materials
- Authors represented in the prepared reading/recitation program (List C)
- The candidate's interests as a 'communicator' (for example, strengths, ambitions, experience, etc)

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

# ***DIPLOMA in COMMUNICATION (Dip.Comm.)***

*Suggested Minimum Age: 17-18 years  
(Year 12 or Tertiary/Post-secondary school)*

Pre-requisite: Grade VII *Speaking and Communicating* or equivalent (i.e. Recognized Prior Learning)

## **PART I – PRACTICAL EXAMINATION**

*Length of Examination: 75 minutes*

*Full Programmes MUST be submitted to the College Secretary 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.*

### **List A      PRESENTATION**

**INTRODUCTORY CONVERSATION** On entering the examination room, the candidate will introduce himself/herself appropriately and spontaneously.

The candidate will select one (1) topic area and make two (2) presentations of 6-8 minutes each.

- One presentation must be largely informative in focus; the other, argumentative/persuasive.
- The audience and situation (as specified by the candidate) may differ for each presentation.
- It is mandatory to use audio/visual aids to complement at least one of the two presentations.

### **List B      IMPROMPTU SPEAKING**

Ten (10) minutes before the start of the examination, the candidate will be given a task scenario (i.e. a role, a situation and an audience). The candidate may be asked to

- welcome an audience
- introduce a guest speaker
- propose a toast
- give a vote of thanks
- accept an award (either on his/her own behalf or on behalf of another)
- The candidate will speak for 2-3 minutes.
- In this 10 minutes, the candidate might prepare some ideas and record these on a palm card.

### **List C      LISTENING/VIEWING SKILLS**

The candidate will listen to and/or view an audio/audio-visual extract (e.g. 1-3 minutes) of a public communication (such as a speech, eulogy, address to the National Press Club, press conference, media-bite, interview, etc).

The candidate will be required to evaluate the effectiveness of the rhetorical and language devices used by the speaker.

- The candidate will be given a print copy of the extract for study/note-making before listening/viewing begins.
- The candidate will be able to listen to and/or view the audio/audio-visual extract twice.

### **List D      PREPARED READING**

The candidate will select a specific occasion (e.g. funeral service; wedding service; a public celebration for Australia Day, ANZAC Day, Queensland Day; a graduation or awards ceremony). He/she will devise and deliver/present (that is, introduce, link and read) an appropriate short programme of prose and/or verse extracts.

- The programme will be 4-5 minutes in length.
- Extracts may be drawn from the full range of literature: verse (of all types) as well as fictive and less-fictive prose (including children's literature, *The Bible*, journalism, scientific writing, etc)

### **List E      GENERAL DISCUSSION**

The candidate will discuss the following and, where appropriate, relate these to their personal experience.

- The approach taken to the research for and delivery of List A presentations
- Effective speaking techniques (use of emphasis and modulation) in relation to speech-making (Lists B & C)
- Effective speaking techniques (use of emphasis and modulation) for the interpretation of prose and verse (List D)
- Speech negligence and variant pronunciation (in general terms)
- Non-verbal communication (body language)
- Factors influencing effective communication on an interpersonal level and a public scale.



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

# DIPLOMA in COMMUNICATION – COURSE OVERVIEW

Semester 1: 9 lessons x 60 minutes each + 9 x 60 minutes homework sessions = 18 hours

Semester 2: 9 lessons x 60 minutes each + 9 x 60 minutes homework sessions = 18 hours

Semester 3: 9 lessons x 60 minutes each + 10 hours of homework sessions = 19 hours

Total time for Part I = 55 hours

| Unit | Content and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Time                                                                              |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1    | <u>LIST A: Presentations</u><br>Styles of presentation & presentational techniques (e.g. persuasive, expository)<br>Rhetorical approaches especially Aristotle's 'appeals' (ethos, logos, pathos)<br>Use of technological aids in effective presentation (e.g. PowerPoint)<br>Effective speaking techniques and the role of body language                                                                                                                                                                                                                    | Term 1<br>5 weeks<br>(5 x 60 minutes lessons<br>+ 5 hours<br>homework/study)      |
| 2    | <u>LIST B: Impromptu Speaking</u><br>Revision of impromptu speaking techniques from previous examination grades<br>Structure of speeches of welcome, introductions, acceptance speeches, toasts, votes of thanks – verbal dynamics and audience rapport<br>Speech negligence and variant pronunciation<br>Effective speaking techniques and the role of body language                                                                                                                                                                                        | Term 2<br>4 weeks<br>(4 x 60 minutes lessons<br>+ 4 hours<br>homework/study)      |
| 3    | <u>LIST C: Listening/Viewing Skills</u><br>Listening to extracts of a range of public communications (audio)<br>Viewing extracts of a range of public communications (audio-visual)<br>Identification of rhetorical and language devices used by speakers<br>Discuss the text as a 'cultural artefact' (e.g. legacy/relevance, authorial intention)<br>Evaluation of effectiveness of the communication given context (situation)                                                                                                                            | Term 3<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 3 hours<br>homework/study)      |
| 4    | <u>LIST D: Prepared Reading</u> (Prose and/or Verse)<br>Read a variety of prose texts relating to a theme/suitable for public performance<br>Research the historical/creative contexts of these texts<br>Select key texts for intensive study (e.g. rhythm, phrasing, tone, 'character')<br>Present/stage texts with consideration of voice, movement, occasion, etc (style)<br>Discuss the text as a 'cultural artefact' (e.g. legacy/relevance, authorial intention)<br>Effective speaking techniques relating to the interpretation of prose and/or verse | Term 3<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 3 hours<br>homework/study)      |
| 5    | <u>LIST A: Presentations</u> (Revision of Term 1 work)<br>As for Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 4<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 3 hours<br>homework/study)      |
| 6    | <u>Programme Development</u><br>Organization of programme - selection of material and topics (finalization)<br>Practice tasks for List B and List C (examination)<br>Revision of theoretical principles relating to effective communication (including role of non-verbal communication, negligence, channels of communication, etc)                                                                                                                                                                                                                         | Term 5<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 3 hours<br>homework/study)      |
| 7    | <u>Examination Rehearsal/Preparation</u><br>Preparation of examination programme including scripting, text introductions, staging approaches, technological aids, etc<br>Preparation and submission of 'hard copies' for examination use                                                                                                                                                                                                                                                                                                                     | Terms 5 & 6<br>4 weeks<br>(4 x 60 minutes lessons<br>+ 7 hours<br>homework/study) |
| 8    | <u>Examination &amp; Post-Examination Reflection</u><br>Assessment: Attendance at examination (75 minutes plus preparation time)<br>Consideration of examination experience (strengths, weaknesses, possibilities)<br>Notation of goals for the future in the light of examiner's report (feedback)                                                                                                                                                                                                                                                          | Term 6<br>2 weeks<br>(2 x 60 minutes lessons*)                                    |

# ***DIPLOMA in COMMUNICATION (Dip.Comm.)***

*Suggested Minimum Age: 17-18 years  
(Year 12 or Tertiary/Post-secondary school)*

## **PART II – THEORY of COMMUNICATION (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)

A practical knowledge of phonetics is advantageous but not mandatory.  
*The Macquarie Dictionary* is the standard reference for The Australian College of Music.

A candidate should be able to demonstrate a knowledge and understanding of interpersonal and public communication by being able to recall, identify, describe, analyze, explain and evaluate in relation to the following areas –

### **SECTION 1      ASPECTS of VOICE and SPEECH**

- The (basic) anatomy of breathing, voice production and speech including breathing methods (acceptable and faulty)
- Resonance and projection (appropriate audibility)
- Emphatic and modulative techniques
- Negligent and variant pronunciations in Australian English including assimilation (coalescent/juxta-positional 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)

### **SECTION 2      PUBLIC PRESENTATION/SPEAKING (Speech-making)**

- The process of researching and structuring/constructing a presentation
- Delivery modes (informational, argumentative, persuasive, entertaining, motivational, inspirational, etc)
- Audience dynamics
- A presentation's impact/success
- Use of audio/visual technology (such as PowerPoint, slides, laptops, recorded sound, etc)

### **SECTION 3      PUBLIC PRESENTATION (Reading) of PROSE and VERSE**

- For community events (e.g. Australia Day, Anzac Day, Queensland Day)  
AND
- For personal occasions (that is, weddings and/or funerals)

### **SECTION 4      COMMUNICATION THEORY**

- Non-verbal communication on an interpersonal level and/or at a public scale  
AND
- Effective communication on an interpersonal level and/or at a public scale

### **SECTION 5      GREAT SPEECHMAKERS and their SPEECHES**

- Orators and oratory/rhetoric particularly from the UK, USA and Australia since 1929.

# DIPLOMA in COMMUNICATION – COURSE OVERVIEW

*Suggested Minimum Age: 17-18 years  
(Year 12 or Tertiary/Post-secondary school)*

Semester 1: 8 lessons x 60 minutes each + 8 x 60 minutes homework sessions = 16 hours

Semester 2: 9 lessons x 60 minutes each + 9 x 60 minutes homework sessions = 18 hours

Semester 3: 9 lessons x 60 minutes each + 12 hours of homework sessions = 21 hours

Total time for Part II = 55 hours

| Unit | Content and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Time                                                                           |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1    | <u>Public Presentation/Speaking</u> (Section 2 of theory examination to complement Lists A & B of practical examination)<br>Researching/structuring (constructing) presentations (e.g focus, elaboration, etc)<br>Delivery styles (e.g. informational, argumentative, motivational, persuasive, etc)<br>Audience dynamics and presentational impact<br>Use of audio-visual technologies (e.g. PowerPoint, i-pads, recorded sound, etc)                                                                                  | Term 1<br>5 weeks<br>(5 x 60 minutes lessons<br>+ 5 hours homework/study)      |
| 2    | <u>Aspects of Voice and Speech</u> (Section 1 of theory examination to complement List E of practical examination)<br>Breathing processes, voice production, speech and resonance<br>Emphasis and modulation as the basis of interesting speech<br>Negligent and variant pronunciation in Australian English                                                                                                                                                                                                            | Term 2<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 3 hours homework/study)      |
| 3    | <u>Public Presentation of Prose and Verse</u> (Section 3 of theory examination to complement List D of practical examination)<br>Listening to extracts of a range of public communications (audio)<br>Viewing extracts of a range of public communications (audio-visual)<br>Identification of rhetorical and language devices used by speakers<br>Discuss the text as a 'cultural artefact' (e.g. legacy/relevance, authorial intention)<br>Evaluation of effectiveness of the communication given context (situation) | Term 3<br>4 weeks<br>(4 x 60 minutes lessons<br>+ 4 hours homework/study)      |
| 4    | <u>Great Speechmakers and their Speeches</u> (Section 5 of theory examination to complement List C of practical examination)<br>Study of rhetorical principles and devices since 1929 in the Western world<br>Use of the media in last 30 years by public figures<br>Case studies as relevant: Churchill, Roosevelt, Kennedy, Obama, Rudd, Gillard                                                                                                                                                                      | Term 4<br>5 weeks<br>(5 x 60 minutes lessons<br>+ 5 hours homework/study*)     |
| 6    | <u>Communication Theory</u> (Section 4 of theory examination to complement Lists A and E of practical examination)<br>Principles of effective communication (e.g. sender/receiver model, feedback, etc)<br>Role of non-verbal communication (at a variety of scales)<br>Problem-solving and decision-making exercises to improve communication                                                                                                                                                                          | Term 5<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 6 hours homework/study)      |
| 7    | <u>Examination Preparation</u><br>Revision of all topics in preparation for written paper<br>Practice tasks – short response items and essay-style responses                                                                                                                                                                                                                                                                                                                                                            | Terms 5 & 6<br>3 weeks<br>(3 x 60 minutes lessons<br>+ 6 hours homework/study) |
| 8    | <u>Examination &amp; Post-Examination Reflection</u><br>Assessment: Attendance at examination (3 hours plus preparation time)<br>Reflection on examination experience (strengths, weaknesses, possibilities)<br>Notation of goals for the future in the light of examiner's report (feedback)                                                                                                                                                                                                                           | Term 6<br>3 weeks<br>(3 x 60 minutes lessons)                                  |

# ASSESSMENT STANDARDS – *Speaking and Communicating & Public Speaking*

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

| <b>ELEMENT</b>                                                                           | <b>HONOURS (100-85%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>MERIT (84½-75%)</b>                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>PASS (74½-65%)</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>NON-PASS (&gt;65%)</b>                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prepared Presentation/s<br/>(including Specific Tasks)</b>                            | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>accesses a wide range of very relevant factual data and information</li> <li>integrates subject material into a very coherent entity</li> <li>sensitively sustains an awareness of audience, purpose, role &amp; occasion in spoken delivery</li> <li>structures presentation/s with a highly effective manipulation of elements of communication processes (especially the use of audio/visual supports)</li> </ul> | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>accesses a variety of relevant factual data and information</li> <li>integrates subject material into a coherent whole</li> <li>sustains an awareness of audience, purpose, role &amp; occasion in spoken delivery</li> <li>structures presentation/s with effective manipulation of elements of communication processes (including use of audio/visual supports)</li> </ul> | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>accesses some relevant factual data and information</li> <li>integrates some subject material coherently</li> <li>demonstrates some awareness of audience, purpose, role &amp; occasion in spoken delivery</li> <li>structures presentation/s with some control over elements of communication processes (e.g. use of audio/visual supports)</li> </ul> | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>accesses a limited range of relevant factual data and information</li> <li>integrates subject material at times</li> <li>shows an insecure awareness of audience, purpose, role &amp; occasion in spoken delivery</li> <li>structures presentation/s with some awareness of the elements of communication processes (e.g. use of audio/visual supports)</li> </ul> |
| <b>Impromptu Presentation</b>                                                            | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>utilizes relevant data and information as subject matter and for argumentation</li> <li>demonstrates awareness of audience, purpose, role and occasion in spoken delivery skills</li> </ul>                                                                                                                                                                                                                          | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>utilizes data and information as subject matter and for some argumentation</li> <li>demonstrates a secure awareness of audience, purpose, role and occasion in spoken delivery skills</li> </ul>                                                                                                                                                                             | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>utilizes data and information as subject matter</li> <li>demonstrates variable awareness of audience, purpose, role and occasion in spoken delivery skills</li> </ul>                                                                                                                                                                                   | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>utilizes some information as subject matter</li> <li>demonstrates limited awareness of audience, purpose, role and occasion in spoken delivery skills</li> </ul>                                                                                                                                                                                                   |
| <b>Prose/Verse Reading<br/>(Prepared and/or Sight)</b>                                   | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>reads texts fluently, accurately, sensitively and spontaneously</li> <li>reads with a sophisticated control over the form and shape of texts</li> <li>demonstrates mastery of mood, meaning and authorial intention through the spoken delivery</li> <li>interprets texts with subtlety and shares textual nuances</li> </ul>                                                                                        | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>reads texts fluently and accurately and with some sensitivity and spontaneity</li> <li>reads with a secure control over the form and shape of texts</li> <li>demonstrates awareness of mood, meaning and authorial intention in spoken delivery</li> <li>interprets texts with some subtlety and shares key textual nuances</li> </ul>                                       | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>reads texts with some fluency/accuracy and sensitivity/spontaneity</li> <li>reads with some awareness of textual forms and shape</li> <li>shows some awareness of mood, meaning and authorial intention in spoken delivery</li> <li>interprets texts by sharing key textual nuances</li> </ul>                                                          | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>reads texts with limited fluency/accuracy, sensitivity/spontaneity</li> <li>reads with relatively little awareness of textual forms and shape</li> <li>shows little awareness of mood, meaning and authorial intention in spoken delivery</li> <li>interprets texts but shares few key textual nuances</li> </ul>                                                  |
| <b>Interactive Role Play</b>                                                             | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>acts/reacts spontaneously to situations, actions and the spoken word</li> <li>credibly sustains role, responses and scenario</li> <li>effectively manipulates communication processes to effect resolution of a given conflict/situation</li> </ul>                                                                                                                                                                  | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>acts/reacts to situations, actions and the spoken word</li> <li>sustains role, responses and scenario</li> <li>manipulates key aspects of communication processes to effect resolution of a given conflict/situation</li> </ul>                                                                                                                                              | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>acts/reacts cautiously to situations, actions and the spoken word</li> <li>sustains role, responses and scenario within limits</li> <li>utilizes communication processes to effect some resolution of a given conflict/situation</li> </ul>                                                                                                             | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>acts/reacts to situations, actions and the spoken word with great caution</li> <li>sustains role and scenario with difficulty</li> <li>manages communication processes without effecting resolution of a given conflict/situation</li> </ul>                                                                                                                       |
| <b>Conversation, Discussion, Questioning and Assessment of Listening/ Viewing Skills</b> | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>listens actively/effectively to questions/statements</li> <li>responds to questions/statements succinctly and very spontaneously</li> <li>draws on a wide range of relevant examples and personal experiences to sustain responses</li> <li>demonstrates a breadth of appreciation of selected texts (e.g. context, subtext)</li> </ul>                                                                              | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>listens actively to questions/statements</li> <li>responds spontaneously to questions/statements</li> <li>draws on a range of relevant examples and personal experiences to sustain responses</li> <li>demonstrates appreciation of selected texts (e.g. context, subtext)</li> </ul>                                                                                        | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>listens to questions/statements</li> <li>responds to questions/statements sincerely</li> <li>responds drawing on some relevant examples and personal experiences</li> <li>shows some appreciation of selected texts (e.g. context, subtext)</li> </ul>                                                                                                  | <p>The candidate ...</p> <ul style="list-style-type: none"> <li>listens to aspects of questions/statements</li> <li>responds to questions/statements in a generalized manner</li> <li>draws on a limited range of examples and personal experiences in responding</li> <li>shows only basic appreciation of selected texts (e.g. context)</li> </ul>                                                                               |