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# ASCA NEWS

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PO BOX 4570 North Rocks NSW 2151  
[www.australianspeechcommunication.com](http://www.australianspeechcommunication.com)

## The ASCA Newsletter – June 2015

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This edition of the Newsletter is focused entirely on exams, exam preparation and organisation. There are a number of great resources, some are from previous editions of the newsletter and some are brand new.

There are also some important changes for organising exams and written exams so please read carefully to make sure you don't miss anything.

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## Organising Exams

1. When completing the *Exam Request* form for multiple exam days please specify which grades will be held on which days or fill in separate forms for each day.
2. **Examiners will only be appointed once exam forms and fees have been received.**
3. Exam forms will then be sent out. Forms and fees must be received at least **6 weeks** before the exam date to ensure examiners can be appointed and forms will be sent.

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## Electronic Payment Now Available

In the past teachers have been asked to send their Request forms and fees to the Treasurer Mrs Carolyn McKenzie at PO Box 7036, WILBERFORCE NSW 2756. This system is still in place however now teachers may also deposit directly into an ASCA account.

Please follow the following procedure.

1. Send Exam Request Form (back and front) to the Treasurer at the above address OR email it to [ascaexaminations@gmail.com](mailto:ascaexaminations@gmail.com)
2. Fees can be transferred to the ASCA Account. Details are:

Name: ASCA  
Account number: 00131200  
BSB: 062229

Please ensure the **teacher's name** and **examination date** appear in the description box.

The necessary forms may be found and downloaded from the ASCA website : [www.australianspeechcommunication.com](http://www.australianspeechcommunication.com)

Request forms to be sent as early as possible and then the fees are to be paid 6 weeks before the examination date. This time is needed as there are administration procedures that need to take place.

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## INSTRUCTIONS FOR WRITTEN PAPERS

A **Request for Examination** form should be sent with the fee 6 weeks before the date of examination.

Please note that previous papers are available by contacting the secretary, Dr Paul March, 0418234386, [paul.march@bigpond.com](mailto:paul.march@bigpond.com)

It is advised that students use these as practice papers prior to sitting the examinations. The current **Syllabus (2014 onwards)** is being used.

You will be notified of the date, time and venue.

### VENUE AND DATE

- If 4 or more candidates are sitting at the same time the examinations may be conducted at the school or studio on a date chosen by the teacher. To supervise the examinations the teacher will arrange an invigilator who is not associated in any way with the teacher's studio. In special circumstances e.g. in a country centre, this arrangement may be made for 3 or less candidates.
- Otherwise candidates may sit on an Open Day (June or December) or by special arrangement at a larger centre or school where written examinations are taking place.
- Please contact the secretary for information about future dates and venues.

### EXAMINATION DAY PROCEDURE

- Candidates must arrive 15 minutes before the commencement of the advised examination time.
- Only pens will be allowed to be taken into the room. Mobile phones, bags, books, computers, note paper, etc. are not permitted in the exam room but may be placed in a secure location at the venue.
- The candidate will be provided with an answer booklet or writing pad. The candidates name, examination grade and question numbers must be clearly marked on each paper.
- The invigilator will open the envelope that contains the question papers and will then give the candidate 10 minutes reading time, followed by 3 hours to complete the paper.
- At the conclusion of the 3 hours the invigilator will place all completed papers in an envelope and seal it immediately in view of the candidates. This envelope is then delivered promptly to the examiner for marking. This is the responsibility of the teacher or invigilator.
- Written papers will be marked within an appropriate period of time (usually 4-6 weeks) when the results will be forwarded.

A certificate will be sent for Senior Grade 6 to 8. The Diploma certificate will be awarded when the practical and written examinations have been completed.

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# Present – Inform – Inspire!

## Teaching students techniques to incorporate visual aids to add impact in practical exams

*“The soul never thinks without a picture” Aristotle*

Pictures can provide highly effective support to a verbal message. We are an increasingly visual society. Information is communicated quickly in ‘sound bites’ and images. Harnessing the power of image is exciting but - balance is key.

### Techniques to add power to your point! \*

1. The presentation is about engaging the listener – sharing stories (research based) and opinions (point of view) in clear, easy to follow steps
2. The listener is interested in the presenter and his/her thoughts – not interested in listening to a written dissertation. The audience wants to be *inspired by the ideas and moved by the message*
3. Sequential build of images adds cohesion/narrative/suspense
4. Help the audience to ‘see’ what you’re saying. People are either more visual or more verbal thinkers. Minimal text with meaningful images means you will reach all members of the audience.
5. When preparing for your presentation, brainstorm key words/points then replace those with graphics – a picture, a chart or a diagram.
6. Once visuals have been chosen, apply a consistent layout to give the points a unified look
7. Design not decoration - use simple and clear images. Show one item at a time – one word instead of a paragraph, or one picture scaled to fill the slide
8. A short video can demonstrate your point with great impact

*“Thinking of your slides as ‘digital scenery’ allows you to connect eye to eye with your audience in a meaningful way.”* Nancy Duarte

Visual aids support the presenter, not vice versa.

## **Avoid these PowerPoint pitfalls:**

### Design:

- poor quality pictures and headings
- incorrect sizing of writing and pictures
- too few pictures
- too many pictures
- the pictures poorly match the flow of the points
- too much writing on each slide
- overly long video

### Presentation:

- not explaining or referencing what is being shown
- talking to the pictures not the audience
- the body movement involved in changing slides is distracting and impedes the flow of the presentation
- 'checking' each slide anxiously to make sure the correct picture is being shown
- 'sharing' the stage with the visuals may dilute the dynamics of voice, face and gesture. The aids distract the presenter from presenting!

**Visual aids can** : enhance ~ support ~ add colour ~ detail ~ depth ~ impact ~ validation to the verbal message. **A well chosen picture is 'meaning' made manifest.**

**Candidates are encouraged to prepare their visual presentations well in advance of their exam.** Candidates need to practice, practice, practice WITH their visual aids to achieve the most effective, cohesive and confident presentation on the day.

## **Recommended Reading and Videos:**

*Resonate – Present Visual Stories that Transform Audiences* by Nancy Duarte

*Presentation Zen* by Garr Reynolds

### Videos:

YouTube:

<http://youtu.be/hT9GGmundag>

<http://youtu.be/so9EJoQJc-0>

<http://youtu.be/i68a6M5FFBc>

<http://youtu.be/3ruwY1fnxT4>

and many more...

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## DRESS CODE FOR EXAMS

Remember personal appearance when preparing students for exams.

In Junior and Senior Exams school uniform is appropriate, as long as the student is still at school. Students should be encouraged to be neat and tidy with hair back out of their faces to make the best impression on the examiner.

**Certificate of Communication, Diploma of Communication, Diploma of ASCA** and exams for students who are no longer at school require professional attire. This would be an outfit that would be worn to a job interview in a professional setting such as a law firm. On page 39 of the original Syllabus it is stated that

*“A well groomed appearance is essential. Inappropriate dress may influence the assessment.”*

**Males** should be dressed in a suit or smart pants with a collared shirt and preferably a tie, jeans or similar casual pants are not appropriate. Shoes should be smart, not sneakers or fabric shoes.

**Females** have a little more to consider. I'll start from the bottom and work up.

- **Shoes**

Shoes should be completely enclosed as per most Occupational Health and Safety requirements. This means no cut outs, sling backs or open toes. As with males shoes should be smart, sneakers or casual slip on shoes are not appropriate. Smart ballet flats are suitable. It's worth reminding students that high heels aren't necessarily the way to go as they will be standing for at least an hour and they can affect their voices and breathing.

- **Skirt/pants**

Again these should be smart. Jeans or denim skirts are not suitable. Skirts and dresses should be long enough to sit comfortably in public. Leggings, tracksuit pants, very tight pants and shorts are not appropriate.

- **Tops**

About.com has descriptions of a range of different dress codes. The following is from “A Formal, Professional Dress Code” by Susan M. Heathfield

Shirts, dress shirts, sweaters, tops, and turtlenecks are acceptable attire for work...  
Inappropriate attire for work includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; haltertops; tops with bare shoulders or plunging necklines; golf-type shirts; sweatshirts; and t-shirts.

This can be found at

[http://humanresources.about.com/od/workrelationships/a/dress\\_formal.htm](http://humanresources.about.com/od/workrelationships/a/dress_formal.htm)

- **Hair, Accessories, Makeup**

Again this is all about looking professional. hair should be neat and tidy, fringes out of the way and, most importantly, done so it doesn't need tucking behind ears or fiddling with during the program. Jewellery and makeup should be understated, no giant hoop earrings or bright red lip gloss etc.

## SOCIAL SPEECHES

Jillian Burgess

*Anyone may be called upon to make one of the following speeches*

- **Introducing a speaker**
- **Thanking a speaker**
- **Presenting a gift or token of appreciation**
- **A speech of thanks**
- **Proposing a toast**
- **The Loyal Toast**

**The purpose in presenting a social speech is to deliver a formal message sincerely and graciously**

### Points to Remember

#### **Use a salutation and address the gathering**

- Be brief – no longer than two minutes
- Be courteous
- Remarks must be appropriate to the occasion
- Be original
- Try to avoid “*who really needs no introduction*”, “*It gives me great pleasure*”, or “*giving up your valuable time*”.
- Remember you are not the focus. You are drawing attention to the person or the occasion being honoured.

### Introducing a Speaker

- Be formal and **use a salutation**
- **Pronounce** the speaker’s name correctly
- Make sure **all your facts** are correct
- State **WHY** the speaker is qualified to give the speech, for example: “He has worked in the industry for the past fifteen years”
- **Include biographical information** that is relevant.
- State **How** the audience will benefit
- If the speaker is well known to the audience, **use the word “present”** instead of “introduce” or “please welcome”.

The following example is taken from “Powerspeak” by Dorothy Leeds  
*Our speaker is Jo Wilson. His subject is “Elephants don’t bite – It’s the little things that count.” Jo comes to us from Scottsdale, Arizona where he heads up his own personal development company. In the past six years he has held over 1,000 seminars and workshops. He helps successful speakers become even more successful. He’s creative and fun to listen to and his business card tells you “Success comes in cans not in cannots’s”. He’s speaking on “Elephants don’t bite: It’s the little things that get you”. Please welcome Jo Wilson.*

## Thanking a Speaker

**Remember to use a salutation and ask the audience to join you in thanking the speaker.**

Thank the speaker for all or for some of the following reasons:

- Informative facts
- Or a particular example
- Inspiration
- Entertainment
- Enthusiastic delivery
- Clear message
- Visual material

**Do not express your personal opinion of the speaker's subject matter or thoughts and do not add any extra ideas of your own.**

## Presenting a Gift or a Token of Appreciation

The following ideas may be included in this type of speech

- **WHY** you admire this person
- **WHAT** has been achieved or their success
- **HOW** the success has been achieved
- The **BENEFIT** to others or the joint activity
- **Wishes for continued success.**

## Presenting and Award

**Remember the salutation!**

**Close with inviting the audience to add their congratulations.**

Trophy - certificate - ribbons - medal - Shield

**WHAT** .....**IS** the occasion?

**WHICH** ..... **AWARD** are you presenting?

**WHY**..... are you presenting the award?

**WHO** ..... **IS** receiving the award?

(name the person)

**WHAT** ..... **HAS** been achieved?

**STATE** ..... **THE REASONS** for the award.

**ASK** ..... **THE AUDIENCE** to join you in congratulating the recipient.

### **Speech of Thanks on accepting a gift or trophy**

- Remarks show appreciation
- Mention WHO contributed
- Tell HOW everyone helped
- Keep speech simple and to the point
- Tell a story of something that happened in the process that not many people know

### **Proposing a Toast**

- Open with a salutation, for example “Chairperson, Members of the Executive and Distinguished Guests” or if it’s a birthday party, address the hosts, family and friends.
- Catch the attention of the audience with a quote, story or reference to an event.
- Add to the story, event or quote using appropriate examples.
- Be complimentary
- Ask the assembled guests to rise and drink the toast “Would you please be upstanding and drink a toast to the future happiness or success of .....” When everyone is standing repeat the words you wish the guests to say, e.g. “Melissa”.

### **The Loyal Toast**

Silence is called for by the Master of Ceremonies. Then the host says:  
*“Ladies and Gentlemen, would you please be upstanding for the Loyal Toast” or*

*“Ladies and Gentlemen, I give you the toast to Her Majesty, The Queen of Australia”.*

And the guest of honour, or an appointed person says:

*“The Queen”*

### **Checklist**

**Did I** direct the attention to the person being honoured?

**Did I** show an understanding of protocol and address the distinguished guests correctly?

**Was my** speech too long?

**Did I** speak clearly and loudly enough?

**Did I** show warmth and sincerity?

**Did I** feel nervous? If so, why?

**What can I do** to improve my presentation next time?

## Queries

If you have any queries about ASCA, the syllabus or examinations, please contact us by email, or write and they will be handed to the committee for an answer.

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CONTRIBUTIONS – to the newsletter will be gratefully received by the editor.

**All newsletter correspondence to  
PO Box 4570, North Rocks, NSW 2151  
or [ewalsh.communicate@gmail.com](mailto:ewalsh.communicate@gmail.com)**

