



Australian Speech Communication Association
Promotes competence, rewards effort & encourages excellence.



2024
ONWARDS

Syllabus for Communication through Performance



Australian Speech Communication Association Inc.
Affiliated with the English Speaking Board (International) Ltd
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COMMUNICATION THROUGH PERFORMANCE SYLLABUS – 2024

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GUIDANCE FOR TEACHERS AND ORGANISERS

1. Booking of Examinations

ASCA assessments are held at the time and place most convenient to the school, college or private teacher concerned. It is, therefore, necessary to book an examination well in advance, even though the numbers and grades may only be approximate. We can organise examiners' programs and arrange yours more sensibly and economically if we have a pattern of the academic year ahead in the first term. However, **Examination Request** forms with final numbers must reach ASCA by the specified dates. Please check our **March ASCA News** for dates. Usually, numbers and fees need to be in **at least 6 weeks** prior to the examination date. No telephone requests can be accepted as firm bookings. Upon receipt of this request form you will be sent **Examiner's Report** forms for your candidates, together with **Examination Result** forms. Both of these forms need to be filled in prior to the examination, preferably typed or very clearly printed.

2. Fees

Fees must be forwarded to the Treasurer, together with an **Examination Request Form**, by the specified date. Cheques should be made payable to 'ASCA'. A list of current fees may be obtained from the Secretary.

3. Timing and Planning the Day

Approximately 20 Junior School candidates or 15 Seniors can be examined within the normal school day, but if there are Senior IV candidates or higher, appropriate timing needs to be allowed. Details of times are given in the relevant syllabus. **It is a good idea to timetable a 2 minute gap between each exam to allow for setting-up.** If possible ensure that no period lasts for more than two hours without a break.

Time can be saved by:

- a) a punctual start;
- b) candidates helping one another in setting and striking props;
- c) pre-pinning on boards of diagrams, maps, pictures, etc.; PowerPoint set-up
- d) mid-morning and afternoon drinks for Examiner brought to the table;
- e) prescribed times at natural breaks for the smooth entry of the listening groups.

****A daily exam session should not exceed 6.5 hours – this includes a lunch break and short breaks for morning and afternoon tea, if appropriate. Generally, at least 3.5 hours are needed to send an examiner.**

4. Examination Procedure

a) Arrangement of Room

Check with the Examiner to see where he/she prefers to be placed in the room. The audience should be comfortably seated, whilst the candidates should have ample room to perform.

b) Examiner's Table

Two copies of **Results Lists** containing the candidates' names in order of hearing, together with the **Examiner's Report** forms should be placed on the Examiner's table. Names must be typed or printed, correctly spelt and be in the form which the candidate wishes it to appear on the certificate.

c) Title of talks, drama pieces, poems, extracts, readings, etc.

Must be clearly printed or typed in the appropriate sections on the **Examiner's Report** forms. Copies of memorised selections **must** be provided for the Examiner.

d) Results

As soon as the Examiner has finalised results, they will be posted to the teacher. Examiners will send results as soon as practicable after the examination.

e) Certificates

One **Results List** will be sent to the examination organiser/teacher and the other retained in the ASCA files. It is from this latter list that the certificates are typed and sent to the organiser/teacher in due course.

5. Consideration and Treatment of Examiners

Examining and travelling can be tiring. Please give as much information as possible – map, route, etc. about the locale of your building. If appropriate introduce the Examiner to your Principal, if the centre is a school, before the proceedings start and make it clear well before the day to your Principal and members of staff that they are most welcome as listeners if they have any available free time.

Please arrange that your Examiner has mid-morning and afternoon tea or coffee brought to the table and that he or she is given a short (45 minute), but not rushed period for a quiet lunch which is provided by the organiser. No session should be scheduled for more than 2 hours. ASCA Examiners treat all entrants as individual people and are generous in their encouragement. If you have a candidate who is contending with some physical or emotional difficulty, a note clipped to the **Examiner's Report** form is more helpful than a whispered comment which might add to the speaker's insecurity.

Start the day with a buoyant introduction of the Examiner to dispel nervous strain and make quite sure that names are known.

6. Listening Group

Listeners are active participants. Sometimes it is an advantage to have people there with whom the speaker may not be as familiar as his own group. Inquiry may then be more genuine and searching. It is also a useful way for a teacher to introduce a group which may consist of prospective candidates.

All practical examinations will take place before an audience (of at least 6 people) who will be invited to take part by asking questions or commenting at the appropriate times. This provides an opportunity for a more realistic and natural communication environment which is of benefit to

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both speaker and audience. Parents and visitors are most welcome to participate by asking questions.

To ensure maximum benefit from this examination, **it is beneficial** for candidates and audience to remain for the whole session of approximately **two hours**.

7. Methods of Presentation

Candidates may be entered for an assessment as individuals **or** as part of a small group (2-4 candidates) or larger group for the group drama sections. In the latter case, the group, guided by the teacher, will choose a project and select material (fiction, non-fiction, drama, documentary or verse and, where relevant, visual aids or apparatus), which gives the group opportunities for personal exploration and comment, reading aloud and speaking memorised drama or verse.

A synopsis of the theme chosen, with major items marked with the names of the contributors, should be presented to the Examiner, who will then be able to evaluate, not only the total presentation, but each individual contribution.

A separate certificate and report will be awarded to each participant at the appropriate level of achievement.

8. Grading of Candidates

- The final grading for Junior and Senior Examinations (up to Grade V) will be: ***Unsatisfactory, Pass, Good Pass, Credit and Distinction***. Numerical marks will be given for Senior Grades VI-VIII (see Syllabus). A ***High Distinction*** may be awarded at the Examiner's discretion to candidates whose work has been exceptional in all sections. If the Examiner feels that a candidate is out of his/her depth in one Grade, the Grade level may be adjusted.

9. Re-entry

By permit (through illness) half fee. A Doctor's Certificate may be required.

10. The Examiner

The Examiner will have the final say on examination results and no correspondence or contact of any kind will be entered into.

11. Video cameras or recordings of any kind are not permitted during examination sessions.

12. After each Grade in the Table of Contents there is a code in brackets – this code is to be used on the Examination Results Form where it says *Grade*.

INDIVIDUAL JUNIOR PERFORMANCE DRAMA

(NOTE: ALL TIMES MENTIONED THROUGHOUT THIS SYLLABUS ARE MAX. TIMES)

JUNIOR PRELIMINARY (IJPDpre)

(Approx. 9 mins)

1. In his/her own words the candidate is required to tell a story. This story can be a fairy story, folk tale, an original story devised by the candidate or a story based on a nursery rhyme.
2. The candidate to choose one character from the story told in part one and perform a prepared scene as that character.
3. The audience and examiner to ask the candidate(s) questions about themselves.

JUNIOR INTRODUCTORY (IJPDintro)

(Approx. 10 mins)

1. Candidate to recite a narrative poem or nursery rhyme from memory accompanied by appropriate actions.
2. Candidate to perform a short characterisation from memory.
3. The examiner will ask the candidate to describe how they “see” the character presented in section 2.
4. Candidate to present a prepared mime. Title to be announced beforehand.

JUNIOR GRADE ONE (IJPD1)

(Approx. 10 mins)

1. Candidate to perform a drama piece from memory. Props and basic costuming may be used.
2. Examiner to ask the candidate to perform an improvisation (**at the Examiner’s suggestion**) based on the drama piece performed in section one.
3. Examiner to invite the audience to ask questions about sections one and two.
4. Candidate to present a prepared mime. Title to be announced beforehand.

JUNIOR GRADE TWO (IJP2)

(Approx. 10-12 mins)

1. Candidate to perform a drama piece from memory. Props and basic costuming may be used.
2. Candidate to present a memorised piece of prose (approx. 150 words) of the candidate's own choice.
3. The Examiner will choose a topic for the candidate to perform an improvisation (not prepared) based on one of the prepared pieces.
4. Audience invited to ask the candidate questions relating to any of the above performances.

JUNIOR GRADE THREE (IJP3)

(Approx. 15 mins)

1. Candidate to perform a drama piece from memory. Props and basic costuming may be used.
2. Candidate to perform a prepared MIME showing contrasts in mood.
3. Improvisation: **Examiner** to give either the **opening line** or **the closing line** to be said by the candidate when performing an improvised scene (not prepared).
4. Audience invited to ask the candidate questions about any of the above.

JUNIOR GRADE FOUR (IJP4)

(Approx. 17 mins)

1. Candidate to present a PUPPET SHOW, from memory, using 2 or 3 different puppets. This can be based on an original story line or a published folk tale or fairy story. Candidate to adopt various vocal tones/accents to depict the different characters. **OR** Candidate to perform a short drama presentation involving more than one character to demonstrate versatility with the voice and character presentation.
2. Audience invited to ask the candidate questions about this presentation.
3. Candidate to present a characterisation from memory from a published play. Props and simple costuming may be used.
4. Candidate to present a prepared reading containing dialogue.

**INTRODUCTORY PERFORMANCE CERTIFICATE (IntroPC)
(Approx. 12 min)**

Solo, paired or small group(3-4) performance

This exam is aimed at candidates in the junior section of Primary Schools.

The candidate will be required to **introduce and perform** in any order the following program. All pieces **must be memorised**, with copies for the Examiner. Sections 1 to 3 may be integrated to produce a program around a theme – pieces should be linked with a personal commentary.

NOTE: ALL TIMES MENTIONED ARE MAXIMUM TIMES.

Section 1: Drama (Solo 2 mins; Paired 3 mins; Scene 4 mins)

The presentation of a monologue, duologue or small scene. Costuming, simple props and clothing to suggest character may be used.

Section 2: Poetry (Solo 2 mins; Paired 3 mins; Small group 3 mins)

The presentation of a poem.

Section 3: Prepared Prose Reading (Own choice) (100- 150 words per candidate approximately)

The reading of a short piece of prose from a novel, short story or fairy tale.

Section 4: Prepared Mime (Solo 1 min, Paired 2 mins, Small group 3 mins) *or* impromptu mime

The mime is to be of own choice. The situation and the character should be clearly defined.

In impromptu mime, the candidate will be asked to perform whilst the audience tries to work out what is happening – short discussion at the end.

In grading, consideration will be given to the suitability of the material for this level.

- **Assessment** will use the following scale: ***High Distinction, Distinction, Credit, Good Pass, Pass, Unsatisfactory***

JUNIOR PERFORMANCE CERTIFICATE (JPC)

(Approx. 17 minutes)

Solo or paired performance.

This exam is aimed at candidates in the upper section of Primary Schools.

The candidate will be required to **introduce and perform** in any order the following program. All pieces **must be memorised**, with copies for the Examiner. Sections 1 - 3 may be integrated to produce a program around a theme – pieces should be linked with a personal commentary.

NOTE: ALL TIMES MENTIONED ARE MAXIMUM TIMES

Section 1: Drama (Solo 3mins; Paired 5 mins)

The presentation of a Monologue or Duologue. Costuming: simple props and clothing to **suggest** character and period may be used.

Section 2: Poetry (3 mins: individual or poem for two)

The presentation of a **Lyric** or **Narrative** poem.

Section 3: Prose (Solo 3 mins; Paired 4 mins)

The recitation of a piece of prose.

Section 4: Mime (Solo 2 mins; Paired 3 mins)

Prepare a scene from a book. Character and situation should be clearly defined.

Section 5: Improvisation (2 mins)

As suggested by the Examiner. The focus will be on theme and plot.

In grading, consideration will be given to the suitability of the material for this level.

• **Assessment** will use the following scale: ***Distinction, Credit, Good Pass, Pass, Unsatisfactory.***

JUNIOR GROUP PERFORMANCE DRAMA

(A group report will be written)

JUNIOR PRELIMINARY (JGPDpre)

(Timing will depend on how many in the group – allow up to 10 mins approx.)

1. Group to perform a prepared scene from a fairy tale, nursery rhyme or other appropriate literature. Name of story plus the names of each character to be announced before starting.
2. Candidates to recite a group poem from memory.
3. The group will prepare and deliver from memory a brief summary of preparation required for sections 1 and 2. The Examiner may ask further questions.

JUNIOR INTRODUCTORY (JGPDintro)

(Allow approx. 12 mins for the group)

1. A poem to be performed as in choral work with each candidate given a solo part.
2. Group to act out a prepared scene of visiting ONE of these places or other suitable place: The Zoo; A Circus; A Hospital; A Park...
3. The group will prepare and deliver from memory a brief summary of preparation required for sections 1 and 2. The Examiner may ask further questions.

JUNIOR GRADE ONE (JGPD1)

(Allow approx. 15-20 mins for the group)

1. Group to perform a self-devised or published drama scene from memory.
2. Group to present a prepared mime.
3. The group will prepare and deliver from memory a brief summary of preparation required for sections 1 and 2. The Examiner may ask further questions.

JUNIOR GRADE TWO (JGPD2)

(Allow approx. 20 mins. for the group)

1. Group to perform an improvisation. Title to be given by the examiner ten minutes before the examination.
2. Group to perform a scene that the candidates have developed from either a poem, a story book or a picture. Poem, prose or picture to be presented to the examiner beforehand.
3. The group will prepare and deliver from memory a brief summary of preparation required for sections 1 and 2. The Examiner may ask further questions.

JUNIOR GRADE THREE (JGPD3)

(Allow approx. 20-30 mins. for the group)

1. Working on a THEME group to present a performance using drama, poetry and prose. Visual aids, music and/or movement may be integrated to enhance the performance.
2. Group to present **readers' theatre** from a short story, fairy tale or picture book.
3. The group will prepare and deliver from memory a brief summary of preparation required for sections 1 and 2. The Examiner may ask further questions.

JUNIOR GRADE FOUR (JGPD4)

(Allow approx. 20-30 mins. for the group)

1. Working on a THEME group to present a performance using drama, poetry, prose **and mime**. Visual aids, music and/or movement may be integrated to enhance the performance.
2. Group to present a memorised choral piece – poem or prose – individual/group voices and movement may be used to enhance the performance.
3. The group will prepare and deliver from memory a brief summary of preparation required for sections 1 and 2. The Examiner may ask further questions.

INDIVIDUAL SENIOR PERFORMANCE DRAMA

SENIOR GRADE ONE (ISPD1)

(Approx. 15 mins)

1. Candidate to present a characterisation from memory from a published play.
2. Present a LYRICAL poem from memory, preceded by an introduction (max. 2 mins) on the literary merit of the poem
3. Present a prepared reading (200-250 words) with dialogue.
4. Examiner to ask the candidate to present a MIME based on any of the previous presentations.
5. Audience invited to ask the candidate questions about sections 1–4. Examiner will ask the candidate about the effective use of phrasing and pausing.

SENIOR GRADE TWO (ISPD2)

(Approx. 17 mins)

1. From memory present a drama piece written after 1970.
2. Present from memory a piece of prose or poetry preceded by an introduction on the literary merit of the piece.
3. Candidate to give a prepared 3 minute talk (with examples/demonstrations) on ONE of the following:
 - a) Breathing techniques
 - b) Voice Production
 - c) Characterisation
4. Candidate to read a published speech from history.
5. Examiner and audience to ask the candidate questions on the preparation for any of the above presentations.

SENIOR GRADE THREE (ISPD3)

(Max. 18 mins)

1. Candidate to present two *contrasting* pieces of drama from memory.
2. Examiner (and audience) to ask the candidate questions about the plays from which these pieces have been taken. Candidate must know the period of time in which they are set and have knowledge about the writer.
3. The examiner to ask the candidate to perform an improvised MIME based on one of the drama pieces performed in section one.
4. Sight Reading: Examiner will present the candidate with a short drama piece. Candidate to interpret the piece and character as he/she understands it, and perform it (as in an audition) (4 mins preparation).
5. Examiner will ask the candidate questions on the art of sight reading.

SENIOR GRADE FOUR (ISPD4)

(Max. 20 mins)

1. Candidate to perform from memory a drama piece from a published play of the candidate's own choice. Title of play and name of character to be announced beforehand.
2. Examiner will interview the CHARACTER from section one, so that a good knowledge of the play is required. Candidate to respond *in character*.
3. Present a prepared drama or tell a story (max. 3 mins) using MASKS (2 or more), showing change in vocal tone/body language/emotion/choice of language.
4. Candidate to present from memory a poem or piece of prose (approx. 250-300 words) of their own choice.
5. Audience invited to ask the candidate questions about any of the above performances.

SENIOR GRADE 5 (ISPD5)

(Approx. 25mins)

1. Personal Project

Candidate to research and present a personal project (4-5mins) on Greek Theatre. (Some extensive research and understanding must be demonstrated.)

2. Performance

The candidate will perform from memory a short scene (approx. 3-4 mins) either self-devised based on an ancient Greek myth or from a published play which is an example of Greek Theatre.

The performance must be preceded by an introduction placing the scene within a context – that is, the play, character and period must be explained

3. Storytelling

The candidate will tell a story, fable or nursery rhyme in the style of Greek Theatre. (3-4mins) (Group work is encouraged – with the time being doubled)

4. Reading Aloud

The candidate will read aloud at sight extracts of poetry **and** prose presented by the Examiner.

5. Discussion and Theory

Examiner and audience will ask the candidate questions about any of the above performances and the techniques for developing a convincing character, including costuming and make-up for the stage, an understanding of the formation of vowels and consonants and the use of the neutral vowel or ‘schwa’ sound.

SENIOR GRADE 6 (ISPD6)

PART A: Practical Examination (Approx. 40 minutes)

1. (25 Marks) Personal Project

Candidate to research and present a personal project (6 mins) on one of the following: Non-Naturalistic Theatre, Theatre of Cruelty, Theatre of the Absurd or Epic Theatre. Extensive research and understanding must be demonstrated.

The candidate will be expected to be proactive and engage the audience in discussion after the presentation and offer a brief summary of the discussion upon closing. (4-5 mins)

2. (20 Marks) Performance

The candidate will perform from memory a short scene (4 mins) either self-devised or from a published play contextualised to demonstrate the attributes of one of the above theatre styles.

The performance must be preceded by an introduction placing the drama selection in a context – that is, the play, character and period must be explained. (2 mins)

3. (15 Marks) Memorised Poem

The candidate will perform from memory a nonsense poem approximately (2-3 mins – eg something from poets Lewis Carol, Edward Lear, Mervyn Peake ...): knowledge of the author's background, writing style and period of literature should be introduced by the candidate before the performance. (2 mins)

4. (20 Marks) Dramatised Reading

The Examiner will present the candidate with a drama piece and allow the candidate to study it for 5 mins before doing a dramatised reading of it – movement will be expected as well as an understanding of the character being portrayed.

5. (20 Marks) Discussion and Theory

Examiner and audience will ask the candidate questions about any of the above performances and demonstrate an understanding of suitable relaxation and breathing techniques for the theatre. Theory from previous grades may also be examined.

Pass: 65% Good Pass: 70% Credit: 75% Distinction: 85% High Distinction: 90%

Note: The talk in Section 1 should not be a spoken essay, but notes may be used to aid memory.

PART B: Written Examination

2 hours + 10 Minutes reading time. 3 questions to be answered

Question 1: (35 Marks)

Candidate to discuss the following forms of theatre: Non-Naturalism, Theatre of the Absurd and Epic Theatre. A comprehensive knowledge and critical appreciation is expected.

Question 2: (35 Marks)

Candidate is required to describe in detail the skills required for performing poetry. An understanding of vocal modulation and dramatic pausing must be included.

Question 3: (30 Marks)

The candidate will be required to discuss the skills required for successful dramatic reading, including breathing, audience engagement and vocal modulation.

Pass: 65% Good Pass: 70% Credit: 75% Distinction: 85% High Distinction: 90%

SENIOR GRADE 7 (ISPD7)

PART A: Practical Examination (Approx. 45 minutes)

1. (25 Marks) Personal Project

Candidate to research and present a personal project (7 mins) on Shakespearean or Restoration Theatre. Extensive research and understanding must be demonstrated.

The candidate will be expected to be proactive and engage the audience in discussion after the presentation and offer a brief summary of the discussion upon closing.
(Approx. 4-5 mins)

2. (25 Marks) Performance

The candidate will perform from memory **two** contrasting characterisations/scenes from a play or plays from the chosen period, to be performed either in its original format or re-contextualised into a modern period. The performances should be preceded by a brief introduction to explain the play, character and period/style that the extracts have been taken from. (Total 6 mins, including the introduction)

3. (15 Marks) Poetry Recitation

The candidate will perform from memory a poem from an author of the chosen period. The poem should be introduced by an explanation of the literary techniques.
(Total 4 mins)

4. (15 Marks) Reading Aloud

Impromptu readings of drama **and** poetry (from a different era) will be chosen by the Examiner. Candidates will be given 30 seconds to scan the drama and poetry.

5. (20 Marks) Discussion and Theory

Examiner and audience are invited to ask the candidate questions about any of the above performances. Theory from the previous grades as well as a knowledge of resonance and modulation must be known.

Pass: 65% Good Pass: 70% Credit: 75% Distinction: 85% High Distinction: 90%

Note: The talk should not be a spoken essay, but notes may be used to aid memory.

PART B: Written Examination

2 hours + 10 minutes reading time. 3 questions to be answered

Question 1: (35 Marks)

The candidate will be required to discuss the techniques utilised in Shakespeare's various works, including a detailed description of skills such as rhyming couplets, soliloquy, blank verse and the way they can be performed.

Question 2: (35 Marks)

The candidate will be expected to explain (with examples) the importance of vocal modulation and resonance in performance of drama and poetry.

Question 3: (30 Marks)

The candidate will be asked to explain in detail the skills used to create a strong and well-developed characterisation in performance, encompassing the vocal and physical skills required.

Pass: 65% Good Pass: 70% Credit: 75% Distinction: 85% High Distinction: 90%

SENIOR GRADE 8 (ISPD8)

PART A: Practical Examination (Approx. 60 minutes)

1. (25 Marks) Personal Project

Candidate to research and present a personal project (8 mins) on the history of Australian Theatre including information on early playwrights and poets. Extensive research and understanding must be demonstrated.

The Examiner will select any aspect of the topic and will require the candidate to give an impromptu talk on it (2 mins). This will be followed by the candidate leading a discussion on Australian Theatre and giving a brief summary at the end. (5 mins)

2. (25 Marks) Performances

The candidate will perform from memory **two** contrasting characterisations from Australian plays from different periods. Background information about contexts and playwrights is required. (Total 10 mins)

3. (15 Marks) Recitation

The candidate will perform from memory a poem **or** prose passage by an Australian author. The chosen piece must be introduced with an explanation of the literary techniques of the style and background of the author.

4. (15 Marks) Improvisation

The Examiner will suggest a theme (related to Section 1) to the candidate who will be expected to perform a scene/characterisation around the idea – 1 min. preparation time will be given and the scene should last 2.5–3 mins. The theme will be related to an aspect from Australian Theatre.

5. (20 Marks) Storytelling

The candidate will tell a story (approx. 7mins), with an Australian theme and not necessarily original, to the audience. The Examiner will question the candidate on the elements of ‘good’ storytelling.

Pass mark for both practical and written examinations: 70% Credit: 75% Distinction: 85%
High Distinction: 90%

*Candidates **must** pass in **both** parts of Grade VIII before attempting the Diploma of Communication Through Performance*

*Parts A and B **must** be taken within a twelve monthly period.*

PART B: Written Examination

3 hours + 10 minutes reading time 4 questions to be answered.

Question 1 (25 Marks)

Candidate to give an outline of Australian Theatre, either pre- or post- 1950, including the cultural influences of the chosen period.

Question 2 (25 Marks)

The candidate is expected to explain the techniques utilised in presenting and interpreting Australian poetry such as ballads and lyrics.

Question 3 (25 Marks)

Analyse and explain the literary merit of one Australian playwright, either living or dead.

Question 4 (25 Marks)

Candidate is to explore the concepts of breathing and relaxation in performance and include examples.

Pass mark for both practical and written examinations: 70% Credit: 75% Distinction: 85%
High Distinction: 90%

SENIOR GROUP PERFORMANCE DRAMA (SGPD)

1. The group to present a program from memory based on a theme integrating drama/poetry/prose. Visual aids, music and movement may be used to enhance the performance. Pieces should be taken from various periods of time and genres. (4 mins per candidate)
2. Each candidate to give a 2 minute monologue, being original work, related to the above theme.
3. Examiner to ask questions on characterisation and the process of working as part of a team.
4. Group to present a prepared MIME (3 mins in total). Title to be announced beforehand.
5. Examiner to give the group an improvisation based on the age, interests and experience of the candidates (3 mins).

Note: A senior group of any age may present the above program – if the group wants to perform again the next year they may do so with, of course, a different theme and pieces. The Examiner will award the group a certificate at an appropriate level (1-4) according to the maturity and skill of the group.

**INTERMEDIATE PERFORMANCE CERTIFICATE (InterPC)
(Approx. 18-20 minutes)**

This exam is aimed at candidates in the junior section of Secondary Schools.

Solo or paired performance

The candidate will be required to introduce and perform in any order the following from memory and should give the Examiner a copy of all pieces. Sections 1 - 3 may be integrated to produce a program around a theme – pieces should be linked with a personal commentary.

NOTE: ALL TIMES MENTIONED ARE MAXIMUM TIMES.

Section 1: Drama (Solo 4 mins; Paired 6 mins)

The presentation of **one** dramatic piece. Costuming: simple props and clothing to **suggest** character and period may be used.

Section 2: Poetry (3 mins individual or poem for two)

The recitation of a **Lyric** or **Narrative** poem.

Section 3: Storytelling (Solo 4 mins; Paired 6 mins)

The story may or may not be original. Specify the age group of the audience. Story structure and storytelling technique will be considered when being assessed.

Section 4: Improvisation (Solo 2 mins; Paired 3 mins)

As suggested by the Examiner. The focus will be on emotion and structure.

Section 5: Impromptu Speaking (2-3 mins)

The Examiner will select a topic related to the candidate's interests.

In grading, consideration will be given to the suitability of the material for this level.

• **Assessment** will use the following scale: ***High Distinction, Distinction, Credit, Good Pass, Pass, Unsatisfactory.***

SENIOR PERFORMANCE CERTIFICATE (SPC)
(Approx. 40 minutes)

This exam is aimed at candidates in the senior section of Secondary Schools or beyond.

Solo or paired performance.

The candidate will be required to **introduce and perform** the following program from memory and should give the Examiner a copy of all pieces. Sections 1 - 3 may be integrated to produce a program around a theme – pieces should be linked with a personal commentary.

NOTE: ALL TIMES MENTIONED ARE MAXIMUM TIMES

Section 1: Drama (Solo 6 mins; Paired 10 mins) (25 marks)

The presentation of two pieces of no more than 3 mins each (or 5 mins each for paired) contrasting in style and period. Costuming: simple props and clothing to **suggest** character and period may be used. The interpretation of each piece must be preceded by a short introduction to contextualise the chosen material (max. 1 min.) **The aim is to demonstrate skills in developing characters and presenting in context with the period.**

Section 2: Poetry (3 mins each poem or 5 mins for poems for two) (25 marks)

The recitation of a **Lyric** and **Narrative** poem. The poems must be contrasting in **period** and be introduced with information about **the poet, background and period of literature from which the selections have been made.**

Section 3: Storytelling (Solo 4 mins; Paired 7 mins) (15 marks)

The story may or may not be original. Specify the audience. Story structure and storytelling technique will be considered when being assessed. The student needs to be able to connect with the audience; demonstrate voice variations for different characters and give an animated delivery.

Section 4: Improvisation (Solo 3 mins; Paired 5 mins) (15 marks)

The examiner will suggest an idea to the candidate, who performing as one of the characters, will develop the idea into a short scene. The aim here is for the candidate to further demonstrate skills in impromptu creativity and adaptability.

Section 5: Impromptu Speaking (3 mins) (20 marks)

The Examiner will present the candidate with 3 general topics. The candidate will be given 5 mins to prepare an impromptu talk on one of the topics.

In grading, consideration will be given to the age of the candidate and the suitability of the candidate's interests.

• **Assessment** will use the following scale: ***High Distinction 90%, Distinction 85%, Credit 75%, Good Pass 70%, Pass 65%.***

CERTIFICATE OF COMMUNICATION (Cert Comm)
Cert. Comm. (ASCA)

- The Certificate of Communication is a professional qualification and aims to assess proficiency in many aspects of oral communication, thereby offering a reference for career or professional application.
- **The minimum age for sitting this assessment is 16 years if the candidate has completed Senior Grade Six. Otherwise, the minimum age is 18 years.**
- The diversity of the sections aims to challenge the candidate's flexibility, fluency, spontaneity and sensitivity in both formal and informal presentations.
- Candidates will also be assessed on their knowledge of techniques and protocol applied in public speaking, debating and committee chairmanship.
- The candidates must also possess the ability to interpret, to read effectively and to perform suitable selections of literature.
- Electronic visual equipment should be supplied by the candidate who must take full responsibility for it.
- It is a requirement that the teacher and candidate bring a support group of three or more suitable adults for audience participation. A well-groomed appearance is essential. Inappropriate dress may influence the assessment.
- The candidate may present the *Certificate of Communication* program in any order but the order must be given to the Examiner prior to the examination.
- Successful candidates may use the initials '**Cert. Comm. (ASCA)**' after their name. However, it must be stressed that this award is a Certificate of proficiency in oral communication and not a teaching qualification.

The Examination for ‘The Certificate of Communication’

Examination Time: Approx. 1 hour (Pass Mark: 70%)

1. The candidate is required to prepare and deliver with a minimum of notes a **ten minute speech** either to persuade or inform. The topic of the speech should be related to a major issue at either state, national or international level. The “issue” could be related to the Arts, Politics, Education, Economics or any other topic related to the candidate’s vocation or interests. The use of visual aids, including electronic media, is encouraged. The candidate will be expected to be proactive and engage the audience in discussion after the presentation.
(25 Marks)
2. The candidate will be presented with three topics by the examiner ten minutes before the commencement of the examination, and will be required to select **one** of these and deliver an impromptu talk for three to four minutes.
(20 Marks)
3. The candidate will be required to speak spontaneously for one to two minutes on **a word** nominated by the examiner
(10 Marks)
4. The candidate is required to read aloud at sight a media article relating to a current issue. A lead time of 5 mins will be given to the candidate. A choice of 3 articles will be presented to the candidate by the examiner. The candidate will then lead a discussion with the audience on its contents for approximately five minutes.
(15 Marks)
5. The candidate is required to select and perform (from memory) an extract from a famous speech, or poetry, prose or drama, lasting not more than three minutes. The interpretation should be preceded by a short talk of no more than two minutes explaining what inspired the choice.
(15 Marks)
6. The candidate will discuss with the examiner and audience the techniques of public speaking (including correct breathing, use of gestures, PowerPoint or electronic presentation, committee meetings, chairmanship and microphone technique). The candidate will then be required to improvise some aspect of public speaking such as a vote of thanks, a loyal toast, introducing a speaker, special occasion toasts, etc. as nominated by the examiner.
(15 Marks)

Diploma of Communication through Performance
[Dip Comm (Perf)]
Dip. Comm. Perf. (ASCA)

Pre-requisite:

The candidate must have passed two Senior Grades from Grade Six and above from this Syllabus or the Certificate of Communication, or equivalent, before attempting this Diploma assessment. Minimum age is sixteen years. This Diploma may be converted to a Teaching Diploma [Dip. Comm. Perf. (ASCA) (Teaching: Communication Through Perf.)] after completion of the Teaching Paper (Paper 2) of the Dip. ASCA and submission of a detailed 8 week teaching program in performance for a specified age/stage level. See notes about the program below.

PART A: Practical Examination: Approx. 60 minutes.

(Pass Mark: 70%)

1. Personal project (25 marks)

Candidate will prepare and deliver with a minimum of notes a ten minute speech to persuade. The topic must be related to a major issue in the arts at national or international level. Visual aids should be integrated into the presentation. The candidate will be expected to be **proactive and engage the audience in discussion** after the presentation.

2. Performance (20 Marks)

The candidate will introduce and perform a selection of Prose (200 words), Poetry (one and a half mins) and Drama (2 mins) around a theme; OR two contrasting audition drama pieces (5 mins in total).

3. Interview (20 marks)

An interview for a new position or a promotion. The candidate will present the examiner with a one page accurate resume; a letter of introduction; and information and research on the position, including a mission statement of the employing company and the job criteria, **at least one week** before the examination date. The position applied for should be within the candidate's *reach and age/stage level*. The examiner will proceed to interview the candidate for the position (approx. 10 mins).

4. Using technology (15 marks)

The candidate will give a brief informative presentation (6 mins) on using technology relevant to the arts such lighting, sound or set design skills etc.

5. Occasional speaking (10 Marks)

The candidate will give a short prepared presentation. (3-4 mins) on one of the following:

- A presentation to board members to persuade them to adopt a certain point of view or
- A report to an AGM or
- A pitch for a grant from a funding body or
- Give background information about a motion before proposing the motion at a meeting.

6. Memorised Performance (10 marks)

The candidate will present a soliloquy from a Shakespearean play. An introduction to the performance must discuss what made this soliloquy effective in its context. (Total 5mins)

PART B: Written examination: One paper – 3 hours, plus 10mins reading time. (Pass mark 70%)

Candidate must have a good knowledge of each of the following topics. Candidates may be asked to write notes on a selection of topics or may be required to answer essay topics:

- Performance anxiety
- The importance of breathing, voice production, modulation and voice care when presenting or performing
- Microphone technique
- Use and place of visual aids and electronic media when presenting
- Language choices in oral presentations
- Non-verbal Communication
- Barriers to effective communication
- Opening and closing strategies in oral presentations
- Preparation for media interviews (radio and all visual media) and performance auditions
- Arranging the physical environment for performance

Both parts of this Diploma exam (that is, the oral and written) must be completed within 12 months.

Teacher's Diploma Conversion for the Award of a Dip. Comm. Perf. (ASCA) (Teaching),

- 1. Written Examination Paper:** Students must attempt Paper 2 of the **Diploma of ASCA**
- 2. Submission of a Performance program:**

A Term's Program (8 weeks) must be submitted to ASCA **at least 1 week** before attempting Paper 2 of the **Diploma of ASCA**.

The Program must target one of the following age groups: Infants, Primary, Early Secondary, Upper Secondary or Adults.

Each weekly lesson in the program should include: topic/theme to be covered: objectives/outcomes, lesson content (materials needed, suitable exercise; texts; lesson timing; and assessment procedures/evaluation.

Topics could include: relaxation, breathing and voice production; mime and improvisation, elements of drama (focus, tension, space ...), characterisation, storytelling, play production and rehearsals ...

The program could focus on one or more of the above topics, but there should be a noticeable development of skills form one week to the next.

Two of the lessons should be full, detailed lesson notes and the other six lessons approx. one page in length.