



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



Speech Communication Syllabus for Grade, Certificate and Diploma Examinations



Australian Speech Communication Association Inc.
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SYLLABUS FOR GRADE, CERTIFICATE AND DIPLOMA EXAMINATIONS – 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 use examiners' time 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 Results** 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. **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 the white **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, 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 issue, 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.

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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 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) they may present a project together. 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.
- In the core Junior and Senior Grades the first two sections - **the personal project and the impromptu exchange of ideas** - are considered to be the most important, so that the **weighting for marking** will be on these sections.

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 the examinations.

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*.

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ASSESSMENT GUIDELINES

JUNIOR PRELIMINARY, JUNIOR INTRODUCTORY and JUNIOR GRADE 1

Junior Preliminary, Junior Introductory and Junior Grade 1 are designed for candidates aged between 5 and 8.

In these grades candidates are required to:

- Demonstrate an understanding of content.
- Include prominent and well integrated visual material.
- Use notes sparingly (if at all).
- Speak clearly and audibly throughout.
- Have firm posture and establish eye-contact with the audience.
- Listen carefully and respond to questions in complete sentences.
- Present suitable memorised material (considering the personality and age of the candidate) in a vital and creative manner.
- Demonstrate sensible phrasing in reading aloud with substantial eye-contact and an engaging manner.

JUNIOR GRADES 2, 3 AND 4

Junior 2, 3 and 4 are designed for candidates aged between 9 and 12.

In these grades candidates are required to:

- Present interesting material with clear structure.
- Integrate relevant visual aids that enhance the presentation.
- Avoid over dependence on notes.
- Speak clearly with audible voice and lively delivery.
- Have generous and inclusive eye-contact.
- Demonstrate confident yet relaxed posture.
- Convey appropriate, knowledgeable and extended responses to questions.
- Present an imaginative and energetic interpretation of the memorised own choice selection.
- Present a fluent, well-phrased reading with clearly defined narrative and dialogue.

SENIOR GRADES 1, 2, 3 and 4

The Senior Grades are designed for candidates from 12 years and onwards.

In these grades candidates are required to:

- Present a clearly organised and well structured talk which is supported by significant research.
- Integrate relevant visual/auditory aids to enhance the presentation.
- **Include a confident and unobtrusive use of notes.**

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- Speak clearly with a flexible, well projected voice.
- Use eye contact which fully recognises the audience’s presence and interest.
- Speak with a commanding presence accompanied by meaningful gesture.
- Convey spontaneous and informative responses to questions.
- Establish a sincere and warm rapport with the audience.
- Present memorised selections conveying an understanding of meaning, mood and style.
- Reflect the literary style with confidence and flair when reading aloud.
- Deliver social speeches with sincerity and clarity of thought resulting in a presentation that has an impact on the audience.

SENIOR GRADE 5

In this grade candidates are required to:

- Demonstrate in depth research and originality of thought.
- Include a variety of supporting material integrated creatively.
- Use notes sparingly (if used at all)
- Speak clearly with flexible, well-projected voice.
- Fully engage the audience through eye-contact.
- Use meaningful gesture and exhibit a self-assured presence.
- Share spontaneous and informative responses to questions revealing a comprehensive background knowledge.
- Establish a sincere and warm rapport with the audience.
- Present memorised selections conveying an understanding of meaning, mood and style.
- Reflect the literary style with confidence and flair when reading aloud.
- Lead discussions with authority and to include a summary and/or conclusion.

SENIOR GRADES 6, 7 and 8

In Senior Grades 6, 7 and 8 candidates are required to:

- Demonstrate through content that quality research has taken place.
- Integrate visual material effectively.
- Use notes sparingly (if at all).
- Speak clearly with flexible, well-projected voice.
- Fully engage the audience through eye-contact and poise.
- Demonstrate critical listening through well-reasoned responses.
- Establish a responsive relationship with the audience.
- Present a secure memorisation of each extract reflecting meaning, mood and style.
- Display that thorough literary research has taken place.
- Express the author’s intent through the interpretation of impromptu readings.
- Demonstrate using examples an understanding of all aspects of the required theory.
- Lead discussion with both authority and sensitivity, whilst including a summary and conclusion.

**JUNIOR GRADES
AND JUNIOR GROUP COMMUNICATION CERTIFICATE**

General Instructions

The six Junior Grades are intended to cover the 6-12 age range, but this should be regarded as a guide only. Apart from the Preliminary and Junior Introductory grades, which are designed for the 8 year old and under, children may begin at any grade according to their ability. They should then work progressively, at yearly intervals, through the successive grades.

Reading Aloud

Interpretative reading, as distinct from print recognition, is expected at all levels of ASCA examinations. Therefore, the child should be encouraged not just to read, but to have the heightened experience of reading aloud with vitality to responsive listeners. As this needs practice, the Examiner will accept the child's choice of chapter or short story (for grades 1-2) and select a short passage from this for reading aloud. For the introductory grade a very short passage is prepared. Choice of reading material must be a text other than that studied in the school syllabus. One of the aims of this section is to broaden and enrich the reading experience of the student.

Own Choice Presentation

Clear copies of Prose, Poetry and/or Drama presentation pieces **must** be supplied for the Examiner.

Entry Grade

Where a teacher or school has no experience in ASCA examinations, and is in doubt about the choice of grade, children may be entered presenting:

- a) a personal project;
- b) own choice of memorised literature;
- c) own choice of reading;

and the Examiner will decide the level of achievement and award the appropriate certificate.

Methods of Presentation

Candidates may be entered for an assessment as individuals **or** as part of a small group (2-4 candidates) they may present a project together. In the latter case, the group, guided by the teacher, will choose a project and select material (fiction, non-fiction, drama, documentary or

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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.

Progress Certificate

ASCA is anxious to give every possible encouragement to children coping with physical, mental and emotional issues. To this end a Progress Certificate has been designed so that these children receive overt recognition of their endeavour (however small the achievement), based on modified interpretation of the Entry Grade syllabus mentioned above.

Junior Group Communication Certificate

This certificate is suitable for teachers working with large groups, either in schools or private studios. The aim is to develop a smooth, integrated program in which each candidate must cooperate as a member of a team, to develop research and communication skills and to elicit response from the audience.

Choral Speaking

Choral speaking is an ideal way to enjoy and present verse or prose, while helping to develop control of voice, a wider range of expression, and a sense of rhythm. It is beneficial in helping to overcome shyness and self-consciousness and promotes group co-operation.

The Introductory and Junior Performance Certificates

These certificates are designed to extend and challenge the student wishing to develop performance and oral interpretation skills. They are intended as an alternative exam. However, the core grade exams should still be seen as a very important part of the candidate's developing skills as an oral communicator.

Timing

Teachers should time the candidate's program to comply with the total time limit on each examination. Please check Syllabus details carefully because candidates may be penalised if the stated requirements are not met.

JUNIOR PRELIMINARY GRADE (Jpre)
(Approx. 10 minutes)

Section 1: Personal Project

The candidate will be required to share a book (fiction or non-fiction) with the audience. The story, content and/or pictures should be spoken about in an interesting, enthusiastic and fluent manner. (2 minutes) (Notes may be used to prompt memory but not read verbatim).

Section 2: Impromptu Exchange

The examiner will invite the audience to ask questions about the book. The candidate will be expected to respond clearly and to have a knowledge of the story, content and/or pictures throughout the book.

Section 3: Memorised Own Choice Presentation

Present a memorised short poem or nursery rhyme.

JUNIOR INTRODUCTORY (Jintro)

(Approx. 10 minutes)

Section 1: Personal Project

a) Solo candidate to tell a story (beginning to connect with the audience; using voice variations for different characters; and being quite animated when presenting), act out a situation **OR** describe a picture (2 minutes)

Original work is welcome. The picture must be large enough to be clearly seen by the audience.

OR

b) Small group of candidates to act out a situation (e.g. a circus, zoo, part of a school excursion...)

Note: At this level the story needs to be clear and relatively uncomplicated. It should have a main character(s), an introduction or orientation, some action, complication or conflict and a resolution (conclusion) and sometimes a coda (which makes explicit how the character(s) has changed and what has been learned from the experience).

Section 2: Impromptu Exchange

The Examiner will invite the candidate to tell the audience about himself/herself – hobbies, sports, schooling, etc. The audience will be invited to ask questions.

Section 3: Memorised Own Choice Presentation

Present a memorised short poem or nursery rhyme.

Section 4: Prepared Reading

The candidate is required to bring a favourite book and read a paragraph from it which he/she has practised and now enjoys reading aloud.

JUNIOR GRADE ONE (J1)

(Approx. 11 minutes)

Section 1: Personal Project – Explaining

The candidate is required to show a favourite toy, game, tool, model or any other item of interest and explain how it is made and/or used. (2 minutes)

Section 2: Impromptu Exchange

The Examiner will invite the audience to ask questions about Section 1.

Section 3: Memorised Own Choice Presentation

Prose, poetry or drama.

Section 4: Reading Aloud

The Examiner will select a short passage from a prepared chapter or short story.

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

JUNIOR GRADE TWO (J2)

(Approx. 11-12 minutes)

Section 1: Personal Project – Storytelling or Book Review or Giving a Recount

The candidate is required to tell an **original story** **OR** tell the story of an **original picture** . This may revolve around a personal experience, an imaginary character, etc. and should be structured with an introduction or orientation, a complication or conflict and a resolution. Drawings must be large and bold enough to be seen easily by the audience. (2-3 minutes)

OR

The candidate can give a **book review**.

OR

The candidate is required to give a **recount** of a recent experience (e.g.. a school excursion, a holiday happening, a shopping experience ...)

A recount is very similar to a narrative or story, but it usually doesn't have a complication or conflict which needs to be resolved. A recount can begin with an orientation providing information about 'who', 'where' and 'when'; a record of events usually recounted in chronological order; personal comments and/or evaluative remarks that are interspersed throughout the record of events; and finally, a reorientation that 'rounds off' the sequence of events.

Section 2: Impromptu Exchange

The Examiner will invite the audience to ask questions relating to the story or recount in Section 1 or about the candidate's interests, school etc..

Section 3: Memorised Own Choice Presentation

Prose, poetry or drama.

Section 4: Reading Aloud

The Examiner will choose a passage from a prepared chapter or short story for reading aloud. The candidate must be able to tell why he/she enjoyed the book or story.

Note: The story/recount, should not be read, but notes may be used to aid memory.

JUNIOR GRADE THREE (J3)

(Approx. 15 minutes)

Section 1: Personal Project: An Information Report: Presenting with Visual Aids

The candidate will prepare a talk on a topic that interests him/her (e.g. sport, hobby, school subject, holidays, book...) and present it using aids such as diagrams or charts, pictures, practical demonstrations or audience involvement. (3 minutes)

Note: Any aids used must be fully integrated into the talk. It should be clear that the candidate has researched the topic well and the information presented must be organised appropriately. Audience involvement during the presentation is also welcome.

Section 2: Impromptu Exchange

The Examiner will invite the audience to ask questions about the talk.

Section 3: Memorised Own Choice Presentation

The candidate will present one of the following:

- a) a **narrative poem**
- or**
- b) a **characterisation** from either a play or a book
- or**
- c) a **prose passage** with dialogue

Section 4: Reading Aloud

The Examiner will choose a passage from a prepared book. The candidate must be able to describe the different characters in the story.

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

JUNIOR GRADE FOUR (J4)

(Approx. 20 minutes – including setting-up time)

Section 1: Personal Project – Demonstration with Authority

The candidate will be required to give a **PRACTICAL DEMONSTRATION** and explanation of any personal interest (e.g. playing a musical instrument, craft-making, water or road safety, playing a sport ...). **The candidate must adopt the role of an expert and speak with authority.** To encourage reality, the candidate could wear some article of clothing suggestive of the role being adopted and/or use an appropriate aid. For example, a tour guide cap, chef's outfit, football jersey, toys, books... (4 minutes)

Section 2: Impromptu Exchange

The Examiner will invite the audience to ask questions of this expert (in or out of role). Conversation must now be more extended.

Section 3: Memorised Own Choice Presentation

Prose or drama. (Max. 2-3 mins)

Section 4: Reading Aloud

The candidate will bring a personal collection (including a variety of styles) of eight poems by at least three different poets from which the Examiner will choose a **poem** to be read aloud. The collection must be of a suitable standard for this level. Presentation of this personal anthology will be taken into consideration.

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

JUNIOR GROUP COMMUNICATION CERTIFICATE (JGCC)

This Certificate is suitable for teachers working with large groups in school or private studios. The aim is to develop a smooth, integrated program in which each candidate must co-operate as a member of a team, to develop research and communication skills and to elicit response from the audience.

Groups should consist of no more than six children of primary school age.

Time

The total examination time will be calculated on the basis of **8-10 minutes** per student. Each candidate will be assessed individually.

Section 1: Group Project

Working on a **THEME** each member of the group will present a 2-3 minute talk on a particular aspect of the chosen theme. Visual/auditory aids may be integrated into the presentation. A creative approach is welcomed. Following the presentation a discussion will be conducted amongst the group, Examiner and audience. **Each member** of the group must actively participate in the discussion.

Section 2: Memorised Own Choice Presentation

Each candidate will present (either individually or with the group) a memorised extract of poetry **OR** drama related to the theme.

Section 3: Reading Aloud (Max. 2-3 minutes)

Each candidate will deliver a prepared reading, again related to the group theme, and must read from a different text.

**SENIOR GRADES
CAREERS ORIENTATION AND COMMUNICATION CERTIFICATES, SENIOR
GROUP COMMUNICATION CERTIFICATE AND PERFORMANCE
CERTIFICATES**

General Introduction

Senior Grades: Grade 1 to Grade V

These gradual steps in oral assessment are designed for 12-17 year old candidates (Years 7-12 of the Secondary School) of varying abilities. These are a means whereby young people are encouraged to be lucid and lively in communicating their personal skills and thoughts and to interpret the printed word. Vigour and clarity are important parts of the speech of young adolescents.

The **Grade One to Grade Three examinations** give practice and experience which could lay a secure foundation for communication skills. **Grades 4-5** may ensure that school-leavers, whether entering industry at apprentice level or going on to tertiary education level, have the essential life-skill of effective oral communication. The **Careers Orientation Certificate** specifically caters for candidates preparing for a career, whilst the **Careers Communication Certificate** is designed for candidates already in the workforce or candidates studying at tertiary level who wish to improve/demonstrate their communication skills. The **Senior Group Communication Certificate** is suitable for large groups in schools or private studios.

The **Senior Performance Certificates** are designed to extend and challenge the candidate wishing to develop performance and oral interpretation skills. They are intended as alternative exams. However, the core grade exams should still be seen as a very important part of the student's developing skills as a communicator although they are not prerequisites to the Performance Certificates.

Entry Grade

Where candidates are being entered for the first time and there is doubt about the correct Grade, sections 1-4 will be assessed at the candidate's level of achievement and the appropriate grade awarded. However, generally speaking, the **Senior Grade One** examination can be used for candidates in Year 7, **Grade 2** for candidates in Year 8 of Secondary School and so on. Please check with the Secretary for the fees for Entry Grade.

Methods of Presentation

Candidates may be entered for an assessment as individuals **or** as part of a small group (2-4 candidates) they may present a project together. 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.

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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.

Progress Certificate

Young people coping with mental, emotional or speech issues will be considerably assessed by the Examiner. Where it is inappropriate to award a **Grade Certificate**, but efforts have been made, a **Progress Certificate** may be given which recognises courage and endeavour, however small the achievement. Such certificates give encouragement and help in building up self-confidence which is vital to personal development.

‘Own Choice’ – Section 3

*Important Note: Copies of Prose, Poetry and/or Drama recitation pieces **must** be supplied for the Examiner and **must** be memorised.*

Poetry

Candidates and teachers may make their own choice of poetry. Original verse may be presented, provided that the candidate’s teacher is satisfied with its quality and suitability for the occasion.

Drama

The presentation of a dramatic piece will involve movement, characterisation and non-verbal communication. It may be presented by an individual or a small group. **Creative** dramatic scenes based on stories, myths, legends or real-life situations are particularly welcomed. The Examiner will look for spontaneity, sensibility and sincerity.

Prose

Extracts from novels, short stories, diaries, political speeches, commentaries or public addresses are all suitable, provided their quality of language and content is satisfactory.

Assessment

Senior Grades I-V, the Careers Orientation and Communication Certificates, the Senior Group Communication Certificate and the Intermediate Performance Certificate will be assessed using the following scale: **Distinction, Credit, Good Pass, Pass, Unsatisfactory**. Marks will be given for Grades VI-VIII. A **High Distinction** may be awarded at the Examiner’s discretion to candidates whose work has been exceptional in all sections.

Candidates in Senior Grades must choose a subject of significant import. Downgrading may result if the chosen subject is not considered appropriate for the selected grade.

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Timing

The teacher should time the candidate's total program to comply with the time limit for each examination.

All Grades: Section 4 – Reading Aloud

Choice of reading material: In this section the candidate should prepare a text other than that studied on the school syllabus. One of the aims of this section is to broaden and enrich the reading experience of the candidate.

SENIOR GRADE ONE (S1)

(Approx. 15 minutes)

Section 1: Personal Project – To Inform with a Visual Aid Focus

The candidate will be required to prepare a talk on any subject (hobby, sport, book, film, academic pursuit ...). It must be demonstrated that research has been undertaken by the candidate. Visual aids **must** be incorporated throughout the talk. (4 minutes)

Section 2: Impromptu Exchange

The audience will be invited to ask questions on Section 1. The Examiner may also ask the candidate to give a further explanation or demonstration of a part of the project.

Section 3: Memorised Own Choice Presentation

The candidate will present a memorised monologue (or duologue for a pair) or a lyrical or narrative poem. Original work is welcomed (Max. 2.5 mins).

Section 4: Reading Aloud

The candidate will introduce a book to the audience and give reasons for choosing the book. A section will be selected by the Examiner for impromptu reading, and the candidate **must** be able to answer questions about the author.

Section 5: Announcement

The candidate will prepare an announcement, spoken from memory, for the school or college gathering or a society to which he/she belongs. The announcement should contain **events, venue, date, time etc.** and should be given in such a way that the listeners will be able to recollect the information. The assessment will be made on the effect on the audience and the manner of communication

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

SENIOR GRADE TWO (S2)

(Approx. 17 minutes)

Section 1: Personal Project – Biographical Research

The candidate will be required to select a person, either living or dead, and through the presentation of facts, readings and/ or demonstrations convince the audience of the worth of the person's contribution to history or society. (4-5 minutes)

Section 2: Impromptu Exchange

Questions about Section 1 will be invited from the audience.

Section 3: Memorised Own Choice Presentation

Prose, poetry or drama (Max. 3 mins). The memorised section **must** be preceded by an introduction on the literary merit of the piece. Comments should not be read, but notes may be used to prompt memory.

Section 4: Reading Aloud

The candidate will present the Examiner with an anthology of poetry from which a poem for reading aloud will be selected. The anthology is to be personally compiled by the candidate and should consist of the works of **two** poets contrasting in style with four poems from each poet. The anthology should have a total of eight poems. The poets may be from any period or country.

OR

The candidate will present the Examiner with an anthology of four poems by the one poet (own choice) and one non-fiction book of own choice (not related to section 1). The reading may be taken from either the poetry or the non-fiction book.

The Examiner will ask questions about the poets and/or prose writer and their works. The presentation and standard of this anthology will be taken into consideration.

Section 5: Expression of Thanks or Presentation

Present from memory **an expression of thanks or a presentation** of no longer than one minute.

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

SENIOR GRADE THREE (S3)

(Approx. 18 minutes)

This Grade requires the candidate to present an integrated program in which each section relates to the theme of the personal project.

Section 1: Personal Project – Presenting a Point of View

The candidate will be required to take a significant issue of current interest (as in a debate) and present a well-argued case to justify this point of view. Visual/auditory aids **may** be used to help in the presentation. (5 minutes)

Section 2: Impromptu Exchange

This will flow on from Section 1 in that the **candidate will instigate and be responsible** for the impromptu exchange and **will stimulate audience discussion and offer a brief summary of the discussion upon closing.**

Section 3: Memorised Own Choice Presentation

The candidate must present **his/her own work** of prose, poetry or drama (Max. 3 mins). Presented individually, in pairs or groups, the piece must relate to the topic chosen for this grade. The memorised presentation **must** be preceded by a brief statement about the content of the piece. Originality and group work are encouraged in this section.

Section 4: Debating Techniques or Reading Aloud

Discussion with the Examiner and audience about basic techniques of debating, including the role of speakers and the nature of rebuttal.

OR

Discussion with the Examiner on the skills for reading aloud. This will include an impromptu reading of a prose passage with dialogue.

* **Note:** The candidate will choose to focus on *debating techniques* or *reading aloud*.

Section 5: Impromptu Speaking

Present an impromptu announcement or expression of thanks or presentation on a topic suggested by the Examiner. The assessment will be made on the effect on the audience and the manner of communication.

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

SENIOR GRADE FOUR (S4)

(Approx. 20 minutes)

Section 1: Personal Project –Literary Research

Select an author (e.g. biographer, poet, journalist, dramatist, prose writer etc. - fiction or non-fiction) for special study and present an appreciation of the **significance** of his/her writing. Appropriate readings of the author's work **must** be integrated into the presentation. (6 minutes)

Section 2: Impromptu Exchange

In this section, the candidate will be expected to be **proactive and engage the audience in discussion** and offer a brief summary of the discussion upon closing.

Section 3: Own Choice Presentation

The candidate will place in context and present **two** contrasting selections from the writing of the author chosen for Section 1. One selection is to be read and **one to be memorised**.

(Max. 5 minutes in total.)

Section 4: Reading Aloud – Reading to Inform

The Examiner will hand the candidate a piece from a recent media article and ask the candidate to read it at sight. (Max. 1-2 mins)

The intention of this section is for the candidate to recognise and convey the style of the writing.

Section 5: Impromptu Speaking

The Examiner will ask the candidate to present either a Formal Introduction, a Presentation, a Toast of no longer than one minute or a Welcome to Country.

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

SENIOR GRADE FIVE (S5)

(Approx. 30 minutes)

1. Oral Presentation: Speech with Integrated Material (15 minutes)

On a theme of own choice, which may arise from the arts, sciences, humanities or practical skills, the candidate is required to present a program which could include items drawn from fiction, documentary, prose, memoirs, diaries, professional texts, newspaper quotations or poetry – all linked with a personal commentary/talk. Readings must be included and at least **one** item should be **memorised**. The candidate will be expected to be **proactive and engage the audience in discussion** after the 15 min. presentation and offer a brief summary of the discussion upon closing.

2. Impromptu Speaking

The Examiner will ask the candidate to speak for 1-2 minutes on a **word**. Fluency, creativity and a cohesive response is required. The candidate will be given 30 secs preparation time (no notes allowed).

3. Taking the Lead

The Examiner will hand the candidate three brief media articles 15 minutes before the examination. The candidate will choose one article and read the article aloud to the audience and then conduct a discussion on its contents. (Approximately 4-5 minutes)

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

SENIOR GRADES VI-VIII

Grades VI-VIII follow on from Senior Grade V and are precursors to the ASCA Diplomas . Practical and written examinations are available, although the written papers for Grades 6 and 7 are not compulsory.

SENIOR GRADE SIX (S6)

PART A: PRACTICAL EXAMINATION (Approx. 40 minutes)

Section 1: (25 Marks) Personal Project

The candidate will be required to talk on a **significant** subject which requires some intensive research. Pictures, diagrams or other equipment should be integrated into the talk. (6 minutes)

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**.

Section 2: (20 Marks) Impromptu Speaking

The candidate will present to the Examiner a media article of approx. 350 words. (The content of the article must be different to the subject in Section 1) The article should be accompanied by a brief written summary (2-3 sentences) and 3 related issues/themes. The candidate will read the article aloud to the audience. The Examiner will then select an aspect of the article considering the nominated issues/themes and the candidate will be asked to give a 3 minute impromptu talk on the given topic.

The content of the talk must fully address the Examiner’s topic – this is not a prepared talk. Candidates may refer to the article during their presentation.

Section 3: (20 Marks) Memorised Own Choice Presentation

The candidate must introduce the selection with information about the author, background and period of literature from which the selection has been made. (2 mins)

The candidate may select a poem or short extract from a novel or biography, short story, drama or speech (e.g. parliament, TV, radio, newspaper). This is a test of the candidate’s interpretation of any literary text. (Max. 4 mins)

Section 4: (15 Marks) Reading Aloud,

Impromptu readings of poetry **and** prose to be chosen by the Examiner. Candidates will be given 30 seconds to scan the verse and prose.

Section 5: (20 Marks) Theory

The candidate will be required to discuss and demonstrate with the audience any aspect of relaxation, breathing, resonance, modulation and characterisation.

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

Time

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

Question 1: (35 Marks)

Questions will be asked about the following: relaxation, breathing techniques, resonance, modulation and characterisation.

Question 2: (35 Marks)

Skills required for reading aloud. Presentation of prose extracts.

Question 3: (30 Marks)

The candidate will be required to discuss the period of Early Australian Literature up to and including the Balladists. A comprehensive knowledge and critical appreciation is expected.

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

SENIOR GRADE SEVEN (S7)

PART A: PRACTICAL EXAMINATION (Approx. 45 minutes)

Section 1: (25 Marks) Personal Project

The candidate will be required to take an issue related to a subject in which he/she has a personal interest and present **contrasting views**. The issue may be related to the candidate's work, or may be related to the Arts (Drama/Music), Politics, Sport, Literature or any other suitable subject. (8 minutes)

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**. (3 minutes)

Section 2: (25 Marks) Impromptu Exchange

The candidate will offer three topics of interest to the Examiner at the commencement of the exam. The candidate will be required to give an impromptu talk on any aspect of the topic chosen by the Examiner. (Approximately 3 minutes)

The audience will be invited to ask questions on any aspect of the talk.

Section 3: (25 Marks) Memorised Own Choice Presentation

The candidate will deliver from memory a short program of Australian prose, poetry and drama around a **theme**. **The selection must** be the work of three different writers. (Max. 8 mins)

Questions will be asked on the authors and their literary periods.

Section 4: (10 Marks) Reading Aloud

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

Section 5: (15 Marks) Theory

The candidate will be required to discuss with the audience any aspect mentioned in Section 5 of the Grade VI syllabus as well as any aspect of fluency, pausing, stance, gesture, volume, pitch, tone, intonation, stress and emphasis.

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

Time

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

Question 1: (25 Marks)

Subjects studied for Grade 6 examination PLUS – fluency, pausing, phrasing, volume, pitch, tone, intonation, stress and emphasis.

Question 2: (25 Marks)

Presentation for public speaking – appearance, stance, body language, gesture, delivery.

Question 3: (25 Marks)

The candidate is required to discuss all the FORMS of lyric poetry. The ability to give examples and quotations is essential.

Question 4: (25 Marks)

The candidate is required to discuss the literature studied in Section 3 of the Grade 7 Practical Examination. The candidate must be able to discuss the characteristics of each writer studied and compare and contrast each writer's work with one other contemporary of the period(s).

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

SENIOR GRADE EIGHT (S8)

PART A: PRACTICAL EXAMINATION (Approx. 60 minutes)

Section 1: (25 Marks) Personal Project

The candidate will prepare and deliver a 9 minute speech, **with a minimum of notes**, to inform **or** persuade. Visual aids may be used.

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**.

The Examiner will select any aspect of the topic and will require the candidate to give an impromptu talk. (Approximately 3 minutes)

Section 2: (20 Marks) Impromptu Exchange

Immediately prior to the beginning of the exam, the candidate will present the Examiner with two topics of current interest from the mass media. The topics should have been researched prior to the exam as the candidate will be asked to **conduct a discussion with a brief summing up** with the audience on one of the topics selected by the Examiner. The candidate is responsible for the smooth running of the discussion. The candidate may have to make a brief initial input if the audience is not very aware of the issues surrounding the topic. (5 minutes)

Section 3: (20 Marks) Memorised Own Choice Presentation

The candidate will be required to present a program of prose, poetry and drama by three different **non-Australian writers**. The object of this session is to extend the candidate's experience of non-Australian literature. Each selection may be from a different literary period, but all selections should be related by theme. (Max. 9 mins)

Questions will be asked on the selected authors and the literary periods to which they belong.

Section 4: (15 Marks) Reading Aloud

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

Section 5: (20 Marks) Storytelling

A story, (approx. 7 minutes in length), not necessarily original, should be told to the audience. Candidates will be expected to 'connect' with their audience when storytelling; use voice variations for different characters and present in an animated style. The Examiner will question the candidate on the elements of 'good' storytelling.

PART B: WRITTEN EXAMINATION

Time

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

Question 1: (25 Marks)

Voice production – a basic knowledge of how the voice is produced, including resonance and appropriate breathing techniques, and a basic understanding of the physiology of the speech organs. PLUS – all subjects studied for Grades 6 and 7.

Question 2: (25 Marks)

Presentation and delivery of both formal and informal speeches.

Question 3: (25 Marks)

A knowledge of the techniques required in presenting and interpreting all types of poetry, prose and drama.

Question 4: (25 Marks)

The candidate will be required to discuss the literature studied in Section 3 of the Grade 8 Practical Examination. The candidate must be able to discuss the characteristics of each writer studied and compare and contrast each writer's work with one other contemporary of the period(s).

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 ASCA.*

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

SENIOR GROUP COMMUNICATION CERTIFICATE (SGCC)

This Certificate is suitable for use by teachers working with large groups in schools or private studios. The aim is to develop a smooth, integrated program in which each candidate must co-operate as a member of a team, to develop research and communication skills and to elicit response from the audience.

Groups should consist of a no more than six candidates of at least high school age.

Time

The total examination time will be calculated on the basis of **10-12 minutes** per candidate. Each candidate will be assessed individually.

Section 1: Group Project

Working on a **THEME** each member of the group will present a 3-4 minute talk on a particular aspect of the chosen theme. Visual/auditory aids may be integrated into the presentation. A creative approach is welcomed. Following the presentation a discussion will be conducted amongst the group, Examiner and audience. **Each member** of the group must actively participate in the discussion.

Section 2: Memorised Own Choice Presentation

Each candidate will present from memory, either individually or with the group, an extract of poetry **OR** drama related to the theme.

Section 3: Reading Aloud (Max. 2-3 minutes)

Each candidate will deliver a prepared reading, again related to the group theme, and must read from a different text.

CHORAL SPEAKING (CS)

Choral Speaking is an ideal way to enjoy and present verse or prose. It helps to develop control of voice, a wider range of expression and a sense of rhythm. It is beneficial in helping to overcome shyness and self-consciousness and promotes group co-operation.

- A choir may consist of six or more candidates. The performance should comprise two contrasting pieces of either verse and/or prose. Material must be appropriate to the ability of the students and should extend their artistic and creative skills. Mime, characterisation, music, movement and costuming may be included to add interest to the performance.
- Copies of all selections must be provided for the Examiner. Choirs may not present the same work for more than one ASCA examination.
- All choirs will be assessed using the following scale:

High Distinction, Distinction, Credit, Good Pass, Pass, Unsatisfactory.

CAREERS ORIENTATION CERTIFICATE (COC)
(Approx. 20 minutes)

This certificate is designed for candidates preparing for or investigating a career. It is possible to sit for the exam as an individual or in groups of 2 to 4 candidates.

One of the aims of the exam is to develop confidence in speech communication in the candidate about to embark on or explore a career. Candidates need not necessarily have done any previous ASCA examinations.

Section 1: Prepared Oral Presentation (8 minutes)

The candidate will be required to present a program related to his/her career integrating visual aids, demonstrations, audience participation, etc.

The program may include items drawn from fiction, documentary, prose, memoirs, diaries, professional texts, newspaper quotations and/or poetry, all linked with a personal commentary/talk.

If students are working in groups, then each group member should present, in turn, a different aspect of the career.

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

Section 2: Impromptu Exchange

Questions will be invited from the audience so that the candidate will be engaged in discussion about the vocation he/she has chosen.

Section 3: Reading Aloud

The candidate will be presented with a media article by the Examiner for sight reading.

Section 4: Social Speech

The candidate will present a prepared social speech such as a welcome, a formal introduction, an expression of thanks or an Acknowledgement/Welcome to Country.

CAREERS COMMUNICATION CERTIFICATE (CCC)
(Approx. 30 minutes)

This certificate is designed for candidates already in the workforce, or students studying at tertiary level who wish to improve/demonstrate their communication skills.

Section 1: Prepared Oral Presentation (15 minutes)

The candidate will be required to present a program related to his/her career integrating visual aids, demonstrations, audience participation, etc.

The program should include items drawn from fiction, documentary, prose, memoirs, diaries, professional texts, newspaper quotations and/or poetry, all linked with a personal commentary.

If students are working in groups, then each group member should present, in turn, a different aspect of the career.

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

Section 2: Impromptu Exchange

Questions will be invited from the audience so that the candidate will be engaged in discussion about the vocation he/she has chosen.

Section 3: Reading Aloud

The candidate will be presented with a media article by the Examiner for sight reading.

Section 4: Impromptu Social Speech

Chosen from a toast, an introduction, a vote of thanks or an expression of thanks.

SENIOR CERTIFICATE OF ATTAINMENT (SCA)

This certificate is suitable for use by teachers working with individuals or senior groups to develop confidence and speaking skills. It is ideal for inexperienced speakers or ESL students.

It is offered as recognition of the completion of a course in speech and presentation skills with the expectation that a suitable level of competence has been attained.

Section 1:

Present (4-5 minutes) a talk to inform and/or persuade. Visual aids may be used to support and clarify. Notes are only to be used for prompting.

Section 2: Impromptu Exchange

Impromptu exchange with the audience and the Examiner, related to the talk in Section 1.
(5 mins)

This certificate could be used as a precursor to the Senior Grade Examinations.

**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: *High Distinction, Distinction, Credit, Good Pass, Pass, Unsatisfactory.*

**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 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 extemporised 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 or an Acknowledgement of Country as nominated by the examiner.
(15 Marks)

THE DIPLOMA OF COMMUNICATION (Dip Comm)

Dip. Comm. (ASCA)

Pre-requisite:

The candidate must have passed two Senior Grades from Grade Six and above 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. (ASCA) (Teaching: Speech Communication)] after completion of the Teaching Paper (Paper 2) of the Dip. ASCA and submission of a detailed 8 week teaching program for a specified age/stage level. See details below.

Practical Examination: Approx. 60 minutes

(Pass Mark: 70%)

1. Presentation

The candidate will prepare and deliver with a minimum of notes a **ten minute speech to persuade**. The topic of the speech should be related to a major issue at either state, 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. (25 marks)

2. Leading discussion

Prior to the exam the candidate will research two issues of **current media interest**. The examiner will ask the candidate to introduce one of the issues to the audience and to lead a lively discussion of the issue with the audience. The candidate must demonstrate a thorough knowledge of the issue and be able **to conduct, control and conclude** a discussion which draws out controversy surrounding the issue with the audience (5 minutes). (20 marks)

3. Interview

An interview for a new position or a promotion. The candidate will present the examiner with a one page accurate resume; a brief 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*. **Business attire is expected at this level**. The examiner will proceed to interview the candidate for the position (approx. 10 mins). (20 marks)

4. Using technology

The candidate will give a brief informative presentation (6 mins) using powerpoint or similar technology such as an O/H projector. Skill must be demonstrated in the correct use of the technology as a means of enhancing the presentation. (15 marks)

5. Occasional speaking

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
- Give background information before proposing a motion at a meeting.

(10 marks)

SYLLABUS FOR GRADE, CERTIFICATE AND DIPLOMA EXAMINATIONS – 2024

6. Memorised recitation

The candidate will present a whole or part of a public speech (Max.5 mins). The introduction must discuss what made this speech effective in its context.
(10 marks)

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

Candidates must have a good knowledge of **each** of the following topics. Students 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 and modulation when presenting
- 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)
- Arranging the physical environment for a talk

*** 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. (ASCA) (Teaching: Speech Communication)**

1. Written Examination Paper: Students must attempt Paper 2 of the **Diploma of ASCA.**

2. Submission of a Speech 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 exercises; texts; lesson timing; and assessment procedures/evaluation.)

Topics could include: relaxation, breathing and voice production; mime and improvisation, voice production, elements of drama (focus, tension, space ...), characterisation, storytelling and reading aloud, verse speaking – solo and choral; puppetry, basic functional defects of voice and speech, or public speaking.

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

THE DIPLOMA OF ASCA (Dip ASCA)
Dip. ASCA

Regulations Governing the Diploma Examination. The Association confers by Examination the Professional Teaching Diploma of: DIPLOMA OF ASCA (Dip. ASCA)

1. The minimum age for entry for the Diploma is eighteen years.
2. Candidates **must** have passed both parts of the Grade 8 ASCA Grade Syllabus, or its equivalent, as determined by a panel of examiners upon application by the candidate, before presenting for the Diploma.
3. Completion of Examination: Time Limit: There are two parts to the Diploma - practical and written. Both parts **must** be attempted within an 18 month period. There are **two** Papers in the written section. Papers may be attempted on consecutive weeks or within a 12 month period. In the event of a failure in one or both papers, the candidate must resit the failed Paper or Papers within a twelve month period.

A candidate who is unsuccessful in the practical part may be granted another year to resit the part. In the event of a second failure in either the practical or written parts the candidate may apply to the Association for advice on a subsequent attempt. Reports on both the practical and written examinations will be supplied. The panel of examiners shall have the final say on examination results and no correspondence will be entered into.

4. The pass mark in each part of the Diploma is 70%.
5. Fees must be paid at least six weeks before the examination date.
6. Re-entry by permit (through illness) half fee. Please supply a Doctor's Certificate.

DIPLOMA OF ASCA

Practical Examination: Approx. 60 minutes (Pass Mark: 70%)

1. The Candidate will 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 candidate will be expected to be proactive and engage the audience in discussion after the presentation.
(25 Marks)
2. The candidate will introduce and present, from memory, a program of Australian prose, poetry and drama around a theme (Max. 10 mins). Each extract must be appropriately linked. Questions about the program will be asked by the examiners, so that the candidate must be prepared to discuss the authors and literary period(s) with the audience.
(20 Marks)
3. The candidate will give a prepared talk, as if to a group of students of an age group of the candidate’s choice, on a subject related to **one** of the following:

Relaxation, Breathing, Voice Production, Improvisation, Mime, Storytelling, Play Production, Public Speaking, Reading Aloud, all aspects of Verse Speaking, Correction of Voice and Speech. (8 minutes)

The use of audio and/or visual aids is encouraged.
(15 Marks)
4. Questions will be asked by the examiner on any of the subjects listed in question 3 of this examination.
(15 Marks)
5. The candidate will deliver an impromptu talk of 4-5 minutes on a subject suggested by the examiner.
(15 Marks)
6. Impromptu readings of poetry and prose will be presented to the candidate by the examiner.
(10 Marks)

***Candidates may organise their program in any order, but must present the order to the examiner prior to the examination.**

Written Examination:

(Pass Mark: 70% for each Paper)

Paper 1: Literature, Public Speaking and Communication Skills

(3 hours – plus 10 minutes reading time)

Section 1: (25 Marks)

The structuring and the critical assessment of speeches, both prepared and impromptu. These may include speeches to inform, persuade, humour or to entertain.

Section 2: (25 Marks)

Principles of Communication. Candidates must be able to discuss the “barriers” which can affect interpersonal communication.

Section 3: (25 Marks)

A study of literature for children and adolescents which is suitable for teaching. Students should study the works of at least three prominent authors (including one Australian). Authors can be prose writers, poets and/or dramatists.

Section 4: (25 Marks)

A knowledge of Australian literature (prose, poetry, drama) in two of the following periods:

- a) Poetry since 1900.
- b) Post World War II Prose.
- c) Post World War II Drama.

Paper 2: Teaching Paper

(3 hours - plus 10 minutes reading time)

Section 1: (25 Marks)

Teaching of the techniques of presentation and delivery in all aspects of public speaking, including radio and visual media, will be required.

Section 2: (25 Marks)

Teaching techniques including lesson preparation, statement of aims and objectives, structuring of materials, timing and control of class groups.

Section 3: (25 Marks)

A detailed knowledge of how to overcome issues of delivery and presentation. (Issues may include those associated with voice production, articulation, fluency, deportment and correction of voice and speech.)

Section 4: (25 Marks)

A knowledge of the art of oral interpretation of prose, poetry and drama, including the art of developing a character. Teaching strategies for helping students interpret orally, different kinds of written material.