

SPEECH AND DRAMA SYLLABUS

GENERAL OBJECTIVES

This Speech and Drama syllabus seeks to offer candidates the opportunity to:

- develop communication, reading and performance techniques
- develop clear speech
- develop imagination and creativity
- increase self confidence
- promote self-enrichment
- stimulate research skills
- instil a love of literature and drama

Poems:

All the set poems named in the Speech and Drama Syllabus can be found in:

- "The Oxford Book of Children's Poetry" - Edited by Michael Harrison and Christopher Stuart-Clark
- "Poem for the Day One" - Edited by Nicholas Albery

Theory:

As theory is introduced for discussion in a simple but progressive way, it is expected that candidates will always have knowledge of theory for any **previous** grades. Therefore examiners may, on occasions, ask questions about theory relating to previous grades.

ENTRY LEVEL

LEARNING OUTCOMES:

Candidates should:

- gain confidence
- make themselves understood
- experience examination procedure
- achieve a sense of performance
- understand how to prepare work

PREPARATORY GRADE (5 Minutes)

Marks awarded at this grade:

Speech	50 marks
Interpretation	50 marks

Candidates should:

1. Speak from memory **one** short poem.
2. Talk to the examiner about something of their own choice brought to the examination. (eg: toy, book, photograph)

INTRODUCTORY GRADE (5 Minutes)

Marks awarded at this grade:

Speech	50 marks
Interpretation	50 marks

Candidates should:

1. Speak from memory **one** short poems.
2. Talk with the examiner about their choice.

PRELIMINARY GRADE (10 Minutes)

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

The Baby Sitter	Lindsay MacRae
Just My Luck	Richard Edwards
The Footballer's Love of the Ball	Allan Ahlberg
Clock	Valerie Worth
All Day Saturday	Charles Causley
Windows	Russell Hoban

(30 marks)

2. Speak from memory **either** a **poem** or a piece of **prose** of the candidate's own choice. This should show a contrast to the piece in Section 1.

(Time limit 2 minutes) (30 marks)

3. Discuss with the examiner:

- the pieces chosen

(10 marks)

TRANSITION GRADE (10 Minutes)

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

Chicken Poxed	Valerie Bloom
Kids	Spike Milligan
Keep a Poem in Your Pocket	Beatrice Schenk de Regniers
The Frog	Hillaire Belloc
Seeds	Walter de la Mare
Alphabet Stew	Jack Prelutsky

(30 marks)

2. Speak from memory a piece of prose of their own choice, taken from any story written by Caroline Lawrence or Francesca Simon.

(Time limit 2 minutes) (30 marks)

3. Discuss with the examiner:

- the pieces chosen
- word pictures

(10 marks)

LEVEL 1 – FOUNDATION

LEARNING OUTCOMES:

Candidates should:

- create a sense of sharing with the listener
- demonstrate adequate preparation
- demonstrate a greater sense of performance
- read aloud with reasonable fluency
- understand the basic techniques to create a character

GRADE 1 (10 Minutes)

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

Schoolitis	Brian Patten
I Asked the Little Boy	Anon.
The Woman of Water	Adrian Mitchell
Ar-a-rat	Grace Nichols
Ducks Don't Shop in Sainsbury's	Gary Boswell
One Morning	Nancy Chambers(30 marks)

2. Speak from memory a piece of prose of their own choice, taken from any story written by Eva Ibbotson or Anthony Horowitz. (Time limit 2 minutes) (30 marks)

3. Discuss with the examiner:
 - the pieces chosen, including the book from which their prose passage has been taken
 - phrasing

(10 marks)

GRADE 2 (15 Minutes)

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

The Secret Rhyme for Orange	Brian Patten
Just Fancy That	Max Fatchen
California Skateboard Park, 1977	Andrew Fusek-Peters
A Tent	Christopher Reid
Evidence of Elephants	Gerard Benson
Wanted: World-Sitter	Susanna Dalton (20 marks)

2. Speak from memory a piece of prose taken from any "A Series of Unfortunate Events" story written by Lemony Snickett
OR
Perform a scene arranged for one character from a play. (Time limit 2 minutes)
(20 marks)
3. Read at sight a short passage selected by the examiner, from a book chosen and brought to the examination by the candidate. This book must be written by a different author to that in Section 2. (15 marks)
4. Discuss with the examiner:
 - the pieces and authors chosen
 - reading aloud (15 marks)

GRADE 3 – Foundation Medal (15 Minutes)

The Peggy Law Certificate of Excellence is awarded annually to the candidate gaining the highest Distinction mark in this examination.

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

Sally	Phoebe Hesketh
Tartary	Walter de la Mare
Ghost in the Garden	Berlie Doherty
Noah and the Rabbit	Hugh Chesterman
The Farmer and the Queen	Shel Silverstein
An Ordinary Day	Norman MacCaig (20 marks)

2. Speak from memory a piece of prose taken from any book written by J. K. Rowling
OR
Perform a scene arranged for one character from a play.
(Time limit 2 minutes) (20 marks)
3. Read at sight a short passage selected by the examiner. (15 marks)
4. Discuss with the examiner:
 - the pieces and authors chosen
 - use of the natural pause
 - use of the suspensory pause
 - use of the dramatic pause(15 marks)

LEVEL 2 – INTERMEDIATE

LEARNING OUTCOMES:

Candidates should:

- demonstrate thorough preparation
- create a sense of performance and individuality
- demonstrate confident communication skills
- demonstrate fluency in sight reading
- demonstrate a sound knowledge of basic techniques
- create a sense of believability through performance
- show creative and imaginative skills through the pieces chosen

GRADE 4 (15 Minutes)

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

As I went down the Cat-Walk	Charles Causley
Absent Player	James Berry
The Way Through the Woods	Rudyard Kipling
Looking at Pictures	Jenny Joseph
One Art	Elizabeth Bishop
Crossing the Bar	Alfred, Lord Tennyson

(20 marks)

2. Perform from memory **one** of the following:
 - a speech from As You Like it by William Shakespeare
 - a scene arranged for one character from a play written after 1960
 - a passage of prose taken from any book by Malorie Blackman
(Time limit 2 minutes) (20 marks)
3. Read at sight a short passage selected by the examiner. (15 marks)
4. Discuss with the examiner:
 - the pieces and authors chosen
 - modulation
 - pitch
 - pace
 - pause
 - inflection
 - tone colour (quality and quantity)
 - emphasis(15 marks)

GRADE 5 Intermediate Medal (10 Minutes)

Marks awarded at this grade include:

Speech **30 marks**

Candidates should:

1. Speak from memory one of the following poems:

They Call to One Another	George Barker
Ars Poetica	Archibald MacLeish
Romance	W. J. Turner
The Call	Charlotte Mew
Ode (We are the Music Makers)	Arthur William Edgar
	O'Shaughnessy
Grim and Gloomy	James Reeves
	(20 marks)

2. Perform from memory **one** of the following:
 - a speech from any history play by William Shakespeare
 - a scene arranged for one character from a play written after 1970
 - a passage of prose taken from any book by Wilkie Collins(Time limit 2 minutes) (20 marks)
3. Read at sight a short passage selected by the examiner. (15 marks)
4. Discuss with the examiner:
 - the pieces and authors chosen
 - breath support
 - projection
 - resonance

(15 marks)

SPEECH AND DRAMA DIPLOMAS

GENERAL OBJECTIVES

The Associate and Licentiate Teaching Diplomas are designed to:

- provide progressive training programmes for prospective teachers
- provide professional development and specialised training for existing teachers
- provide a standard of training that is recognised by wider agencies
- provide a relevant and challenging syllabus that encourages a high standard of knowledge, research and performance

LEARNING OUTCOMES

Candidates should:

- demonstrate a high standard of performance
- present performance programmes demonstrating a range of styles
- have excellent communication skills
- demonstrate an understanding of the rudiments of teaching
- understand the psychological and educational value of speech training
- be able to apply theoretical knowledge to their teaching
- demonstrate a wide ranging knowledge of theatre and literature
- demonstrate the ability to impart both knowledge and practical techniques
- demonstrate the qualities necessary to be a successful teacher

ASSOCIATE TEACHING DIPLOMA IN SPEECH AND DRAMA

Successful candidates have the right to append ANEA after their names.

Candidates for this examination must already have achieved the Grade 8 examination in Speech and Drama.

Candidates must be at least 19 years old.

The examination consists of:

- **Section 1** - A **practical** session of approximately one hour, at which **two** examiners are present. This practical will include a short observed teaching element with a group of between 2 and 4 students provided and arranged by New Era.
- **Section 2** - A **written** paper. Three hours are allowed for the working of the paper.
- **75 marks are required to pass in both sections.**

Both sections of this examination must be passed. In the event of a failure to achieve the pass mark in one of the sections, a re-take must be attempted within **2 years** from the original entry date.

If success is not achieved within this time, the entire examination must be taken again.

The fee for each of the two Sections is paid on entry for that Section; if any Section is failed, a re-take fee is charged for each re-taken Section.

Preparation:

- Specimen papers may be obtained from the New Era Office
- New Era offers a criticism service for completed practice papers giving feedback and advice. This service is provided for a small fee
- Candidates are expected to be undertaking some Speech and Drama teaching; this can be in an assistant role
- Candidates should contact the New Era Office for more information

Section 1 - The Practical

Candidates must submit a clear copy of the 3 selections to be performed to the New Era Office with their Entry. This is to enable the examiners to have copies of the selections prior to the examination.

Candidates should:

1. Perform from memory a prose selection of their own choice from the works of Jane Austen or Ian McEwan.
(Time limit 4 minutes) (15 marks)
2. Perform from memory a scene arranged for one character from a play of their own choice.
(Time limit 4 minutes) (15 marks)
3. Speak from memory a poem (or part of a poem) by Percy Bysshe Shelley or Sylvia Plath.
(Time limit 4 minutes) (15 marks)
4. Read at sight passages of prose and poetry.
(10 marks)
5. Give a practical demonstration of teaching an aspect of speech and drama chosen from a list of 3 subjects given by the examiners 15 minutes before the examination. The candidate will be provided with a group of between 2 and 4 students for this demonstration.
(Time limit 15minutes) (25 marks)
6. Discuss with the examiners:
 - The selections performed, their authors and their preparation
 - Any matter arising from the practical teaching section
 - Any aspect of the theoretical syllabus for Section 2 raised by the examiners:
 - The history of English literature from Chaucer to the present day
 - The application of theoretical and practical teaching techniques for speech and drama(20 marks)

Section 2 - The Written Paper

- Candidates sit one paper for which 3 hours is allowed.
- The paper must be worked in the same session as the practical examination. (ie within 3 months)
- The completed paper will be marked by an examiner who was not present at the practical session. It will then be moderated by another examiner and the Chief Examiner.
- The paper comprises:
 - **3 compulsory** questions – each worth **16** marks
 - **A choice of 4** from 6 questions – each worth **13** marks

Content of the Paper:

The required syllabus is divided into two topics:

- **The history of English literature from Chaucer to the present day**
- **The application of theoretical and practical teaching techniques for speech and drama**

Syllabus requirements:

The history of English literature from Chaucer to the present day:

- Poetry and poets
- Prose and authors
- Plays and playwrights
- Verse forms
- Genres and writing conventions

The application of theoretical and practical teaching techniques for speech and drama:

- The physiology of speech
- Effective vocal communication
- Breath support
- Modulation
- Formation of speech sounds
- The correction of speech faults
- Effective teaching methods
- The use of dramatic and performance disciplines within teaching
 - Mime
 - Acting
 - Improvisation
 - Verse Speaking
 - Reading aloud
- The psychology of teaching in various situations
- The psychological and educational value of speech training

LICENTIATE TEACHING DIPLOMA IN SPEECH AND DRAMA

Successful candidates have the right to append LNEA after their names.

Candidates for this examination must already have achieved the Grade 8 examination in Speech and Drama. (We recommend that candidates hold an ANEA Teaching Diploma in Speech and Drama, but this is **not compulsory**.)

Candidates must be at least 19 years old.

Candidates are allowed **two years** from the date of the entry to their first Section to pass all four elements.

The fee for each Section is paid on entry for that Section; if any Section is failed, a re-take fee is charged for each re-taken Section.

The examination consists of:

- **Section 1** - A **Practical** session of approximately one hour, at which **two** examiners are present.
- **Section 2** – A **Dissertation** of 2,000 words on an aspect related to one of the given topics listed under Section 2.
- **Section 3** - A **Written** paper. Three hours are allowed for the working of the paper.
- **Section 4** – A **Teaching** Practical – The teaching of a lesson to a small group of students, observed by **two** examiners. New Era will provide and arrange for a group of 2 to 4 students for the purpose of this practical section.
- **75 marks are required to pass in all Sections.**

All four sections of this examination must be passed. In the event of a failure to achieve the pass mark in one of the sections, a re-take must be attempted within **2 years** from the original entry date.

If success is not achieved within this time, the entire examination must be re-entered and all Sections taken again at the full fee.

Preparation:

- The Examinations Director is happy to advise candidates on any aspect of this qualification
- Candidates are expected to be undertaking some Speech and Drama teaching; this can be in an assistant role
- Specimen papers may be obtained from the New Era Office
- New Era offers a criticism service for completed practice papers giving feedback and advice. This service is provided for a small fee
- Candidates should contact the New Era Office for more information

Section 1 – The Practical

Candidates must submit a clear copy of the 3 selections to be performed to the New Era Office with their Entry. This is to enable the examiners to have copies of the selections prior to the examination.

Candidates should:

1. Perform from memory a prose selection of their own choice from the works of John Galsworthy or Sebastian Faulks.
(Time limit 4 minutes) (15 marks)
2. Perform from memory a scene arranged for one character from a play of their own choice.
(Time limit 4 minutes) (15 marks)
3. Speak from memory a poem (or part of a poem) by Robert Browning or Wendy Cope.
(Time limit 4 minutes) (15 marks)
4. Read at sight passages of prose and poetry.
(15 marks)
5. Perform an improvisation or mime set by the examiners at the time of the examination.
(Time limit 4 minutes) (15 marks)
6. Discuss with the examiners:
 - the selections performed, their authors and their preparation.
 - any aspect of the theoretical syllabus for Section 3 raised by the examiners:
 - The history of theatre and English literature
 - The application of theoretical and practical teaching techniques for speech and drama
 - The organisational and practical application of educational drama(25 marks)

Section 2 – The Dissertation

Candidates must write a dissertation of no more 2,000 words on one of the following topics. They should submit the specific choice of title of their dissertation to the office for approval prior to embarking on their writing for this Section:

- The practical and theoretical teaching of speech
- The psychology of teaching speech and drama
- Teaching the history of theatre
- The teaching of an aspect of English literature
- The remedial teaching and correction of speech faults

Presentation of the dissertation document:

- Word processed
- Double spaced
- Bound appropriately
- Numbered pages
- Contents page
- References acknowledged
- Bibliography
- Appendix if appropriate

(Contents, References, Bibliography and Appendix are not included in the word count)

The completed dissertation should be sent to the Examinations Office. It will then be processed and marked by an examiner then moderated by another examiner and the Chief Examiner.

Section 3 - The Written Paper

- Candidates sit a paper, for which 3 hours is allowed.
- The completed paper will be marked by an examiner. It will then be moderated by another examiner and the Chief Examiner.
- The paper comprises:
 - **3 compulsory** questions – each worth **16** marks
 - A **choice of 4** from 6 questions – each worth **13** marks

Content of the written paper for Section 3:

The required syllabus is divided into 3 topics:

- **The history of theatre and English literature**
- **The application of theoretical and practical teaching techniques for speech and drama**
- **The organisational and practical application of educational drama**

Syllabus requirements:

The history of theatre and English Literature:

- Early Greek Theatre through to the present day
- English literature from Chaucer to the present day
 - Poetry, prose and plays
 - Poets, authors and playwrights
 - Actors, performers and directors

The application of theoretical and practical teaching techniques for speech and drama:

- The applied physiology of speech
- Techniques for voice production
- Breath support
- Formation of speech sounds and the categorisation of vowels and consonants
- The psychology of teaching in various situations
- Effective vocal communication
- The correction of speech faults
- Effective teaching methods for Speech and Drama
- The use of dramatic and performance disciplines within teaching:
 - Mime
 - Acting
 - Improvisation
 - Verse Speaking
 - Reading aloud
 - Choral Speech
 - Public Speaking
 - Interview Technique
- The psychological and educational value of speech training

The organisational and practical application of educational drama:

- Knowledge and application of Speech and Drama within the school environment and curriculum
- Knowledge of the National Curriculum Framework:
 - National Learning Strategy
 - Primary Strategy
 - Key Stage requirements
 - standardisation
 - levelling

- differentiation
- policy writing
- target setting
- report writing
- The arrangement of programmes, workshops, schemes of work and lesson plans
- The techniques of production and direction
- The varying requirements and teaching methods necessary to teach students individually, in groups of varying sizes and school classes
- A practical and working knowledge of all aspects of theatre production and performance and its practical application within school including:
 - costume
 - make-up
 - lighting
 - sound production
 - stage and front of house management

Section 4 – The Teaching Practical

Observed Lesson (30 minutes):

Candidates will teach a 30 minute lesson to a small group of students, observed by **two** examiners. New Era will provide and arrange for a group of 2 to 4 students for the purpose of this practical section.

Candidates will choose the content of the lesson, and the age group for which it is designed. On entry of this Section candidates must submit their detailed lesson plan, and the complete scheme of work to which it relates to the New Era Office electronically.

(75 marks)

Viva (15 minutes):

Candidates will discuss with the examiners any matter arising from the observed lesson. They will be expected to discuss:

- the lesson plan
- the scheme of work
- aspects of the lesson that worked well
- aspects of the lesson that they felt did not work so well
- the response of the students
- evaluate the success of the lesson

(25 marks)