

RSL Graded Examinations in Public Speaking

Additional Guidance

This document is designed to support learners and teachers when preparing for an RSL Public Speaking examination.

Section 1: Premiere & Debut questions

What might the examiner ask in Task 2?

The following are examples of questions that may be asked:

Premiere:

The examiner will ask the learner one question based on the reason for the choice of poem.

For example:

- Why did you choose this poem?
- What do you like about this poem?
- Why do you enjoy performing this poem?

The examiner will lead an informal conversation based on one of the following, chosen by the learner:

For example:

The learner's favourite animal

- Why is this your favourite animal?
- What do you really like about this animal?
- Tell me about your favourite animal?

The learner's favourite toy

- Why is this your favourite toy?
- What do you really like about this toy?
- Tell me about your favourite toy?

Debut:

The examiner will ask the learner one question based on the content of the poem

For example:

- What is the poem about?
- What is happening in this poem?

- Can you describe what this poem is about in your own words?

The examiner will lead an informal conversation based on one of the following, chosen by the learner:

For example:

The learner's family

- Tell me about your family?
- Who is in your family?
- What do you like to do with your family?

The learner's favourite meal

- Tell me about your favourite meal?
- Why do you like this meal?
- What do you enjoy about this meal?

The learner's favourite game

- Tell me about your favourite game to play?
- What do you like about this game?
- Why do you enjoy playing this?

Section 2: Guidance for Grades 1-8:

Tips on Introductions:

At Grades 1 to 3, the learner introduces themselves to the examiner. What to include in the introduction is specified in the syllabus, however, at Grades 1-3 the learner should view this task as informal and aim to simply introduce themselves to the examiner in a friendly and confident way.

Presentations:

From Grade 1, learners have the option of presenting a speech, story, poem or rap.

The following tips are to support teachers when preparing learners for these elements:

Note that, for poems only, the learner should provide a printed copy of the poem for the examiner. For raps, stories and speeches, the learner **does not** need to provide the examiner with a copy.

Tips on how to write a poem:

You decide where the line ends. The line break is what makes poetry different from other writing (we call other writing 'prose').

Poetry is about noticing things in the world around you. Describe what you see - colours, shapes, sounds. The aim is for the reader/listener 'to see' in their imaginations what you are writing about.

Poetry is also about what you feel. What you notice in the world may make you feel happy or sad, or it may bring back a memory or make you want to wish for something.

For example if you are writing a poem on the theme Springtime:

*The hard ground now has cracks appearing
Green shoots are poking their young heads through the earth
I can hear birds tweeting on the blossoming branches
(This is what I see and hear)
I think they are excited - like me!
(This is what it makes me feel)*

A poem does not have to rhyme. There are other ways to give rhyme to a poem (we call that a poem's metre) - by repeating lines, or choosing words that start with the same letter.

In the above verse *blossoming branches* is an example of that (we call that alliteration). You can also use repetition. For example, you could repeat the first line to start the second verse of the poem *The hard ground now has cracks appearing*. The same phrase (*like me*) will appear at the end of both the first and last verse. (See below.)

In poetry we often compare one thing with something else. We call that a simile (when something is like something else) or a metaphor (when something is something else).

So a second verse could read:

*The hard ground now has cracks appearing
Those green shoots are like my dreams emerging from the dark
(a simile)
Or
Those green shoots are my dreams emerging from the dark
(a metaphor)*

Write your poem first, then go back to make any changes. Don't think too much - let the poem 'flow' out of you. You can make any changes after you have finished it. We call going back to make changes to your poem crafting or editing.

Make every word count. It is more powerful in a poem to say what you want to say in the least number of words. When you read your poem through, cut any words that do not add anything to what you are saying.

Pay special attention to the last line of the poem. You want to bring the poem to an end that will make you (and the reader) feel satisfied. Almost like an aeroplane coming into land, you want to 'land' the poem. Sometimes rhyming the last two lines can help achieve this.

Here is our poem put together in two verses:

Springtime

*The hard ground now has cracks appearing
Green shoots are poking their young heads through the earth
I can hear birds tweeting on the blossoming branches
I think they are excited - like me!*

*The hard ground now has cracks appearing
Those green shoots are like my dreams emerging from the dark
In the cold of winter there was not much to see
But now my garden is waking up from its long sleep - like me!*

Don't forget the reader/listener of your poem. Put yourself in the reader's/listener's shoes as you read through what you have written - is it clear and understandable to someone else?

Your poem is an expression of you. Just as no two people are alike, no two poems are the same. The poem you have written only exists because you exist. The great thing about writing a poem is that you get to decide what to say and how to say it, and it will be as unique and special as you are!

The above example is what we call a lyric poem. Lyric poems have a songlike quality and are an exploration of emotions and personal feelings. But there are other kinds of poems you can write. One that you might like to try is a narrative poem.

A narrative poem is a form of poetry that tells a story through verse. A narrative poem combines elements of poetry with elements of storytelling.

A narrative poem can be long or short. Often narrative poems are long and complex, but they don't have to be. A short narrative poem just needs to describe something that happened.

A narrative poem is much like a novel or short story - it has a plot, characters and a setting, and presents a series of events that often include action and dialogue. But as the story is written as a poem, it is good to include some things that make it poem-like. We call these poem qualities 'poetic techniques' - for example rhythm, rhyme and repetition. Many narrative poems rhyme but they don't have to - you are free to choose what you think works the best.

A narrative poem will usually have one speaker. We call this speaker the narrator - they relate the entire story from beginning to end. Although the narrator may appear in the story in the first person as "I", the narrator is mainly telling us about other people, the characters in the story in the third person (he, she, they).

The defining feature of narrative poetry is what we call the 'narrative arc'. This just means that the poem, just like a story, has a beginning, middle and end. The narrator moves through a timeline of events from challenge and conflict to a final resolution.

Narrative poetry is part of an ancient oral tradition. Narrative poems were designed to be first spoken and not read. The aim of this form of poetry was for the listener to remember the verse, and that they would also be entertained or learn a lesson.

Here is an example of a narrative poem:

Today was a good day

It was a quiet day in the woods
Only the wind stirred in the treetops
There was the rustle of rabbits
And the tiny buzz of a bumble bee
The sun smiled down from a cloudless sky
Carpeting the earthy earth with warmth and light
The flowers seemed to bow in appreciation
Of this most tranquil of scenes
Today was a good day

Today a shaky hand signed a peace treaty
A grieving widow smiled as she saw a sunflower flower
The heavens gave a dry and thirsty land a mighty drink
The crops about to die didn't
And the hungry who would have died lived
Today a person feeling alone was greeted by a stranger and made a friend
Today was a good day

(by Sarah Larkin)

For all poetry, have fun with whatever you write. There are no rules, or rights and wrongs when it comes to poetry. We don't know what will come out as we 'follow' each word, so putting pen to paper is always an exciting and surprising adventure.

A last tip, and perhaps the most important, is that if you want to write poetry, the best thing you can do is to read some poems! There are so many wonderful poems out there to discover that will open up new worlds to you and inspire you to write your own.

Tips on performing a rap:

With flexibility and inclusivity in mind, RSL are delighted to include the option of performing a rap. However, learners should be fully aware of the assessment criteria when creating and preparing their rap. For example, they may find that rapping at an overly fast pace affects their clarity of diction (or other assessment criteria relevant for the grade taken), so may need to rap at a slightly slower pace.

Raps may be performed to a backbeat or music, but this is not a requirement and **will not have an influence on their mark**. Note that any music used must not mask the learner's voice. If any music used causes the learner's voice to be obscured, it may limit the opportunity to demonstrate the required assessment criteria, and in turn may be reflected in the final mark.

Learners may include movement in their rap, if they feel this would benefit the presentation. However, teachers should ensure that the rap gives the learner the opportunity to demonstrate the assessment criteria, both vocally and physically. For example, whilst a learner may wish to include a dance movement in their rap, they will be assessed on body language, not specific dance movements. In addition, teachers should ensure that any movements do not impede the learner's opportunity to, for example, maintain eye contact with their imagined audience.

Speeches and Storytelling

Note: For stories and speeches, it is recognised that the learner may prefer not to write out their story/speech in full, and may prefer to prepare for using points/notes which they then expand on when presenting the speech/story. Whichever way they choose to prepare, it is vital to be aware of the relevant assessment criteria for the grade taken, particularly in relation to fluency.

Tips on writing/preparing a story

Writing your Story

It all begins with an idea. For your exam you will need to select a topic from the given list.

Choosing a topic for your story can be a fun and exciting process. When you glance through your given list, which is the one topic that immediately catches your eye or piques your interest? Do you see something that inspires you to narrate your own story?

It is a good idea to select a theme you can relate to, because that will help you get started. Once you've begun, ideas will continue to flow. The most interesting content is when the person knows what they're writing/talking about, so don't hesitate to draw from your own experiences.

Also, when choosing your subject, decide whether you want to narrate a true story - something that actually happened - or a fictional one. A fictional story may have some facts, but is not entirely true. The writer is in charge of creating the characters and events based on what seems relevant to their story.

Write down the bare bones. You can draw a mind map to help you plot your story. Simply writing down a few lines, explaining how the story will progress, is also a great starting point. The fleshing out can be done later, once you have the basic structure in place.

Create your character and choose the setting. Your main character could be based on yourself, a person you know or someone entirely imaginary. It could even be an animal – the superhero dog who helps rescue a little boy from his kidnapper! It is all up to your imagination.

As for the setting, you can decide whether your protagonist is marooned on a deserted island or has taken off in a space ship! Something could also happen on the sports ground of your school, or up in a treehouse. Have fun choosing your setting!

Structure your story. Your story must have a beginning, middle and end.

The **beginning** of a story sets the tone for everything that will follow. This is where you could introduce your protagonist(s), describe the setting and draw the audience in to the world of your story. Here is an example:

The children were gathered around the bonfire site in Dadaji's (grandpa's) backyard. Darkness had descended on this tiny village in the foothills of the Himalayas. The wind made eerie noises as it whistled through the bamboo trees.

The crisp winter breeze gently blew Maya's soft brown hair all about her face. She wrapped the shawl a little tighter around her thin frame. Ravi looked on in excitement as Dadaji poked about the logs and the bonfire slowly crackled to life. The warm glow lit up their faces and the smell of roasted groundnuts filled the air.

The **middle** is where things start to get very interesting. There could be a terrible turmoil in your protagonist's life -- an unexpected event that turns everything upside down! The aim is to create suspense and keep the reader guessing about what will happen next. Notice how things start to get quite mysterious towards the middle of this story:

"The bamboo trees wailed and screeched as they swayed gently in the breeze. It was as if they were crying out a warning to me. I tried to pedal faster, my uneasiness increasing by the second.

Suddenly, a single tree began to bend slowly and creakily in my direction. I had no choice but to stop. Was it the wind that had done it? How had it bent at such an unnatural angle, almost perpendicular to the ground?

Terrified, I began to turn my bicycle around. Just then, I saw the shadowy outline of something, or someone, among the trees. It was a lady - her head covered with one end of her sari, standing quite still as if waiting for someone."

In the **end**, everything falls into place, like the pieces of a jigsaw puzzle. The conflict is resolved, leading to a satisfying close for all. Sometimes, you may choose to have fun with the ending, by

leaving the audience to interpret what exactly happened. Here is the ending to the story whose beginning and middle we have just read:

“Dinner’s ready!” mom’s voice cut through the silence. The smell of chicken curry wafted out to them. Everyone suddenly realised how hungry they were.

The fire had almost gone out. The children stepped away from the dying embers and made towards the house.

At the doorstep, Maya turned around and flashed her torch at a banana tree in the distance. Its shadowy outline looked remarkably like a lady, standing there with her head covered, waiting for her dead lover.

Point of View. Every story is told from the point of view of the narrator. The point of view is the narrator's voice, in the first, second, or third person.

- First-person, using "I":
Example: *I walked down the narrow path that led to the river.*
- Second-person, using "you"
Example: *You walk down the narrow path and you reach the river.*
- Third-person using "he," "she," "it" or "they".
Example: *He walked down the narrow path that led to the river.*

The third- person could also be a universal, all-knowing, voice.

Example: *Once upon a time, in the kingdom of ...*

Select a point of view that helps you to tell your story in the best possible way.

Tips for delivery:

Engage the audience. When it comes to narrating your tale, do keep the audience in mind. Whether your story is fact or fiction, you must talk about the events in an emotionally engaging way, because you want your audience to be moved by it.

Time your story. Remember you have a limited time in which to narrate your story. Do share it with someone you trust, and check that it is not too long. Go back and edit if necessary.

Bring your characters to life. Use your voice expressively and meaningfully – this will help you animate your characters, especially where there is conversation.

Rehearse several times. After you practice a few times, you will be able to tell your story from memory, without having to rely on your pages. Everyone loves a good tale – so enjoy narrating yours to those around you.

Practice story writing!

For your exam you will need to select a topic from the given list, but it's useful to practice using lots of other ideas. Ideas most often come from real life experiences. Did something happen on your last vacation that could be turned into an interesting story? Do you ever wish you had special powers?

Maybe you could create a hero who does.

Another way to get ideas is from books. Reading stories by your favourite authors can help you plan your own. Could you think of an interesting twist or an alternate ending to the story you are reading? That might be the germ for your own story.

Here are some more story writing prompts you may like to use for practice:

Write a story that includes the following: "The jewels are gone!"

A little girl throws a coin in a wishing well. What does she wish for?

If your character had a superpower, what would it be and what would he do with it?

A boy has the ability to talk to animals. What does he talk to them about?

What did you dream about last night?

What if you wake up and see that your house is made of chocolate?

Write about something that happened to your best friend.

Write a story about a girl who loves magic tricks.

Start with: "Once upon a time..."

Start with: "It was a dark and stormy night..."

Write a story about what happened during your school field trip.

One day you discover an old box in the attic. What does it contain?

Write about a friendly alien who visits planet Earth.

What if you became a famous musician?

Write about a dog who could read people's minds.

Tips on writing a speech:

How to prepare for a speech:

- Take time to choose a topic.
- Mind map ideas to help decide on the purpose of a speech
- Match the objective of the speech to a target audience
- Choose a given style for the speech
- Mind map all ideas, keeping open to all possibilities

How to organise material for a speech, to develop understanding and a sense of ownership:

- Research the topic surrounding the chosen subject matter and collect information from resources such as online, surveys, books, newspapers, magazines, radio, television, interviews etc...

- At the start of the researching process, aim to search broadly about the topic first to gather information. It is better to gather more material than less
- Refine and select the most useful resources for the purpose of the speech, taking relevant information and discarding irrelevant facts
- Based on the information gathered, write out personal opinions, views, and feelings on the topic to present material using own ideas
- Divide research into themes to help structure the speech

How to structure a speech:

An effective speech should have a clearly planned structure including:

- a strong beginning to hook the audience in
- a middle section with linked ideas
- a solid ending to summarise and emphasise the main message

Tips to consider when writing a speech:

- Think about the situation, considering the context of the speech and how the audience should feel?
- Consider the size of the audience and venue. Is the speech taking place in a 500-seater theatre or in a small, intimate space like a classroom? The space will influence not only style of delivery, but also the language used
- In the introduction, explain the motive for talking about the topic and how it relates to the audience
- Consider beginning with impact, using a startling statement, quote, fact, question, story etc.
- For the middle part of the speech, consider how to put viewpoints in an effective order
- When making a point, aim to use evidence to reinforce it and follow with an explanation
- Find evidence that may appeal to ethos, pathos, and logos
- Use facts, statistics, anecdotes, and quotes to support a point and add credibility
- Use an imaginative range of vocabulary appropriate to the subject matter, style and imagined audience
- Insert key words, to help remind the audience about the topic and purpose
- Consider using questions and rhetorical questions to interact with an audience
- Don't try and cram too much in – it's better to make a few points effectively
- Place importance on creating a strong conclusion to summarise the message
- Avoid introducing new points at the end of the speech
- Aim to leave listeners feeling thoughtful/satisfied/positive/inspired
- **Check your timing.** Make sure you time yourself presenting your speech so you are aware of your time limit.

Visual and audio aids (optional from Grade 1):

Learners may feel that their presentation would benefit from the use of visual or audio aids. For example, a backbeat for a rap, or a picture for a story or speech. Other visual/audio aids include:

- Music
- Pictures
- Diagrams
- Graphs
- Flip charts
- Objects
- Projected images
- Powerpoint presentation

Important: Note that:

- any equipment used must be provided by the learner, and any set-up time would form part of the time allowance for that Task.
- Weapons of any kind (eg knives, guns) are not permitted.

Tips on using visual aids:

Whilst learners are not assessed **separately** on the use of visual aids, the way in which they are used may impact the demonstration of an assessment criterion (eg, clarity, fluency). Therefore, if you decide to use them, it is advisable to pay particular attention to the following:

- Although visual/audio aids should be clearly seen or heard by the examiner, your visual/audio aids must not hinder or impede your ability to demonstrate the assessment criteria for the grade taken. You must be the focus, not the visual/audio aid.
- If your visual aid is free standing, don't stand directly in front of it or obscure it. Stand to the side.
- Make sure any visual aids are relevant to the speech content and refer to them during your speech
- Make sure they are large enough to be seen clearly by your imagined audience, as well as the examiner, especially if there are words you'd like your audience to read
- Avoid overloading your visual aid with lots of information
- Maintain eye contact with your audience as much as possible, and never turn your back on the audience

Note that if the use of visual/audio aids restricts the examiner's ability to assess the criteria, this may impact the mark awarded.

Examples of this may be, but are not restricted to:

- The learner cannot be seen clearly or consistently due to the placing, size, or poor use of the visual aid
- The learner cannot be heard clearly due to the volume of the audio aid

Prompt cards (optional for speeches):

All selections must be performed from memory. However, for speeches only, small prompt cards may be used. This is optional of course, you may prefer to deliver your speech without prompt cards.

Note that speeches must not be read. If speeches are read in full this will be reflected in the mark awarded.

Tips for using prompt cards (also known as cue-cards or notecards):

- They should be small: around 6" by 4" is usually the best size
- Only write the main points of your speech on prompt cards, not the whole speech
- Write larger than your usual font, so your written words are very easy to see
- Use highlighters, different colour pens, capitals etc to make notes eye-catching and easy to interpret at a glance
- Write on one side of the card only, so it's easier to move on to the next card smoothly
- Number them, so you have a clear order to use them in
- Consider making a hole in the top corner and tying them together, in the correct order, with string, so you can flip them without fear of dropping any
- During the speech, use them sparingly, ie. glance at the prompt card when necessary, and avoid over-use
- Hold them in one hand, avoid clutching on to them with two hands – remember that you are aiming to deliver your speech with fluency and confidence
- Never hold them in front of your face, this will prevent you from communicating effectively with your imagined audience

Section 3

Guidance for Grades 1-8 - What might the examiner ask in Task 3?

The following are grade by grade examples of questions that may be asked:

Grade 1:

The examiner will ask the learner two questions based on any **one** of the following topics:

The preparation of the tasks

The learner's favourite part of the exam

Below are examples of questions that may be asked:

The preparation of the tasks

- What did you do to prepare for the introduction about yourself?
- What did you do to practice and prepare for the tongue twister task?
- What did you do to prepare for Task 1?
- Why did you decide to talk about X in Task 1?
- Why did you decide to talk about X in Task 2?
- Why did you decide to deliver Task 2 as a poem/rap/informal speech/story?
- What did you like or dislike about preparing for Task 1?
- What did you like or dislike about preparing for Task 2?

The learner's favourite part of the exam

- What was your favourite part of the exam and why?
- Which Task did you enjoy performing the most and why?
- What part of the exam did you most like practicing for, and why?

Grade 2

The examiner will ask the learner two questions based on any of the following topics:

The preparation of the tasks

Challenges of the exam

Below are examples of questions that may be asked:

The preparation of the tasks

- What did you do to prepare for the introduction about yourself?
- What did you do to practice and prepare for the tongue twister task?
- What did you do to prepare for Task 1?
- Why did you decide to talk about X in Task 1?
- Why did you decide to talk about X in Task 2?
- Why did you decide to deliver Task 2 as a poem/rap/informal speech/story?
- What did you like or dislike about preparing for Task 1?
- What did you like or dislike about preparing for Task 2?
- What did you enjoy most about preparing for poem/rap/informal speech/story?

Challenges of the exam

- What was your least favourite part of the exam and why?
- Which Task did you find most challenging and why?
- What part of the exam did you find hardest and why?
- Were there any difficulties you faced in preparing for the exam?
- Were there any challenges you faced in rehearsal?
- Were there any challenges you faced before today's exam?
- Were there any moments you found difficult in today's exam and why?

Grade 3

The examiner will ask the learner two questions based on any of the following topics:

The preparation of the tasks

Challenges of the exam

The reason behind the choice of title for Task 2.

Below are examples of questions that may be asked:

The preparation of the tasks

- What did you do to prepare for the introduction about yourself?

- Why did you decide to talk about X in the introduction of yourself?
- What did you do to practice and prepare for the tongue twister task?
- What did you do to prepare for Task 1?
- Why did you decide to talk about X in Task 1?
- Why did you decide to talk about X in Task 2?
- Why did you decide to deliver Task 2 as a poem/rap/informal speech/story?
- Did you have any problems to overcome in preparing for Task 1?
- Did you have any problems to overcome in preparing for Task 2?
- What you enjoy when preparing and rehearsing for your poem/rap/informal speech/story and why?

Challenges of the exam

- What was your least favourite part of the exam and why?
- Which Task did you find most challenging and why?
- What part of the exam did you find hardest and why?
- Were there any difficulties you faced in the exam?
- Were there any challenges you faced in today's exam?
- Were there any challenges you faced before today's exam?
- Were there any moments you found difficult in today's exam and why?

The reason behind the choice of title for Task 2.

- Why did you choose the title for your presentation?
- What inspired you to choose the title for Task 2?
- Did you find selecting your choice of title easy or hard and why?
- Tell me the reason why you chose your title for your poem/rap/informal speech/story?

Guidance on describing the photograph/picture:

The examiner presents the learner with a photograph or picture, and invites them to reflect on it for approximately 30 seconds. The examiner then invites the learner to describe the picture for 30-60 seconds.

- Examiners will invite learners to look at the photograph or picture carefully and allow them to take 30 seconds to think before discussing
- Examiners will ask the learner to describe the picture for 30-60 seconds
- Examiners will gently let them know when the 60 seconds is up
- Learners should aim to focus on purely on the photo or picture, avoiding distraction or talking about something else
- If the learner shows signs of hesitancy at any stage, examiners will reassure and encourage learners to breathe and look at the photograph/picture to resume task
- Learners should share and suggest all ideas, even having confidence to suggest what something might be if unclear
- Learners could share their ideas on images, colours, shapes, expressions, objects, landscapes, feelings, people, animals etc...

- Learners could practice using useful sentence starters such as:

At the top/bottom of the photograph/picture ...
In the centre of the photograph/picture...
On the left/right of the photograph/picture ...
next to/in front of/behind/near/on top of/under
In the photograph/picture I can see ...
There's / There are ...
There isn't a ... / There aren't any ...
This looks like it might be...
It looks like there is...
It looks like they are...
The colours are...
This shows us that...

Grade 4

The examiner will ask the learner questions based on the preparation and research undertaken for either Task 1 or Task 2

Below are examples of questions that may be asked:

- How effective do you feel your research was to prepare you for Task 1?
- Explain the reasons behind your choice of style and content for Task 1?
- Describe the impact you wanted your poem/rap/informal speech/story to have on your audience for Task 1?
- Describe any challenges you faced in preparing for Task 1 and how you overcame them?
- Critique your preparation for Task 1, what have you learned from this?
- How effective do you feel your research was to prepare you for Task 2?
- Explain the reasons behind your choice of style and content for Task 2?
- Describe the impact you wanted your speech to have on your audience for Task 2?
- Describe any challenges you faced in preparing for Task 2 and how you overcame them?
- Critique your preparation for Task 2. What have you learned from this?

Guidance on selling the object to the Examiner:

The examiner then presents the learner with an object, and invites the learner to reflect on the object for 1 minute. The examiner then invites the learner to sell the object back to them for 50-60 seconds.

- Objects may be any **one** of the following: a pen, pencil case, bag, bracelet, watch, rubber, ring, notebook, book, newspaper, hand cream, calculator, chair, scarf, bottle, cup, ball, keyring, pencil, plant, whiteboard, glasses case, bag of crisps or stapler.
- Examiners will invite learners to look at the object carefully for one minute to take a moment to think before selling.

- Examiners will encourage learners to talk for all the time given (50-60 seconds)
- Learners should aim to gather, respond to, and deliver specific information about the object with the purpose of selling it to the examiner
- Learners can discuss the technical details, such as size and colour, however the primary focus should be on how the (eg, pen) can help the examiner and their specific needs
- Learners can ask direct questions to the examiner, such as their experience with the object or how they use it in their daily lives, to help gain ideas on how to proceed with the sales pitch
- If the learner shows signs of hesitancy at any stage, examiners will reassure and encourage learners to breathe and resume task
- Learners could aim to close their pitch with a positive statement to encourage the Examiner to purchase the object, and ultimately say "yes"
- Examiners will **always** accept to buy the object at the end of the task, regardless of methods used or effectiveness of the pitch
- **Physical contact with the examiner is not permitted**

Grade 5:

The examiner will ask the learner questions based on the following:

*The preparation and research undertaken for **either** Task 1 **or** Task 2.*

- Evaluate your research process and how this prepared you for Task 1?
- Explain the reasons behind your choice of style and content for Task 1, what did you want to achieve?
- Describe the impact you wanted your poem/rap/informal speech/story to have on your audience for Task 1 and why?
- Share the preparation process you did for Task 1 and evaluate its effectiveness.
- Critique your research for Task 1, do you think you could have done anything differently?
- Evaluate your research process and how this prepared you for Task 2?
- Explain the reasons behind your choice of style and content for Task 2. What did you want to achieve?
- Describe the impact you wanted your speech to have on your audience for Task 2 and why?
- Share your experience of the preparation process for Task 2 and evaluate its effectiveness.
- Critique your research for Task 2. Do you think you could have done anything differently?

The examiner will initiate an interview-style discussion with the learner for approximately 3 minutes.

Below are examples of questions that may be asked:

- Tell me about yourself
- What are your weaknesses?
- What are your hobbies?
- What was the last book you read for fun?
- Where do you see yourself in five years' time?
- What would your friends and family say are your best qualities?

- What is your favourite school subject and why?

Grade 6:

The examiner will ask two questions relating to the effective use of vocal expression, facial play, and body language in public speaking.

Below are examples of questions that may be asked:

- How important is it to use vocal expression in your speech, and why?
- How do you think using different facial expressions will affect the way your audience reacts to your speech?
- If you are on a large stage, with a large audience, how do you think you can use body language to enhance what you are saying?
- What makes a good public speaker?
- Evaluate the relative importance of facial play and body language in public speaking.
- How is vocal expression successfully utilised in public speaking?
- How could vocal expression, facial play and/or body language have a negative impact on your delivery and on how you are received by your audience?
- Explore the use of facial play and how it can be effectively used in public speaking
- Describe the techniques you could employ to develop the use of vocal expression when speaking to an audience
- How does facial play, body language and vocal expression vary in relation to the context of your speech (style and situation)?
- Explain the elements of vocal, physical and facial expression and ways in which they can be used effectively in public speaking
- Describe the importance of physicality when speaking to an audience.
- Describe how the use of body language/physicality may vary when speaking to different audiences or in different environments.

Examples of Grade 6 interview questions:

- What are your main strengths?
- What is your dream job?
- What motivates you?
- Who inspires you and why?
- Tell me about an achievement you are proud of?
- If you were an object what would you be and why?
- Tell me about a specific challenge and how you overcame it?

Grade 7:

The examiner will ask two questions relating to the effective use of preparation techniques in public speaking.

Below are examples of questions that may be asked:

- Can you explain an effective preparation process before writing a speech?
- What planning might you do before speaking to an audience and why?
- What research would you do to encourage an audience to listen and/or to care about your speech?
- Is it important to establish a structure when writing your speech and why?
- How does language play a key role when writing a speech?
- What key elements should be considered when drafting an effective speech?
- Is it important to rehearse a speech and why?
- Describe an effective rehearsal process that could be used for public speaking.
- What preparations could you consider prior to speaking in public and why?
- Are there any vocal or physical warm-up techniques that might be used before speaking in public?

Discussing the advertisement:

The examiner hands the learner an advertisement and invites the learner to reflect on the advertisement for 1 minute. The examiner will use this to initiate a discussion, including asking the learner about their opinions on the subject matter and effectiveness of the advertisement. (3 mins)

The discussion may include the following:

- Compare and contrast this advertisement with another you are familiar with
- Who is this aimed towards?
- What is the key objective or purpose of this campaign?
- Evaluate the effectiveness of the advertisement
- Who is the advertisement talking to in relation to gender, age, interests, income, education, etc?
- What is the mood of the advertisement? Funny, Serious etc?
- What should the audience think or feel about the advertisement?
- What are the reasons to buy this product/service?
- What is the tone of the advertisement?
- What is the advertisement telling its audience?

Examples of Grade 7 interview questions:

- What profession do you think would suit you and why?
- Do you prefer working by yourself or in a team, and why?
- Tell me how you handled a difficult situation.

- Tell me about a time you made a mistake and how you dealt with it.
- What are some of your leadership experiences?

Grade 8:

1. The examiner will ask two questions relating to the importance of understanding your audience when speaking in public (3 mins)
2. The examiner will initiate an interview-style discussion with the learner on both of the following:
 - Two questions relevant to a job interview. (3 mins)
 - The examiner will hand the learner a short, printed news article and invite the learner to study it for approximately 1 minute. The examiner will initiate a discussion, including asking the learner about their opinions on the subject matter and the style and effectiveness of the news article. (4 minutes)

Examples of Grade 8 interview questions:

- What professional experience do you have?
- What makes a good team leader/manager?
- Are you a leader or a follower, and why?
- Explain a situation in which you considered you had 'failed'. What did you learn from this?
- How do you deal with pressure?
- Discuss your educational background.
- What in your view are the benefits of diversity in the workplace?
- Give a time when you went above and beyond the requirements for a project.

Discussing the news article:

The examiner will hand the learner a short, printed news article and invite the learner to study it for approximately 60 seconds. The examiner will initiate a discussion, including asking the learner about their opinions on the subject matter and the style and effectiveness of the news article. (5 minutes)

The discussion may include the following:

- If you were the editor, how would you suggest the article was improved?
- To what extent does the article appear to be accurate?
- How does this article make you feel?
- To what extent do you feel the author has achieved their objective in writing the article?
- Would you say the article is biased?
- What is the tone and style of the article?
- What impact does the author want to have on its readers?
- How would the author have researched and prepared for writing this article?
- Describe the characteristics of readers of whom this article would be targeted
- What is your opinion on the subject matter?

The importance of understanding your audience:

At Grade 8, the examiner will ask two questions relating to the importance of understanding your audience when speaking in public.

Below are examples of questions that may be asked:

- Why is it important to know about an audience and adapt the speech to the audience?
- Explain why understanding the audience is a major part of the speech writing process.
- How does understanding an audience help you to prepare?
- Why is it important to know your target audience?
- How might you adapt your speech to an audience which includes a variety of different demographics?
- Why is it important to find common ground with an audience?
- What methods could be used for conducting an audience analysis?
- What makes an audience listen? What techniques could be used to hold the attention of the audience?
- How can the vocabulary used within a speech have a positive and/or negative effect on an audience?
- How can vocal expression have a positive and/or negative effect on an audience?
- What techniques can be used to effectively communicate a strong message to an audience?

Section 4: The Imagined Audience

Performing to an imagined audience:

From Grades 1-8, the poem, rap, speech or story should be presented to an imagined audience. Understanding an audience is an important factor when preparing for a presentation or speech.

From Grade 4 onwards, candidates should imagine they are addressing their audience in a particular environment, circumstance or setting. Candidates should also consider the style of the speech, audience size, demographics, mood, knowledge, interests, disinterests, needs and expectations.

When performing, the candidate should imagine they are delivering to their specific audience. Learners should consider their use of the following:

- Environment – Where they are, how this should affect their performance/delivery i.e., in a library, a school hall or on a stage in arena
- Audibility – Ensuring voice is safely and effectively projected at the right volume for the size and setting of their audience

- Eye contact – Taking in their imagined audience, imagining looking at them in that setting and making eye contact with different areas of the audience at different times. Eye contact should include the PAA examiner, but not be directed purely to them
- Facial expression – Using facial play to suit the demographics, mood and tone of the audience and their environment
- Vocal expression – Considering the appropriate pace, phrasing, tone, volume, inflection, timing, emphasis, pause and modulation of the voice in delivery to the audience
- Physical expression – Thinking about posture and stance suited to the audience and setting. Exploring the ideas of sitting or standing, positioning, being still or using the available space
- Gesture – How the use of gesture can enhance a presentation in different environments. Perhaps larger gestures in a larger setting and more natural in an intimate space. Avoiding repetitive or unnatural gesture though, which may lead to audience distraction
- Energy – Considering the style and mood of the audience and delivering with the appropriate energy for them in that environment
- Spontaneity – Exploring the quality of being spontaneous and coming from natural feelings to an imagined audience, although prepared and rehearsed

Speech Styles:

From Grade 4 onwards, learners are required to deliver two presentations (Task 1 and Task 2). The Grades 4 - 6 Task 2 presentation must be a speech which contrasts in style to Task 1. The Grades 7-8 Task 2 requires the learner to select a speech style from a given list.

It is therefore highly recommended that learners have an awareness of different speech styles. The following are examples, however, note that the list is not exhaustive, and learners may wish to do their own research into other styles of speeches.

- **Political:** Political speeches concern decisions about possible courses of action which are contentious and contested and about which people might reasonably disagree. These speeches usually make arguments for or against something that we might or might not do and will show how it will make the future better or worse. It might be going to war, signing a treaty, holding an election, raising a tax, ending a benefit, making something illegal etc. Usually, they are delivered to try to win people's support for a proposition concerning something a community, a party, a council, a government, or a country might do.
- **Cultural:** A cultural informative speech is a type of speech that educates the audience about a particular aspect of culture. Cultural informative speech ideas from the popular cultures around the world may include titles such as 'The way religion influences culture', 'Indian dance culture', 'Chinese ceramic art' etc.
- **Formal:** A formal speech is a pre-planned speech that is usually given to a large audience at formal or professional events, such as business lectures or conferences. Since a formal speech is pre-planned, it means that it is not delivered on the spot, spontaneously and without proper preparation.

- **Persuasive:** Persuasive speeches help convince an audience that the speaker has the right opinion on a particular topic. They can cover any topic from entertainment to something more serious. Typically, speakers use evidence to better persuade their listeners and gain their support. Persuasive speeches can also use emotions to help the audience better understand the speaker's opinions and feelings, and appeal to them.
- **Informative:** Informative speeches aim to educate an audience on a particular topic or message and can also cover social or economic topics. They're not designed to get the audience to believe a certain viewpoint or opinion, they are designed to inform the audience with all the relevant details surrounding a particular topic. Facts, data and statistics are usually included to help audiences grasp a concept.
- **Humorous/Entertaining:** Humorous or entertaining speeches aim to amuse a crowd of people and are often delivered at birthday parties or weddings. Jokes and funny anecdotes are often used to communicate emotions rather than giving the audience facts and figures.
- **Inspirational:** The purpose of an inspirational speech is to inspire and uplift an audience. An inspirational speech doesn't need the audience to take action, its intention is to create an uplifting emotional experience that leaves the audience feeling inspired.

Examples of the imagined environment, circumstance or setting:

- Formal – i.e., conference or seminar
- Informal – i.e., an after-school club
- Celebration – i.e., birthday party or awards ceremony
- Address – i.e., a political environment
- Public Engagement – i.e., a festival or protest
- A meeting – i.e., a local community meeting
- A training group – i.e., staff training for first aid

Audience demographics to consider:

- Age – i.e., children, teenagers, young adults, adults and senior citizens or parents of people in these age groups.
- Geographic location/nationality
- Disabilities
- Family structure
- Religion and ethnicity
- Wealth/Income
- Profession and education level
- Lifestyle
- Expertise, eg, an audience who are specialists on a particular subject

