

COMMUNICATION SKILLS

Qualification Specifications
for graded and certificate exams
from 2019

PRESENT
NEGOTIATE
ANALYSE
PERFORM
INTERACT
PERSUADE



EXAM OVERLAP ARRANGEMENTS

These specifications are valid from 1 January 2019. The 'Communication Skills Syllabus from 2010' is valid until 19 April 2020, when it will be withdrawn. During this time, candidates may prepare for their exam using either that document or these 'from 2019' specifications.

WHAT'S CHANGED?

A full list of the changes from the 'Communication Skills Syllabus from 2010' can be downloaded at trinitycollege.com/communication-skills

COMMUNICATION SKILLS

Qualification Specifications
for graded and certificate exams
from 2019

Trinity College London
trinitycollege.com

Charity number | 1014792

Patron | HRH The Duke of Kent KG

Chief Executive | Sarah Kemp

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Published by Trinity College London

Online edition, September 2018

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Welcome

We are delighted to welcome you to Trinity College London's specifications for graded exams in Communication Skills for individuals and groups, and for Performance Certificates. These exams present candidates with practical, creative tasks that reflect real-world situations, enabling them to develop invaluable 21st century skills and make real progress in both education and the workplace. They assess candidates' abilities to deliver talks and presentations, to develop and express their own ideas and to listen, assimilate information and respond appropriately in discussion on familiar and unfamiliar topics.

These specifications outline the core information that teachers and candidates need to prepare and enter for these exams. Further guidance and support resources are available at trinitycollege.com/communication-skills

These specifications are a revision of the 'Communication Skills Syllabus from 2010'. A full list of the changes from that edition can be downloaded from trinitycollege.com/communication-skills

We hope you enjoy exploring the opportunities these qualifications have to offer and we wish you every success.

The Trinity team

ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

WHY CHOOSE TRINITY?

Teachers and students choose Trinity because:

- ▶ We understand the transformative power of performance
- ▶ Our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ We aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ We encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ Our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ Our qualifications are accessible to candidates of all ages and from all cultures
- ▶ Our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement

Introduction to Trinity's Communication Skills qualifications

OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded exams in Communication Skills are designed to support candidates to develop a range of transferable 21st century communication skills that can have a positive impact in both education and the workplace. The exams assess the following skills through a range of contexts:

- Verbal and non-verbal communication skills
- Conversation and discussion skills
- Critical thinking and problem-solving skills
- Research and reflection skills
- Presentation skills
- Persuasion and negotiation skills
- Planning and preparation skills
- Skills in using equipment and materials to aid communication
- Interpersonal skills

By working towards these exams, a range of other skills are developed that are highly valued by employers but are not assessed directly: self-motivation, ability to learn and adjust, working to deadlines and under pressure, teamwork, organisational skills, numeracy and IT skills.

LEVELS OF THE QUALIFICATIONS

Exams are grouped into four levels that are benchmarked to the Regulated Qualifications Framework (RQF) in England, Wales and Northern Ireland. These levels are:

RQF level	Grade(s)	Level
Entry level	Initial	Initial
Level 1	Grades 1-3	Foundation
Level 2	Grades 4-5	Intermediate
Level 3	Grades 6-8	Advanced

WHO THE QUALIFICATIONS ARE FOR

Although there is a natural progression through Trinity's Communication Skills grades from Initial to Grade 8 and then on to the diplomas, candidates may enter at any level. There is no upper age limit, but the following age ranges are provided as guidance and show the minimum age for each stage.

Grade(s)/exam level	Age of candidate
Initial	5 years and over
Grade 1	7 years and over
Grades 2-3 Foundation Performance Certificate	8 years and over
Grades 4-5 Intermediate Performance Certificate	12 years and over
Grades 6-8 Advanced Performance Certificate	16 years and over

A NOTE ON LANGUAGE

Trinity's graded Communication Skills exams and Performance Certificates are taken in English. They assess how candidates use language as a tool for communicating in particular contexts, rather than assessing the language itself.

We recommend that candidates have a level of English language proficiency of at least B1 on the CEFR (Common European Framework of Reference for languages). As the exams are more demanding of language as the levels advance, CEFR level B2 is suggested from Grade 3, and C1 for Grades 6 and above. More information on the CEFR can be found at trinitycollege.com/CEFR-level-descriptors

Candidates' use of English must be intelligible to the examiner, although they are not required to conform linguistically to any particular model of pronunciation or usage.

DURATION OF STUDY (TOTAL QUALIFICATION TIME)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's, or group's, level of experience and ability.

Level of regulated qualification	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
Initial	8	32	40
Grade 1	12	48	60
Grade 2	18	62	80
Grade 3	18	82	100
Grade 4	24	106	130
Grade 5	24	126	150
Grade 6	30	140	170
Grade 7	30	160	190
Grade 8	48	202	250

RECOGNITION AND UCAS POINTS

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

All graded qualifications for individuals are on the Regulated Qualifications Framework (RQF) and a full list of the regulated titles and numbers for these qualifications can be found on page 6. Group exams and Performance Certificates are unregulated because the examiner considers the overall achievement of the group as a whole (for groups), or the programme as a whole (for certificates).

In the UK, Trinity's Grades 6-8 Communication Skills qualifications for individuals are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, as follows:

Grade 6

UCAS POINTS

PASS **8** | MERIT **10** | DISTINCTION **12**

Grade 7

UCAS POINTS

PASS **12** | MERIT **14** | DISTINCTION **16**

Grade 8

UCAS POINTS

PASS **24** | MERIT **27** | DISTINCTION **30**

See trinitycollege.com/UCASdrama for further details.

TIMING OF THE EXAMS

The maximum time allowed for each exam component is the time available to the candidate to demonstrate the widest range of skills they can, and candidates are advised to make full use of this.

The exams are designed to allow sufficient time for setting up and presenting all sections. Please note that any setting up and removal of equipment will also need to be incorporated into the overall exam time.

QUALITY ASSURANCE**Recording of exams**

Trinity audio records all exams. Sometimes exams are also filmed for quality assurance and training purposes. In the case of filming, Trinity always seeks permission in advance from the candidate (or their parent or guardian). All recording devices are discreet and should not cause any distraction to candidates.

Examiners

The exams are normally assessed by one examiner who watches the work presented. However, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one examiner in the room.

WHERE THE QUALIFICATIONS COULD LEAD

The Trinity exams in Communication Skills offer progression routes towards:

- Diplomas in public speaking or teaching offered by Trinity or other awarding organisations
- Courses in communication/presentation skills at further and higher education institutions
- Employment as a result of increased communication, presentation and teamwork skills

HOW TO ENTER FOR AN EXAM

Guidance and details on how to enter all the qualifications covered in this document can be found at trinitycollege.com/drama-entry

TRINITY QUALIFICATIONS THAT COMPLEMENT THE COMMUNICATION SKILLS QUALIFICATIONS

- ▶ Grades and certificates in Speech and Drama, Performance Arts and Acting
- ▶ Speech Communication Arts (currently only available in certain countries)

For candidates learning English as a second or additional language:

- ▶ Graded Examinations in Spoken English (GESE)
- ▶ Integrated Skills in English (ISE)

OTHER QUALIFICATIONS OFFERED BY TRINITY

- ▶ Young Performers Certificates
- ▶ Diplomas in drama and speech subjects
- ▶ Professional Performing Arts Diplomas
- ▶ Arts Award (only available in certain countries)
- ▶ Grades, certificates and diplomas in music

Specifications for all these qualifications can be downloaded from trinitycollege.com

REGULATED TITLES AND QUALIFICATION NUMBERS FOR COMMUNICATION SKILLS (INDIVIDUAL) EXAMS

Title	Qualification number
Initial TCL Entry Level Award in Graded Examination in Communication Skills (Initial) (Entry 3)	601/0855/1
Grade 1 TCL Level 1 Award in Graded Examination in Communication Skills (Grade 1)	501/1947/3
Grade 2 TCL Level 1 Award in Graded Examination in Communication Skills (Grade 2)	501/1946/1
Grade 3 TCL Level 1 Award in Graded Examination in Communication Skills (Grade 3)	501/1948/5
Grade 4 TCL Level 2 Certificate in Graded Examination in Communication Skills (Grade 4)	501/1949/7
Grade 5 TCL Level 2 Certificate in Graded Examination in Communication Skills (Grade 5)	501/1950/3
Grade 6 TCL Level 3 Certificate in Graded Examination in Communication Skills (Grade 6)	501/2112/1
Grade 7 TCL Level 3 Certificate in Graded Examination in Communication Skills (Grade 7)	501/2111/X
Grade 8 TCL Level 3 Certificate in Graded Examination in Communication Skills (Grade 8)	501/2115/7

QUALIFICATION ACHIEVEMENT LEVELS FOR EXAMS FOR INDIVIDUALS

RQF* Level	EQF** Level	Drama and Communication Skills
6	6	LTCL
5	4/5	
4		ATCL
		Grade 8
3	4	Grade 7
		Grade 6
2	3	Grade 5
		Grade 4
		Grade 3
1	2	Grade 2
		Grade 1
Entry Level 3	1	Initial

* Regulated Qualifications Framework in England and Northern Ireland

** European Qualifications Framework

Employability and learning skills

Employability skills – a key component of 21st century skills – can be defined as the transferable skills that can have a positive impact in education and the workplace. Along with good technical understanding and subject knowledge, employers and teachers often outline a set of skills that they require from an employee/learner. These skills are what we believe will equip the employee/learner to carry out their role/studies to the best of their ability and they are integrated into these specifications to help learners develop.

SKILLS	MEANING	HOW TRINITY COMMUNICATION SKILLS EXAMS SUPPORT THIS
Communication and interpersonal skills	<ul style="list-style-type: none"> ▶ The ability to explain what you mean in a clear and concise way through speech and writing ▶ To listen and relate to other people, and to act upon key information/instructions 	The assessment of effective verbal and interpersonal communication skills is central to these exams. Each task at each level encourages candidates to develop knowledge of and confidence in these skills.
Problem-solving skills	<ul style="list-style-type: none"> ▶ The ability to understand a problem by breaking it down into smaller parts, and identifying its key issues and implications, to identify solutions 	Many of the tasks in the Communication Skills exams focus on problem-solving skills. They are assessed via verbal communication and with particular focus on candidates' ability to 'think on their feet'.
Creativity	<ul style="list-style-type: none"> ▶ The ability to apply knowledge from many different areas to solving a task ▶ Having new ideas that can be made into reality ▶ Showing a strong personal drive and ability to look at things from all angles 	This skill area is assessed through the tasks that require candidates to express their own view and to take personal ownership of their ideas and knowledge.
Working under pressure and to deadlines	<ul style="list-style-type: none"> ▶ The ability to handle stress that comes with deadlines and ensuring that you meet them 	The challenge of the exam environment, the requirement to prepare accurately and fully, together with the tasks that require candidates to 'think on their feet' and respond quickly are an excellent measure of this skill area.
Organisational skills	<ul style="list-style-type: none"> ▶ The ability to be organised and methodical ▶ The ability to plan work to meet deadlines and targets ▶ The ability to monitor progress of work to ensure you are on track to meeting a deadline 	<p>Being prepared and organised within the exam room is a key part of what is assessed. Candidates are expected to research and prepare their presentations and take responsibility for the materials they bring in to the exam.</p> <p>Teachers are encouraged to support and evaluate candidates' organisational skills in the preparation stage in order to strengthen the development of this important skill area.</p>
Team working	<ul style="list-style-type: none"> ▶ The ability to work well with people from different disciplines and backgrounds, and expertise to accomplish a task or goal 	This skill area is demonstrated throughout the group exams.

Introduction to exam tasks

In the following pages there are tables outlining each task that the candidate must prepare for each grade, the maximum time for each component and how many marks can be achieved for each task. Also provided is information on whether candidates should sit or stand for each task. Candidates who are unable to stand to deliver their talks or presentations should use the reasonable adjustment process – please refer to trinitycollege.com/drama-csn

The assessment criteria and learning outcomes are detailed under the requirements for each grade, and pages 44 and 45 contain further guidance on expectations for each type of task. The examiner will lead the exam and take responsibility for keeping to time, but the candidate must make sure the prepared tasks are presented within the time limit, that they take in all required materials, and that they take responsibility for the set up and removal of equipment within the time provided.

The following are the skills around which the tasks are built. For further details of the expectations at each grade, please refer to the assessment criteria.

SKILLS

Communication

- ▶ The ability to express yourself in a clear and concise manner using appropriate vocal and physical skills

Interaction

- ▶ The ability to relate to other people, demonstrating ability to listen, show understanding and respond appropriately in discussion on familiar and unfamiliar topics

Analysis

- ▶ The ability to assimilate and evaluate information from a variety of sources and to develop and express your own ideas

Performance

- ▶ The ability to prepare and deliver a presentation, pulling together your own ideas in a creative manner in both formal and informal situations to engage and persuade your audience

Note: Candidates should aim to deliver their talks and presentations with the appearance of spontaneity, immediacy and personal engagement. There should be no sense of the candidate struggling to recall an imperfectly learnt script, and the talks and presentations should not be learnt word for word, or read verbatim from prompt cards.

Communication Skills (individual)

The graded Communication Skills exams for individuals are designed for candidates who want to develop and refine a range of transferable communication skills. Through creating and delivering talks and presentations, and interacting with the examiner in tasks focused on persuasion and negotiation, candidates develop skills that can have a positive impact on their education and within the workplace.

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate engages in a brief conversation led by the examiner on one of the following topics: ▶ The area where they live ▶ Their favourite meal/food/drink ▶ Their journey that day <i>(maximum time: 1 minute)</i>	Communication, Interaction	▶ The candidate can sit or stand for this task ▶ More guidance on this task can be found on page 44	10
Task 2 The candidate gives a talk about a personal memorable event. <i>(maximum time: 2 minutes)</i> The examiner asks a few questions about the event.	Communication, Interaction, Analysis, Performance	▶ The candidate can sit or stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▶ More guidance on this task can be found on page 44	45
Task 3 The candidate gives a talk about a small object or picture they bring to the exam room. <i>(maximum time: 2 minutes)</i> The examiner asks a few questions about the object or picture.	Communication, Interaction, Analysis	▶ The candidate should sit for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▶ More guidance on this task can be found on page 44	45

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

▶ An ability to use simple language meaningfully and clearly	Communication
▶ An ability to participate in a simple conversation on a familiar topic	Interaction
▶ An ability to express their own simple ideas	Analysis
▶ Basic competence in conveying simple information	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- ▶ Participate in simple, informal conversational exchanges and communicate prepared information clearly and appropriately
- ▶ Describe and discuss an event and an object or picture
- ▶ Demonstrate an ability to listen and interact with the examiner and share simple information

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate engages in a brief conversation led by the examiner on one of the following topics: <ul style="list-style-type: none"> ▸ The weather ▸ Their favourite book/film/song/computer game ▸ Their journey that day <i>(maximum time: 1 minute)</i>	Communication, Interaction	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ More guidance on this task can be found on page 44 	10
Task 2 The candidate gives a talk about one of the following topics: <ul style="list-style-type: none"> ▸ A remarkable person ▸ Their favourite holiday ▸ Their favourite activity <i>(maximum time: 3 minutes)</i> The examiner asks a few questions about the topic. <i>(maximum time: 1 minute)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The candidate should stand for this task ▸ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▸ More guidance on this task can be found on page 44 	50
Task 3 The candidate gives a talk about the value and significance of two small objects or pictures they bring to the exam room. <i>(maximum time: 2 minutes)</i> The examiner asks a few questions about the objects or pictures. <i>(maximum time: 1 minute)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▸ More guidance on this task can be found on page 44 	40

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

▸ An ability to use simple language meaningfully and clearly	Communication
▸ An ability to participate in conversation on a range of familiar topics, demonstrating an ability to listen and show understanding	Interaction
▸ An ability to express their own ideas	Analysis
▸ Competence in conveying simple, descriptive information in a systematic order	Performance
▸ Some basic awareness of audience	

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Participate clearly and with some fluency in simple conversational exchanges
- Describe and discuss objects or pictures and a prepared topic with some clarity
- Prepare and organise material and present it with some understanding
- Use appropriate body language and facial expression to help convey a mood or attitude as part of presenting the prepared material
- Listen and respond appropriately in conversation on prepared material

GRADE 2

EXAM DURATION

12 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate engages in a brief conversation led by the examiner on one of the following topics: <ul style="list-style-type: none"> ▸ Their journey that day ▸ Their favourite place to visit ▸ The weather that day/week ▸ The area where they live <i>(maximum time: 1 minute)</i>	Communication, Interaction	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ More guidance on this task can be found on page 44 	10
Task 2 The candidate gives a talk about one of the following topics: <ul style="list-style-type: none"> ▸ 'Why I love this book' ▸ 'Why I love this film' ▸ 'Why I love this TV programme' ▸ 'Why I love this play' <i>(maximum time: 4 minutes)</i> The examiner engages the candidate in a conversation to gather further information on the topic. <i>(maximum time: 1 minute)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The candidate should stand for this task ▸ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▸ More guidance on this task can be found on page 44 	50
Task 3 The candidate gives a talk describing the planning and preparation of a special event. <i>(maximum time: 3 minutes)</i> The examiner engages the candidate in a conversation to gather further information on the topic. <i>(maximum time: 1 minute)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▸ More guidance on this task can be found on page 44 	40

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

▸ An ability to use a range of language structures meaningfully, clearly and with some expression	Communication
▸ An ability to participate in a conversation and respond to a range of questions with confidence by listening and showing appropriate understanding	Interaction
▸ An ability to organise, express and develop their own ideas	Analysis
▸ Competence in conveying a simple narrative	Performance
▸ Some sensitivity to audience needs and responses	

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Participate clearly, with some fluency and expression in simple conversational exchanges, and in addressing an imagined audience
- Describe and discuss a prepared topic in a clear and organised manner
- Prepare and organise material and present it with understanding
- Use appropriate body language and vocal skills to convey mood or attitude in relation to prepared material
- Listen and respond appropriately in conversation on prepared material

GRADE 3

EXAM DURATION

14 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate engages in a brief conversation led by the examiner on one of the following topics: <ul style="list-style-type: none"> ▸ Their favourite time of day ▸ Their favourite subject at school ▸ Leisure activities they enjoy ▸ What job they would like to do in the future <i>(maximum time: 1 minute)</i>	Communication, Interaction	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ More guidance on this task can be found on page 44 	10
Task 2 The candidate gives a talk about one of the following topics: <ul style="list-style-type: none"> ▸ 'Why I am concerned about ...' ▸ 'What I would like to see more of/less of in the world' ▸ 'Why I think ... should be banned' <i>(maximum time: 5 minutes)</i> The examiner engages the candidate in a conversation to gather further information on the topic. <i>(maximum time: 2 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The candidate should stand for this task ▸ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▸ More guidance on this task can be found on page 44 	50
Task 3 The candidate gives a talk describing and recommending a place of interest. <i>(maximum time: 3 minutes)</i> The examiner asks the candidate questions to gather further information on the topic. <i>(maximum time: 1 minute)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▸ More guidance on this task can be found on page 44 	40

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

▸ An ability to use simple persuasive language meaningfully, clearly and with expression	Communication
▸ An ability to participate with confidence in a conversation and respond to a range of questions, including basic questions on unprepared points, by listening and showing appropriate understanding	Interaction
▸ An ability to convey and develop their own ideas and explain the reasons for them	Analysis
▸ Competence in sustaining a narrative in a logical order and showing sensitivity to audience needs and responses	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Participate clearly, with fluency and expression in simple conversational exchanges, and in addressing an imagined audience
- Describe and present on significant issues and places with some persuasiveness
- Express and organise own ideas clearly and logically
- Prepare and organise material and present it with clarity and understanding
- Use physical and vocal skills to convey ideas and messages
- Listen and respond appropriately in conversation on prepared material

GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate gives a presentation that describes a personal interest, challenge or achievement. <i>(maximum time: 3 minutes)</i> The examiner engages the candidate in a discussion to gather further information on the topic. <i>(maximum time: 2 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	40
Task 2 The candidate gives a presentation to inspire participation in an activity. The candidate should state who the intended audience is before they begin. <i>(maximum time: 5 minutes)</i>	Communication, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	40
Task 3 The examiner engages the candidate in a discussion about the presentations. The discussion focuses on how the candidate prepared for the presentations and how vocal skills were used to communicate ideas, including the use of pause, emphasis and variations in phrasing and pace. <i>(maximum time: 4 minutes)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ More guidance on this task can be found on page 45 	20

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

<ul style="list-style-type: none"> With some appearance of ease and with confidence, an ability to use appropriate language with developing vocal variety, and appropriate eye contact and body language 	Communication
<ul style="list-style-type: none"> An ability to engage in basic discussion and respond to some unfamiliar topics/input, showing appropriate understanding 	Interaction
<ul style="list-style-type: none"> An ability to summarise and communicate information and express their own views and explain the reasons for them Knowledge of basic communication skills 	Analysis
<ul style="list-style-type: none"> Competence in sustaining a presentation that is personal in nature, with an identifiable, logical structure and sequence and with sensitivity to audience needs and responses 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Participate clearly, with fluency and expression, both in simple conversational exchanges and in addressing an imagined audience
- Express and organise ideas clearly, logically and with some degree of ownership and spontaneity
- Demonstrate a sound understanding of material presented
- Show some control of the material and evidence of effective preparation
- Communicate with a variety of vocal and expressive techniques, showing awareness of appropriateness to the imagined situation
- Engage an audience with sensitivity to effect and mood, in both the prepared and unprepared delivery of ideas

GRADE 5

EXAM DURATION

18 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate gives a presentation in support of a particular cause or charity. The candidate should state who the intended audience is before they begin. <i>(maximum time: 4 minutes)</i> The examiner engages the candidate in a discussion to gather further information on the topic. <i>(maximum time: 2 minute)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	40
Task 2 The candidate delivers a current news story as if for radio, podcast or TV. <i>(maximum time: 4 minutes)</i> The examiner asks questions from the perspective of different audiences. <i>(maximum time: 2 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 45 	40
Task 3 The examiner engages the candidate in a discussion about the preparation and delivery of the presentation and the news story. The discussion focuses on how the candidate prepared for the tasks and how vocal and physical skills were used to communicate ideas, including the use of pause, emphasis, variations in phrasing and pace, and the use of space. <i>(maximum time: 4 minutes)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ More guidance on this task can be found on page 45 	20

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with confidence, an ability to use an appropriate range of language with some imagination, vocal variety, appropriate eye contact and body language 	Communication
<ul style="list-style-type: none"> An ability to engage in discussion and respond to unfamiliar topics/input 	Interaction
<ul style="list-style-type: none"> An ability to summarise and communicate information An ability to convey their own ideas and explain the reasons for them Knowledge of communication skills 	Analysis
<ul style="list-style-type: none"> Competence in sustaining a presentation showing research and exploration of the subject with an identifiable structure and sequence, while engaging the audience with confidence 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Engage clearly, and with fluency and expression, in conversational exchanges and discussion, and in addressing an imagined audience
- Express and organise ideas clearly, logically and with a degree of ownership and spontaneity
- Demonstrate a sound understanding of material presented
- Show control of the material and evidence of effective preparation
- Communicate with a variety of vocal and expressive techniques, showing awareness of appropriateness to the imagined context, on both prepared and unprepared topics
- Engage an audience with sensitivity to effect and mood, in both the prepared and unprepared delivery of ideas

GRADE 6

EXAM DURATION

20 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate delivers a presentation on an idea for a business enterprise, social event or creative endeavour to an imagined, defined audience of at least 20 people. The candidate should state who the intended audience is before they begin. <i>(maximum time: 5 minutes)</i> The examiner engages the candidate in a discussion that explores the purpose and the planning of the topic presented and its possible impact. <i>(maximum time: 2 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	40
Task 2 The candidate presents a prepared CV for a job or training course/opportunity. The candidate should state the title of the job, course or work experience placement. The role should be relevant to the candidate's own interests, experience and aspirations. The examiner asks interview questions related to the role. <i>(maximum time: 7 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ The CV should be no more than two sides of A4 ▶ The candidate must provide the examiner with a printed copy of the CV (NB the CV itself is not assessed) 	40
Task 3 The candidate discusses with the examiner the content and delivery of the text of a speech provided by the examiner 15 minutes before the exam. <i>(maximum time: 4 minutes)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ More guidance on this unseen text task can be found on page 45 	20

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with confidence, an ability to use a wide variety of appropriate and imaginative verbal and non-verbal skills in a range of scenarios 	Communication
<ul style="list-style-type: none"> An ability to engage spontaneously and take some responsibility for discussion, including appropriate justification of opinions and showing some perceptiveness and active listening skills 	Interaction
<ul style="list-style-type: none"> An ability to summarise, assimilate and communicate information on unfamiliar topics An ability to convey their own views and explain the reasons for them Knowledge of communication skills and techniques, including non-verbal elements 	Analysis
<ul style="list-style-type: none"> Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows research and exploration of the subject, expanding on points as appropriate while engaging interactively with the audience 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Engage clearly, confidently and with fluency and expression, in conversational exchanges, discussion, and in addressing an imagined audience
- Consciously and securely integrate understanding of techniques with performance in both informal and formal speaking
- Demonstrate competent understanding and ownership of material
- Demonstrate some authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with imaginative response to perceived audience needs
- Demonstrate a fluent, discriminating and sensitive understanding both of the material presented and of communication techniques

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidate delivers a presentation on a social issue to an imagined, defined audience of at least 20 people. The candidate should state who the intended audience is before they begin. <i>(maximum time: 9 minutes)</i> The examiner engages the candidate in a discussion including exploring alternative points of view. <i>(maximum time: 3 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	50
Task 2 The candidate discusses with the examiner the content and delivery of an advertisement, the text of which is provided by the examiner 15 minutes before the exam. The discussion focuses on the methods and tools used to communicate the possible intended message of the advertisement to an audience, including visuals, audio, and the medium for relaying the advertisement. <i>(maximum time: 5 minutes)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this unseen text task can be found on page 45 	30
Task 3 The examiner gives an overview of a social or political issue. A discussion follows in which the candidate expresses and explains their views on the situation. <i>(maximum time: 4 minutes)</i>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ The candidate may take notes (they should bring in a pen and paper if needed) ▶ More guidance on this task can be found on page 45 	20

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with confidence, an ability to use a wide variety of appropriate verbal and non-verbal skills in a range of formal and informal scenarios 	Communication
<ul style="list-style-type: none"> An ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions, showing perceptiveness and effective listening skills 	Interaction
<ul style="list-style-type: none"> An ability to analyse a range of communication skills and to develop and communicate own ideas coherently An ability to summarise, assimilate and communicate unfamiliar information concisely 	Analysis
<ul style="list-style-type: none"> Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows thorough research and exploration of the subject matter, expanding on points as appropriate and engaging interactively and with authority with the audience 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Participate clearly, confidently and with fluency, spontaneity and a sense of ownership, in conversational exchanges, discussion and in addressing an imagined audience
- Consciously and securely integrate understanding of techniques with performance in both informal and formal speaking modes
- Demonstrate a good understanding of prepared material and a secure ability to assimilate a new situation and formulate opinions
- Demonstrate authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with ownership in response to perceived audience needs
- Demonstrate a fluent, discriminating and sensitive understanding both of the material presented and of relevant communication techniques

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1</p> <p>The candidate delivers a presentation to an imagined, defined audience of at least 20 people on an aspect of the communication process in advertising, politics or education. This may include a critical evaluation of communication tools such as:</p> <ul style="list-style-type: none"> ▸ Styles of delivery ▸ Vocabulary ▸ Structure and syntax ▸ Audio visual, imagery, sound effects <p>The candidate should state who the intended audience is before they begin. (maximum time: 8 minutes)</p> <p>The examiner engages the candidate in a discussion about their presentation, including identification of and reflection on the range of communication skills used. (maximum time: 4 minutes)</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The candidate should stand for this task ▸ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▸ More guidance on this task can be found on page 44 	50
<p>Task 2</p> <p>The candidate provides a public address in response to one of three scenarios, the outlines for which are provided by the examiner 15 minutes before the exam. (maximum time: 4 minutes)</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The candidate should stand for this task ▸ More guidance on this public address task can be found on page 45 	20
<p>Task 3</p> <p>The candidate presents an overview of a contentious issue of their own choice from current affairs, social media or politics to discuss, and explains both sides of the argument to the examiner. (maximum time: 5 minutes)</p> <p>The examiner asks questions exploring the issues involved. (maximum time: 2 minutes)</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The candidate can sit or stand for this task ▸ More guidance on this task can be found on page 45 	30

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with a high level of confidence, an ability to use a diverse range of verbal and non-verbal skills in a range of formal and informal scenarios 	Communication
<ul style="list-style-type: none"> An ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions and a high level of perceptiveness, effective listening and integration of skills 	Interaction
<ul style="list-style-type: none"> An ability to analyse a range of communication techniques and challenges and to develop and communicate their own ideas on complex and unfamiliar topics coherently 	Analysis
<ul style="list-style-type: none"> Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows thorough research and exploration of the subject matter, expanding on points as appropriate with ownership, and engaging interactively and with authority with the audience 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Participate clearly and confidently, with fluency, spontaneity and a sense of ownership, in conversational exchanges, discussion and in addressing an imagined audience
- Consciously and securely integrate understanding of techniques with performance in both informal and formal speaking contexts and impromptu speaking situations
- Demonstrate good understanding of prepared material and a secure ability to formulate opinions and resolve conflict
- Demonstrate authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with ownership in response to perceived audience needs, in both prepared and impromptu situations
- Demonstrate a fluent, discriminating and sensitive understanding of relevant material and communication techniques

Communication Skills (group)

The graded Communications Skills exams for groups are designed for candidates who want to develop and refine a range of transferable communication skills while working collaboratively. Through working together to create and deliver talks and presentations, interacting with each other and with the examiner in tasks focused on persuasion and negotiation, candidates develop valuable teamwork and communication skills that can have a positive impact on their education and within the workplace.

Groups must consist of three or four candidates.

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidates talk about two objects or pictures they bring into the exam room. <i>(maximum time: 4 minutes)</i> The examiner asks each member of the group in turn a question about the objects. <i>(maximum time: 2 minutes)</i>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> The group should sit for this task All members of the group should talk about both objects More guidance on this task can be found on page 44 	100

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

<ul style="list-style-type: none"> An ability to use simple language meaningfully and clearly 	Communication
<ul style="list-style-type: none"> An ability to participate and share in a simple conversation on a familiar topic 	Interaction
<ul style="list-style-type: none"> An ability to share and express simple ideas 	Analysis
<ul style="list-style-type: none"> Basic competence in conveying simple information 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Participate in simple informal conversational exchanges and communicate prepared information clearly and appropriately
- Describe and discuss objects or pictures
- Demonstrate ability to listen and interact with group members and the examiner and share simple information

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidates give a talk about one of the following topics: ▶ A remarkable person ▶ A favourite activity ▶ A school outing (maximum time: 3 minutes) The examiner asks a few questions about the topic. (maximum time: 2 minutes)	Communication, Interaction, Analysis, Performance	▶ The group should stand for this task ▶ The group jointly presents on one topic ▶ Simple visual/audio aids may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44	60
Task 2 The examiner engages the group in a conversation on one of the following topics: ▶ A memorable holiday/excursion ▶ A favourite food ▶ A favourite film/song (maximum time: 3 minutes)	Communication, Interaction, Analysis	▶ The group should sit for this task ▶ All group members are required to make an approximately equal contribution	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

▶ An ability to use simple language meaningfully and clearly	Communication
▶ An ability to participate and share in conversation on a range of familiar topics, demonstrating ability to listen and show understanding	Interaction
▶ An ability to share and express own and shared ideas	Analysis
▶ Competence in conveying simple, descriptive information in a systematic order ▶ Some basic awareness of audience and of each other	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- ▶ Participate clearly and with some fluency in simple conversational exchanges
- ▶ Describe and discuss a prepared topic with some clarity
- ▶ Prepare and organise material and present it with some understanding
- ▶ Use appropriate body language and facial expression to help convey a mood or attitude as part of presenting the prepared material
- ▶ Listen and respond appropriately in conversation on prepared material

GRADE 2

EXAM DURATION

12 minutes



EXAM REQUIREMENTS

SKILLS

NOTES

MARKS

Task 1

The candidates give a talk on one of the following topics:

- 'Why we love this book'
- 'Why we love this film'
- 'Why we love this TV programme'
- 'Why we love this play'

(maximum time: 4 minutes)

The examiner engages the candidates in a conversation to gather further information on the topic.

(maximum time: 2 minutes)

Communication,
Interaction,
Analysis,
Performance

- The group should stand for this task
- The group jointly presents on one topic
- Simple visual/audio aids may be used to illustrate the talk – see page 44
- More guidance on this task can be found on page 44

60

Task 2

The examiner initiates a group conversation on one of the following topics:

- Most enjoyable lessons at school
- Places the candidates like to visit
- Sports that the candidates take part in or enjoy

(maximum time: 4 minutes)

Communication,
Interaction,
Analysis

- The group should sit for this task
- All group members are required to make an approximately equal contribution

40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

- An ability to use a range of language structures meaningfully, clearly and with some expression

Communication

- An ability to participate in a conversation and respond to a range of questions with confidence by listening and showing appropriate understanding

Interaction

- An ability to share, organise, express and develop their own and shared ideas

Analysis

- Competence in conveying a simple narrative

- Some sensitivity to each other and audience needs and responses

Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Participate clearly, with some fluency and expression in shared simple conversational exchanges and in addressing an imagined audience
- Describe and discuss a prepared topic in a clear and organised manner
- Prepare and organise material and present it with understanding
- Use appropriate body language and vocal skills to convey mood or attitude in relation to prepared material
- Listen and respond appropriately in conversation with the examiner and group members on prepared material

GRADE 3

EXAM DURATION

14 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
Task 1 The candidates give a talk about one of the following topics: ▶ 'Why we are concerned about ...' ▶ 'What we would like to see more of/less of in the world' ▶ 'Why we think ... should be banned' (maximum time: 5 minutes) The examiner engages the candidates in a conversation to gather further information on the topic. (maximum time: 2 minutes)	Communication, Interaction, Analysis, Performance	▶ The group should stand for this task ▶ The group jointly presents on one topic ▶ Simple visual/audio aids may be used to illustrate the talk – see page 44 ▶ More guidance on this task can be found on page 44	60
Task 2 The examiner initiates a group conversation on one of the following topics: ▶ People who inspire the candidates ▶ The candidates' leisure activities ▶ The candidates' school day (maximum time: 5 minutes)	Communication, Interaction, Analysis	▶ The group should sit for this task ▶ All group members are required to make an approximately equal contribution	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

▶ An ability to use simple persuasive language meaningfully, clearly and with expression	Communication
▶ An ability to participate with confidence in a conversation and respond to a range of questions, including basic questions on unprepared points, by listening and showing appropriate understanding	Interaction
▶ An ability to share, convey and develop own and shared ideas and explain the reasons for them	Analysis
▶ Competence in sustaining a narrative in a logical order and showing sensitivity to each other and to audience needs and responses	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- ▶ Participate clearly, with fluency and expression in shared simple conversational exchanges, and in addressing an imagined audience
- ▶ Describe and present on significant issues with some persuasiveness
- ▶ Express and organise own ideas clearly and logically
- ▶ Prepare and organise material and present it with clarity and understanding
- ▶ Use physical and vocal skills to convey ideas and messages
- ▶ Listen and respond appropriately in conversation with the examiner and group members on prepared material

GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1</p> <p>The candidates give a presentation to inspire participation in an activity. The group should state who the intended audience is before they begin. (<i>maximum time: 7 minutes</i>)</p> <p>The examiner engages the candidates in a short discussion to gather further information. (<i>maximum time: 2 minutes</i>)</p>	Communication, Analysis, Performance	<ul style="list-style-type: none"> ▶ The group should stand for this task ▶ The group jointly presents on one topic ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	60
<p>Task 2</p> <p>The examiner engages the candidates in a discussion about the presentation.</p> <p>The discussion focuses on how the group prepared for the presentation and how vocal skills were used to communicate ideas, including the use of pause, emphasis and variations in phrasing and pace. (<i>maximum time: 5 minutes</i>)</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The group should sit for this task ▶ More guidance on this task can be found on page 45 	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

<ul style="list-style-type: none"> With some appearance of ease and with confidence, an ability to use appropriate language with developing vocal variety, and appropriate eye contact and body language 	Communication
<ul style="list-style-type: none"> An ability to engage in basic discussion and respond to some unfamiliar topics/input, showing appropriate understanding 	Interaction
<ul style="list-style-type: none"> An ability to summarise and communicate information and express their own views and those of the group and explain the reasons for them Knowledge of basic communication skills 	Analysis
<ul style="list-style-type: none"> Competence in sustaining a presentation that is personal in nature, with an identifiable, logical structure and sequence, and with sensitivity to each other and audience needs and responses 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Participate clearly, with fluency and expression, both in shared simple conversational exchanges, and in addressing an imagined audience
- Express and organise ideas clearly, logically and with some degree of ownership and spontaneity
- Demonstrate a sound understanding of material presented
- Show some control of the material and evidence of effective preparation
- Communicate with a variety of vocal and expressive techniques, showing awareness of appropriateness to the imagined situation
- Engage an audience with sensitivity to effect and mood, in both the prepared and unprepared delivery of ideas

GRADE 5

EXAM DURATION

18 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1</p> <p>The candidates give a presentation in support of a particular cause or charity. The group should state who the intended audience is before they begin. (maximum time: 8 minutes)</p> <p>The examiner engages the candidates in a short discussion to gather further information. (maximum time: 2 minutes)</p>	Communication, Analysis, Performance	<ul style="list-style-type: none"> ▶ The group should stand for this task ▶ The group jointly presents in support of one cause or charity ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▶ More guidance on this task can be found on page 44 	60
<p>Task 2</p> <p>The candidates engage in a discussion with the examiner about the presentation.</p> <p>The discussion focuses on how the group prepared for the presentation and how vocal and physical skills were used to communicate ideas, including the use of pause, emphasis, variations in phrasing and pace, and the use of space. (maximum time: 6 minutes)</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The group should sit for this task ▶ More guidance on this task can be found on page 45 	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

▸ With the appearance of ease and with confidence, an ability to use an appropriate range of language with some imagination, vocal variety, appropriate eye contact and body language	Communication
▸ An ability to engage in discussion and respond to unfamiliar topics/input	Interaction
▸ An ability to summarise and communicate information	Analysis
▸ An ability to convey their own ideas and explain the reasons for them	
▸ Knowledge of communication skills	
▸ Competence in sustaining a presentation showing research and exploration of the subject with an identifiable structure and sequence, while engaging with each other and the audience with confidence	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Engage clearly, and with fluency and expression, in shared conversational exchanges and discussion, and in addressing an imagined audience
- Express and organise ideas clearly, logically and with a degree of ownership and spontaneity
- Demonstrate a sound understanding of material presented
- Show control of the material and evidence of effective preparation
- Communicate with a variety of vocal and expressive techniques, showing awareness of appropriateness to the imagined context, on both prepared and unprepared topics
- Engage an audience with sensitivity to effect and mood, in both the prepared and unprepared delivery of ideas

GRADE 6

EXAM DURATION

20 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1</p> <p>The candidates deliver a presentation on an idea for a business enterprise, social event or creative endeavour to an imagined, defined audience of at least 20 people. The group should state who the intended audience is before they begin. (<i>maximum time: 8 minutes</i>)</p> <p>The examiner engages the group in a discussion that explores the purpose and planning of the topic presented and its possible impact. (<i>maximum time: 3 minutes</i>)</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The group should stand for this task ▸ The group jointly presents on one topic ▸ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▸ More guidance on this task can be found on page 44 	60
<p>Task 2</p> <p>The candidates discuss with the examiner the content and possible delivery of the text of a speech provided by the examiner 15 minutes before the exam. (<i>maximum time: 7 minutes</i>)</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The group should sit for this task ▸ More guidance on this unseen text task can be found on page 45 	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with confidence, an ability to use a wide variety of appropriate and imaginative verbal and non-verbal skills in a range of scenarios 	Communication
<ul style="list-style-type: none"> An ability to engage spontaneously and take some responsibility for discussion, including appropriate justification of opinions and showing some perceptiveness and active listening skills 	Interaction
<ul style="list-style-type: none"> An ability to summarise, assimilate and communicate information on unfamiliar topics An ability to convey their own views and explain the reasons for them Knowledge of communication skills and techniques, including non-verbal elements 	Analysis
<ul style="list-style-type: none"> Competence in preparing, designing and sustaining the fluent delivery of a presentation showing research and exploration of the subject, expanding on points as appropriate while engaging interactively with the audience and each other 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Engage clearly, confidently and with fluency and expression, in shared conversational exchanges, discussion, and in addressing an imagined audience
- Consciously and securely integrate understanding of techniques with performance in both informal and formal speaking
- Demonstrate competent understanding and ownership of material
- Demonstrate some authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with imaginative responses to perceived audience needs
- Demonstrate a fluent, discriminating and sensitive understanding both of the material presented and of communication techniques

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1</p> <p>The candidates deliver a presentation on a social issue to an imagined, defined audience of at least 20 people. The group should state who the intended audience is before they begin. (maximum time: 9 minutes)</p> <p>The examiner engages the group in a discussion including exploring alternative points of view. (maximum time: 4 minutes)</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The group should stand for this task ▸ The group jointly presents on one topic ▸ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▸ More guidance on this task can be found on page 44 	60
<p>Task 2</p> <p>The candidates discuss with the examiner the content and delivery of an advertisement, the text of which is provided by the examiner 15 minutes before the exam.</p> <p>The discussion focuses on the methods and tools used to communicate the possible intended message of the advertisement to an audience, including visuals, audio, and the medium for relaying the advertisement. (maximum time: 8 minutes)</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The group should sit for this task ▸ More guidance on this unseen text task can be found on page 45 	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with confidence, an ability to use a wide variety of appropriate verbal and non-verbal skills in a range of formal and informal scenarios 	Communication
<ul style="list-style-type: none"> An ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions, showing perceptiveness and effective listening skills 	Interaction
<ul style="list-style-type: none"> An ability to analyse a range of communication skills and to develop and communicate own ideas coherently An ability to summarise, assimilate and communicate unfamiliar information concisely 	Analysis
<ul style="list-style-type: none"> Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows thorough research and exploration of the subject matter, expanding on points as appropriate and engaging interactively and with authority with the audience and each other 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Participate clearly, confidently and with fluency, spontaneity and a sense of ownership, in shared conversational exchanges, discussion and in addressing an imagined audience
- Consciously and securely integrate understanding of techniques with performance in both informal and formal speaking modes
- Demonstrate a good understanding of prepared material and a secure ability to assimilate a new situation and formulate opinions
- Demonstrate authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with ownership in response to perceived audience needs
- Demonstrate a fluent, discriminating and sensitive understanding both of the material presented and of relevant communication techniques

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1</p> <p>The candidates deliver a presentation to an imagined, defined audience of at least 20 people on some aspect of the communication process in advertising, politics or education. This may include a critical evaluation of communication tools such as:</p> <ul style="list-style-type: none"> ▸ Styles of delivery ▸ Vocabulary ▸ Structure and syntax ▸ Audio visual, imagery, sound effects <p>The group should state who the intended audience is before they begin. (maximum time: 10 minutes)</p> <p>The examiner engages the group in a discussion about their presentation, including identification of and reflection on the range of communication skills used. (maximum time: 4 minutes)</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▸ The group should stand for this task ▸ The group jointly presents on one topic ▸ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 44 ▸ More guidance on this task can be found on page 44 	60
<p>Task 2</p> <p>The candidates present an overview of a contentious issue of their own choice from current affairs, social media or politics to discuss and explain both sides of the argument to the examiner. (maximum time: 6 minutes)</p> <p>The examiner asks questions exploring the issues involved. (maximum time: 3 minutes)</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▸ The group can sit or stand for this task ▸ The group can choose how they present this: either all members presenting both arguments or dividing the arguments between them, eg two members delivering one argument and two members delivering an opposing argument ▸ More guidance on this task can be found on page 45 	40

ASSESSMENT CRITERIA

During the exam, the candidates will demonstrate:

<ul style="list-style-type: none"> With the appearance of ease and with a high level of confidence, an ability to use a diverse range of verbal and non-verbal skills in a range of formal and informal scenarios 	Communication
<ul style="list-style-type: none"> An ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions and a high level of perceptiveness, effective listening and integration of skills 	Interaction
<ul style="list-style-type: none"> An ability to analyse a range of communication techniques and challenges and to develop and communicate their own ideas on complex and unfamiliar topics coherently 	Analysis
<ul style="list-style-type: none"> Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows thorough research and exploration of the subject matter, expanding on points as appropriate with ownership, and engaging interactively and with authority with the audience and each other 	Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidates will be able to:

- Participate clearly and confidently, with fluency, spontaneity and a sense of ownership, in shared conversational exchanges, discussion and in addressing an imagined audience
- Consciously and securely integrate understanding of techniques with performance in both informal and formal speaking contexts and impromptu speaking situations
- Demonstrate good understanding of prepared material and a secure ability to formulate opinions and resolve conflict
- Demonstrate authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with ownership in response to perceived audience needs, in both prepared and impromptu situations
- Demonstrate a fluent, discriminating and sensitive understanding of relevant material and communication techniques

Performance Certificates

The Performance Certificates are designed for individual candidates who want to focus on and develop their skills in creating and delivering presentations for a range of audiences and settings. In these exams, candidates compile talk/presentation programmes covering a range of topics, audiences and settings to deliver to the examiner.

AUDIENCE

A live audience may be present at these exams. However, an audience's presence must not cause the exam programme to overrun, and if there will be an audience the examiner should be informed in advance of the exam day. If the exam is to take place at a public centre, then the possibility of an audience attending should be discussed with the Trinity representative in advance.

ASSESSMENT METHOD

The examiner writes feedback on the candidate's performance and awards Distinction, Merit, Pass or Below Pass. No numerical mark is awarded.

EXAMPLES OF TALKS AND PRESENTATIONS

The following are examples of talks/presentations that candidates could use for their programme. This is not an exhaustive list, and candidates are free to include topics that are not listed here for their programme.

Foundation level

- A personal memorable event
- A small object the candidate has brought with them and its importance and personal significance
- A book/artist (musician or other art form), podcast, game, TV show or film and why they are important or influential
- A favourite place and its personal importance and significance
- The planning and preparation for a celebration
- An issue or topic of concern that the candidate would like to share to influence change

Intermediate level

- A personal interest, achievement or challenge
- An activity the candidate would like to inspire others to participate in
- A particular charitable cause the candidate would like to inspire others to support
- A business enterprise
- A social issue
- Presenting an opening argument for a debate

Advanced level

- A job the candidate would like to apply for and what makes them ideal for the role
- The candidate's personal aspirations, job or career intentions
- A business enterprise, social event or creative endeavour
- A social issue
- An aspect of the communication process used in advertising, politics or education
- Introducing a main speaker or speaking in appreciation of someone who has presented a speech
- Presenting an opening argument for a debate

FOUNDATION PERFORMANCE CERTIFICATE

EXAM DURATION

12-15 minutes



EXAM REQUIREMENTS

SKILLS

NOTES

Task 1

The candidate devises and presents a programme of talks for two or more different settings and audience types.

The candidate should introduce each talk, providing information on its purpose, type of audience and setting (see page 40 for examples of the types of talks that could be given).

(maximum time: 12-15 minutes)

Communication,
Analysis,
Performance

► Simple visual/audio aids may be used to illustrate the talk – see page 44

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

► An ability to use a range of language structures and simple motivating speech with clarity, meaning and expression

Communication

► An ability to organise, share and develop their own ideas with a supporting rationale

Analysis

► Competence in sustaining a coherent narrative showing sensitivity to audience needs and responses

Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Describe and present on significant subjects or issues with some persuasiveness
- Express and organise ideas clearly and logically
- Prepare and organise material and present it with clarity and understanding
- Use physical and vocal skills to convey ideas and messages to an audience

INTERMEDIATE PERFORMANCE CERTIFICATE

EXAM DURATION

17-20 minutes



EXAM REQUIREMENTS

SKILLS

NOTES

Task 1

The candidate devises and presents a programme of presentations for three or more different settings and audience types.

The candidate should introduce each presentation, providing information on its purpose, type of audience and setting (see page 40 for examples of the types of presentations that could be given).

(maximum time: 17-20 minutes)

Communication,
Analysis,
Performance

► Visual/audio aids including PowerPoint may be used to illustrate the presentations – see page 44

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

► With the appearance of ease and confidence, an ability to use an appropriate range of language with some imagination, vocal variety, appropriate eye contact and body language

Communication

► An ability to communicate and summarise information and convey their own ideas with a supporting rationale

Analysis

► Competence in sustaining evidently researched presentations from a range of perspectives within a coherent structure while confidently engaging an audience

Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Express and organise ideas clearly, logically and with a degree of ownership and spontaneity
- Demonstrate a sound understanding of material presented
- Show control of the material and evidence of effective preparation
- Communicate with a variety of vocal and expressive techniques, showing awareness of appropriateness to the imagined situation
- Engage an audience with sensitivity to effect and mood in prepared delivery of ideas

ADVANCED PERFORMANCE CERTIFICATE

EXAM DURATION

25-30 minutes



EXAM REQUIREMENTS

SKILLS

NOTES

Task 1

The candidate devises and presents a programme of presentations for four or more different settings and audience types.

The candidate should introduce each presentation, providing information on its purpose, type of audience and setting (see page 40 for examples of the types of presentations that could be given).

(maximum time: 25-30 minutes)

Communication,
Analysis,
Performance

► Visual/audio aids including PowerPoint may be used to illustrate the presentations – see page 44

ASSESSMENT CRITERIA

During the exam, the candidate will demonstrate:

► With the appearance of ease and a high level of confidence, an ability to use a diverse range of verbal and non-verbal skills appropriate in a range of scenarios

Communication

► An ability to analyse and develop complex ideas and topics using a range of communication techniques, communicating these coherently

Analysis

► Competence in preparing, designing and sustaining the fluent delivery of a range of presentations with ownership, expanding on points as appropriate, and engaging with authority with the audience

Performance

LEARNING OUTCOMES

On successful completion of this exam, the candidate will be able to:

- Consciously and securely integrate understanding of techniques with performance in a range of speaking contexts
- Demonstrate a thorough understanding and interpretation of prepared material
- Demonstrate authority and control through thorough organisation and preparation of material
- Combine skilful and appropriate use of voice, body, space and prepared aids with ownership in response to perceived audience needs
- Demonstrate a fluent, discriminating and sensitive understanding of relevant material and communication techniques with an audience

Exam guidance

IN THE EXAM

Visual and audio aids

Where candidates choose to use visual and/or audio aids they should support rather than hinder the direct personal communication with the defined audience.

At Entry and Foundation levels (Initial-Grade 3 and Foundation Certificate), candidates can use simple visual/audio aids to illustrate their talks such as photographs, or an object such as a book or musical instrument, or they can play sounds or music using an MP3 player or iPad. Candidates should not use mobile phones to play material because of the risk of the phone ringing during the exam.

For presentations at Intermediate and Advanced levels (Grades 4-8 and Intermediate and Advanced Certificates), candidates can use PowerPoint (or similar), white or black boards, flip charts, or video clips, but the focus must always be on the presentation and not on the technology. Any aids should be able to be clearly seen or heard by the examiner.

Candidates/teachers are advised to check with the centre representative beforehand as to what technology is available at the centre. Visual or audio aids brought into the exam room are the responsibility of the candidate. They should be easily transportable, safe and easy to set up within the allocated time for the task, and appropriate to the age of the candidate.

Candidates who choose to use visual and audio aids are advised to have backup material in case of power or equipment failure.

Welcome

(All exams | individual and group)

At the start of each exam, the examiner greets and welcomes the candidate(s) and invites them to sit down and/or begin. This is not assessed. It is designed to put the candidate(s) at ease and to set a friendly and relaxed tone to the exam session. At Initial to Grade 3 levels, the first task naturally leads on from the welcome.

ABOUT THE TASKS

Conversation task

(Initial-Grade 3 | individual)

The purpose of this task is to assess the candidate's interpersonal and conversational skills.

The examiner makes a few brief comments and asks questions on one or two of the listed topics for the grade. The candidate responds appropriately. The candidate is awarded marks for their interaction with the examiner in this exchange.

Prepared talk and presentation tasks

(All exams | individual and group)

The purpose of these tasks is to assess candidates' presentation skills and their ability to convey information concisely and appropriately.

At Initial and Foundation levels (Initial-Grade 3 and Foundation Certificate), candidates deliver talks. These are short and relatively informal, with the content informed by the candidates' own experiences. The talk can be supported with simple visual/audio aids (see also the 'Visual and audio aids' section).

At Intermediate and Advanced levels (Grades 4-8, Intermediate and Advanced Certificates), candidates deliver presentations, which are more formal than the Initial and Foundation level talks. They should be structured with a clear introduction and convincing argument(s) and should finish with a conclusion that summarises the main points. A presentation may include visual/audio aids (see also the 'Visual and audio aids' section).

Prompt cards or notes may be used, but the talk/presentation should not be written out in full, read verbatim or simply memorised and repeated. The style of delivery should be fluent and appropriate to the imagined audience and setting. These exams do not assess the skill of reading aloud or memorising lines as a sense of ownership and spontaneity is at the heart of effective and confident communication.

Most talks/presentations are followed by the examiner asking a few questions or the examiner engaging the candidate in a short discussion. The purpose of both these formats is to assess candidates' understanding of the subject matter of their talk or presentation. At higher grades the discussion will explore candidates' thoughts and processes around the purpose and planning of their presentation and they should be prepared to defend their opinions. In preparing for this part of the task, candidates should consider possible objections/reservations or challenges as part of their preparation.

Discussion task**(Grades 4–5 | individual and group)**

The aim of the discussion task is to explore the candidates' understanding of the range of communication skills used in their presentations, and their ability to identify them and reflect on their impact. Candidates will be asked to reflect on aspects of the journey they took from choosing the topic to their presentation in the exam.

News story**(Grade 5 task 2 | individual)**

In this task the candidate is required to deliver the script of a current news story as if for radio, podcast or TV. The purpose of this task is to deliver a clear and succinct account of an event in language that a general audience could understand. The candidate should treat it as a prepared reading task where they are familiar with the information being conveyed. As such, they can read from/refer to written text.

For the second part of this task, the examiner will ask the candidate questions from a range of audience perspectives that test the candidate's understanding of the news piece and its possible implications. For example, where a news story is about a householder who defends their home against a burglar, the examiner might ask:

- ▶ 'Should a home owner be allowed to defend their own property? Why?'
- ▶ 'Should the home owner have just left the burglar alone? Why?'
- ▶ 'What might the wider, social issues be?'

This means that the candidate should be able to anticipate different audience attitudes to the material and be able to respond fluently to these.

Unseen text**(Grade 6 task 3 and Grade 7 task 2 | individual and Grades 6 and 7 task 2 | group)**

The candidates analyse the text of a speech (Grade 6) or the text of an advertisement (Grade 7) and discuss with the examiner methods for communicating the message of the piece to the audience.

For **Grade 6**, candidates should consider the purpose of the speech, the audience, the main points, the kind of vocal and physical skills that could be used to help communicate the speech's purpose, whether any visual aids should be used and examples of specific language used within the speech that helps to communicate the message.

For **Grade 7** the candidates should consider the message of the advertisement, examples of how the message is conveyed through the language, style and idiom of the advertisement, the target audience, ways of reaching the audience, eg through television/web-based advertising, what visuals might be used and considerations of casting and voice-over.

Social or political issue**(Grade 7 task 3 | individual)**

In this task the examiner gives an overview of a social or political issue and then poses a question to start a discussion. The purpose of the task is to assess the candidate's ability to listen and quickly analyse a situation unfamiliar to them, and to clearly express their personal opinions and the reasons for them. An example issue is outlined below:

'The amount of homework school students get varies a lot not only from country to country, or from school to school, but often from day to day. For most students, the amount of time spent on homework increases as they go through their school lives. How important is homework?'

Further examples of issues can be downloaded from trinitycollege.com/communication-skills

Public address in response to a scenario**(Grade 8 task 2 | individual)**

The purpose of this task is to test the candidate's skills in being able to quickly put together a public address that is appropriate to a given venue, audience and situation. It also tests their ability to formulate a structure that covers the information, sets the required tone, engages the audience and conveys the information in the candidate's own personal style. For example, the scenario could be:

Venue: The auditorium of a senior school/college or similar.

Audience: An assembly of students and staff.

Situation: To announce to the gathering the arrival of a distinguished visitor, once a pupil of the institution, and now famous for recent success in Olympics/World Championship/European Games (or similar). Include information on what the visitor will be doing, and what is expected of staff and students during and at the end of the visit.

Further sample scenarios can be downloaded from trinitycollege.com/communication-skills

Overview of a contentious issue**(Grade 8 | individual and group)**

The candidate is required to present an overview of a contentious issue of their own choice from current affairs, social media or politics. The aim of this task is to assess the candidates' ability to understand and convey arguments related to an issue in a balanced, concise and perceptive manner. Candidates should show an ability to engage spontaneously in discussion, respond in a way that demonstrates an ability to listen and understand the issues involved, and deliver a response that shows the development of ideas.

Examples of issues can be downloaded from trinitycollege.com/communication-skills

Attainment descriptors

The following table provides information on the levels of achievement. Examiners look for these standards when marking the performance of each candidate in the exam.

All exams are marked out of 100.

INITIAL

BELOW PASS (0-64 marks)

- ▶ Language skills/vocal delivery cannot be heard or understood

PASS (65-74 marks)

- ▶ Some evidence of preparation, and intermittent clarity
- ▶ Some hesitation in interaction, and requires prompting

MERIT (75-84 marks)

- ▶ Good evidence of preparation, and mostly audible delivery
- ▶ Interaction mostly natural

DISTINCTION (85-100 marks)

- ▶ Substantial evidence of preparation, and delivery audible and fluent
- ▶ Interaction appropriate throughout and own ideas expressed

FOUNDATION (GRADES 1-3)

BELOW PASS (0-64 marks)

- ▶ Language skills/vocal delivery unclear
- ▶ Lack of preparation for prepared tasks, and interpersonal communication hesitant throughout

PASS (65-74 marks)

- ▶ Some evidence of preparation
- ▶ Delivery is clear some of the time
- ▶ Ability to respond to questions fluently
- ▶ Delivery is memorised and limited ownership of the material and/or ability to express own ideas

MERIT (75-84 marks)

- ▶ Good evidence of preparation
- ▶ Delivery is clear and engages the audience
- ▶ An ability to respond knowledgeably and communicate own ideas in some scenarios

DISTINCTION (85-100 marks)

- ▶ Substantial evidence of preparation
- ▶ Delivery is clear and consistently engaging for the audience
- ▶ An ability to respond knowledgeably throughout and communicate ideas fully and with a sense of personal ownership

INTERMEDIATE (GRADES 4-5)

BELOW PASS (0-64 marks)

- Language skills/vocal delivery unclear and/or confused/under-confident
- Limited ownership of material and own ideas expressed
- Responses to questions show lack of preparation and understanding of material

PASS (65-74 marks)

- Some evidence of preparation
- Delivery conveys information with some accuracy and clarity for the task
- Some evidence of sensitivity to the scenario and the audience
- Some expression of own ideas and some ownership of the material

MERIT (75-84 marks)

- Good evidence of preparation
- Delivery is well integrated, and understanding and ownership of material is clear to the audience
- An ability to relate to others and interact confidently

DISTINCTION (85-100 marks)

- Substantial evidence of preparation
- Delivery has a strong sense of clarity and conviction, fully engaging for the audience
- Evidence of a range of language structures to convey complex and unfamiliar information with fluency and ease

ADVANCED (GRADES 6-8)

BELOW PASS (0-64 marks)

- Language skills/vocal delivery unclear/confused/lack authority
- Lack of confidence with interpersonal skills and lack of preparation or understanding of material
- Limited ownership of material and no personal views expressed

PASS (65-74 marks)

- Some evidence of preparation and ability to respond adequately and deliver complex ideas and material
- Some creativity employed in scenarios and interaction with the audience is shown
- Ownership of material is displayed and some ideas/opinions of their own are conveyed

MERIT (75-84 marks)

- Good evidence of preparation and ability to respond to and deliver complex ideas and material with confidence, ownership and fluency
- Some spontaneity and creativity is demonstrated in scenarios, and arguments are well researched and clearly presented
- Interacts with the audience confidently

DISTINCTION (85-100 marks)

- Substantial evidence of research and preparation, and an ability to respond to and deliver complex ideas and material with confidence, fluency and a sense of total ownership and control
- Well-researched and confidently and clearly presented arguments
- Interaction exemplified by naturalness and fluency

Health and safety

Candidates should have a knowledge of basic health and safety, and they may be asked about this in the discussion sections of the exam. This includes but is not limited to the following:

VOICE AND BODY

- Ensure that the body and voice are properly warmed up before performance

FACILITIES

- Presenters should be made familiar with the layout of any set and/or furniture
- The route to the presenting area should be clear and lit adequately, with all cables marked or covered and taped
- All possible steps should be taken to keep temperatures reasonably cool in hot weather and reasonably warm in cold weather and to ensure draughts are kept to a minimum
- Routes to the presenting area should be rehearsed so that presenters know the safe route and are aware of any technical obstacles, areas of reduced lighting and masking (curtains, boards, flats, etc)
- Performers should take note of any changes in the set including changes to the floor surface and to the location of electric cables

FIRE

- Fire drills should be routinely scheduled, especially when someone is new to the environment
- Presenters should ensure they know the emergency drills, escape routes and assembly points

General guidance and policies

CHILD PROTECTION

Trinity is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

EQUAL OPPORTUNITIES

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

REASONABLE ADJUSTMENT

Trinity is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from trinitycollege.com/drama-csn. For enquiries please contact drama-csn@trinitycollege.com

DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see trinitycollege.com/data-protection for the most up-to-date information about Trinity's data protection procedures and policies.

CUSTOMER SERVICE

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at trinitycollege.com/customer-service

PROHIBITED ITEMS

Candidates are not permitted to bring the following items into the exam room:

- ▶ Live animals (excluding guide dogs)
- ▶ Weapons/dangerous objects, eg knives (or replicas)

EXAM INFRINGEMENTS

All exam infringements will be referred directly to Trinity's central office by the examiner. Exam reports may be withheld until the outcome of any referral has been considered by Trinity. Depending on the severity of the infringement, marks may be deducted or, in extreme cases, the exam may be invalidated.

MALPRACTICE

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have their registration withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

RESULTS REVIEW AND APPEALS PROCEDURE

Anyone who wishes to question their exam result should refer to trinitycollege.com/results-enquiry for full details of our results review and appeals process.

CERTIFICATE OF SPECIAL MERIT

Candidates who have passed Grades 1-8 exams for individuals and/or pairs either in a single subject area (eg Speech and Drama) or any combination from the following qualification suites: Speech and Drama, Acting, Musical Theatre, Performance Arts, Communication Skills, can apply for a Certificate of Special Merit. Those who have achieved a Distinction at every grade will have the words 'with Distinction' added to their Certificate of Special Merit.

To apply for a Certificate of Special Merit, please contact drama@trinitycollege.com

Support

Trinity is committed to supporting centres, teachers and candidates across the world. Our website is a good source of information and guidance – see trinitycollege.com/communication-skills

You can contact the drama support team at Trinity's central office at drama@trinitycollege.com, or find the contact details of your local representative at trinitycollege.com/worldwide

Notes

