

# Speech Communication Arts

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Syllabus from 2009



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## Syllabus from 2009

Trinity College London  
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## Introduction

Skilful listening and confident speaking are key to achievement in many aspects of education, as well as in our work and personal life.

As children, we gradually develop the ability to talk, learn, share and communicate. Future success at school, in business, in artistic and intellectual pursuits and in relationships will depend upon these abilities.

In a world of change, the art of speech communication is too crucial to be left to chance.

An appreciation of language opens the door to a rich world of poetry, drama and literature. Strong interpersonal relationships rely on an ability to share feelings, knowledge and understanding. Business prosperity depends on a person's capacity to negotiate, exchange views, listen and build trust between individuals and groups.

The Speech Communication Arts (SCA) syllabus provides teachers with a structure that builds students' confidence and systematically develops the skills they need for achievement in their social and professional lives, while simultaneously developing their imagination and expressive abilities.

We wish you well in your endeavours.

**Trinity College London**

### Syllabus structure

The requirements for each level of SCA are presented in four skill areas, which specify the minimum content to be covered and taught.

#### Interpersonal Skills

Develops the student's capacity to relate to others appropriately, with ease, confidence and awareness.

#### Expressive Speaking

Develops the student's capacity to interpret a range of texts and communicate them imaginatively in performance.

#### Practical Speaking

Develops the student's ability to share information interactively with an audience.

#### Personal Copy and Study Journal

Develops the student's capacity to explore, record and reflect upon the context of practical work in written English.

### Core skills

By working through the six levels of SCA, students will develop a range of core skills. They will display the ability to:

#### Personal/interpersonal skills

- develop creative use of the imagination
- identify personal enthusiasms
- communicate information, thoughts, feelings and opinions clearly
- listen attentively and respond generously
- relate appropriately to members of a group

#### Voice and speech

- use the voice freely and flexibly
- develop clear expressive speech
- speak prose and verse from memory to a group, conveying a sense of engagement and enjoyment
- talk to a group with confidence

#### Enjoyment of books, literature and other resources

- select, study and present a variety of prose and verse
- select, study and share enthusiasm for a variety of works of fiction and non-fiction
- use and create resources (eg illustrations, graphics, audio and visual aids) for research and to enhance communication

#### Application of knowledge and understanding

- draw on relevant knowledge and understanding of voice, speech, language and literature to interpret prose and verse expressively
- draw on relevant knowledge and understanding of voice, speech, language, factual information, and imaginative and personal experience in order to formulate and present ideas and opinions effectively
- understand how to plan and structure a presentation or story for an audience

While each SCA level may be studied independently, the core skills are best acquired through integrated study and continuous practice. Teachers are encouraged to extend the work outlined in the syllabus and to revisit earlier work.

## Assessment

Candidates are assessed in groups of four to six students.

Each student is given an individual assessment on a set of tasks that demonstrate the following skills:

- Interpersonal Skills (including listening and conversational skills)
- Expressive Speaking
- Practical Speaking
- EITHER Making a Personal Copy of a performance text (SCA 1-2)  
OR Writing a Study Journal (SCA 3-6)

Specific skills and tasks are explained under each level.

There are no prescribed pieces or writers. Teachers should look for selections that are appropriate to the culture, location, education and experience of the group members.

Each task is assessed to be either Achieved ('A'), or Not Achieved ('NA'). At SCA 3-6, an assessment of Achieved with Distinction ('A+') may be awarded for one or more of the tasks.

At each SCA level, all four tasks must be successfully completed for an overall pass. An overall result of 'Achieved with Distinction' will be awarded to candidates who achieve a Distinction in at least three of their tasks.

All candidates receive a report form giving individual feedback on the work presented. All successful candidates subsequently receive a certificate.

## Groups

Candidates are assessed in groups of four to six students. All candidates must wear a badge bearing the name by which they wish to be addressed.

If a centre wishes to enter candidates but is unable to meet the minimum group size, those candidates may be examined in a group which includes other candidates that they do not know. This will depend on local circumstances and arrangements.

The conduct of the assessment session varies at each SCA level, requiring the candidates to take progressively more responsibility and initiative within the group.

## Age guidelines

	Age
SCA 1 and 2	5-8
SCA 3 and 4	8-11
SCA 5 and 6	11-14

NB These are guidelines only.

## Special needs

Trinity College London 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.

If a candidate has any special needs we will try to help. Of course we will not make any change that affects the assessment standards. We will treat each request individually, so please visit the website [trinitycollege.com/drama-csn](http://trinitycollege.com/drama-csn) or contact us to discuss your requirements.



# SCA 1

## Summary

SCA 1 offers an introduction to the art of speech communication which aims to encourage and stimulate very young students.

## Notes

The age guideline is from five to eight years old.

In order to give students greater confidence and the least possible disruption from their normal way of working, the assessment session is led by the teacher whenever possible.

Before the assessment session begins, the teacher may wish to run brief relaxation or warm-up activities to put the group at ease.

## SCA 1 tasks

### **Interpersonal Skills**

To make a personal introduction, listen attentively to whoever is speaking and respond to other members of the group.

### **Expressive Speaking**

To introduce and speak a piece of verse or prose to the group from memory.

### **Practical Speaking**

To speak about a personal possession that he/she has brought in response to questions.

### **Personal Copy**

To provide a personal copy of the piece to be performed, decorated and illustrated if desired.

## Selecting pieces

Verse and prose pieces should stimulate interest and enthusiasm in the sounds and meanings of words, and offer opportunities to appreciate rhythm and rhyme. Pieces should be appropriate to the age and experience of the candidates and last a maximum of **one minute**.

## The assessment session

- 1) It is recommended that the teacher leads the session. If this is not possible, the examiner will lead it.
- 2) The candidates sit in a circle and introduce themselves in turn to the examiner, saying their name, the title of their piece and the personal possession they have brought. If the teacher is present, he/she asks the candidates to make these introductions.
- 3) Each candidate stands, gives the examiner a copy of his/her piece and speaks it from memory, while the rest of the group sits as an audience and listens.
- 4) Each candidate in turn introduces his/her personal possession and responds to questions from the teacher, members of the group or the examiner. If the teacher is present, he/she will initiate the questions and encourage a response and the examiner will observe, listen and may ask additional questions.
- 5) The candidates leave the room.

The assessment session of each group takes **45 minutes maximum**.

After the assessment session the examiner requires a quiet room for approximately 10 minutes to complete the report forms.

## **Attainment descriptors – SCA 1**

Note – SCA 1 aims to encourage very young students.

### **Achieved**

Work that demonstrates understanding and learning of the requirements of the level as follows.

#### **Interpersonal Skills**

Making a personal introduction, listening attentively, and responding appropriately to other members of the group.

#### **Expressive Speaking**

Introducing and speaking a piece of verse or prose, from memory, to the group.

#### **Practical Speaking**

Speaking about a personal possession, in response to questions.

#### **Personal Copy**

Providing a personal copy of the piece to be performed, decorated and illustrated if desired.

### **Not Achieved**

Work that shows significant limitations in interpersonal skills, expressive skills, and/or speaking and listening. There is evidence of a lack of preparation and an inability to carry out the tasks as described in the syllabus.

## SCA 2

### Summary

SCA 2 completes the introduction to the art of speech communication which aims to encourage and stimulate very young students.

Candidates should have the confidence to speak aloud in front of a stranger (the examiner), the teacher and other members of the group, both in their own words and in a piece they have learnt by heart. Candidates should be attentive while others speak and should have the capacity to express themselves in speaking about a familiar object (ie not just respond to direct questions).

### Notes

The age guideline is from five to eight years old.

In order to give students greater confidence and the least possible disruption from their normal way of working, the assessment session is led by the teacher whenever possible.

Before the assessment session begins, the teacher may wish to run brief relaxation or warm-up activities to put the group at ease.

### SCA 2 tasks

#### Interpersonal Skills

To make a personal introduction, listen attentively to whoever is speaking and respond to other members of the group.

#### Expressive Speaking

To introduce and speak a piece of verse or prose to the group from memory.

#### Practical Speaking

To speak about a personal possession that he/she has brought and respond to questions from the examiner, teacher or members of the group.

#### Personal Copy

To provide a personal copy of the piece to be performed, decorated and illustrated if desired.

### Selecting pieces

Verse and prose pieces should stimulate interest and enthusiasm in the sounds and meanings of words, and may offer opportunities to appreciate rhythm and rhyme. Pieces should be appropriate to the age and experience of the candidates and last a maximum of **one minute**.

### The assessment session

- 1) It is recommended that the teacher leads the session. If this is not possible, the examiner will lead it.
- 2) The candidates sit in a circle and introduce themselves in turn to the examiner, saying their name, the title of their piece and the personal possession they have brought. If the teacher is present, he/she asks the candidates to make these introductions.
- 3) Each candidate stands, gives the examiner a copy of his/her piece and speaks it from memory, while the rest of the group sits as an audience and listens.
- 4) Each candidate in turn speaks about his/her personal possession, and then responds to questions from the teacher, members of the group and/or the examiner. If the teacher is present, he/she will initiate the questions and encourage a response and the examiner will observe, listen and may ask additional questions.
- 5) The candidates leave the room.

The assessment session of each group takes **45 minutes maximum**.

After the assessment session the examiner requires a quiet room for approximately 10 minutes to complete the report forms.

## **Attainment descriptors – SCA 2**

Note – SCA 2 aims to encourage very young students.

### **Achieved**

Work that demonstrates understanding and learning of the requirements of the level as follows.

#### **Interpersonal Skills**

Making a personal introduction, listening attentively to whoever is speaking and responding appropriately to other members of the group.

#### **Expressive Speaking**

Introducing and speaking a piece of verse or prose from memory to the group.

#### **Practical Speaking**

Speaking about a personal possession and responding to questions from the examiner, teacher and/or members of the group.

#### **Personal Copy**

Providing a personal copy of the piece to be performed, decorated and illustrated if desired.

### **Not Achieved**

Work that shows significant limitations in interpersonal skills, expressive skills, and/or speaking and listening. There is evidence of a lack of preparation and an inability to carry out the tasks as described in the syllabus.

## SCA 3

### Summary

At SCA 3 the assessment session is led by the examiner. The teacher should if possible be present in the room as an observer. In speaking their piece of verse or prose, candidates should demonstrate natural enjoyment of the sound and meaning of words and phrases.

Candidates should demonstrate a personal response to their experience by reminiscing and/or expressing enthusiasm. They should listen and demonstrate understanding when other members of the group are speaking.

### SCA 3 tasks

#### Interpersonal Skills

- To introduce themselves to the examiner and present a Study Journal.
- To listen attentively and respond to questions from the examiner and the group about the work they have presented.
- To ask a direct, open question of at least one other member of the group.

#### Expressive Speaking

To introduce and speak a piece of verse or prose to the group from memory, clearly, audibly and with evident understanding.

#### Practical Speaking

To talk from personal experience about a hobby, interest or activity and respond to questions about it.

#### Study Journal

To keep a Study Journal including:

- a copy of the piece performed, with evidence of personal response to it, illustrated and decorated if desired.

### Selecting pieces

There are no prescribed pieces or writers in the syllabus. Teachers should look for pieces of between one and two minutes' duration with which students can associate their own real or imagined experience. The pieces should extend the candidate's vocabulary and offer the opportunity to appreciate phrasing and rhythm.

### Practical Speaking

The talk about a hobby, interest or activity should last approximately **two minutes**.

### Study Journal

The Study Journal supports the practical work. It is a personal workbook giving the student a permanent record of some of the research and practical work done in preparation for the Expressive and Practical Speaking tasks. Teachers are encouraged to set their own standards and criteria; they may either keep to the minimum requirements listed above, or extend them to suit their own teaching methods, including, for example, voice and speech exercises, word games and vocabulary lists.

### The assessment session

- 1) The candidates sit in a circle with the examiner and introduce themselves in turn.
- 2) Each candidate in turn stands, presents his/her Study Journal to the examiner, which should be open at the page that contains a copy of the piece of verse or prose to be spoken. He/she then introduces the piece and speaks it from memory to the group who form an audience.
- 3) Each candidate in turn stands and gives his/her talk to the group. Prompt cards may be used but the speech should not be written out in full or read aloud from a script.
- 4) The candidates respond to questions from the examiner and the group about the work presented. This may include questions about the Study Journal.
- 5) The candidates leave the room.

The assessment of each group takes **45 minutes maximum**.

After the assessment session the examiner requires a quiet room for approximately 15 minutes to complete the report forms.

## Attainment descriptors – SCA 3

### Achieved

Work that demonstrates understanding and learning of the requirements of the level as follows.

#### Interpersonal Skills

Introducing themselves and presenting their Study Journal, listening attentively and responding to questions from the examiner and the group, asking a direct, open question of at least one other member of the group.

#### Expressive Speaking

Speaking verse or prose clearly, audibly and with natural enjoyment of the sounds and meaning of words and phrases.

#### Practical Speaking

Describing a favourite activity, providing information and expressing enthusiasm for it.

#### Study Journal

Keeping and presenting a Study Journal including a copy of and personal response to the piece, information about their favourite works of verse or prose, and background information relating to the talk.

### Not Achieved

Work that shows significant limitations in interpersonal skills, expressive skills, and/or speaking and listening. There is evidence of a lack of preparation and an inability to carry out the tasks as described in the syllabus.

### Achieved with Distinction

Work that demonstrates a thoughtful, fluent response to the skills as follows.

#### Interpersonal Skills

Making a valuable, focused contribution to the group in discussion and questioning.

#### Expressive Speaking

Responding sensitively to rhythm and phrasing and clearly conveying understanding.

#### Practical Speaking

Demonstrating planning and preparation, and speaking with a sense of spontaneity.

#### Study Journal

Careful, original presentation which provides evidence of a range of personal creative responses to the work undertaken.

## SCA 4

### Summary

At SCA 4 the assessment session is led by the examiner. The teacher may be present in the room as an observer if he/she wishes.

SCA 4 opens up the world of books, introducing the skill of reading aloud, integrating this with the ability to select and talk about books and share enthusiasm with other students.

Candidates should demonstrate their ability to enjoy, understand, and speak about books that go beyond their immediate experience and their existing vocabulary. They should extend their understanding and response beyond first impressions through discussion and background study. They are required to read a passage aloud, communicating its sense and mood through awareness of rhythm and sentence structure. They should listen, understand and respond when other members of the group are reading or speaking.

### SCA 4 tasks

#### Interpersonal Skills

- To introduce themselves to the examiner and present a Study Journal.
- To listen attentively and respond to questions from the examiner and the group about a passage they have read aloud and the book from which it comes.
- To ask constructive questions about other students' work.

#### Expressive Speaking

To read aloud to the group a prepared passage from a chosen book.

#### Practical Speaking

To describe and recommend the chosen book to the group.

#### Study Journal

To keep a Study Journal including:

- personal response to the chosen book, which may include illustration and decoration
- relevant information about the author or the background that extends the student's understanding of the book
- lists of favourite books, writers and poems.

### Selecting books and passages to read

The books chosen may be fiction or non-fiction. Teachers should help students to find books which help them explore areas that interest and stimulate them and with which they can engage at an appropriate imaginative level. Abridged and simplified versions of classic works should not be used. The reading should extend their vocabulary and require some thought and research into the writer and/or the background in order to appreciate them fully. The students should choose passages to read which offer colourful and varied language and last **between one and two minutes**.

### Practical Speaking

The talk about the book should last **approximately two minutes**.

### Study Journal

The Study Journal supports the practical work. It is a personal workbook giving the student a permanent record of some of the research and practical work done in preparation for the Expressive and Practical Speaking tasks. Teachers are encouraged to set their own standards and criteria; they may either keep to the minimum requirements listed above, or extend them to suit their own teaching methods, including, for example, voice and speech exercises, word games and vocabulary lists.

## The assessment session

- 1) The candidates sit in a circle with the examiner and introduce themselves in turn.
- 2) Each candidate in turn stands and presents his/her Study Journal to the examiner.
- 3) Each candidate describes and recommends his/her chosen book. Prompt cards may be used but the speech of recommendation should not be written out in full or read aloud from a script.
- 4) The candidate then reads aloud a prepared passage to the group. Candidates must read from a printed copy of the book, not from a photocopied extract.  
NB Candidates, if they wish, may read the extract before giving the speech of recommendation.
- 5) Each candidate, when asked, puts questions to other candidates about the books and/or passages chosen. The examiner also asks questions.
- 6) The candidates leave the room.

The assessment of each group takes **45 minutes maximum**.

After the assessment session the examiner requires a quiet room for approximately 15 minutes to complete the report forms.

## Attainment descriptors – SCA 4

### **Achieved**

Work that demonstrates understanding and learning of the requirements of the level as follows.

#### **Interpersonal Skills**

Introducing themselves and presenting their Study Journal, listening attentively and responding to questions from the examiner and the group, and asking constructive questions of others.

#### **Expressive Speaking**

Communicating sense and mood of a prepared passage by reading aloud to the group, and responding to the meaning and structure of the passage.

#### **Practical Speaking**

Describing and recommending a book, giving reasons for personal preferences.

#### **Study Journal**

Keeping and presenting a Study Journal that includes a personal response to the chosen book, relevant information about the author or background that extends understanding of the book, and favourite books, writers and poems.

### **Not Achieved**

Work that shows significant limitations in interpersonal skills, expressive skills, and/or speaking and listening. There is evidence of a lack of preparation and an inability to carry out the tasks as described in the syllabus.

### **Achieved with Distinction**

Work that demonstrates thoughtful, careful and original preparation as follows.

#### **Interpersonal Skills**

Making a valuable, focused contribution to the group by asking supplementary questions, volunteering suggestions and giving spontaneous responses.

#### **Expressive Speaking**

Engaging the group through voice, speech and eye contact in a reading that is sensitive to mood and meaning and employs a variety of pace and pitch to enhance the effectiveness of the storytelling.

#### **Practical Speaking**

Speaking naturally, enthusiastically and with a sense of spontaneity conveying interest in and a clear opinion about the chosen book.

#### **Study Journal**

Careful, original presentation which provides evidence of a range of personal creative responses to the work undertaken.



## SCA 5

### Summary

At SCA 5 the assessment session is led by the examiner. The teacher must not be present.

SCA 5 focuses on stories written in narrative prose or verse, that include direct speech by one or more characters.

Candidates perform a chosen piece of verse or prose to the group. They then tell the group an original, complete story that they have previously created and prepared, based on a theme connected with the piece of verse or prose.

Candidates should aim to extend their vocal and physical facility further than their normal range of expression and employ a natural and appropriate style of delivery.

They should explore the overall shape and development of their pieces and experiment with different ways of communicating meaning.

Prose or verse pieces should last approximately **one-and-a-half to two minutes**.

### SCA 5 tasks

#### Interpersonal Skills

To contribute constructively to discussion about different types of stories and storytelling.

#### Expressive Speaking

To speak from memory to the group a piece of narrative verse or prose that includes direct speech from one or more characters.

#### Practical Speaking

To devise and tell an original complete story to the group based on a theme connected to the piece of narrative verse or prose spoken.

#### Study Journal

To keep a Study Journal including:

- a personal response to the piece performed
- notes about speaking the piece, either by annotating the copy or as separate notes
- description of one of the characters in the piece
- background preparation, related information or creative writing developed in preparing the story.

### Practical Speaking

Teachers should offer a variety of complete stories to their students, both through reading aloud and storytelling, so that they are aware, through experience, of the shape and substance of meaningful stories (ie the beginning – involving characters-in-a-situation, the middle – action and development, the end – a resolution of some kind, possibly with a moral). They should also look at the significance of particular stories to various communities and societies, eg creation myths from around the world.

Each story should last **between three and four minutes**. The examiner may ask candidates who over-run this time limit to stop or curtail their story.

### Study Journal

The Study Journal supports the practical work. It is a personal workbook giving the student a permanent record of some of the research and practical work done in preparation for the Expressive and Practical Speaking tasks. Teachers are encouraged to set their own standards and criteria; they may either keep to the minimum requirements listed above, or extend them to suit their own teaching methods, including, for example, acting exercises, approaches to characterisation and story telling, styles of dialogue, different types of stories and story structures.

## The assessment session

- 1) The candidates sit in a circle with the examiner and introduce themselves in turn.
- 2) Each candidate in turn stands and performs his/her piece with the other members of the group forming an audience.
- 3) Each candidate in turn tells his/her story to the group who should give their full attention to the storyteller. Notes or prompt cards may be used when telling the story, but it must not be written out in full or read aloud from a script. Candidates should concentrate on communicating with the audience and making the story come alive.
- 4) The examiner leads a general discussion on the value of stories, based on the verse or prose pieces and on the stories that have been told. This would typically include subjects such as common themes, different types of stories, favourite works of fiction and fiction-writers. Candidates should bring their Study Journals with them and may at this point draw on any useful material they have prepared.
- 5) The candidates leave the room.

The assessment of each group takes **50 minutes maximum**.

After the assessment session the examiner requires a quiet room for approximately 25 minutes to complete the report forms.

## Attainment descriptors – SCA 5

### **Achieved**

Work that demonstrates understanding and learning of the level requirements as follows.

#### **Interpersonal Skills**

Contributing constructively to a discussion about different types of stories and storytelling.

#### **Expressive Speaking**

Speaking a piece of narrative verse or prose that extends range and communication in a style appropriate to the material.

#### **Practical Speaking**

Telling an original complete story based on a theme connected to the narrative piece, using appropriate techniques to engage the audience.

#### **Study Journal**

Keeping and presenting a Study Journal that includes a copy of and personal response to the piece performed, notes about speaking the piece or an annotated copy, description of one of the characters in the piece, and related information or creative writing developed in preparing the story.

### **Not Achieved**

Work that shows significant limitations in interpersonal skills, expressive skills, and/or speaking and listening. There is evidence of a lack of preparation and an inability to carry out the tasks as described in the syllabus.

### **Achieved with Distinction**

Work that demonstrates sustained delivery, spontaneity and awareness of audience. There will be evidence of command of appropriate skills and analysis of the meaning and quality of material through thoughtful, careful and original preparation.

#### **Interpersonal Skills**

Making a valuable, focused contribution to the group through asking supplementary questions, volunteering suggestions and giving spontaneous responses.

#### **Expressive Speaking**

Engaging the group in a performance that is sensitive to mood and meaning and employs a range of vocal techniques to support the narrative and give a sense of characterisation.

#### **Practical Speaking**

Conveying a variety of moods, situations and/or characters by using a range of vocal and physical techniques in telling a story.

#### **Study Journal**

Careful, thoughtful, original presentation that provides evidence of a range of personal creative responses to the work undertaken.

## SCA 6

### Summary

At SCA 6 the assessment session is led by the examiner. The teacher must not be present.

SCA 6 completes the SCA syllabus. Students achieving this level will be secure in the core skills listed on page 6 and will have some relevant knowledge and understanding of voice, speech, language and literature. Their knowledge and understanding will not be examined separately, but should be embedded in the practical work.

Candidates should have knowledge, understanding and appreciation of the sense, shape and effect of a poem and enjoy speaking it; they should understand the subject matter and its significance, the poet's use of vocabulary, images, verse form and rhyme structure if appropriate; they should be aware of emotion, mood, character development and contrasts within a poem; they should communicate this understanding through use of breath, pauses, emphasis, changes of tone, pace, pitch and volume; and they should commit themselves to expressing the poet's meaning.

At this level candidates identify and research a public issue that interests them, then plan and deliver a talk aimed at their peers (other members of the group). They also demonstrate the ability to explore issues raised by others.

On completion of SCA 6, candidates may wish to develop the language, communication and performance skills they have acquired, by undertaking Trinity grade, certificate and diploma exams in drama. Normally a candidate who has achieved success at SCA 6 would be equipped with the skills and learning to enter a Trinity drama grade exam at Intermediate level (Grades 4-5).

### Selecting topics for Practical Speaking

While the student's own background and experience may be reflected in the topic selected for the talk, the emphasis should be on a wider social, cultural or environmental issue that requires some research. Visual aids should be clear and relevant, and their use incorporated into the presentation which should last approximately **three to four minutes**.

**Please check well in advance what audiovisual equipment is available at the assessment centre.**

### SCA 6 tasks

#### Interpersonal Skills

To contribute constructively to a group discussion arising from the work presented.

#### Expressive Speaking

To speak a poem from memory to the group expressively, displaying an understanding of its meaning and form.

#### Practical Speaking

To give a talk on a social, cultural or environmental issue, using visual aids where appropriate.

#### Study Journal

To keep a Study Journal including:

- a copy of the poem, with notes on its meaning and content, verse form, structure, vocabulary, poetic devices, interpretation and performance
- a personal response to the poem
- relevant information about the author of the poem and her/his work
- information and illustrations.

### Selecting poems

The poem should be complete in itself and last **between one-and-a-half and two minutes**. It should have some complexity without being obscure in meaning. Teachers should ensure that it has colour and vitality and can evoke an enthusiastic response, while also looking for material where the form and content both need to be explored (eg verse form, rhyme structure, genre, occasion and possible intention of writing, effect of particular words, phrases and images). Students should be encouraged to make a personal selection from a number of favourite poems.

### Study Journal

The Study Journal supports the practical work. It is a personal workbook giving the student a permanent record of some of the research and practical work done in preparation for the Expressive and Practical Speaking tasks. Teachers are encouraged to set their own standards and criteria; they may either keep to the minimum requirements listed above, or extend them to suit their own teaching methods, including, for example, work on voice, speech, language, literature and topical issues.

## The assessment session

- 1) The candidates sit in a circle with the examiner and introduce themselves in turn.
- 2) Each candidate gives the examiner an annotated copy of the poem, and speaks it, standing at one end of the room. The group forms an audience.
- 3) The candidates review their notes and prepare their visual aids if appropriate.
- 4) Each candidate in turn gives his/her talk using visual aids where appropriate. The speaker stands at one end of the room and the rest of the group form an audience.

Notes or prompt cards may be used but the talk must not be written out in full or read aloud from a script. Candidates should concentrate on communicating their ideas and opinions to the audience as directly and effectively as possible.

- 5) Candidates return to the circle and discuss with the examiner and each other the background and implication of their topics, referring to visual aids and Study Journals as appropriate.
- 6) The candidates leave the room.

The assessment session of each group takes approximately **60 minutes**.

After the assessment session the examiner requires a quiet room for approximately 30 minutes to complete the report forms.

## Attainment descriptors – SCA 6

### **Achieved**

Work that demonstrates understanding and learning of the level requirements as follows.

### **Interpersonal Skills**

Contributing constructively to a group discussion arising from the work presented.

### **Expressive Speaking**

Speaking a chosen poem expressively, displaying an understanding of its meaning and form.

### **Practical Speaking**

Giving a presentation on a social, cultural or environmental issue, using visual and/or audio aids.

### **Study Journal**

Keeping and presenting a Study Journal including a copy of the poem, with notes on its meaning and content, verse form, structure, vocabulary, poetic devices, interpretation and performance, personal response to the poem, relevant information about the author of the poem, and information collected in preparing the talk.

### **Not Achieved**

Work that shows significant limitations in interpersonal skills, expressive skills, and/or speaking and listening. There is evidence of a lack of preparation and an inability to carry out the tasks as described in the syllabus.

### **Achieved with Distinction**

Work that demonstrates accurate and sustained delivery, evident personal involvement, and the ability to engage an audience. There will be evidence of thoughtful, careful and original preparation and an ability to integrate research material and personal expression in presentation and performance.

### **Interpersonal Skills**

Making a valuable, focused contribution in discussion by analysing and exploring the issues raised by others.

### **Expressive Speaking**

Using an appropriate range of vocal techniques to convey an evident appreciation of the sense, shape and intention of a poem, the poet's use of language, and the verse form and structure.

### **Practical Speaking**

Giving an effective presentation that demonstrates background research, analysis and debate and integrates presentation skills with clear, relevant visual and/or audio aids.

### **Study Journal**

Careful, original presentation, that draws on a range of research sources to formulate and present ideas and issues effectively.

### Cert TCL(FT) Foundation Teaching Certificate

The Trinity Cert TCL(FT) is a foundation teaching qualification for teachers of speech and drama, theatre arts or musical theatre working with young children.

This qualification is evidence that the candidate has:

- acquired and can demonstrate performance skills at an appropriate level in speech and drama OR theatre arts OR musical theatre
- completed a course of study to prepare a teaching programme in their chosen area of specialism for children aged up to eight years old in a given setting
- reflected upon its effectiveness under the guidance of a suitably qualified teacher
- successfully entered candidates for assessment/ exam in their chosen area of specialism at an appropriate level.

For further details of this qualification please contact [drama@trinitycollege.com](mailto:drama@trinitycollege.com)

### SCA Joint Assessment Scheme (JAS)

The Joint Assessment Scheme offers suitably qualified teachers the opportunity to assess their own students at all levels of the SCA syllabus.

Results are subsequently moderated by a Trinity examiner.

For full details of the JAS, along with details of required qualifications and conditions, please contact [drama@trinitycollege.com](mailto:drama@trinitycollege.com)