

Communication Skills

Graded Exams and Professional Certificates

Syllabus from 2010

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Welcome

We are delighted to introduce the Trinity College London Communication Skills syllabus for grade and certificate qualifications. These qualifications are designed to support learners to develop and refine expertise and confidence in a range of communicative skills that are equally applicable in social, professional and public arenas. The exams assess the following skills in 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

Other skills valued by employers that are supported through preparing for these exams are:

- ▶ Self-motivation
- ▶ Ability to learn and adjust
- ▶ Working under pressure and to deadlines
- ▶ Teamwork
- ▶ Organisational skills
- ▶ Numeracy
- ▶ Technology
- ▶ Valuing diversity and difference

We hope you enjoy exploring the opportunities these exams offer, and we wish you every success.

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 learners 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 offer:

- ▶ An extensive range of study options and qualifications in acting and speaking, musical theatre, performance arts, and communication skills at graded, certificate and diploma level
- ▶ Qualifications accessible to candidates of all ages and from all cultures
- ▶ Flexibility in our exams to give candidates opportunities to perform to their strengths and interests
- ▶ A commitment to listening to our teachers
- ▶ Highly qualified examiners who are trained to provide maximum support and encouragement throughout the exam process

Introduction to Communication Skills qualifications

Trinity's graded and certificate exams in Communication Skills are open to all learners and the content is designed to appeal to people of all ages and backgrounds. There is no requirement for candidates to have passed a lower level or any other qualification before entering for the exams. However, the different levels represent a programme for progressive development, and the outcomes assume mastery of the previous level(s). There is no upper age limit, but the following recommended guidance is provided regarding the minimum age for each stage:

Qualification level	Age of candidates
Initial exams	5 years and over
Grade 1	7 years and over
Grades 2-3	8 years and over
Grades 4-5	12 years and over
Grades 6-8, Professional Certificate	16 years and over

Exams are taken by individuals or in a group of three or four candidates.

Qualification	What the candidate receives
Grades for individuals and Professional Certificate	Each candidate is given written feedback, marks and, on passing, a certificate.
Group grades	The group receives a mark and written feedback recognising its achievement overall. On passing their exam, each group member receives a certificate with their name on.

Regulated Qualifications Framework

All Communication Skills qualifications for individuals are on the Regulated Qualifications Framework (RQF). The regulated titles and numbers for the qualifications for individuals are on page 15.

Group Communication Skills exams are designed to allow candidates the opportunity to work collaboratively towards a shared goal, with examiners considering the overall achievement of the group. As such these qualifications are unregulated.

Duration of study

All regulated qualifications are assigned a total qualification time (TQT). This should be used for guidance only. TQT is an estimate of the average time spent 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 depend on each individual's or group's level of experience.

Qualification	Guided learning hours	Independent learning hours	Overall learning hours (total qualification time/TQT)
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
Professional Certificate	50	250	300

Assessment methods and marking

The exams are normally assessed by one examiner who watches the work presented. The examiner writes a report on the extent to which the candidate has met the learning outcomes of the qualification and awards marks in line with the published assessment criteria and attainment descriptors.

Please note that, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one examiner in the room.

Trinity audio records all exams. Sometimes exams are 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 will be discreet and should not cause any distraction to candidates.

Attainment levels, learning outcomes and assessment criteria

Graded exams are marked out of 100. Marks are awarded on the basis of the following attainment levels:

Marks received	Attainment levels
85 or more	Distinction
75-84	Merit
65-74	Pass
64 and below	Below Pass

The Professional Certificate is marked out of 100 and the pass mark is 70. There are no Merit or Distinction attainment levels.

The learning outcomes, assessment criteria and attainment descriptors for each level can be found on pages 10 to 13.

Timing of the exams

Please refer to the exam requirements for the maximum time allowed for each exam. This is the time available to the candidate to demonstrate the widest range of skills they can. Candidates are advised to make full use of this. Please note that any setting up and removal of equipment will also need to be incorporated into this time.

Introduction to Communication Skills qualifications

Progression

Trinity's graded and certificate exams in Communication Skills offer progression routes towards:

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

The Universities and Colleges Admissions Service (UCAS)

Trinity College London's Level 3 (Grades 6-8) Communication Skills exams for individuals are included in the UK Universities and Colleges Admissions Service (UCAS) tariff, and attract UCAS points to use for university and higher education entry. See trinitycollege.com/ucasdrama for further details.

A note on language

Trinity's graded exams in Communication Skills 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. We accept that they may have distinctive features of pronunciation, grammar or vocabulary that relate to the model familiar to their own culture or language.

Other qualifications offered by Trinity

- ▶ Young Performers Certificates (for candidates up to the age of 7 years old)
- ▶ Grades and certificates in Acting and Speaking
- ▶ Grades and certificates in Musical Theatre and Performance Arts
- ▶ Diplomas in drama and speech subjects
- ▶ Speech Communication Arts (only available in certain countries)
- ▶ Arts Award (only available in certain countries)
- ▶ Grades, certificates and diplomas in music
- ▶ English language qualifications
- ▶ Professional Performing Arts diplomas

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

How to enter

Information on how to enter for all the qualifications covered in this document can be found at trinitycollege.com

Reasonable adjustments

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 requirement should be given. The need and request for provision should be made on the appropriate form, which is available to download from trinitycollege.com/drama-csn

Results review and appeals process

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

Who is permitted in the exam room

Usually only the examiner and candidate(s) should be in an exam room during an exam. If the performance requires an additional performer, or technology to be operated then another person is allowed in the room for that purpose and should leave after the task is complete (this should not be the teacher). A teacher may be permitted to enter the room as live musical accompanist for the songs and dance/movement task, if relevant. The teacher should only be in the room for that performance piece and there should be no communication other than signalling a readiness to start. Otherwise teachers should not be in the room during the exam and should not attempt to take responsibility for any setting up or clearing away of materials, props or set – this should be the responsibility of the candidate(s).

Exam infringements

All exam infringements (eg presenting a topic that doesn't fit the requirements) 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.

Certificate of Special Merit

Candidates who have passed Grades 1-8 exams for individuals and/or for pairs either in a single qualification strand (eg Communication Skills (individual)) or any combination of drama and performance qualification strands, 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.

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

Learning outcomes and assessment criteria

Initial (RQF Entry Level)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Employ an appropriate range of verbal and non-verbal skills in contrasting contexts	1. Demonstrate an ability to talk meaningfully, clearly and with some expressiveness
2. Interact and converse on a one-to-one basis	2. Demonstrate an ability to participate in a conversation
3. Describe an event or object and present information verbally	3. Demonstrate some competence in sustaining a simple narrative or description from memory, delivered in an orderly manner and with some awareness of audience

Foundation (Grades 1-3, RQF Level 1)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Employ an appropriate range of verbal and non-verbal skills in a variety of situations	1.1 Demonstrate a developing ability to present a persuasive argument and show some sensitivity in interpersonal communication 1.2 Show some awareness of the importance of oral communication and the uses of vocal variety in spoken language 1.3 Demonstrate an understanding of the differences between formal and informal situations
2. Interact with individuals and/or groups	2. Converse with the examiner and/or fellow group members and develop some discourse along guided lines
3. Present information, ideas and opinions coherently	3.1 Demonstrate elementary competence in the preparation and delivery of talks 3.2 Speak audibly and clearly 3.3 Demonstrate an ability to adapt verbal and non-verbal skills appropriately to meet audience needs

Intermediate (Grades 4-5, RQF Level 2)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Employ an appropriate and effective range of verbal and non-verbal skills in a variety of situations	1.1 Show a vital awareness of interpersonal communication skills and use verbal and non-verbal expression with ease and confidence 1.2 Show evidence of understanding the importance of oral communication and the uses of vocal variety in spoken language 1.3 Demonstrate competence in interactive speaking in both informal and formal situations
2. Interact with individuals, groups and/or simulated audiences	2. Initiate and participate in discussion with the examiner and/or fellow group members
3. Present and summarise information, ideas and opinions coherently	3.1 Demonstrate an ability to prepare, design and deliver informative talks in a clear and relevant manner 3.2 Demonstrate a use of language that is imaginative, fluid and shows a sense of spontaneity 3.3 Demonstrate an understanding of structure, logic and where appropriate narrative when communicating in a range of settings

Advanced (Grades 6-8 and Professional Certificate, RQF Level 3)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Employ with competence and understanding an appropriate range of verbal and non-verbal skills in a wide variety of specified situations	1.1 Show considerable competence in interpersonal communication skills and use verbal and non-verbal expression with ease and confidence 1.2 Integrate consciously knowledge, understanding and skills in a secure and sustained performance 1.3 Demonstrate a high degree of competence in interactive speaking in both informal and formal situations
2. Interact with individuals, groups and/or specified simulated audiences	2.1 Initiate and participate effectively in discussion with the examiner and/or fellow group members 2.2 Demonstrate confidence, perceptiveness and appropriate listening skills
3. Present and summarise a range of information, ideas, concepts and opinions from a variety of sources	3.1 Demonstrate an ability to prepare, design and deliver informative talks with authority and competence, using audio and visual aids as appropriate 3.2 Demonstrate a use of language that is vivid and powerful and meets the demands of specific situations 3.3 Employ a range of communication skills and tools with sophistication and understanding to present and engage with complex and challenging ideas

Attainment descriptors for Communication Skills

The following table describes the levels of attainment required for the allocation of marks at Distinction, Merit, Pass and Below Pass.

Initial

Distinction

Work in which narratives and descriptions are conveyed fluently and with some sense of spontaneity. Meaning will be projected expressively and with accuracy and clarity. The candidate will respond thoughtfully to questions and engage in conversation appropriately and with some enthusiasm.

Merit

Work which demonstrates understanding and some degree of fluency of expression. Vocal delivery will be audible and expressive for the most part. The candidate will respond appropriately during conversation, although there may be some degree of hesitancy at times.

Pass

Work that demonstrates evidence of adequate preparation and some ability to communicate orally. The delivery will demonstrate a fair degree of understanding but may lack clarity and audibility at times. There may be reluctance to respond during conversation but some appropriate engagement with prompting.

Below Pass

Work in which language skills and/or vocal delivery are inadequate to complete the task satisfactorily. This will be marked variously by a lack of fluency, clarity and audibility. The candidate may show an apparent reluctance to engage in conversation.

Foundation (Grades 1-3)

Distinction

Work in which ideas and narratives are presented fluently, with enthusiasm and with a sense of ownership of the material. Verbal and non-verbal presentation will enable the listener to follow the thought processes being presented. The candidate will respond to questions aptly and accurately.

Merit

Work that shows a genuine attempt to engage and interest the listener. There will be a sense of vitality and an ability to communicate ideas both in formal and informal situations. There will be a sound level of preparation and an imaginative if somewhat uneven level of presentation.

Pass

Work that shows some skill in communication although it may lack flair. Presentations and conversation will be clear and audible and there will be some ability to respond to questions fluently. Work is adequately prepared.

Below Pass

Work in which the language mastery is insufficient to make meanings clear. Talks and other prepared spoken material may be largely inaudible and interpersonal communication hesitant and insecure. Poor preparation and inadequate presentation may be evident.

Intermediate (Grades 4-5)

Distinction

Work in which there is a strong sense of lively communication and conviction. Material will be well prepared and presented with authority and some flair. There will be evident use of complex language structures to convey complicated ideas and a sense of fluency and ease in conversation. Presentation skills will be well developed.

Merit

Work in which communication skills are well integrated and the material presented is secure. There may be some lapses in the use of language and the ability to respond to all questions, but the overall impression will be one of successful engagement with the listener.

Pass

Work in which there is evidence of some preparation and some ability to convey information and mount a persuasive argument. Verbal and non-verbal skills will be sufficient to ensure audibility and some interest for the listener. There will be evidence of interpersonal sensitivity and an ability to relate to other people.

Below Pass

Work in which there is a sense of confusion and lack of confidence. Verbal and non-verbal skills may be inadequate and the material presented may lack organisation. Response to questions may reveal insufficient mastery of the material or situation.

Advanced (Grades 6-8 and Professional Certificate)

Distinction

Work that shows an ability to handle the most complex ideas and diverse communication tasks with ease and rigour. There will be a satisfying integration of communication skills and a sense of total ownership of the material and control of the situation. Presentation skills will be highly developed and yet all work will be exemplified by naturalness and fluency.

Merit

Work in which complex ideas are presented with authority and flair and in a way that engages the listener. Vocal variety and non-verbal communication will add to the sense of fluency and ease and the candidate will adapt successfully to different situations. There may be some lack of spontaneity and arguments may not always be fully developed.

Pass

Work in which complex ideas are handled with some skill and there is an adequate response to conversation and questioning. Work will show some imagination in preparation and there will be sound use of verbal and non-verbal resources. Various visual and other aids will be used to some effect but the presentations may be adequate rather than stimulating.

Below Pass

Work in which complex ideas are inadequately handled and there is little sense of authority. Lack of confidence and fluency may prevent effective communication and there may be poor interpersonal skills. Verbal and non-verbal skills may not be employed with a sufficient degree of confidence and there may be an overall sense of confusion.

Exam information

General regulations

- ▶ Candidates are required to arrive at the exam centre 15 minutes before the scheduled time of their exam.
- ▶ Maximum timings are provided for each task and examiners may stop a candidate if the timings are exceeded.
- ▶ Objects and/or pictures brought into the exam room are the responsibility of the candidate. They should be easily transportable, safe and easy to set up and appropriate to the age of the candidate. Set up and removal of equipment should be completed within the allocated exam time.

General guidance

- ▶ Where the syllabus offers an EITHER/OR option for a task, the choice is made by the candidate.
- ▶ Visual and audio aids must be used to support presentations in the advanced grades but candidates can choose to use them or not in the foundation and intermediate grades. They should enhance rather than hinder personal communication with the actual or imagined defined audience. Candidates may use PowerPoint (or similar), whiteboards, blackboards, flip charts, or video clips, but the focus must always be on the presentation and not on the technology. Any aids should be easily seen or heard by the examiner. Candidates/teachers are advised to check with the centre representative beforehand as to what technology is available. 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.
- ▶ The use of notes and cue cards as a prompt rather than read verbatim are an accepted element of any of the prepared tasks but should only be used to aid fluency, delivery and communication.

Individual exams

Exams for individuals assess a candidate's ability to engage with analytical and critical concepts, to persuade, to negotiate, to summarise and to communicate information, ideas and opinions in a variety of contexts.

Title on regulator registers	Qualification number
TCL Entry Level Award in Graded Examination in Communication Skills (Initial) (Entry 3)	601/0855/1
TCL Level 1 Award in Graded Examination in Communication Skills (Grade 1)	501/1947/3
TCL Level 1 Award in Graded Examination in Communication Skills (Grade 2)	501/1946/1
TCL Level 1 Award in Graded Examination in Communication Skills (Grade 3)	501/1948/5
TCL Level 2 Certificate in Graded Examination in Communication Skills (Grade 4)	501/1949/7
TCL Level 2 Certificate in Graded Examination in Communication Skills (Grade 5)	501/1950/3
TCL Level 3 Certificate in Graded Examination in Communication Skills (Grade 6)	501/2112/1
TCL Level 3 Certificate in Graded Examination in Communication Skills (Grade 7)	501/2111/X
TCL Level 3 Certificate in Graded Examination in Communication Skills (Grade 8)	501/2115/7
TCL Level 3 Certificate in Communication Skills (Professional Certificate)	601/0960/9

Task expectations

All Communication Skills exams for individuals follow the same general pattern and include several specific types of task as below.

Welcome and introduction (Initial, Grades 1-3)

This is an informal, spontaneous and natural conversation intended to put candidates at their ease.

In this conversation the examiner may make reference to the format and content of the exam, the candidate's current situation in education and/or work, the conditions under which the exam is being held and so on. The candidate should aim to engage in a spontaneous exchange with the examiner, rather than giving a prepared formal introduction.

Candidates will normally sit during this task.

Interactive task

At Initial and at some Foundation grades, candidates either tell a story and/or describe an event or the significance of an object or objects. The candidate may then be required to respond to questions about this from the examiner.

From Grade 3 upwards candidates attempt to persuade the examiner to do something (eg give them a job, lend them an object, go on holiday). At Grade 7 candidates engage in a radio/TV-type interview with the examiner. At Grade 8 the candidate and examiner negotiate in order to resolve a conflict.

In all these tasks there is an element of role play. The examiner will represent someone such as a friend, an employer or a potential supporter of a charity. In preparing these tasks, candidates should give careful thought to who they wish the examiner to represent. So for example at Grade 5 ('The candidate will attempt to persuade a defined person to support a charity or good cause') the examiner will ask '*Who do*

Individual exams

you wish me to represent? Possible responses might be: *'The President of the United States'* or *'my headmaster'* or *'a total stranger whom I have just walked up to in the street'*. The choice will of course influence the way in which the candidate approaches the task and the examiner's responses.

The examiner will – within reason – accept any premise offered by the candidate and interact accordingly. In some cases the examiner may 'sketch in' an appropriate character but will not give a complete acted performance.

The examiner will interact with the candidate throughout the task. It is quite possible that the examiner will express reservations about ideas and suggestions offered by the candidate and/or suggest alternative views or approaches. As part of the preparation for the exam the candidate should consider possible objections and/or reservations and be prepared to deal with them. However, candidates should not think in terms of winning or losing an argument, but rather in engaging successfully in an interactive manner with the examiner.

Although there will inevitably have been some degree of preparation for these tasks, candidates should aim to speak as spontaneously as possible and engage in an interactive discussion with the examiner throughout. Over-reliance on prompt cards may hamper the candidate's ability to do this effectively.

Candidates will normally be encouraged to sit for these tasks.

Talk

Candidates give a talk on an appropriate subject, using visual and/or audio aids as appropriate.

From Grade 7 upwards candidates must specify the audience to whom they are speaking. This could be quite straightforward (eg *'my class at school'*) or more ambitious (eg *'a group of potential employees for my firm'*, *'a group of one hundred senior policemen'*, *'the General Medical Council'*).

Candidates should project their voices to address an imagined audience, of which the examiner is but one member.

These talks should avoid giving the impression of repeating an essay or information learnt parrot-fashion. The style of delivery should be fluent and suitably relaxed, demonstrating a personal engagement with the (imaginary) audience and awareness of techniques that may be employed to engage and sustain their interest.

While prompt cards may be used, the talk should not be written out in full nor read verbatim from a script. These exams do not assess the skill of reading aloud. Oral communication differs from the language of written prose and candidates are expected to demonstrate their understanding of this.

For talks and presentations in which audio and/or visual aids are used, candidates should remember that these are primarily an aid to good communication and never a replacement for personal skill. Candidates may use PowerPoint (or similar), whiteboards, blackboards, flipcharts, or video clips. Thought should be given to the presentation, design and positioning of any visual aid in relation to the speaker and listener(s). It is the candidate's responsibility to set up and remove any such aids within the time allowed for the exam, and to ensure that any computer or other technical equipment is fully operational before the exam begins.

This is a more formal scenario and candidates should stand to present their talks as if to an imaginary audience.

Summary task

In Grades 4-8 candidates are required to summarise an article read aloud by the examiner. The length and subject matter of each article is listed in the grade requirements listed on pages 18 and 19.

The examiner reads the article aloud at a moderate pace, during which candidates may take notes. Candidates intending to take notes during this task must bring a notepad and pencil or pen into the exam with them.

Candidates will be given a few moments to review their notes, and then be asked to give a verbal summary of the content. At Grades 7 and 8 the summary is followed by a short discussion in which candidates may be asked to express some views on the content.

One of the purposes of this task is to encourage careful and selective listening. Candidates should not attempt to write down every word of the article as if from dictation and then repeat it back verbatim. Rather they should listen carefully to the argument and/or views expressed in the article and note down those details that appear to be relevant. In reviewing their notes, they may wish to alter the order in which information is presented in the article. An effective verbal summary may be quite brief.

This is an informal task and candidates will normally be invited to sit before the examiner starts to read.

Communication Skills (individual)

Grade	Communication Skills (individual)	Marks
Initial maximum 8 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged (<i>approximately 1 minute</i>).	10
	2. The candidate will talk about a small object he or she has brought to the exam room (<i>approximately 2 minutes</i>).	40
	3. The candidate will EITHER introduce and tell a brief story OR recount a memorable event. A brief conversation will follow (<i>approximately 3 minutes</i>).	50
Foundation		
Grade 1 maximum 10 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged (<i>approximately 1 minute</i>).	10
	2. The candidate will bring two small objects to the exam room and EITHER use them to tell a story OR explain their value and significance (<i>approximately 2 minutes</i>). A brief conversation will follow (<i>approximately 1 minute</i>).	40
	3. The candidate will give a talk about 'a remarkable person', 'my best friend', 'my most exciting holiday', or 'my favourite activity'. Simple visual aids may be used (<i>approximately 3 minutes</i>). A brief conversation will follow (<i>approximately 1 minute</i>).	50
Grade 2 maximum 12 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged (<i>approximately 1 minute</i>).	10
	2. The candidate will describe the planning and preparation for a special event (<i>approximately 3 minutes</i>). A brief conversation will follow (<i>approximately 1 minute</i>).	40
	3. The candidate will give a talk about a book or a film/movie. Simple visual aids may be used (<i>approximately 4 minutes</i>). A related conversation will follow (<i>approximately 1 minute</i>).	50
Grade 3 maximum 14 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged (<i>approximately 2 minutes</i>).	10
	2. The candidate will attempt to persuade a friend EITHER to go on holiday OR to go on an outing OR to participate in an activity. The examiner will represent the friend and interact accordingly (<i>approximately 4 minutes</i>).	40
	3. The candidate will give a talk about a current news item. Simple visual aids may be used if desired (<i>approximately 4 minutes</i>). A related discussion will follow (<i>approximately 2 minutes</i>).	50
Intermediate		
Grade 4 maximum 16 minutes	1. After a brief introductory exchange, the candidate will attempt to persuade a friend to lend him/her a highly valued object. The examiner will represent the friend and interact accordingly (<i>approximately 4 minutes</i>).	30
	2. The examiner will read aloud a descriptive passage of 200-250 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points (<i>approximately 3 minutes</i>).	30
	3. The candidate will give a talk on a memorable experience. Visual aids may be used (<i>approximately 5 minutes</i>). Relevant discussion will follow (<i>approximately 2 minutes</i>).	40
Grade 5 maximum 18 minutes	1. After a brief introductory exchange, the candidate will attempt to persuade a defined person to support a charity or good cause. The examiner will represent the person to be persuaded (see guidance on pages 15-16) (<i>approximately 4 minutes</i>).	30
	2. The examiner will read aloud an informative passage of 250-300 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points (<i>approximately 4 minutes</i>).	30
	3. The candidate will give an informative talk on a personal interest, challenge or achievement. Visual aids may be used (<i>approximately 6 minutes</i>). Relevant discussion will follow (<i>approximately 2 minutes</i>).	40

Grade	Communication Skills (individual)	Marks
Advanced		
Grade 6 maximum 20 minutes	1. The candidate will present a prepared CV for a specified job of his or her choice. The examiner will represent a potential employer and conduct an appropriate interview (<i>approximately 5 minutes</i>).	30
	2. The examiner will read aloud a current news article of 300-350 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points (<i>approximately 4 minutes</i>).	30
	3. The candidate will give a presentation that EITHER explains a process OR introduces a product or business enterprise (<i>approximately 7 minutes</i>). Appropriate discussion will follow (<i>approximately 2 minutes</i>).	40
Grade 7 maximum 23 minutes	1. The candidate will give a two-minute introduction to a local, regional or national issue that requires immediate action. The examiner will then conduct a radio/TV-type interview to probe the issues arising from this (<i>approximately 6 minutes</i>).	30
	2. The examiner will read aloud a passage of 350-400 words on travel, history or biography. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points. A brief discussion will follow in which candidates may be asked to express some views on the content (<i>approximately 5 minutes</i>).	30
	3. The candidate will give a presentation on a social, medical or moral issue to an imagined, defined audience of at least 20 people (see guidance on page 16). Audio and/or visual aids may be used (<i>approximately 8 minutes</i>). Appropriate discussion will follow (<i>approximately 2 minutes</i>).	40
Grade 8 maximum 25 minutes	1. The candidate introduces a professional, educational or social conflict that will require negotiation to be resolved, clearly stating a personal standpoint and agenda. The examiner will adopt an opposing agenda. The candidate and examiner will then seek to resolve the conflict in a manner which will be satisfactory to both parties. Some agreement must be reached within the time limit (<i>approximately 6 minutes</i>).	30
	2. The examiner will read aloud a passage of 400-500 words on science, technology, environmental issues, business or finance. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points. A brief discussion will follow in which candidates may be asked to express some views on the content (<i>approximately 6 minutes</i>).	30
	3. The candidate will give a presentation to an imagined, defined audience of at least 20 people on some aspect of the communication process in advertising, politics, education or religion. This may include a critical evaluation of communication tools such as: styles of delivery; vocabulary, structure and syntax; semiotics and non-verbal components. Audio and/or visual aids may be used (<i>approximately 8 minutes</i>). Appropriate discussion will follow (<i>approximately 3 minutes</i>).	40

Professional Certificate in Communication Skills

The Professional Certificate in Communication Skills is intended to provide a framework relevant to all professional situations in which the need for clear and effective spoken communication in a variety of contexts may be of paramount importance.

The exam comprises five sections:

- ▶ **Presentation Skills**
- ▶ **Speaking in Public**
- ▶ **Problem Solving and Conflict Resolution Skills**
- ▶ **Summary and Feedback Skills**
- ▶ **Discussion**

The presentation task should not be considered as a role play scenario in which candidates adopt an imaginary character or role to which they aspire in the future. Rather, the presentation should be rooted in candidates' current social, educational, work or professional situation and background and reflect personal interests, experience and aspirations.

Candidates should refer to the relevant sections of notes on graded exams for individuals for further guidance on other sections.

Learning outcomes, assessment criteria and attainment descriptors for Advanced level grades in Communication Skills apply to this qualification (see pages 11 and 13).

The Professional Certificate is at Level 3 of the Regulated Qualifications Framework and is marked out of 100. The pass mark is 70. There are no Merit or Distinction attainment levels.

Professional Certificate in Communication Skills	Marks
<p>1. Presentation</p> <p>The candidate will give a presentation related to personal aspirations, job or career intentions and/or interests to a defined, imagined audience of at least 20 people. Audio and/or visual aids may be used.</p> <p><i>Maximum time 18 minutes</i></p>	40
<p>2. Speaking in Public</p> <p>Fifteen minutes before the exam begins, the examiner will provide the candidate with three scenarios in which a public address will be required. Typical situations might include: introducing or thanking a speaker; opening or closing an event or ceremony; giving an address at a wedding or other formal function. The candidate will select one of the scenarios and give an appropriate verbal response. Brief notes on a single card are permitted.</p> <p><i>Maximum time 6 minutes</i></p>	20
<p>3. Problem Solving and Conflict Resolution Skills</p> <p>The candidate will describe a real or imagined social or work-based problem that may involve conflict. The candidate will suggest some possible solutions and discuss with the examiner how these might be presented to the relevant parties.</p> <p><i>Maximum time 6 minutes</i></p>	20
<p>4. Summary and Feedback Skills</p> <p>The examiner will read aloud an article or report of approximately 400 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points. A brief discussion will follow in which candidates may be asked to express some views on the content.</p> <p><i>Maximum time 5 minutes</i></p>	10
<p>5. Discussion</p> <p>The examiner and candidate will discuss some of the issues arising from both the content and delivery of the previous tasks.</p> <p><i>Maximum time 5 minutes</i></p>	10

Maximum time allowed for exam: 40 minutes.

Group exams

Graded exams for groups progressively develop candidates' ability to respond to questions, to address a small group on a prepared subject, to give a persuasive address, to work with other candidates to prepare and deliver presentations, to listen carefully and summarise articles read aloud, and to participate in group discussion.

General regulations and guidance

Group exams are undertaken by groups of three or four candidates who are examined simultaneously. Normally candidates will know each other and have worked together prior to the exam, although this is not essential for Grades 1-5.

All candidates must wear name tags throughout the exam.

While prompt cards may be used, talks and presentations should not be written out in full or read verbatim from a script. These exams do not assess the skill of reading aloud. Oral communication differs from the language of written prose, and candidates are expected to demonstrate their understanding of this.

The style of delivery should be fluent and suitably relaxed, demonstrating a personal engagement with the other group members and the examiner, and awareness of techniques that may be employed to engage and sustain their interest.

Task expectations

All graded exams for groups comprise two tasks.

Foundation level (Grades 1-3)

At this level candidates sit in a group with the examiner throughout the exam.

In **Task 1** the examiner asks candidates in turn questions on a specified subject.

In **Task 2** the examiner initiates a group conversation about a subject appropriate to the candidates' ages, cultural backgrounds and interests. The examiner will facilitate the discussion. All group members are required to make an approximately equal contribution to the discussion.

Intermediate level (Grades 4-5)

At the start of the exam the examiner will sit in a group with the candidates.

In **Task 1** candidates in turn address the group on a specified subject. If they wish, candidates may stand to give their talks.

At Grade 4 candidates introduce a favourite book, film or TV programme, suggesting reasons why other group members might enjoy it. Candidates should not simply give a summary of the plot/format but express some opinions about it. Other group members will ask appropriate questions.

At Grade 5 candidates are required to attempt to persuade group members to support a charity or good cause. Again, other group members will ask appropriate questions and are encouraged to offer alternative views/approaches.

In **Task 2** the examiner initiates a group discussion on some of the issues arising from Task 1 or on another subject appropriate to the group. Candidates will usually remain seated throughout this task.

Advanced level (Grades 6-8)

In **Task 1** the candidates give a prepared presentation on a specified subject.

In these presentations there may be an element of role play, but this should not predominate. Candidates may take personal responsibility for delivering certain elements of the presentation but should not give elaborate performances or enact imaginary personalities.

Candidates prepare and design their presentation for a specific (imaginary) audience of which the examiner represents but one member. Candidates must inform the examiner of the size and nature of the audience. However, candidates are advised to design their presentations for a specific interest group rather than an individual. So while at Grade 6 they might design a presentation '*for a group of potential investors in our business proposal*' they should not design it '*for Bill Gates*'. The choice will of course influence the way in which the candidates prepare and deliver the presentation.

The examiner will – within reason – accept any premise offered by the group and interact accordingly in role at the question and answer session that follows the presentation.

Candidates may choose to change the layout of the exam room and stand or sit as they wish during the presentation. It is the group's responsibility to make any changes to the layout of furniture, equipment, etc and to set up and remove any audio-visual aids and equipment within the time allowed for the exam. It is also their responsibility to ensure that any computer or other technical equipment is fully operational before the exam begins.

For talks and presentations in which audio and/or visual aids are used, candidates should remember that these are primarily an aid to good communication and never a replacement for personal skill. Great thought should be given to the presentation, design and positioning of any visual aid in relation to the speaker and listener(s).

In **Task 2** candidates are required to respond to an article read aloud by the examiner. The length and subject matter of each article is listed in the grade requirements listed on page 25.

The examiner will read the article aloud at a moderate pace, during which candidates may take notes. Candidates intending to take notes during this task must bring a notepad and pencil or pen into the exam with them.

The candidates will be given a few moments to review their notes. The examiner will then ask the candidates in turn for a verbal response on the content, which will then lead on to a group discussion on related issues. At Grade 7 candidates are additionally required to offer some opinion on the issues raised in the article and at Grade 8 also to make suggestions on how a range of communication tools might be used in a related presentation. Candidates will normally be seated in a group with the examiner throughout the discussion.

Communication Skills (group)

For all group exams candidates should wear name tags. Groups will consist of three or four candidates.

Grade	Communication Skills (group)	Marks
Foundation		
Grade 1 maximum 10 minutes	1. The candidates will sit in a group with the examiner. The examiner will show a picture or object and ask questions about it to the candidates in turn (<i>approximately 4 minutes</i>).	50
	2. The examiner will initiate a group conversation about a subject appropriate to the candidates. All group members are required to make an approximately equal contribution (<i>approximately 4 minutes</i>).	50
Grade 2 maximum 12 minutes	1. The candidates will sit in a group with the examiner. The examiner will ask the candidates in turn questions about aspects of organising a successful party, celebration or event (<i>approximately 5 minutes</i>).	50
	2. The examiner will initiate a group conversation about a subject appropriate to the candidates. All group members are required to make an approximately equal contribution (<i>approximately 5 minutes</i>).	50
Grade 3 maximum 14 minutes	1. The candidates will sit in a group with the examiner. The examiner will ask the candidates in turn questions about their personal 'favourite place'. Candidates will respond giving reasons for their choices (<i>approximately 7 minutes</i>).	50
	2. The examiner will initiate a group discussion about a subject appropriate to the candidates. All group members are required to make an approximately equal contribution (<i>approximately 5 minutes</i>).	50
Intermediate		
Grade 4 maximum 16 minutes	1. The candidates will in turn briefly introduce a favourite book, TV programme or film/movie, giving reasons why other group members might enjoy it. Other group members will ask appropriate questions (<i>approximately 2 minutes per candidate</i>).	50
	2. The examiner will initiate a group discussion either on issues arising from Task 1 or on another subject appropriate to the group. All group members are required to make an approximately equal contribution (<i>approximately 5 minutes</i>).	50
Grade 5 maximum 18 minutes	1. The candidates will in turn briefly introduce a charity or good cause and attempt to persuade the rest of the group to support it. Other group members will ask appropriate questions (<i>approximately 3 minutes per candidate</i>).	50
	2. The examiner will initiate a group discussion either on issues arising from Task 1 or on another subject appropriate to the group (<i>approximately 6 minutes</i>).	50

Grade	Communication Skills (group)	Marks
Advanced		
Grade 6 maximum 20 minutes	1. The group gives a presentation that EITHER explains a process OR introduces a product or business enterprise. Each member of the group must make an approximately equal contribution. Audio and/or visual aids may be used. The examiner will then ask related questions (<i>approximately 7 minutes for the presentation and 2 minutes for questions</i>).	50
	2. The examiner will read aloud a current news article of approximately 250-300 words. Candidates may take notes if desired. Candidates in turn will be asked to respond to the content. A group discussion on related issues will follow (<i>approximately 9 minutes</i>).	50
Grade 7 maximum 23 minutes	1. The group gives a presentation on a local, regional or national issue that requires immediate action. Each member of the group must make an approximately equal contribution. Audio and/or visual aids may be used. The examiner will then ask related questions to probe the issues arising from the presentation (<i>approximately 8 minutes for the presentation and 3 minutes for questions</i>).	50
	2. The examiner will read aloud an article or report of approximately 350-400 words. Candidates may take notes if desired. Candidates in turn will be asked to respond to the content and offer some opinion on the issues raised. A group discussion will follow (<i>approximately 10 minutes</i>).	50
Grade 8 maximum 25 minutes	1. The group gives a presentation on the planning, strategy and delivery of a proposed advertising campaign. Each member of the group must focus on a specific aspect of the campaign (eg use of different media, target audience, graphic design, visual imagery). The examiner will then ask related questions to probe the validity of the proposal (<i>approximately 9 minutes for the presentation and 3 minutes for questions</i>).	50
	2. The examiner will read aloud an article or report of approximately 400-500 words. Candidates in turn will be asked to respond to the content, offer some opinion on the issues raised and make suggestions on how a range of communication tools might be used in a related presentation. A group discussion will follow (<i>approximately 11 minutes</i>).	50

Further information

Policies

Child protection

Trinity exams are delivered in full compliance with the requirements of the UK's Children Act 1989 and other relevant legislation. Trinity has also implemented a policy relating to child protection, full details of which can be found at trinitycollege.com/policies

Data protection

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under the Data Protection Act 1998. Please see trinitycollege.com/policies for the most up-to-date information about its data protection procedures and policies. You can write to the Data Protection Officer at Trinity's central office for further information.

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

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 its registered centre status 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. More information can be found at trinitycollege.com/policies

Further 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/drama. There is also an online learning platform at trinitycollege.com/support-drama

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

Health and safety guidelines

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

Voice and body

- ▶ Ensuring that the body and voice are properly warmed up before presenting
- ▶ Not undertaking anything that is beyond their vocal or physical capabilities

Equipment

- ▶ Any furniture used should be fireproof
- ▶ Any furniture and presentation equipment must be safely positioned and have no dangerous edges

Facilities

- ▶ Venue floors should be kept clear and dry, free from splinters and nails, and all presenters should be made familiar with the layout
- ▶ All passageways should be clear and clean, with all cables marked or covered and taped and lit adequately
- ▶ All possible steps should be taken to keep temperatures reasonably cool in hot weather and reasonably warm in cold weather and that draughts are kept to a minimum
- ▶ Rehearse routes to the stage/presentation area or set so that presenters know a safe route and are aware of any technical obstacles
- ▶ Always consider the audience to ensure that there are no hazards in terms of what is being presented to them

Fire

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

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