

## Summary of changes from the previous edition

The following table provides details of the main changes from the 2010 edition of the Communication Skills Grades syllabus. Other tasks, not listed, have small changes and, therefore, teachers and candidates should always check the requirements for the grade they are preparing for, for exact details.

Most of the changes are for the following reasons:

- To provide candidates with more opportunity to engage with authentic communication experiences
- To provide candidates more opportunity to focus on issues of personal concern and interest
- To give tasks clearer aims – for example rather than just asking candidates to describe something, they are being asked to articulate ‘why’ they think something is important, and why it is specifically important to them personally.

### Individual exams

Grade/Task	Details of change
Initial, Grades 1-3: task 1	The examiner now selects one topic from a short list of topics to conduct the opening conversation on.
Initial: Task 2 (formerly task 3)	All candidates will talk about a memorable event.
Initial: Task 3 (formerly task 2)	The examiner will ask a few questions about the small object.
Grade 1: Task 2 (formerly task 3)	There have been some small changes made to the topics the candidate can select from for their talk.
Grade 1: Task 3 (formerly task 2)	All candidates will explain the value and significance of the two objects.
Grade 2: Task 2 (formerly task 3)	Candidates are asked to specifically talk about “why they love” the topic of their presentation.
Grade 3: Task 2 (formerly task 3)	The talk on a current news item has been replaced with a talk about an issue of concern.
Grade 3: Task 3 (formerly task 2)	The candidate will now describe and recommend a place of interest, rather than role-playing inviting someone to go on holiday with them.
Grade 4: Task 1 (formerly task 2)	A presentation on a personal interest, challenge or achievement replaces the summary of a descriptive passage.
Grade 4: Task 2 (formerly task 1)	A presentation to inspire participation in an activity replaces the persuasive conversation.
Grades 4-5: Task 3	A discussion with the examiner about the candidate’s presentations and how vocal and physical skills were used to communicate their ideas replaces the talks.
Grade 5: Task 1	The role-play element has been removed from this task.
Grade 5: Task 2	The delivery of a news story as if for radio, podcast or television replaces the summary of an informative passage.
Grade 6: Task 1 (formerly task 3)	All candidates deliver a formal presentation on an idea for a business enterprise, social event or creative endeavour.
Grade 6: Task 2 (formerly task 1)	The CV the candidate presents can also be for a training opportunity.
Grade 6: Task 3 (formerly task 2)	A discussion with the examiner about the content and delivery of an unseen speech replaces the summary of a news article.
Grade 7: Task 1 (Formerly task 3)	All candidates will now present on a social issue.

Grade 7: Task 2	A discussion with the examiner about the content and delivery of the text of an advertisement replaces the verbal summary of a passage.
Grade 7: Task 3	An overview of a social or political situation followed by a discussion replaces the introduction and discussion on an issue.
Grade 8: Task 2	A public address in response to one of three unseen scenarios replaces the verbal summary of a passage.
Grade 8: Task 3 (formerly task 1)	An overview and discussion on a contentious issue replaces the negotiation with the examiner on professional, educational or social conflict.

### **Group exams**

Initial	This is a new level of exam for Communication Skills (Groups)
Grade 1: Task 1	The group talks about two objects they have brought into the exam room.
Grades 1-3: Task 2	Instead of initiating a group conversation about a subject appropriate to the candidates, the examiner will select from a list of topics on which to conduct the discussion.
Grade 2: Task 1	The group is required to “explain why they love” the book, or film etc.
Grade 3: Task 1	The group will talk about an issue of concern.
Grade 4: Task 1	The group will give a persuasive presentation to inspire participation in an activity.
Grade 4: Task 2	<i>(See the Grade 4, task 3 Individual exam for details of the new task)</i>
Grade 5: Task 1	The group delivers a persuasive presentation to the examiner to support a particular cause.
Grade 5: Task 2	<i>(See the Grade 4, task 3 Individual exam for details of the new task)</i>
Grade 6: Task 1	The group delivers a formal presentation on an idea for a business enterprise, social event or creative endeavour.
Grade 6: Task 2	<i>(See the Grade 6, task 3 Individual exam for details of the new task)</i>
Grade 7: task 2	<i>(See the Grade 7, task 2 Individual exam for details of the new task)</i>
Grade 8: Task 1	The group delivers a formal presentation on some aspect of the communication process in advertising, politics or education.
Grade 8: Task 2	<i>(See the Grade 8, task 3 Individual exam for details of the new task)</i>