

ADAPTED GRADED EXAMS: COMMUNICATION SKILLS (INDIVIDUAL)

Syllabus specifications
for adapted graded exams
June-July 2020

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KEEP UP TO DATE

Please check trinitycollege.com/digital-performance to make sure you are using the latest version of this document.

Welcome

Welcome to Trinity College London's adapted syllabus specifications, containing details of adapted Communication Skills (individual) graded exams from Initial to Grade 8. This syllabus contains information for the 'from 2010' and the 'from 2019' Communication Skills syllabuses as candidates are still able to be assessed on both syllabuses. Please select the requirements of the exam relevant to the syllabus you have prepared.

Due to the impact of Covid-19 we are offering adapted assessment methods for graded exams between June and July 2020 to allow candidates taking Communication Skills (individual) exams to continue their progression and receive recognition for their achievement. Owing to the very interactive nature of these exams, candidates will prepare and take their Communication Skills (Individual) graded exam with the help of their teacher who facilitates the sections of the exam normally conducted by the examiner. A guidance document providing details for the teacher in how to facilitate can be downloaded at trinitycollege.com/digital-performance

Candidates can receive a regulated graded exam by filming and uploading a performance of their pieces to our learning portal learning.trinitycollege.com. Marks for supporting tests will be calculated on the basis of marks received for the performance pieces.

KEY NOTES

1. These guidelines are for use from June to July 2020.
2. Digital assessment provides an alternative for candidates who have already prepared for their Communication Skills (individual) exam.
3. To take this assessment you must have access to:
 - ▶ A high-quality audio-visual recording device with enough storage for your performance (eg a good-quality mobile phone, tablet, laptop or video camera)
 - ▶ A working internet connection for uploading your performance video and supporting files
4. You will need to provide an email address when booking and complete content release forms for us to assess your performance.

SUMMARY OF PROCESS

1. Prepare your work from the appropriate syllabus (for the 'from 2010' requirements see pages 6-9, for the 'from 2019' requirements see pages 14-17).
2. Film yourself undertaking the exam tasks with your teacher facilitating the sections of the exam normally conducted by the examiner. This should be videoed in one continuous take with no edits. Filming guidelines can be found at trinitycollege.com/digital-performance
3. Upload your video to learning.trinitycollege.com, together with supporting files.
PLEASE NOTE: Your work cannot be marked by the examiner without the the supporting documentation. See page 18 for details of the documents required. These MUST be uploaded alongside your video of your performances.
4. Receive feedback and marks for your work.

Introduction

OBJECTIVE OF THE ADAPTED GRADED EXAMS

Assessment via video offers a stepping stone for progress by allowing you to present your work in your own setting, then submit it via an online portal to receive marks and feedback from our examiners.

HOW TO BOOK

Entries can be made via Trinity's network of centres, which are available throughout the world. Details are available at trinitycollege.com/worldwide, and candidates should contact their local Trinity representative for more information about how to enter.

ASSESSMENT AND MARKING

Trinity's graded drama exams are assessed by external examiners trained and moderated by Trinity. Examiners provide marks and comments for each component of the exam using the assessment criteria on page 5 for the 'from 2010' syllabus and on pages 10-11 for the 'from 2019' syllabus .

The exams are marked out of 100. Candidates' results correspond to different attainment levels as follows:

Total mark	Attainment level
85-100	DISTINCTION
75-84	MERIT
65-74	PASS
64-0	BELOW PASS

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

See pages 19-22 for further information about how the exams are marked.

Successful candidates will receive a regulated Acting qualification, and for Grades 6-8, will also be eligible to receive UCAS points as follows:

Grade 6

UCAS POINTS

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

Grade 7

UCAS POINTS

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

Grade 8

UCAS POINTS

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

Regulated title	Qualification number
TCL Entry Level Award in Graded Examination in Communication Skills (Entry 3) (Initial)	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

Learning outcomes and assessment criteria: Communication Skills Syllabus from 2010

These learning outcomes and assessment criteria are the same as the normal Communication Skills (individual) exams as outlined in the *Communication Skills Syllabus from 2010*. Examiners mark your video performance using these learning outcomes and assessment criteria. This is why you must state, when you enter, which syllabus you have prepared for.

INITIAL (RQF ENTRY LEVEL)

Learning outcomes The learner will:	Assessment criteria 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 The learner will:	Assessment criteria 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	2.1 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, 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

Requirements: 'from 2010' syllabus

The exam components break down as follows across the grades. For further guidance on the tasks please consult the *Communication Skills Syllabus from 2010*. These are teacher facilitated exams, with the teacher conducting the sections normally undertaken by the examiner. Further guidance for the teacher can be found at trinitycollege.com/digital-performance

COMMUNICATION SKILLS (INDIVIDUAL)

INITIAL

	MAXIMUM MARKS	MAXIMUM TIME
1. The teacher will welcome the candidate. A few introductory remarks will be exchanged.	10	1 minute
2. The candidate will talk about a small object he or she has brought to the exam room.	40	2 minutes
3. The candidate will EITHER introduce and tell a brief story OR recount a memorable event. A brief conversation will follow.	50	3 minutes

GRADE 1

	MAXIMUM MARKS	MAXIMUM TIME
1. The teacher will welcome the candidate. A few introductory remarks will be exchanged.	10	1 minute
2. The candidate will bring in two small objects and EITHER use them to tell a story OR explain their value and significance.	40	2 minutes
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. A brief conversation will follow.	50	3 minutes 1 minute

GRADE 2

	MAXIMUM MARKS	MAXIMUM TIME
1. The teacher will welcome the candidate. A few introductory remarks will be exchanged.	10	2 minutes
2. The candidate will describe the planning and preparation for a special event. A brief conversation will follow.	40	3 minutes 1 minute
3. The candidate will give a talk about a book or a film/movie. Simple visual aids may be used. A related conversation will follow.	50	4 minutes 1 minute

GRADE 3

	MAXIMUM MARKS	MAXIMUM TIME
1. The teacher will welcome the candidate. A few introductory remarks will be exchanged.	10	2 minutes
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 teacher will represent the friend and interact accordingly.	40	4 minutes
3. The candidate will give a talk about a current news item. Simple visual aids may be used if desired. A related discussion will follow.	50	4 minutes 2 minutes

GRADE 4

	MAXIMUM MARKS	MAXIMUM TIME
1. After a brief introductory exchange, the candidate will attempt to persuade a friend to lend him/her a highly valued object. The teacher will represent the friend and interact accordingly.	30	4 minutes
2. The teacher 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.	30	3 minutes
3. The candidate will give a talk on a memorable experience. Visual aids may be used. Relevant discussion will follow.	40	5 minutes 2 minutes

GRADE 5

	MAXIMUM MARKS	MAXIMUM TIME
1. After a brief introductory exchange, the candidate will attempt to persuade a defined person to support a charity or good cause. The teacher will represent the person to be persuaded.	30	4 minutes
2. The teacher 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.	30	4 minutes
3. The candidate will give an informative talk on a personal interest, challenge or achievement. Visual aids may be used. Relevant discussion will follow.	40	6 minutes 2 minutes

GRADE 6

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate will present a prepared CV for a specified job of his or her choice. The teacher will represent a potential employer and conduct an appropriate interview.	30	5 minutes
2. The teacher 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.	30	4 minutes
3. The candidate will give a presentation that EITHER explains a process OR introduces a product or business enterprise. Appropriate discussion will follow.	40	7 minutes 2 minutes

GRADE 7

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate will give a two-minute introduction to a local, regional or national issue that requires immediate action. The teacher will then conduct a radio/TV-type interview to probe the issues arising from this.	30	6 minutes
2. The teacher 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 the candidate may be asked to express some views on the content.	30	5 minutes
3. The candidate will give a presentation on a social, medical or moral issue to an imagined, defined audience of at least 20 people. Audio and/or visual aids may be used. Appropriate discussion will follow.	40	8 minutes 2 minutes

GRADE 8

	MAXIMUM MARKS	MAXIMUM TIME
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 teacher will adopt an opposing agenda. The candidate and teacher 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.	30	6 minutes
2. The teacher 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.	30	6 minutes
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: <ul style="list-style-type: none"> ▶ styles of delivery ▶ vocabulary, structure and syntax ▶ semiotics and non-verbal components Audio and/or visual aids may be used. Appropriate discussion will follow.	40	8 minutes 3 minutes

PROFESSIONAL CERTIFICATE IN COMMUNICATION SKILLS

PRESENTATION

	MAXIMUM MARKS	MAXIMUM TIME
1. 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.	40	18 minutes

SPEAKING IN PUBLIC

	MAXIMUM MARKS	MAXIMUM TIME
<p>2. Fifteen minutes before the exam begins, the teacher will provide the candidate with three scenarios in which a public address will be required. Typical situations might include:</p> <ul style="list-style-type: none"> ▶ introducing or thanking a speaker ▶ opening or closing an event or ceremony ▶ giving an address at a wedding or other formal function <p>The candidate will select one of the scenarios and give an appropriate verbal response. Brief notes on a single card are permitted.</p>	20	6 minutes

PROBLEM SOLVING AND CONFLICT RESOLUTION SKILLS

	MAXIMUM MARKS	MAXIMUM TIME
3. 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 teacher how these might be presented to the relevant parties.	20	6 minutes

SUMMARY AND FEEDBACK SKILLS

	MAXIMUM MARKS	MAXIMUM TIME
4. The teacher 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 the candidate may be asked to express some views on the content.	10	5 minutes

DISCUSSION

	MAXIMUM MARKS	MAXIMUM TIME
5. The teacher and candidate will discuss some of the issues arising from both the content and delivery of the previous tasks.	10	5 minutes

Learning outcomes and assessment criteria: Communication Skills Syllabus from 2019

These learning outcomes and assessment criteria are the same as the normal Communication Skills (Individual) exams as outlined in the *Communication Skills Syllabus from 2019*. Examiners mark your video performance using these learning outcomes and assessment criteria. This is why you must state, when you enter, which syllabus you have prepared for.

INITIAL (RQF ENTRY LEVEL)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

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

GRADE 1 (RQF LEVEL 1)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

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

GRADE 2 (RQF LEVEL 1)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

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

GRADE 3 (RQF LEVEL 1)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

An ability to use simple persuasive language meaningfully, clearly and with expression.

Communication

An ability to participate with confidence in a conversation and respond to a range of questions, including basic questions on unprepared points, by listening and showing appropriate understanding.

Interaction

An ability to convey and develop their own ideas and explain the reasons for them.

Analysis

Competence in sustaining a narrative in a logical order and showing sensitivity to audience needs and responses.

Performance

GRADE 4 (RQF LEVEL 2)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

With some appearance of ease and with confidence, an ability to use appropriate language with developing vocal variety, and appropriate eye contact and body language.

Communication

An ability to engage in basic discussion and respond to some unfamiliar topics/input, showing appropriate understanding.

Interaction

An ability to summarise and communicate information and express their own views and explain the reasons for them.

Analysis

Knowledge of basic communication skills.

Competence in sustaining a presentation that is personal in nature, with an identifiable, logical structure and sequence and with sensitivity to audience needs and responses.

Performance

GRADE 5 (RQF LEVEL 2)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

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

Communication

An ability to engage in discussion and respond to unfamiliar topics/input.

Interaction

An ability to summarise and communicate information.

Analysis

An ability to convey their own ideas and explain the reasons for them.

Knowledge of communication skills.

Competence in sustaining a presentation showing research and exploration of the subject with an identifiable structure and sequence, while engaging the audience with confidence.

Performance

GRADE 6 (RQF LEVEL 3)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

With the appearance of ease and with confidence, an ability to use a wide variety of appropriate and imaginative verbal and non-verbal skills in a range of scenarios.

Communication

An ability to engage spontaneously and take some responsibility for discussion, including appropriate justification of opinions and showing some perceptiveness and active listening skills.

Interaction

An ability to summarise, assimilate and communicate information on unfamiliar topics.

Analysis

An ability to convey their own views and explain the reasons for them.

Knowledge of communication skills and techniques, including non-verbal elements.

Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows research and exploration of the subject, expanding on points as appropriate while engaging interactively with the audience.

Performance

GRADE 7 (RQF LEVEL 3)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

With the appearance of ease and with confidence, an ability to use a wide variety of appropriate verbal and non-verbal skills in a range of formal and informal scenarios.

Communication

An ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions, showing perceptiveness and effective listening skills.

Interaction

An ability to analyse a range of communication skills and to develop and communicate own ideas coherently.

Analysis

An ability to summarise, assimilate and communicate unfamiliar information concisely.

Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows thorough research and exploration of the subject matter, expanding on points as appropriate and engaging interactively and with authority with the audience.

Performance

GRADE 8 (RQF LEVEL 3)

Learning outcomes

The learner will be able to:

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

Assessment criteria

The learner will demonstrate:

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

Communication

An ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions and a high level of perceptiveness, effective listening and integration of skills

Interaction

An ability to analyse a range of communication techniques and challenges and to develop and communicate their own ideas on complex and unfamiliar topics coherently

Analysis

Competence in preparing, designing and sustaining the fluent delivery of a presentation that shows thorough research and exploration of the subject matter, expanding on points as appropriate with ownership, and engaging interactively and with authority with the audience

Performance

Requirements: 'from 2019' syllabus

The exam components break down as follows across the grades. For details of what is required for each task, please consult the *Communication Skills syllabus from 2019*.

COMMUNICATION SKILLS (INDIVIDUAL)

INITIAL

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate engages in a brief conversation led by the teacher on one of the following topics: <ul style="list-style-type: none"> ▶ The area where they live ▶ Their favourite meal/food/drink ▶ Their journey that day 	10	1 minute
2. The candidate gives a talk about a personal memorable event. The teacher asks a few questions about the event.	45	2 minutes
3. The candidate gives a talk about a small object or picture they bring to the exam room. The teacher asks a few questions about the object or picture.	45	2 minutes

GRADE 1

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate engages in a brief conversation led by the teacher on one of the following topics: <ul style="list-style-type: none"> ▶ The weather ▶ Their favourite book/film/song/computer game ▶ Their journey that day 	10	1 minute
2. The candidate gives a talk about one of the following topics: <ul style="list-style-type: none"> ▶ A remarkable person ▶ Their favourite holiday ▶ Their favourite activity The teacher asks a few questions about the topic.	50	3 minutes 1 minute
3. The candidate gives a talk about the value and significance of two small objects or pictures they bring to the exam room. The teacher asks a few questions about the objects or pictures.	40	2 minutes 1 minute

GRADE 2

	MAXIMUM MARKS	MAXIMUM TIME
<p>1. The candidate engages in a brief conversation led by the teacher on one of the following topics:</p> <ul style="list-style-type: none"> ▶ Their journey that day ▶ Their favourite place to visit ▶ The weather that day/week ▶ The area where they live 	10	1 minute
<p>2. The candidate gives a talk about one of the following topics:</p> <ul style="list-style-type: none"> ▶ 'Why I love this book' ▶ 'Why I love this film' ▶ 'Why I love this TV programme' ▶ 'Why I love this play' <p>The teacher engages the candidate in a conversation to gather further information on the topic.</p>	50	4 minutes 1 minute
<p>3. The candidate gives a talk describing the planning and preparation of a special event.</p> <p>The teacher engages the candidate in a conversation to gather further information on the topic.</p>	40	3 minutes 1 minute

GRADE 3

	MAXIMUM MARKS	MAXIMUM TIME
<p>1. The candidate engages in a brief conversation led by the teacher on one of the following topics:</p> <ul style="list-style-type: none"> ▶ Their favourite time of day ▶ Their favourite subject at school ▶ Leisure activities they enjoy ▶ What job they would like to do in the future 	10	1 minute
<p>2. The candidate gives a talk about one of the following topics:</p> <ul style="list-style-type: none"> ▶ 'Why I am concerned about ...' ▶ 'What I would like to see more of/less of in the world' ▶ 'Why I think ... should be banned' <p>The teacher engages the candidate in a conversation to gather further information on the topic.</p>	50	5 minutes 2 minutes
<p>3. The candidate gives a talk describing and recommending a place of interest.</p> <p>The teacher asks the candidate questions to gather further information on the topic.</p>	40	3 minutes 1 minute

GRADE 4

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate gives a presentation that describes a personal interest, challenge or achievement. The teacher engages the candidate in a discussion to gather further information on the topic.	40	3 minutes 2 minutes
2. The candidate gives a presentation to inspire participation in an activity. The candidate should state who the intended audience is before they begin.	40	5 minutes
3. The teacher engages the candidate in a discussion about the presentations. The discussion focuses on how the candidate prepared for the presentations and how vocal skills were used to communicate ideas, including the use of pause, emphasis and variations in phrasing and pace.	20	4 minutes

GRADE 5

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate gives a presentation in support of a particular cause or charity. The candidate should state who the intended audience is before they begin. The teacher engages the candidate in a discussion to gather further information on the topic.	40	4 minutes 2 minutes
2. The candidate delivers a current news story as if for radio, podcast or TV. The teacher asks questions from the perspective of different audiences.	40	4 minutes 2 minutes
3. The teacher engages the candidate in a discussion about the preparation and delivery of the presentation and the news story. The discussion focuses on how the candidate prepared for the tasks and how vocal and physical skills were used to communicate ideas, including the use of pause, emphasis, variations in phrasing and pace, and the use of space.	20	4 minutes

GRADE 6

	MAXIMUM MARKS	MAXIMUM TIME
1. The candidate delivers a presentation on an idea for a business enterprise, social event or creative endeavour to an imagined, defined audience of at least 20 people. The candidate should state who the intended audience is before they begin. The teacher engages the candidate in a discussion that explores the purpose and the planning of the topic presented and its possible impact.	40	5 minutes 2 minutes
2. The candidate presents a prepared CV for a job or training course/opportunity. The candidate should state the title of the job, course or work experience placement. The role should be relevant to the candidate's own interests, experience and aspirations. The teacher asks interview questions related to the role.	40	7 minutes
3. The candidate discusses with the teacher the content and delivery of the text of a speech provided by the teacher 15 minutes before the exam.	20	4 minutes

GRADE 7

	MAXIMUM MARKS	MAXIMUM TIME
<p>1. The candidate delivers a presentation on a social issue to an imagined, defined audience of at least 20 people. The candidate should state who the intended audience is before they begin.</p> <p>The teacher engages the candidate in a discussion including exploring alternative points of view.</p>	50	9 minutes 3 minutes
<p>2. The candidate discusses with the teacher the content and delivery of an advertisement, the text of which is provided by the teacher 15 minutes before the exam. The discussion focuses on the methods and tools used to communicate the possible intended message of the advertisement to an audience, including visuals, audio, and the medium for relaying the advertisement.</p>	30	5 minutes
<p>3. The teacher gives an overview of a social or political issue. A discussion follows in which the candidate expresses and explains their views on the situation.</p>	20	4 minutes

GRADE 8

	MAXIMUM MARKS	MAXIMUM TIME
<p>1. The candidate delivers a presentation to an imagined, defined audience of at least 20 people on an aspect of the communication process in advertising, politics or education. This may include a critical evaluation of communication tools such as:</p> <ul style="list-style-type: none"> ▶ Styles of delivery ▶ Vocabulary ▶ Structure and syntax ▶ Audio visual, imagery, sound effects <p>The candidate should state who the intended audience is before they begin.</p> <p>The teacher engages the candidate in a discussion about their presentation, including identification of and reflection on the range of communication skills used.</p>	50	8 minutes 4 minutes
<p>2. The candidate provides a public address in response to one of three scenarios, the outlines for which are provided by the teacher 15 minutes before the exam.</p>	20	4 minutes
<p>3. The candidate presents an overview of a contentious issue of their own choice from current affairs, social media or politics to discuss, and explains both sides of the argument to the teacher.</p> <p>The teacher asks questions exploring the issues involved.</p>	30	5 minutes 2 minutes

Exam guidance

Based on your performances and the marks given, a total out of 100 will be calculated and awarded. You can find more information on how final marks are calculated at trinitycollege.com/adapted-marking

Candidates film their performance and upload it to learning.trinitycollege.com

FILMING

- ▶ Guidance for filming, and on appropriate rooms and equipment can be found at trinitycollege.com/digital-performance
- ▶ Prepare yourself for performance – get into position and ensure you are correctly in shot so that the examiner can see you clearly.
- ▶ You should film all your tasks in one continuous recording. You must not upload separate performances or edit takes together. Uploaded performances that have been edited will not be eligible for assessment.
- ▶ Before you submit and upload your recording, please play it back to check that the audio and video quality is suitable for an examiner to get the best presentation of your performance. If there are audio issues, or we are unable to see your performance adequately, you can reshoot your performance and upload it again. Your recordings must always be a continuous performance.
- ▶ **Your files should be labelled with your name, subject and grade, AS WELL AS WHICH SYLLABUS YOU HAVE PREPARED FOR, for example: ForenameSurname_CommunicationSkills_Grade 4_2019syllabus.**

UPLOADING SUPPORTING DOCUMENTS

You **must** upload the following documents along with your video (there is a section on the online portal to allow you to upload any supporting documentation):

- ▶ Any images/PowerPoint slides you used in your presentation
- ▶ The texts provided by the teacher in order to conduct the following tasks:

'FROM 2010' SYLLABUS

Grade and task	Document to include
Grades 4-8, task 2	The article the teacher reads for the summary task.

'FROM 2019' SYLLABUS

Grade and task	Document to include
Grade 6, task 3	The text of the speech the teacher provides in advance of the exam.
Grade 7, task 2	The text of the advert the teacher provides in advance of the exam.
Grade 8, task 2	The text of the scenario the student chooses to respond to from those provided by the teacher.

- ▶ Where applicable, a copy of the special needs provision form and supporting documents that were sent with the original exam entry to request extra time or inform us of special educational needs

Please check the website for submission deadlines.

Attainment descriptors: Communication Skills Syllabus from 2010

The criteria below is used to decide on the final mark that the candidate will receive.

	Initial	Grades 1-3
Distinction (85-100 marks)	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.	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 (75-84 marks)	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.	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 (65-74 marks)	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.	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 (0-64 marks)	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.	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.

	Grades 4-5	Grades 6-8 and Professional Certificate
Distinction (85-100 marks)	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.	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 (75-84 marks)	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.	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 (65-74 marks)	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.	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 (0-64 marks)	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.	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.

Attainment descriptors: Communication Skills Syllabus from 2019

The criteria below is used to decide on the final mark that the candidate will receive.

	Initial	Grades 1-3
Distinction (85-100 marks)	Substantial evidence of preparation, and delivery audible and fluent. Interaction appropriate throughout and own ideas expressed.	Substantial evidence of preparation. Delivery is clear and consistently engaging for the audience. An ability to respond knowledgeably throughout and communicate ideas fully and with a sense of personal ownership.
Merit (75-84 marks)	Good evidence of preparation, and mostly audible delivery. Interaction mostly natural.	Good evidence of preparation. Delivery is clear and engages the audience. An ability to respond knowledgeably and communicate own ideas in some scenarios.
Pass (65-74 marks)	Some evidence of preparation, and intermittent clarity. Some hesitation in interaction, and requires prompting.	Some evidence of preparation. Delivery is clear some of the time. Ability to respond to questions fluently. Delivery is memorised and limited ownership of the material and/or ability to express own ideas.
Below Pass (0-64 marks)	Language skills/vocal delivery cannot be heard or understood.	Language skills/vocal delivery unclear. Lack of preparation for prepared tasks, and interpersonal communication. hesitant throughout.

	Grades 4-5	Grades 6-8
Distinction (85-100 marks)	<p>Substantial evidence of preparation.</p> <p>Delivery has a strong sense of clarity and conviction, fully engaging for the audience.</p> <p>Evidence of a range of language structures to convey complex and unfamiliar information with fluency and ease.</p>	<p>Substantial evidence of research and preparation, and an ability to respond to and deliver complex ideas and material with confidence, fluency and a sense of total ownership and control.</p> <p>Well-researched and confidently and clearly presented arguments.</p> <p>Interaction exemplified by naturalness and fluency.</p>
Merit (75-84 marks)	<p>Good evidence of preparation</p> <p>Delivery is well integrated, and understanding and ownership of material is clear to the audience.</p> <p>An ability to relate to others and interact confidently.</p>	<p>Good evidence of preparation and ability to respond to and deliver complex ideas and material with confidence, ownership and fluency.</p> <p>Some spontaneity and creativity is demonstrated in scenarios, and arguments are well researched and clearly presented.</p> <p>Interacts with the audience confidently.</p>
Pass (65-74 marks)	<p>Some evidence of preparation.</p> <p>Delivery conveys information with some accuracy and clarity for the task.</p> <p>Some evidence of sensitivity to the scenario and the audience.</p> <p>Some expression of own ideas and some ownership of the material.</p>	<p>Some evidence of preparation and ability to respond adequately and deliver complex ideas and material.</p> <p>Some creativity employed in scenarios and interaction with the audience is shown.</p> <p>Ownership of material is displayed and some ideas/opinions of their own are conveyed.</p>
Below Pass (0-64 marks)	<p>Language skills/vocal delivery unclear and/or confused/under-confident.</p> <p>Limited ownership of material and own ideas expressed.</p> <p>Responses to questions show lack of preparation and understanding of material.</p>	<p>Language skills/vocal delivery unclear/confused/lack authority.</p> <p>Lack of confidence with interpersonal skills and lack of preparation or understanding of material.</p> <p>Limited ownership of material and no personal views expressed.</p>

Communication Skills resources

Information on how to film your performance, how the exam is marked and how to enter the exam is available at trinitycollege.com/digital-performance. A wide range of resources to support teaching and learning is available at trinitycollege.com/drama-resources

Digital resources are available to support teaching and learning, including advice and content on:

- ▶ Preparing for your exam
- ▶ Performance technique
- ▶ Choosing performance pieces

For further help 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