



**Communication Skills (individuals)
Graded Exams and Professional Certificate
(2010 and 2019 syllabuses)**

Guidance for teachers on facilitating the exams for video entry

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Communication Skills (Individuals) (2010 and 2019 syllabuses): Guidance for teachers on facilitating the exams for video entry

Due to the interactive nature of Communication Skills exams, teachers are required to facilitate the interactive parts of the assessment that might normally be undertaken by an examiner. These guidelines assist teachers in helping students achieve their Communication Skills assessment by: asking questions and supporting the student to demonstrate their skills in conversation, responding to presentations with questions that encourage candidates to analyse their own work and providing some materials for impromptu tasks.

Encouraging a sense of spontaneity in the exam

It is acknowledged that the teacher will always plan to prepare their students in a way that will give them the best chance of success in the examination. This will almost certainly involve practicing some or all of the tasks in advance, possibly many times. However, the fundamental nature of many of the tasks involves a degree of spontaneous interaction with the examiner. When exams are conducted on a live and face-to-face basis, the candidate is meeting the examiner for the first time. Whereas, when the exam is conducted by the teacher this relationship is inevitably different. The examiner who views the recording of the exam will be expecting to see evidence of some spontaneity and will award marks accordingly. The following suggestions may provide assistance to the teacher in preparing and conducting the exam in relation to this consideration.

During preparation

- Try working with different time limits to the various tasks. For example, a longer time will enable the candidate to explore more and varied material for presentation and discussion; a shorter time will encourage succinctness and prioritisation.
- Vary the order in which the various tasks are covered in lessons.
- Use a range of different objects, topics, and passages for summarisation.
- Ask the candidate to consider and demonstrate how they would alter their delivery and content of their presentations in relation to different audiences, contexts and environments.
- Always use open questions and encourage a response that reflects how the question was phrased, to create a more conversational tone that feels more spontaneous and less pre-prepared.
- Record the student's delivery and review it with them to identify moments where a sense of spontaneity was achieved with the focus on how and why it was achieved which can feed into their developing presentation and discussion work.

During the exam

- It is not necessary to adopt the role of an examiner who is a stranger to the candidate. Some aspects of the relationship can be acknowledged to generate a more authentic interaction.
- You can acknowledge the fact that this exchange is occurring digitally. For example, if there are visual aids being used these can be held up to camera or screen-shared if required. It is not necessary to attempt to re-create the physical environment of the exam room or an auditorium.
- In discussion, you can refer to events that have occurred since you last met the candidate, and which may have affected their behavior or situation, eg "What affect do you think these new lock-down rules will have on your sales?".
- Use open questions, phrased in different ways to previous practice sessions.
- Observe the rubric of the exam in relation to unseen material, eg Grade 6, task 3 (2019 syllabus) where the candidate discusses an unseen speech.

The tasks and guidance for teachers on facilitating

The following tables detail the tasks to be undertaken by the candidate. Underneath the tasks are guidance notes to support the teacher in facilitating the exam.

2010 syllabus

Initial (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	The teacher will welcome the candidate. A few introductory remarks will be exchanged <i>(approximately 1 minute)</i>	10
Task 2	The candidate will talk about a small object he or she has brought to the exam room <i>(approximately 2 minutes)</i>	40
Task 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

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak.</p> <p>Task 2 No need to ask questions unless the candidate is unforthcoming.</p> <p>Task 3 Questioning should encourage the candidate to share a little more information about the event or story and the reason for choosing it.</p>	<p>Encourage candidates to express their own simple ideas</p> <p>Candidates are demonstrating their ability to take part in simple conversation.</p>

Grade 1 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	The teacher will welcome the candidate. A few introductory remarks will be exchanged. <i>(approximately 1 minute)</i>	10
Task 2	The candidate will bring in two small objects 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
Task 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

Guidance notes

Notes specific to the tasks

Task 1

An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak.

Task 2

Questioning should encourage the candidate to give a little more information about the objects – drawing out information not covered in their prepared talk, giving the candidate an opportunity to elaborate on their ideas.

Task 3

Questioning should encourage the candidate to share a little more information about the chosen topic and the reason for choosing it.

Grade 2 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	The teacher will welcome the candidate. A few introductory remarks will be exchanged. <i>(approximately 1 minute)</i>	10
Task 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
Task 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

Guidance notes

Notes specific to the tasks

Task 1

An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak.

Task 2

Questioning should encourage the candidate to give more information about the event—drawing out information not covered in their prepared talk eg challenges encountered, what they learned etc.

Task 3

Questioning should encourage the candidate to share more information about the chosen topic and the reason for choosing it.

Grade 3 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	The teacher will welcome the candidate. A few introductory remarks will be exchanged. <i>(approximately 2 minutes)</i>	10
Task 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. <i>(approximately 4 minutes)</i>	40
Task 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

Guidance notes

Notes specific to the tasks

Task 1

An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak - follow on questions should be used to develop the conversation.

Task 2

This is a role play exercise - see notes on role-play on page 15.

Do note that this is a persuasive task. It is important that the candidate is given the opportunity to persuade the teacher – some demurring may be necessary.

Task 3

This should relate to the facts presented. Questioning should encourage the candidate to give more details about the news story.

Grade 4 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 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. <i>(approximately 4 minutes)</i>	30
Task 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. <i>(approximately 3 minutes)</i>	30
Task 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

Guidance notes

Notes specific to the tasks

Task 1

This is a role play exercise – see notes on role-play on page 15.

Do note that this is a persuasive task. It is important that the candidate is given the opportunity to persuade the teacher – some demurring may be necessary.

Task 2

See separate notes on delivery of text passages on page 16.

Task 3

Questioning should focus on their personal involvement and development eg what have you learned from it?

Grade 5 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 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. <i>(approximately 4 minutes)</i>	30
Task 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. <i>(approximately 4 minutes)</i>	30
Task 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

Guidance notes

Notes specific to the tasks

Task 1

This is a role play exercise – see notes on role-play on page 15.
Do note that this is a persuasive task. It is important that the candidate is given the opportunity to persuade the teacher – some demurring may be necessary.

Task 2

See separate notes on delivery of text passages on page 16.

Task 3

Questioning should focus on their personal involvement and development eg “What have you learned from it?”

Grade 6 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 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. <i>(approximately 5 minutes)</i>	30
Task 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. <i>(approximately 4 minutes)</i>	30
Task 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

Guidance notes

Notes specific to the tasks

Task 1

Questions should assess the candidate's skills in being able to interact with maturity and confidence in a real-life scenario and test their skill in providing persuasive, creative and considered responses to unfamiliar questions.

Task 2

See separate notes on delivery of text passages on page 16.

Task 3

Questioning should assess the candidate's understanding of the subject matter of their presentation and their ability to defend their opinions and ideas, eg what did you want to achieve?

Grade 7 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 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. <i>(approximately 6 minutes)</i>	30
Task 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. <i>(approximately 5 minutes)</i>	30
Task 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. <i>(approximately 8 minutes)</i> Appropriate discussion will follow. <i>(approximately 2 minutes)</i>	40

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 The teacher takes the role of a journalist/presenter and should both engage the candidate and probe their understanding. Questions should explore different points of view and should be challenging.</p> <p>Task 2 See separate notes on delivery of text passages on page 16. A brief discussion to encourage the candidate to reflect on their personal thoughts in relation to the content.</p> <p>Task 3 Questioning should include reference to how the audience affected delivery. The discussion should be challenging and explore different points of view.</p>	<p>The questioning is key as candidates need to be encouraged to do most of the talking.</p> <p>There is a defined audience for the first time.</p>

Grade 8 (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>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.</p> <p><i>(approximately 6 minutes)</i></p>	30
Task 2	<p>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.</p> <p><i>(approximately 6 minutes)</i></p>	30
Task 3	<p>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:</p> <ul style="list-style-type: none"> • styles of delivery • vocabulary, structure and syntax • semiotics and non-verbal components <p>Audio and/or visual aids may be used.</p> <p><i>(approximately 8 minutes)</i></p> <p>Appropriate discussion will follow.</p> <p><i>(approximately 3 minutes)</i></p>	40

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 Although not fully 'in-role' the teacher must commit to the opposite position in order to facilitate a balanced negotiation. It is the responsibility of the teacher to bring closure to this discussion.</p> <p>Task 2 See separate notes on delivery of text passages on page 16. A brief discussion to encourage the candidate to reflect on their personal thoughts in relation to the content.</p> <p>Task 3 A sophisticated understanding of how communication can manipulate the audience response is necessary here. Questioning should probe actual news stories and global campaigns investigate the candidate's wider knowledge as well as test theoretical and technical skills.</p>	<p>The questioning is key as candidates need to be encouraged to do most of the talking.</p>

Professional Certificate in Communication Skills (2010 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>Presentation 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. (Maximum time 18 minutes)</p>	40
Task 2	<p>Speaking in Public 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. (Maximum time 6 minutes)</p>	20
Task 3	<p>Problem Solving and Conflict Resolution Skills 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. (Maximum time 6 minutes)</p>	20
Task 4	<p>Summary and Feedback Skills 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. (Maximum time 5 minutes)</p>	10
Task 5	<p>Discussion The teacher and candidate will discuss some of the issues arising from both the content and delivery of the previous tasks. (Maximum time 5 minutes)</p>	10

Guidance notes

Notes specific to the tasks

1. No discussion
2. No discussion
3. Questioning should explore the candidate's understanding of negotiation and diplomacy and ways to present information to relevant parties.
4. See separate notes on delivery of text passages on page 16. A brief discussion to encourage the candidate to reflect on their personal thoughts in relation to the content.
5. The discussion should explore the candidate's depth of understanding of all topics and presentation skills.

Further supporting guidance for the 2010 syllabus

Role play

This is not full characterisation but giving the flavour of the status and relative relationship of the role.

Persuasive tasks

These are usually conducted 'in-role' – the candidate will assign the teacher a role. Gentle obstructions should be used in order to maintain the spontaneity of the task, although beware of closing down the possibility of persuasion.

Text for Summary task Grades 4-8

A copy of the chosen text must be submitted along with all other supporting documents to Trinity with the recording.

The reading should be at a steady pace. Articulate throughout with clarity, emphasis and an essence of the given subject. Nothing should be over exaggerated or delivered in such a way as to spell out the issues or underlining context, as this is part of the discussion element. The piece cannot be repeated or the actual text given for the candidate to see. The candidate can take notes.

Grade 4

Choose something that has simple descriptive language, either fact or fiction, that contains some imagery and is relevant to the candidate's culture and environment. The guide of 200-250 words should not be exceeded. The text should come to a clear ending to aid candidate comprehension.

Grade 5

Choose something from journals, magazines, internet articles and reviews. This must be factual and relevant to the candidate's culture and environment. Language should be sufficiently challenging but accessible. The guide of 250-300 words should not be exceeded. The text should come to a clear ending to aid candidate comprehension.

Grade 6

Choose a current news article, and relevant to the candidate's culture and environment. Language should be sufficiently challenging but accessible. The guide of 300-350 words should not be exceeded. The text should come to a clear ending to aid candidate comprehension.

Grade 7

Choose something factual from travel writing, history or biography. Sources do not have to be a book, but should be published in some form. The guide of 350-400 words should not be exceeded. The text should come to a clear ending to aid candidate comprehension.

Grade 8

Choose something from journals, magazines, internet articles and reviews. This must be factual and does not need to be current. Text should contain analysis as well as information and language should have complexity. The guide of 400-500 words should not be exceeded. The text should come to a clear ending to aid candidate comprehension.

Professional Certificate

Choose something factual, an article or a report, with sufficient complexity of language and analysis to challenge the candidate. The guide of approximately 400 words should not be exceeded. The text should come to a clear ending to aid candidate comprehension.

2019 syllabus

Initial (2019 syllabus)

The tasks

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

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak – this may require a follow-on question depending on the response. The teacher chooses the topic eg What’s your favourite meal? Why?</p> <p>Task 2 Questioning should encourage the candidate to share a little more information about the event and the reason for choosing it.</p> <p>Task 3 Questioning should encourage the candidate to give a little more information about the object or picture – preferably something not covered in their prepared talk.</p>	<p>Encourage candidates to express their own simple ideas.</p> <p>Candidates are demonstrating their ability to take part in simple conversation.</p>

Grade 1 (2019 syllabus)

The tasks

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

Guidance notes

Notes specific to the tasks

Task 1

An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak – this may require a follow-on question depending on the response. The teacher chooses the topic.

Task 2

Questioning should encourage the candidate to share a little more information about the chosen topic and the reason for choosing it.

Task 3

Questioning should encourage the candidate to give a little more information about the objects – drawing out information not covered in their prepared talk, giving the candidate an opportunity to elaborate on their ideas.

Grade 2 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>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 <p><i>(maximum time: 1 minute)</i></p>	10
Task 2	<p>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><i>(maximum time: 4 minutes)</i></p> <p>The teacher engages the candidate in a conversation to gather further information on the topic. <i>(maximum time: 1 minute)</i></p>	50
Task 3	<p>The candidate gives a talk describing the planning and preparation of a special event. <i>(maximum time: 3 minutes)</i></p> <p>The teacher engages the candidate in a conversation to gather further information on the topic. <i>(maximum time: 1 minute)</i></p>	40

Guidance notes

Notes specific to the tasks

Task 1

An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak – this may require a follow-on question depending on the response. The teacher chooses the topic.

Task 2

Questioning should encourage the candidate to share more information about the chosen topic and the reason for choosing it.

Task 3

Questioning should encourage the candidate to give more information about the event – drawing out information not covered in their prepared talk eg challenges encountered, what they learned etc.

Grade 3 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>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 <p><i>(maximum time: 1 minute)</i></p>	10
Task 2	<p>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><i>(maximum time: 5 minutes)</i></p> <p>The teacher engages the candidate in a conversation to gather further information on the topic. <i>(maximum time: 2 minutes)</i></p>	50
Task 3	<p>The candidate gives a talk describing and recommending a place of interest. <i>(maximum time: 3 minutes)</i></p> <p>The teacher asks the candidate questions to gather further information on the topic. <i>(maximum time: 1 minute)</i></p>	40

Guidance notes

Notes specific to the tasks

Task 1

An introduction stating clearly name and grade. A brief conversation encouraging the candidate to speak – follow on questions should be used to develop the conversation. The teacher chooses the topic.

Task 2

Questioning should encourage discussion of personal investment in the chosen topic, its potential impact and what they have learned, eg why are you personally concerned about this?

Task 3

Questioning should encourage the candidate to give more detail about the place – a personal touch can help to broaden the conversation eg what would I enjoy about being there?

Grade 4 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>The candidate gives a presentation that describes a personal interest, challenge or achievement. (<i>maximum time: 3 minutes</i>)</p> <p>The teacher engages the candidate in a discussion to gather further information on the topic. (<i>maximum time: 2 minutes</i>)</p>	40
Task 2	<p>The candidate gives a presentation to inspire participation in an activity. The candidate should state who the intended audience is before they begin. (<i>maximum time: 5 minutes</i>)</p>	40
Task 3	<p>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. (<i>maximum time: 4 minutes</i>)</p>	20

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 Questioning should focus on their personal involvement and development eg what have you learned from it.</p> <p>Task 2 No questioning</p> <p>Task 3 This is now a discussion rather than a conversation. The questions should relate technical skills to engagement with the intended audience.</p>	<p>This is the first time we ask for audience and this should be reflected in the questioning.</p>

Grade 5 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>The candidate gives a presentation in support of a particular cause or charity. The candidate should state who the intended audience is before they begin. <i>(maximum time: 4 minutes)</i></p> <p>The teacher engages the candidate in a discussion to gather further information on the topic. <i>(maximum time: 2 minutes)</i></p>	40
Task 2	<p>The candidate delivers a current news story as if for radio, podcast or TV. <i>(maximum time: 4 minutes)</i></p> <p>The teacher asks questions from the perspective of different audiences. <i>(maximum time: 2 minutes)</i></p>	40
Task 3	<p>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. <i>(maximum time: 4 minutes)</i></p>	20

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 Questioning should focus on the candidate's personal involvement and values; probing their research and delivery.</p> <p>Task 2 The aim of questions is to allow the candidate to present their information in a variety of ways, eg daily briefings with questions from journalists and the public. Can be delivered 'in-role'.</p> <p>Task 3 As in Grade 4. The questions should relate technical skills to engagement with the intended audience.</p>	<p>A defined audience is asked for and should be reflected in the questioning.</p> <p>Task 2 is not an 'in-role' task.</p>

Grade 6 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>The candidate delivers a presentation on an idea for a business enterprise, social event or creative endeavour to an imagined, defined audience of at least 20 people. The candidate should state who the intended audience is before they begin. (<i>maximum time: 5 minutes</i>)</p> <p>The teacher engages the candidate in a discussion that explores the purpose and the planning of the topic presented and its possible impact. (<i>maximum time: 2 minutes</i>)</p>	40
Task 2	<p>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. (<i>maximum time: 7 minutes</i>)</p>	40
Task 3	<p>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. (<i>maximum time: 4 minutes</i>)</p>	20

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 Questioning should assess the candidate's understanding of the subject matter of their presentation and their ability to defend their opinions and ideas, eg what did you want to achieve?</p> <p>Task 2 Questions should assess the candidate's skills in being able to interact with maturity and confidence in a real-life scenario and test their skill in providing persuasive, creative and considered responses to unfamiliar questions.</p> <p>Task 3 Questions should assess the candidate's ability to analyse the context and delivery from a theoretical focus including language, vocal and physical skills and supporting visual/audio aids, eg what is the key aim and objective of this speech?</p>	<p>Task 2 is an 'in-role' task.</p> <p>Task 3: Keep the focus on analysis, delivery and persuasion. It is fine for a candidate to admit they don't really understand the unseen text – work through ways they could glean more from the text or do research.</p> <p>Text of speech should be given to the candidate 15 minutes ahead of the exam. The text should be provided for the examiner with the uploaded documents.</p> <p>For examples of the type of speeches that could be used, go to trinitycollege.com/qualifications/drama/drama-grade-certificate/communication-skills/resources. The sample speeches found there should not be used in the exam.</p>

Grade 7 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>The candidate delivers a presentation on a social issue to an imagined, defined audience of at least 20 people. The candidate should state who the intended audience is before they begin. (<i>maximum time: 9 minutes</i>)</p> <p>The teacher engages the candidate in a discussion including exploring alternative points of view. (<i>maximum time: 3 minutes</i>)</p>	50
Task 2	<p>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. (<i>maximum time: 5 minutes</i>)</p>	30
Task 3	<p>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. (<i>maximum time: 4 minutes</i>)</p>	20

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 Questions should explore different points of view and should be challenging eg how would you persuade someone who holds the opposite view?</p> <p>Task 2 This is a discussion and the aim is to assess the candidate's ability to understand the medium, style and language and make creative suggestions for delivery. Questions should be open-ended.</p> <p>Task 3 This is a discussion. The task requires the candidate to formulate and express an opinion coherently. The teacher should initiate the discussion but then allow the candidate to develop their ideas.</p>	<p>The teacher should ensure that the candidate does most of the talking.</p> <p>Task 2: Advert 15 mins in advance. The text should be provided for the examiner with the uploaded documents.</p> <p>For examples of the type of advertisement texts that could be used, go to trinitycollege.com/qualifications/drama/drama-grade-certificate/communication-skills/resources. The sample advertisements found there should not be used in the exam.</p> <p>Task 3: Overview of a social or political issue. For examples of the type of social/political issues that could be used, go to trinitycollege.com/qualifications/drama/drama-grade-certificate/communication-skills/resources. The sample issues found there should not be used in the exam.</p>

Grade 8 (2019 syllabus)

The tasks

Task	Requirements	Maximum marks
Task 1	<p>The candidate delivers a presentation to an imagined, defined audience of at least 20 people on an aspect of the communication process in advertising, politics or education. This may include a critical evaluation of communication tools such as:</p> <ul style="list-style-type: none"> • Styles of delivery • Vocabulary • Structure and syntax • Audio visual, imagery, sound effects <p>The candidate should state who the intended audience is before they begin. <i>(maximum time: 8 minutes)</i></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. <i>(maximum time: 4 minutes)</i></p>	50
Task 2	<p>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. <i>(maximum time: 4 minutes)</i></p>	20
Task 3	<p>The candidate presents an overview of a contentious issue of their own choice from current affairs, social media or politics to discuss, and explains both sides of the argument to the teacher. <i>(maximum time: 5 minutes)</i></p> <p>The teacher asks questions exploring the issues involved. <i>(maximum time: 2 minutes)</i></p>	30

Guidance notes

Notes specific to the tasks	General notes for the grade
<p>Task 1 A sophisticated understanding of how communication can manipulate the audience response is necessary here. Questioning should probe actual news stories and global campaigns to probe the candidate's wider knowledge as well as test theoretical and technical skills.</p> <p>Task 2 No questions are required.</p> <p>Task 3 These are questions rather than a discussion and should elicit a depth of understanding and an ability to convey a balanced position.</p>	<p>Task 2: Scenario 15 mins in advance. The text of the chosen scenario should be provided for the examiner with the uploaded documents.</p> <p>For examples of the type of scenarios that could be used, go to trinitycollege.com/qualifications/drama/drama-grade-certificate/communication-skills/ resources. The sample scenarios found there should not be used in the exam.</p>