

COMMUNICATION SKILLS (INDIVIDUAL)

Syllabus specifications
for graded exams
by online delivery
from February 2021



KEEP UP TO DATE

Please check trinitycollege.com/communication-skills-online to make sure you are using the current version of the syllabus specifications and for the latest information about the Communication Skills by online delivery exams.

Trinity accepts entries for its exams on the condition that candidates conform to the requirements of the appropriate syllabus. Any amendments to the requirements will be published and advertised via our website.

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Syllabus specifications
for graded exams
by online delivery
from February 2021

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IMPORTANT INFORMATION

To facilitate the conduct of the Communication Skills exams via video conference, the following changes have been made to the requirements:

Syllabus specification edition and grade	Exam element	In-person exams with visiting examiner	Online exams via video conference
2010 & 2020	Use of PowerPoint (or similar) presentation slides	Candidate shows PowerPoint slides (or similar) to examiner via a screen in the exam.	Candidate sends PowerPoint file to the centre in advance, to upload to desktop/laptop before the exam. The candidate can then 'share screen' with the examiner during the exam presentation task.
2020 Grades 6 & 7	Discuss the text of a speech or advertisement	The candidate discusses with the examiner the content and delivery of a speech or an advertisement, the text of which is provided by the examiner 15 minutes before the exam.	Candidates familiarise themselves with three possible texts before the exam. The examiner chooses one text to discuss with the candidate. The texts for Grade 6 (speeches) and Grade 7 (advertisements) can be found in the support guide for online exams (available at trinitycollege.com/cs-online-support-guide) together with guidance on how to prepare for these tasks.
2010 & 2020 Grade 6	Interview task	The candidate presents a prepared CV for a job or training course/opportunity. The candidate states the title of the job, course or work experience placement.	The candidate states the job, course, or work experience placement they are applying for and the examiner asks relevant questions. CV is not required.
2020, Grade 8 2010, Professional Certificate	Public address scenario	The candidate gives a public address in response to one of three scenarios. Scenario outlines are provided by the examiner 15 minutes before the exam.	Scenario choices and guidance can be found in the support guide. The candidate selects a scenario to prepare ahead. The candidate delivers their public address, then the examiner gives them a change to make to their speech. The candidate has two minutes to make this adjustment before presenting their public address again, this time incorporating the change.

WELCOME TO TRINITY COMMUNICATION SKILLS

21ST CENTURY SKILLS FOR CONFIDENT COMMUNICATION

Welcome to Trinity College London's syllabus specifications for Communication Skills (Individual) Graded exams for online delivery in registered exam centres. The Communication Skills graded exams are designed for candidates who want to focus on practical, creative tasks that reflect real-world situations. They assess candidates' abilities to deliver talks and presentations, to develop and express their own ideas, and to listen, assimilate information and respond appropriately in discussion on familiar and unfamiliar topics. The format of the exams allows candidates to create their own programme, developing talks and presentations based on topics they have a particular interest in, or that complement their studies.

These syllabus specifications outline the core information that teachers and candidates need to prepare and enter for the exams. Further guidance and support resources are available at trinitycollege.com/communication-skills

Designed for digital

Responsive to a changing world, these exams have been designed to support teaching, learning and assessment through a digital medium.

Your performance, your choice

Sitting alongside our face-to-face graded exams, digital exams provide even more choice and flexibility in how a regulated graded qualification can be achieved.

Digital support content

Comprehensive online resources provide support to candidates and teachers throughout their digital exam journey.

ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

INTRODUCTION TO TRINITY'S COMMUNICATION SKILLS QUALIFICATIONS

OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded Communication Skills exams are designed to support candidates to develop a range of transferable 21st century skills that can have a positive impact in both education and the workplace. The exams assess the following skills through a range of contexts:

- ▶ Verbal and non-verbal communication
- ▶ Conversation and discussion
- ▶ Critical thinking and problem-solving
- ▶ Research and reflection
- ▶ Presentation
- ▶ Persuasion and negotiation
- ▶ Planning and preparation
- ▶ Usage of equipment and materials to aid communication
- ▶ Interpersonal

Furthermore, by working towards these exams, a range of other skills not assessed directly are developed that are highly valued by schools and employers: self-motivation, ability to learn and adjust, working to deadlines, teamwork and flexibility, and organisational, numeracy and IT skills.

LEVELS OF THE QUALIFICATIONS

Each exam is assigned a level in accordance with the Regulated Qualifications Framework (RQF) in England, Wales and Northern Ireland. These levels are:

RQF level	Grade(s)	Level
Entry level	Initial	Initial
Level 1	Grades 1-3	Foundation
Level 2	Grades 4-5	Intermediate
Level 3	Grades 6-8/ Professional Certificate	Advanced

ATTAINMENT BANDS

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

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

Professional Certificate

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

WHO THE QUALIFICATIONS ARE FOR

Although there is a natural progression through Trinity's Communication Skills grades from Initial to Grade 8 and then on to the diplomas, candidates may enter at any level. There is no requirement to have passed lower grades before entering for an exam. There is no upper age limit, but the following age ranges are provided as guidance and show the minimum age advised for each stage.

Grade(s)/exam level	Age of candidate
Initial	5 years and over
Grade 1	7 years and over
Grades 2-3	8 years and over
Grades 4-5	12 years and over
Grades 6-8	16 years and over
Professional Certificate	16 years and over

Trinity is committed to making its exams accessible to all, and each candidate is treated individually when considering how assessments can be adapted for those with special needs. Find out more at trinitycollege.com/drama-csn

ENGLISH LANGUAGE EXPECTATIONS FOR COMMUNICATION SKILLS EXAMS

Trinity's Communication Skills exams are conducted in English. They assess how candidates use language as a tool for communicating in particular contexts, rather than assessing the fluency of the language itself.

We recommend, particularly for those exams that involve a discussion with the examiner, that candidates have a level of English language proficiency of at least B1 on the CEFR (Common European Framework of Reference for languages). As the exams are more demanding of language as the levels advance, CEFR level B2 is suggested from Grade 3, and B2 to C1 for Grades 6 and above. More information on the CEFR can be found at trinitycollege.com/CEFR-level-descriptors

Candidates' use of English must be intelligible to the examiner, although they are not required to conform linguistically to any particular model of pronunciation or usage.

HOW TO ENTER FOR AN EXAM

Guidance and details on how to enter all the qualifications covered in this document can be found at trinitycollege.com/drama-entry

EMPLOYABILITY AND LEARNING SKILLS

Employability skills – a key component of 21st century skills – can be defined as the transferable skills that can have a positive impact in education and the workplace and these key skills are integrated into these specifications to help candidates develop on many levels.

SKILLS	MEANING	HOW TRINITY COMMUNICATION SKILLS EXAMS SUPPORT THIS
Communication and interpersonal skills	<ul style="list-style-type: none"> ▶ The ability to explain what you mean in a clear and concise way ▶ To listen and relate to people, and to act upon key information/instructions 	<p>The assessment of effective verbal and interpersonal communication skills is central to these exams. Each task at each level encourages candidates to develop knowledge of and confidence in these skills.</p> <p>Through the reflection task and the discussion following each presentation, candidates develop their skills in listening and responding articulately, as well as in self-analysis.</p>
Problem-solving skills	<ul style="list-style-type: none"> ▶ The ability to understand a problem by breaking it down into smaller parts, and identifying its key issues and implications to identify solutions 	<p>Many of the tasks in the Communication Skills exams focus on problem-solving skills. They are assessed via verbal communication, with particular focus on candidates' ability to respond quickly to new information.</p>
Creativity	<ul style="list-style-type: none"> ▶ The ability to apply knowledge from many different areas to solving a task ▶ The ability to develop creative responses to challenges and in doing so create original and imaginative situations 	<p>This skill area is assessed through the tasks that require candidates to express their own view and to take personal ownership of their ideas and knowledge.</p>
Confidence	<ul style="list-style-type: none"> ▶ Belief in one's ability to successfully complete a task 	<p>The experience of preparing for performance, as well as presenting and the exam itself can build candidates' belief in themselves and their own abilities.</p>
Working under pressure and to deadlines	<ul style="list-style-type: none"> ▶ The ability to manage the workload that comes with deadlines 	<p>The challenge of the exam environment, the requirement to prepare thoroughly, together with tasks that require candidates to respond quickly to new information.</p>
Organisation skills	<ul style="list-style-type: none"> ▶ The ability to be organised and methodical ▶ The ability to plan work to meet deadlines and targets ▶ The ability to monitor progress of work to ensure deadlines are met 	<p>Being prepared and organised in the exam room is a key part of the assessment. Candidates are expected to research and prepare their presentations and take responsibility for the equipment and hard copy information required for the exams.</p>
Critical thinking skills	<ul style="list-style-type: none"> ▶ The ability to analyse material and deconstruct it to understand how its specific impact is achieved through language and meaning 	<p>Through rehearsing and preparing for the presentations and key-skills tasks, candidates hone their critical thinking and analytical skills.</p>
Teamwork	<ul style="list-style-type: none"> ▶ The ability to work well with people from different disciplines, backgrounds and expertise to accomplish a task or goal 	<p>This collaborative skill is demonstrated throughout the group exams.</p>

RECOGNITION AND PROGRESSION ROUTES

RECOGNITION AND UCAS POINTS

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

All graded qualifications for individuals are on the Regulated Qualifications Framework (RQF) and a full list of the regulated titles and numbers for these qualifications is opposite.

In the UK, Trinity's Grade 6-8 Communication Skills qualifications for individuals are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, 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

PASS **24** | MERIT **27** | DISTINCTION **30**

See trinitycollege.com/qualifications/drama/UCAS-points for further details.

TIMING OF THE EXAMS

The maximum time allowed for each exam task is the time available to the candidate to demonstrate the widest range of skills they can, and candidates are advised to make full use of this.

The exams are designed to allow sufficient time for setting up and presenting all tasks. Please note that any setting up and removal of equipment will also need to be incorporated into the overall exam time.

REGULATED TITLES AND QUALIFICATION NUMBERS

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

DURATION OF STUDY (TOTAL QUALIFICATION TIME)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will depend on each individual's, or group's, level of experience and ability.

Level of regulated qualification	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
Initial	8	32	40
Grade 1	12	48	60
Grade 2	18	62	80
Grade 3	18	82	100
Grade 4	24	106	130
Grade 5	24	126	150
Grade 6	30	140	170
Grade 7	30	160	190
Grade 8	48	202	250
Professional Certificate	50	250	300

QUALITY ASSURANCE**Recording of exams**

All these Communication Skills exams by online delivery will be videoed using Zoom. The recordings will be used for quality assurance, monitoring and standardisation purposes. Recordings of exams are retained at Trinity's central office and not made available to centres or candidates.

Examiners

The exams are normally assessed by one examiner who watches the work presented. However, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one examiner present.

QUALIFICATION ACHIEVEMENT LEVELS FOR EXAMS

RQF* Level	EQF** Level	Communication Skills
6	6	LTCL
5	4/5	
4		ATCL
3	4	Grade 8
		Grade 7
		Grade 6
		Grade 5
2	3	Grade 4
		Grade 3
		Grade 2
1	2	Grade 1
		Initial
Entry Level 3	1	Initial

TRINITY QUALIFICATIONS THAT COMPLEMENT THE COMMUNICATION SKILLS QUALIFICATIONS

- Grades and Certificates in Speech and Drama, Performance Arts and Acting
- Speech Communication Arts (currently only available in certain countries)

For candidates learning English as a second or additional language:

- Graded Examinations in Spoken English (GESE)
- Integrated Skills in English (ISE)

OTHER QUALIFICATIONS OFFERED BY TRINITY

- Grades and Certificates in Musical Theatre
 - Young Performers Certificates
 - Diplomas in drama and speech subjects
 - Professional Performing Arts Diplomas
 - Arts Award (only available in certain countries)
 - Grades, certificates and diplomas in music
- Specifications for all these qualifications can be downloaded from trinitycollege.com

WHERE THE QUALIFICATIONS COULD LEAD

The Trinity exams in Communication Skills offer progression routes towards:

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

* Regulated Qualifications Framework

** European Qualifications Framework

INTRODUCTION TO EXAM TASKS

In the following pages there are tables outlining each task that candidates must prepare for each grade and certificate, the maximum time for each task and how many marks can be achieved. Also provided is information on whether candidates should sit or stand for each task. However, candidates can work to their abilities in respect of this. Further guidance on preparing for the tasks is on pages 28-30.

The assessment criteria and attainment descriptors are detailed under the requirements for each grade. The assessment criteria describe the standards to be met and what is expected from a candidate during the exam. The attainment descriptors are split into Distinction, Merit, Pass and Below Pass and describe the level of skills a candidate would need to meet to be awarded a particular result in the exam. The learning outcomes for all grades are listed on page 9. The learning outcomes describe the learning that a candidate will expect to undertake while preparing for the exam and the skills/abilities they should be able to demonstrate because of this learning.

The examiner will lead the exam and take responsibility for keeping to time, but the candidate must make sure the prepared tasks are presented within the time limit, that they bring all required materials into the exam room, and take responsibility for the set up and removal of equipment within the time provided.

The following are the skills on which the tasks are built. For further details of the expectations for each grade and certificate, please refer to the assessment criteria for each level.

SKILLS

Communication	<ul style="list-style-type: none"> ▶ The ability to express yourself in a clear and concise manner using appropriate vocal and physical skills
Interaction	<ul style="list-style-type: none"> ▶ The ability to relate to other people, demonstrating ability to listen, show understanding and respond appropriately in discussion on familiar and unfamiliar topics
Analysis	<ul style="list-style-type: none"> ▶ The ability to assimilate and evaluate information from a variety of sources and to develop and express your own ideas
Performance	<ul style="list-style-type: none"> ▶ The ability to prepare and deliver a presentation, combining your own views and ideas with research on a subject in a creative manner with active and energetic purpose in both formal and informal situations to engage and persuade an audience

Note: Candidates should aim to deliver their talks and presentations with the appearance of spontaneity, immediacy and personal engagement. There should be no sense of candidates struggling to recall a script, and the talks and presentations should not be learnt word for word, or read verbatim from prompt cards.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

LEARNING OUTCOMES: COMMUNICATION SKILLS (INDIVIDUAL)

On successful completion of this exam, the candidate will be able to:

Initial	<ul style="list-style-type: none"> ▶ Participate in simple, informal conversational exchanges and communicate prepared information clearly and appropriately ▶ Describe and discuss an event and an object or picture
Grade 1 and Grade 2	<ul style="list-style-type: none"> ▶ Participate clearly, with some fluency and expression in simple conversational exchanges, and in addressing an imagined audience ▶ Describe and discuss objects/pictures/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
Grade 3	<ul style="list-style-type: none"> ▶ Participate clearly 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
Grade 4 and Grade 5	<ul style="list-style-type: none"> ▶ 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 ▶ Communicate with a variety of vocal and expressive techniques, on both prepared and unprepared topics
Grade 6	<ul style="list-style-type: none"> ▶ Engage clearly, confidently and with fluency and expression in conversational exchanges, discussion, and in addressing an imagined audience ▶ Demonstrate competent understanding and ownership of material ▶ Demonstrate some authority and control with 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
Grade 7 and Grade 8	<ul style="list-style-type: none"> ▶ Participate clearly and confidently, with fluency, spontaneity and a sense of ownership, in conversational exchanges, discussion and in addressing an imagined audience ▶ Demonstrate comprehensive understanding of prepared material and a secure ability to formulate opinions and resolve conflict ▶ Demonstrate authority and control with 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

EXAM REQUIREMENTS

INITIAL

EXAM DURATION

8 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Conversation</p> <p>The candidate engages in a brief conversation led by the examiner on one or two of the following topics (the examiner chooses the topic(s)):</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: 1 minute)</i></p>	Communication, Interaction	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this task is on page 28 	10
<p>Task 2: Talk</p> <p>The candidate gives a talk about a personal memorable event.</p> <p><i>(maximum time: 2 minutes)</i></p> <p>The examiner asks a few questions about the event.</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	45
<p>Task 3: Talk</p> <p>The candidate gives a talk about a small object or picture they bring to the exam room.</p> <p><i>(maximum time: 2 minutes)</i></p> <p>The examiner asks a few questions about the object or picture.</p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	45

ASSESSMENT CRITERIA

During the exam, the candidate will:

▶ Present using simple vocal skills meaningfully and clearly	Communication
▶ Demonstrate an ability to participate in a simple conversation on a familiar topic	Interaction
▶ Demonstrate an ability to express own simple ideas	Analysis
▶ Demonstrate basic competence in conveying simple information to an audience	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time and the candidate was able to use simple vocal skills meaningfully. ▶ There was some awareness of audience and competence in delivering the talks, expressing some simple ideas. ▶ There was good interaction with the examiner and a clear understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time and the candidate was able to use simple vocal skills with some meaning. ▶ There was a basic awareness of audience and some competence in delivering talks expressing a few simple ideas. ▶ There was some good interaction with the examiner and a reasonably secure understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible and clear some of the time and the candidate was able to use simple vocal skills with some basic meaning. ▶ There was a basic awareness of audience and basic competence in delivering talks, expressing one or two simple ideas. ▶ There was some interaction with the examiner and some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility and/or clarity. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material and/or a reluctance to engage with the examiner.

GRADE 1

EXAM DURATION

10 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Conversation</p> <p>The candidate engages in a brief conversation led by the examiner on one or two of the following topics (the examiner chooses the topic(s)):</p> <ul style="list-style-type: none"> ▶ The weather that day/week ▶ Their favourite book/film/song/computer game ▶ Their journey that day <p><i>(maximum time: 1 minute)</i></p>	<p>Communication, Interaction</p>	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this task is on page 28 	<p>10</p>
<p>Task 2: Talk</p> <p>The candidate gives a talk about one of the following topics:</p> <ul style="list-style-type: none"> ▶ A remarkable person ▶ Their favourite activity ▶ Their favourite holiday <p><i>(maximum time: 3 minutes)</i></p> <p>The examiner asks a few questions about the topic.</p> <p><i>(maximum time: 1 minute)</i></p>	<p>Communication, Interaction, Analysis, Performance</p>	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	<p>50</p>
<p>Task 3: Talk</p> <p>The candidate gives a talk about the value and significance of two small objects or pictures they bring to the exam room.</p> <p><i>(maximum time: 2 minutes)</i></p> <p>The examiner asks a few questions about the objects or pictures.</p> <p><i>(maximum time: 1 minute)</i></p>	<p>Communication, Interaction, Analysis</p>	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on page 28 	<p>40</p>

ASSESSMENT CRITERIA

During the exam, the candidate will:

▶ Present using vocal skills meaningfully and clearly	Communication
▶ Demonstrate an ability to participate in conversation on a range of familiar topics, with an ability to listen and show understanding	Interaction
▶ Demonstrate an ability to express their own ideas	Analysis
▶ Demonstrate competence in conveying simple, descriptive information in a systematic order	Performance
▶ Demonstrate an awareness of audience	

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible and clear throughout, and the candidate was able to use simple vocal skills meaningfully. Their own ideas were expressed with simplicity and structure. ▶ There was a consistent awareness of audience and a good level of confidence in delivering the talks throughout. ▶ There was some confidence shown in the interaction with the examiner and a clear understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time and the candidate was able to use vocal skills meaningfully. The candidate demonstrated competence in expressing their own simple ideas most of the time. Own ideas were delivered with an awareness of structure. ▶ There was awareness of audience and confidence in delivering the talks most of the time. ▶ There was some good interaction with the examiner and a reasonable understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time. The candidate was able to communicate some of their own ideas and use vocal skills with some meaning. ▶ There was an awareness of audience and confidence in delivering the talks some of the time. ▶ There was some interaction with the examiner and some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility and/or clarity and there was little evidence of preparation. ▶ There was little or no awareness of audience. ▶ There was a very limited understanding of the material and/or a reluctance to interact with the examiner.

GRADE 2

EXAM DURATION

12 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Conversation</p> <p>The candidate engages in a brief conversation led by the examiner on one or two of the following topics (the examiner chooses the topic(s)):</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>	Communication, Interaction	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this task is on page 28 	10
<p>Task 2: Talk</p> <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 examiner engages the candidate in a conversation to gather further information on the topic.</p> <p><i>(maximum time: 1 minute)</i></p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	50
<p>Task 3: Talk</p> <p>The candidate gives a talk describing the planning and preparation of a special event.</p> <p><i>(maximum time: 3 minutes)</i></p> <p>The examiner engages the candidate in a conversation to gather further information on the topic.</p> <p><i>(maximum time: 1 minute)</i></p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	40

ASSESSMENT CRITERIA

During the exam, the candidate will:

▶ Present using a range of vocal skills meaningfully, clearly and with expression	Communication
▶ Demonstrate an ability to participate in a conversation and respond to a range of questions with confidence by listening and showing understanding	Interaction
▶ Demonstrate an ability to organise, express and develop own ideas	Analysis
▶ Demonstrate competence in conveying a simple narrative with some sensitivity to audience responses	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible and clear throughout and the candidate was able to use a range of vocal skills meaningfully and with expression. There was an ability to organise, express and develop own ideas. ▶ There was a consistent awareness of audience and a good level of confidence in delivering the talks throughout. ▶ There was confident interaction with the examiner and a good level of understanding of the material.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time and the candidate was able to use a range of vocal skills with some meaning and expression. There was an ability to organise, express and develop own ideas. ▶ There was an awareness of audience and confidence in delivering the talks most of the time. ▶ There was some confidence shown in the interaction with the examiner and a reasonable understanding of the material.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time and the candidate was able to use vocal skills meaningfully and with some expression. There was some ability to organise, express and develop own ideas. ▶ There was an awareness of audience and confidence in delivering the talks some of the time. ▶ There was some confidence shown in the interaction with the examiner and some understanding of the material.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked audibility and/or clarity and showed little evidence of preparation. ▶ There was limited awareness of audience. ▶ There was a limited understanding of the material and the skills required and/or there was a reluctance to interact with the examiner.

GRADE 3

EXAM DURATION

14 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Conversation</p> <p>The candidate engages in a brief conversation led by the examiner on one or two of the following topics (the examiner chooses the topic(s)):</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>	<p>Communication, Interaction</p>	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this task is on page 28 	<p>10</p>
<p>Task 2: Talk</p> <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 examiner engages the candidate in a conversation to gather further information on the topic.</p> <p><i>(maximum time: 2 minutes)</i></p>	<p>Communication, Interaction, Analysis, Performance</p>	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	<p>50</p>
<p>Task 3: Talk</p> <p>The candidate gives a talk describing and recommending a place of interest.</p> <p><i>(maximum time: 3 minutes)</i></p> <p>The examiner asks the candidate questions to gather further information on the topic.</p> <p><i>(maximum time: 1 minute)</i></p>	<p>Communication, Interaction, Analysis</p>	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ Simple visual/audio aids may be used to illustrate the talk – see page 28 ▶ More guidance on this task is on pages 28-29 	<p>40</p>

ASSESSMENT CRITERIA

During the exam, the candidate will:

▶ Present using vocal skills meaningfully, clearly and with expression	Communication
▶ Demonstrate an ability to participate with confidence in a conversation and respond to a range of questions, including those on unprepared points, by listening and showing understanding	Interaction
▶ Demonstrate an ability to convey and develop own ideas and explain the reasons for them	Analysis
▶ Demonstrate competence in sustaining a narrative in a logical order and show sensitivity to audience responses	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible and clear throughout and the candidate was able to use a range of vocal skills with persuasion, meaning and expression. Ideas and their rationale were developed and expressed persuasively. ▶ There was a confident ability to engage the audience, presenting with an appearance of ease and confidence throughout. ▶ There was confidence shown in the interaction with the examiner, a secure understanding of the material and some confidence when responding to unprepared points.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible and clear most of the time and the candidate was able to use a range of vocal skills with some persuasion, meaning and expression. There was a good ability to organise, express and develop own ideas. ▶ There was a good awareness of audience, presenting the talks with an appearance of ease and confidence most of the time. ▶ There was some confidence shown in the interaction with the examiner, a good level of understanding of the material and some ability to respond to unprepared points.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible and clear some of the time and the candidate was able to use a range of vocal skills with some meaning and expression. There was an ability to organise, express and develop own ideas. ▶ There was an awareness of audience and ability to deliver the talks with an appearance of ease and confidence some of the time. ▶ There was some confidence shown in the interaction with the examiner, a reasonable understanding of the material and a developing ability to respond to unprepared points.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented was hesitant and lacked clarity and fluency, showing little evidence of preparation. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering the work. ▶ There was limited understanding of the material and the skills required and/or there was a reluctance to interact with the examiner.

GRADE 4

EXAM DURATION

16 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Presentation</p> <p>The candidate gives a presentation that describes a personal interest, challenge or achievement. (<i>maximum time: 3 minutes</i>)</p> <p>The examiner engages the candidate in a discussion to gather further information on the topic. (<i>maximum time: 2 minutes</i>)</p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on pages 28-29 	40
<p>Task 2: Presentation</p> <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>	Communication, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on pages 28-29 	40
<p>Task 3: Reflection</p> <p>The examiner engages the candidate in a discussion about the presentations.</p> <p>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>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ More guidance on this task is on page 29 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

▶ Present using vocal variety, appropriate eye contact and body language	Communication
▶ Demonstrate an ability to engage in discussion and respond to some unprepared questions with understanding	Interaction
▶ Demonstrate an ability to summarise and communicate information and express own views and explain the reasons for them	Analysis
▶ Demonstrate knowledge of basic communication skills, including the use of pause, emphasis, phrasing and pace	
▶ Demonstrate competence in sustaining a presentation that is personal in nature, with an identifiable, logical structure, and with sensitivity to audience needs and responses	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible and clear and had a sense of fluency throughout. The candidate used a range of integrated verbal and non-verbal presentation skills persuasively, with meaning and expression. The candidate demonstrated confidence in being able to express and develop own ideas including their rationale. ▶ There was a confident ability to engage the audience, presenting work with a clear and logical structure and showing sensitivity to audience needs and responses with an appearance of ease throughout. ▶ There was confident interaction with the examiner including responding to questions on unprepared points and a secure understanding of the material and of communication and vocal skills in general.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and had a sense of fluency most of the time. The candidate used some integrated verbal and non-verbal skills with meaning and expression. The candidate demonstrated some confidence in being able to organise, express and develop own ideas including their rationale. ▶ There was an ability to engage the audience and to deliver the talks with an appearance of ease and confidence most of the time. ▶ There was some confident interaction with the examiner including some ability to respond to basic questions on unprepared points, and a good level of understanding of the material and of communication and vocal skills in general.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible and clear some of the time. The candidate was able to use some verbal and non-verbal skills with meaning and some expression. The candidate was able to organise, express and develop own ideas including their rationale. ▶ There was an awareness of audience and ability to deliver the talks with some appearance of ease and confidence. ▶ There was some confident interaction with the examiner including a developing ability to respond to basic questions on unprepared points, and a reasonable understanding of the material and of communication and vocal skills in general.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked clarity, fluency and accuracy, showing little evidence of preparation. Little or no range in verbal and non-verbal skills was evident and there was limited ability to organise and develop ideas. ▶ There was limited awareness of audience and/or there was a lack of confidence in delivering the work. ▶ There was limited understanding of the material and the skills required and/or ability to discuss in detail the topics introduced by the examiner.

GRADE 5

EXAM DURATION

18 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Presentation</p> <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.</p> <p><i>(maximum time: 4 minutes)</i></p> <p>The examiner engages the candidate in a discussion to gather further information on the topic.</p> <p><i>(maximum time: 2 minute)</i></p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on pages 28-29 	40
<p>Task 2: Presentation</p> <p>The candidate delivers a current news story as if for radio, podcast or TV.</p> <p><i>(maximum time: 4 minutes)</i></p> <p>The examiner asks questions from the perspective of different audiences.</p> <p><i>(maximum time: 2 minutes)</i></p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on page 29 	40
<p>Task 3: Reflection</p> <p>The examiner engages the candidate in a discussion about the preparation and delivery of the presentation and the news story.</p> <p>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.</p> <p><i>(maximum time: 4 minutes)</i></p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ More guidance on this task is on page 29 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Present using some imagination, vocal variety, appropriate eye contact and body language 	Communication
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage in discussion and respond to unfamiliar input from the examiner 	Interaction
<ul style="list-style-type: none"> ▶ Demonstrate an ability to summarise and communicate information ▶ Demonstrate an ability to convey own ideas and explain the reasons for them ▶ Demonstrate knowledge of communication skills, including the use of pause, emphasis, phrasing, pace and the use of space 	Analysis
<ul style="list-style-type: none"> ▶ Demonstrate 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

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and had a sense of fluency throughout. The candidate was able to use a range of integrated verbal and non-verbal skills persuasively and with expression and imagination. The candidate demonstrated confidence in being able to organise, express and develop own ideas including their rationale. ▶ There was a confident ability to engage the audience and a sense of spontaneity, presenting work with a clear and logical structure, showing sensitivity to audience needs and responses and with an appearance of ease throughout. ▶ There was confident interaction with the examiner, responding to questions on unprepared points in a thoughtful and considered way, and a mature understanding of the material and of communication skills in general.
Merit	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and had a sense of fluency most of the time. The candidate was able to use verbal and non-verbal skills persuasively, with expression and some imagination. The candidate demonstrated confidence in being able to organise, express and develop own ideas including their rationale. ▶ There was a confident ability to engage the audience, presenting work with a clear and logical structure, showing sensitivity to audience needs and responses with an appearance of ease most of the time. ▶ There was some confidence shown in the interaction with the examiner, a secure understanding of the material and of communication skills in general, and a secure ability to respond to questions on unprepared points in a considered way.
Pass	<ul style="list-style-type: none"> ▶ The work presented was audible, clear and had a sense of fluency some of the time. The candidate was able to use verbal and non-verbal skills persuasively, with meaning and expression. The candidate demonstrated some confidence in being able to organise, express and develop own ideas, including their rationale. ▶ There was a good awareness of audience and the ability to deliver the talks with an appearance of ease and confidence most of the time. ▶ There was some confident interaction with the examiner, some ability to respond to questions on unprepared points in a considered way, and a good level of understanding of the material and of communication skills in general.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented lacked clarity, fluency and accuracy. Little or no range in verbal and non-verbal skills was evident and there was limited ability to organise and develop ideas. ▶ There was limited ability to engage the audience and/or there was a lack of confidence in delivering the work. ▶ There was limited understanding of the material and the skills required and/or ability to discuss in detail the topics introduced by the examiner.

GRADE 6

EXAM DURATION

20 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Presentation</p> <p>The candidate gives 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.</p> <p><i>(maximum time: 5 minutes)</i></p> <p>The examiner engages the candidate in a discussion that explores the purpose and the planning of the topic presented and its possible impact.</p> <p><i>(maximum time: 2 minutes)</i></p>	<p>Communication, Interaction, Analysis, Performance</p>	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on pages 28-29 	40
<p>Task 2: Key Skills</p> <p>The candidate states the title of the job, course or work experience placement they would like to be interviewed for. The role should be relevant to the candidate's own interests, experience and aspirations.</p> <p>The examiner asks interview questions related to the role.</p> <p><i>(maximum time: 7 minutes)</i></p>	<p>Communication, Interaction, Analysis, Performance</p>	<ul style="list-style-type: none"> ▶ The candidate should sit for this task 	40
<p>Task 3: Key Skills</p> <p>The candidate discusses with the examiner the content and delivery of the text of a speech. The text will be chosen by the examiner from a selection provided in the support guide at trinitycollege.com/cs-online-support-guide</p> <p><i>(maximum time: 4 minutes)</i></p>	<p>Communication, Interaction, Analysis</p>	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ More guidance on this task is on page 29 and in the accompanying support guide at trinitycollege.com/cs-online-support-guide 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Present using a wide variety of appropriate and imaginative verbal and non-verbal skills in a range of scenarios 	Communication
<ul style="list-style-type: none"> ▶ Demonstrate 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
<ul style="list-style-type: none"> ▶ Demonstrate an ability to summarise, assimilate and communicate information on unfamiliar topics ▶ Demonstrate an ability to convey own views and explain the reasons for them ▶ Demonstrate knowledge of communication skills and techniques, including non-verbal elements 	Analysis
<ul style="list-style-type: none"> ▶ Demonstrate 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

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a synthesis of wide-ranging verbal and non-verbal skills with expression, persuasion and imagination. The candidate demonstrated confidence in being able to express and develop own ideas including their rationale, showing perceptiveness and active listening skills. ▶ The presentation showed thorough preparation, research and exploration of the subject and some proficiency in design, delivered with a sense of spontaneity and flair, and that engaged the audience interactively. ▶ There was thoughtful and considered interaction with the examiner, with the candidate able to expand on ideas, demonstrating a mature understanding of the material and confidence in responding to questions on unprepared points.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated verbal and non-verbal skills used persuasively, and with expression and some imagination. The candidate demonstrated confidence in being able to organise, express and develop own ideas including their rationale. ▶ There was a confident ability to engage the audience, presenting work with a clear and logical structure, showing sensitivity to audience needs and responses with an appearance of ease and confidence most of the time. ▶ There was some mature interaction with the examiner, a secure understanding of the material and of communication skills in general. There was a secure ability to respond to questions on unprepared points.
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated verbal and non-verbal skills used persuasively and with expression. The candidate demonstrated some confidence in being able to organise, express and develop own ideas, including their rationale. ▶ There was some confidence in engaging the audience and ability to deliver the talks with an appearance of ease and confidence most of the time. ▶ There was some confident interaction with the examiner, a secure understanding of the material and of communication skills in general and a competent ability to respond to questions on unprepared points.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented had lapses in clarity, fluency and accuracy. There was little evidence of preparation, little or no range was evident in verbal and non-verbal skills, and there was limited ability to organise and develop ideas. ▶ Engagement with the audience was limited and/or there was a lack of confidence in delivering the work with a sense of ownership. ▶ There was limited understanding of the material and the skills required, lacking opinion and detailed knowledge.

GRADE 7

EXAM DURATION

23 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Presentation</p> <p>The candidate gives 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><i>(maximum time: 9 minutes)</i></p> <p>The examiner engages the candidate in a discussion including exploring alternative points of view.</p> <p><i>(maximum time: 3 minutes)</i></p>	Communication, Interaction, Analysis, Performance	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on pages 28-29 	50
<p>Task 2: Keys Skills</p> <p>The candidate discusses with the examiner the content and delivery of an advertisement. The text will be chosen by the examiner from a selection provided in the support guide at trinitycollege.com/cs-online-support-guide</p> <p>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> <p><i>(maximum time: 5 minutes)</i></p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this unseen text task is on page 29 and in the accompanying support guide at trinitycollege.com/cs-online-support-guide 	30
<p>Task 3: Key Skills</p> <p>The examiner gives an overview of a social or political issue.</p> <p>A discussion follows in which the candidate expresses and explains their views on the situation.</p> <p><i>(maximum time: 4 minutes)</i></p>	Communication, Interaction, Analysis	<ul style="list-style-type: none"> ▶ The candidate should sit for this task ▶ The candidate may take notes (they should bring in a pen and paper if needed) ▶ More guidance on this task is on page 29 	20

ASSESSMENT CRITERIA

During the exam, the candidate will:

<ul style="list-style-type: none"> ▶ Present using a wide variety of appropriate verbal and non-verbal skills in a range of formal and informal scenarios 	Communication
<ul style="list-style-type: none"> ▶ Demonstrate an ability to engage spontaneously and take responsibility for discussion, including appropriate justification of opinions, showing perceptiveness and effective listening skills 	Interaction
<ul style="list-style-type: none"> ▶ Demonstrate an ability to analyse a range of communication skills and to develop and communicate own ideas coherently ▶ Demonstrate an ability to summarise, assimilate and communicate unfamiliar information concisely 	Analysis
<ul style="list-style-type: none"> ▶ Demonstrate 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 the audience interactively and with authority 	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a synthesis of wide-ranging, integrated presentation skills used authoritatively, accurately and creatively in a range of scenarios. The candidate demonstrated confidence in being able to express and develop own ideas in a concise way, including their rationale, and assimilate and discuss new information showing perceptiveness and effective listening skills. ▶ The presentation showed thorough preparation, research and exploration of the subject and some proficiency in design, delivered with a sense of spontaneity and flair, and that engaged the audience interactively. ▶ There was a confident ability to discuss the work and topics introduced by the examiner, demonstrating an astute and in-depth understanding of the material. There was a confident ability to respond to questions on unprepared points in a considered and mature way.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated presentation skills used accurately and with some creativity in a range of scenarios. The candidate demonstrated confidence in being able to express and develop own ideas including their rationale, showing perceptiveness and effective listening skills. ▶ There was a confident ability in being able to prepare, design and sustain fluent presentations that demonstrate evidence of some in-depth research and exploration of the subject, and to engage interactively with the audience. ▶ There was a confident ability to discuss the work and topics introduced by the examiner. There was perceptiveness and a mature and comprehensive understanding of the material and some confident ability to respond to questions on unprepared points in a considered way.
Pass	<ul style="list-style-type: none"> ▶ The work presented a range of integrated verbal and non-verbal skills used persuasively and with some imagination. The candidate demonstrated confidence in being able to express and develop own ideas including their rationale. ▶ There was a sense of spontaneity and a confident ability to engage the audience, presenting work with a clear and logical structure, showing sensitivity to audience needs and responses, with an appearance of ease and confidence most of the time. ▶ There was confident interaction with the examiner, a secure level of understanding of the material and of communication skills in general, and some secure ability to respond to questions on unprepared points in a considered way.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented, while showing some skills, had lapses in clarity, fluency and accuracy. There was little evidence of preparation, little range was evident in verbal and non-verbal skills and there was limited ability to organise and develop ideas to create a logical structure. ▶ Engagement with the audience or sensitivity to its expectations was limited and/or there was a lack of confidence in delivering work. ▶ There was limited understanding of the material and the skills required and/or ability to discuss in any detail the topics introduced by the examiner or to expand on ideas.

GRADE 8

EXAM DURATION

25 minutes



EXAM REQUIREMENTS	SKILLS	NOTES	MARKS
<p>Task 1: Presentation</p> <p>The candidate gives 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 meaning ▶ 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 examiner engages the candidate in a discussion about their presentation, including identification of and reflection on the range of communication skills used. <i>(maximum time: 3 minutes)</i></p>	<p>Communication, Interaction, Analysis, Performance</p>	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation – see page 28 ▶ More guidance on this task is on pages 28-29 	50
<p>Task 2: Key Skills</p> <p>The candidate gives a two minute public address in response to a scenario they have chosen from a selection provided in the support guide at trinitycollege.com/cs-online-support-guide</p> <p>The examiner will ask the candidate which scenario they have chosen and will then ask the candidate to give their public address. Then the examiner will give the candidate an adjustment to make to their public address. The candidate will have two minutes to make the adjustment and will then be asked to present their public address again, this time incorporating the adjustment. The candidate should ensure that the public address stays within the two-minute duration and should therefore make edits to their speech where necessary. <i>(maximum time: 6 minutes)</i></p>	<p>Communication, Interaction, Analysis, Performance</p>	<ul style="list-style-type: none"> ▶ The candidate should stand for this task ▶ More guidance on this public address task is on pages 29-30 and in the accompanying support guide at trinitycollege.com/cs-online-support-guide 	20
<p>Task 3: Key Skills</p> <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 examiner. <i>(maximum time: 5 minutes)</i></p> <p>The examiner asks questions exploring the issues involved. <i>(maximum time: 2 minutes)</i></p>	<p>Communication, Interaction, Analysis</p>	<ul style="list-style-type: none"> ▶ The candidate can sit or stand for this task ▶ More guidance on this task is on page 30 	30

ASSESSMENT CRITERIA

During the exam, the candidate will:

▶ Present using a diverse range of verbal and non-verbal skills in a range of formal and informal scenarios	Communication
▶ Demonstrate 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
▶ Demonstrate an ability to analyse a range of communication techniques and challenges and to develop and communicate own ideas on complex and unfamiliar topics coherently	Analysis
▶ Demonstrate 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 the audience interactively and with authority	Performance

ATTAINMENT DESCRIPTORS

Distinction	<ul style="list-style-type: none"> ▶ The work presented a complete synthesis of wide-ranging and integrated presentation skills used authoritatively, accurately and creatively in a range of formal and informal scenarios. The candidate demonstrated a high level of confidence in being able to express and develop own ideas in a concise way, including their rationale, and assimilate and discuss new information, expanding on points with ownership, showing perceptiveness and effective listening skills. ▶ The presentation showed thorough preparation, research and exploration of the subject, designed with proficiency, which was delivered with spontaneity, authority and flair, and that engaged the audience interactively. ▶ There was ability to discuss the work and topics introduced by the examiner with a high level of confidence, demonstrating an astute, mature and in-depth understanding of the material. There was a confident ability to respond to questions on unprepared points in a considered and mature way.
Merit	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated presentation skills used accurately and creatively in a range of scenarios to convey meaning. The candidate demonstrated confidence in being able to express and develop own ideas in a concise way, including their rationale, and to assimilate and discuss new information showing perceptiveness and effective listening skills. ▶ The presentation showed evidence of preparation, design and some thorough research and exploration of the subject, which was delivered with some sense of spontaneity and authenticity, and which engaged the audience interactively. ▶ There was a confident ability to discuss the work and the topics introduced by the examiner, demonstrating a mature and in-depth understanding of the material. There was an assured ability to respond to questions on unprepared points in a considered and mature way.
Pass	<ul style="list-style-type: none"> ▶ The work presented a wide range of integrated presentation skills used accurately and with some creativity. The candidate demonstrated confidence in being able to express and develop own ideas including their rationale, showing perceptiveness and effective listening skills. ▶ The presentation showed evidence of preparation, design and some in-depth research of the subject, which engaged the audience interactively. ▶ There was a confident ability to discuss the work and topics introduced by the examiner. There was some in-depth understanding of the material and a secure ability to respond to questions on unprepared points in a considered way.
Below Pass	<ul style="list-style-type: none"> ▶ The work presented had only a limited range of presentation skills and there were significant lapses in clarity, fluency and accuracy. There was little evidence of preparation, little or no range was evident in verbal and non-verbal skills, and there was limited ability to organise and develop ideas, with the work lacking structure. ▶ Engagement with the audience or sensitivity to its expectations was limited and/or there was a lack of ownership and/or confidence in delivering the work. ▶ There was limited understanding of the material and the skills required and/or ability to discuss in any detail or to expand on ideas in relation to the topics introduced by the examiner.

EXAM GUIDANCE

GENERAL GUIDANCE

The centre representative will provide advice on how to enter for exams, and what happens on the exam day. There are some additional points of guidance that the teacher and candidate should be aware of:

- ▶ The candidate should not wear headphones in the exam
- ▶ The candidate can bring notes into the exam, but these should be on cards and only referred to. The candidate should not upload their notes onto the computer and should not be reading from them as if they were a script. Notes should be used as simple prompts.
- ▶ The candidate will be required to sit and stand for tasks as required in the syllabus. This remains the same for both in-person exams with a visiting examiner, and assessment via video conference.
- ▶ If the candidate is not familiar with a video-conference format, the teacher could encourage the candidate to practise with Zoom or a similar application so that they feel familiar with waiting rooms and talking to people via the computer screen.

IN THE EXAM

Visual and audio aids

Where candidates choose to use visual and/or audio aids they should support rather than hinder the direct personal communication with the defined audience. When using visual aids in online exams, the candidate should note the following:

Hard copy visual aids (eg posters, photographs): The candidate should ensure that the examiner can see these clearly. Smaller posters with complex designs, and large amounts of text, necessitating a small font, will be more difficult for the examiner to view. The examiner may ask the candidate to bring the visual aid closer to the camera.

Digital visual aids (eg PowerPoint, digital photos). The candidate should notify that centre representative in advance of their exam that they wish to use digital visual aids in their exam. The representative will ask the candidate to send the digital visual aids to the centre in advance of the exam and this will then be loaded onto the exam computer.

At Entry and Foundation levels (Initial-Grade 3), candidates can use simple visual/audio aids to illustrate their talks such as photographs, an object such as a book or musical instrument, or they can play sounds or music using an MP3 player or iPad. Candidates should not use mobile phones to play material because of the risk of the phone ringing during the exam.

For presentations at Intermediate and Advanced levels (Grades 4-8), candidates can use PowerPoint (or similar), white or black boards, flip charts, or video clips, but the focus must always be on the presentation and not on the

technology. Any aids must be clearly seen or heard by the examiner. Visual or audio aids brought into the exam room are the responsibility of the candidate. They should be easily transportable, safe and easy to set up within the allocated time for the task, and appropriate to the age of the candidate.

Welcome

All exams

At the start of each exam, the examiner greets and welcomes the candidates and invites them to sit down and/or begin. This is not assessed. It is designed to put the candidates at ease and to set a friendly and relaxed tone to the exam session. At Initial to Grade 3 levels, the first task naturally leads on from the welcome.

ABOUT THE TASKS

Conversation task

Initial-Grade 3

The purpose of this task is to assess the candidate's interpersonal and conversational skills.

The examiner makes a few brief comments and asks questions on one or two of the listed topics for the grade. The candidate responds appropriately. The candidate is awarded marks for their interaction with the examiner in this exchange.

Prepared talk and presentation tasks

All exams

The purpose of these tasks is to assess candidates' presentation skills and their ability to convey information concisely and appropriately.

At Initial and Foundation levels (Initial-Grade 3), candidates deliver talks. These are short and relatively informal, with the content informed by the candidates' own experiences. The talk can be supported with simple visual/audio aids (see also the 'Visual and audio aids' section).

At Intermediate and Advanced levels (Grades 4-8), candidates deliver presentations, which are more formal than the Initial and Foundation level talks. They should be structured with a clear introduction and convincing argument(s) and should finish with a conclusion that summarises the main points. A presentation may include visual/audio aids (see also the 'Visual and audio aids' section).

Prompt cards or notes may be used, but the talk/presentation should not be written out in full, read verbatim or simply memorised and repeated. The style of delivery should be fluent and appropriate to the imagined audience and setting. These exams do not assess the skill of reading aloud or memorising lines, as a sense of ownership and spontaneity is at the heart of effective and confident communication.

Most talks/presentations are followed by the examiner asking a few questions or the examiner engaging the candidate in a short discussion. The purpose of both these formats is to assess candidates' understanding of the subject matter of their talk or presentation. At higher grades the discussion will explore candidates' thoughts and processes around the purpose and planning of their presentation and they should be prepared to defend their opinions. In preparing for this part of the task, candidates should consider possible objections/reservations or challenges as part of their preparation.

Discussion task

Grades 4–5

The aim of the discussion task is to explore the candidates' understanding of the range of communication skills used in their presentations, their ability to identify these and reflect on their impact. Candidates will be asked to reflect on aspects of the journey they took from choosing the topic to its presentation in the exam.

News story

Grade 5 task 2

In this task, the candidate is required to deliver the script of a current news story as if for radio, podcast or TV.

The purpose of this task is to deliver a clear and succinct account of an event in language that a general audience could understand. The candidate should treat it as a prepared reading task where they are familiar with the information being conveyed. As such, they can read from or refer to written text.

For the second part of this task, the examiner will ask the candidate questions from a range of audience perspectives that test the candidate's understanding of the news piece and its possible implications. For example, where a news story is about a householder who defends their home against a burglar, the examiner might ask:

- ▶ 'Should a home owner be allowed to defend their own property? Why?'
- ▶ 'Should the home owner have just left the burglar alone? Why?'
- ▶ 'What might the wider social issues be?'

This means that the candidate should be able to anticipate different audience attitudes to the material and be able to respond fluently to these.

Discussion of a text of a speech/advertisement

Grade 6 task 3 | Grade 7 task 2

The texts to be used for this task are contained in the support guide. To prepare for these tasks, the candidate should read the support guide at trinitycollege.com/cs-online-support-guide

The candidates analyse the text of a speech (Grade 6) or the text of an advertisement (Grade 7) and discuss with the examiner methods for communicating the message of the text to the audience.

For **Grade 6**, candidates should consider the purpose of the speech, the audience, the main points, the kind of vocal and physical skills that could be used to help communicate the speech's purpose, whether any visual aids should be used and examples of specific language used within the speech that helps to communicate the message.

For **Grade 7**, candidates should consider the message of the advertisement, examples of how the message is conveyed through the language, style and idiom of the advertisement, the target audience, ways of reaching the audience, eg through television/web-based advertising, what visuals might be used, and considerations of casting and voice-over.

To prepare for these tasks, the candidate should read the support guide at trinitycollege.com/cs-online-support-guide. The support guide contains the texts of three speeches (Grade 6) and three advertisements (Grade 7). The candidate should familiarise themselves with the texts relevant for their grade. In the exam, the examiner will select one of the texts to discuss with the candidate. Candidates can make and refer to notes on the speech/advertisement.

Social or political issue

Grade 7 task 3

In this task the examiner gives an overview of a social or political issue and then poses a question to start a discussion. The purpose of the task is to assess the candidate's ability to listen and quickly analyse a situation unfamiliar to them, and to clearly express their personal opinions and the reasons for those. An example issue is outlined as follows:

'The amount of homework school students get varies a lot not only from country to country, or from school to school, but often from day to day. For most students, the amount of time spent on homework increases as they go through their school lives. How important is homework?'

Further examples of issues can be downloaded from trinitycollege.com/communication-skills

Public address in response to a scenario

Grade 8 task 2

To prepare for this tasks, the candidate should read the support guide. The scenarios to be used for this task are contained in the support guide at trinitycollege.com/cs-online-support-guide

The purpose of this task is to test the candidate's skills in being able to put together a public address appropriate to a given venue, audience and situation and then respond quickly and accurately to a change in situation. The task tests the candidate's ability to formulate a structure that covers the information, sets the required tone, engages the audience and conveys the information in the candidate's own personal style.

The support guide provides six scenarios: the candidate should pick one of these and prepare a two minute public address in response to the scenario. For example, the scenario could be:

Venue: Home of a family member

Audience: Large family

Situation: Speech at a family celebration

You have been asked to give a two minute speech in recognition of the event.

In the exam, the examiner will ask the candidate which scenario they selected and will then ask the candidate to give their public address. Then the examiner will give the candidate an adjustment to make to their public address. For example, the adjustment might be: on arrival at the house, you are told that, due to travel problems only six members of the family are physically present and you will be addressing the remainder through video-conferencing on two or more devices. Make some small adjustments to your speech to ensure that they feel included.

The candidate will have two minutes to make the adjustment and will then be asked by the examiner to present their public address again, this time incorporating the adjustment.

The candidate should ensure that the public address stays within the two minute duration and should therefore make edits to their speech where necessary.

Overview of a contentious issue

Grade 8

The candidate is required to present an overview of a contentious issue of their own choice from current affairs, social media or politics. The aim of this task is to assess the candidates' ability to understand and convey arguments related to an issue in a balanced, concise and perceptive manner. Candidates should show an ability to engage spontaneously in discussion, respond in a way that demonstrates an ability to listen and understand the issues involved, and deliver a response that shows the development of ideas.

Examples of issues can be downloaded from trinitycollege.com/communication-skills

HEALTH AND SAFETY

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

VOICE AND BODY

- ▶ Ensure that the body and voice are properly warmed up before performance.

FACILITIES

- ▶ Facilities should be kept clear, dry and free from splinters and nails, and all presenters should be made familiar with the layout of the space in which they will be working.
- ▶ All passageways should be clear and clean, with all cables marked or covered and taped.
- ▶ All possible steps should be taken to keep temperatures reasonably cool in hot weather and reasonably warm in cold weather and to ensure draughts are kept to a minimum. Rest and rehearsal areas should be at an acceptable ambient temperature.
- ▶ Routes to the stage/presentation space should be rehearsed so that presenters know the safe route and are aware of any obstacles.

FIRE

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

GENERAL GUIDANCE AND POLICIES

CHILD PROTECTION

Trinity is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

EQUAL OPPORTUNITIES

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

REASONABLE ADJUSTMENT

Trinity is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each candidate individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from trinitycollege.com/drama-csn. For enquiries please contact drama-csn@trinitycollege.com

DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see trinitycollege.com/data-protection for the most up-to-date information about Trinity's data protection procedures and policies.

CUSTOMER SERVICE

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at trinitycollege.com/customer-service

EXAM INFRINGEMENTS

All exam infringements will be referred directly to Trinity's central office by the examiner. Exam reports may be withheld until the outcome of any referral has been considered by Trinity. Depending on the severity of the infringement, marks may be deducted or, in extreme cases, the exam may be invalidated.

MALPRACTICE

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered centre status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

RESULTS REVIEW AND APPEALS PROCEDURE

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